



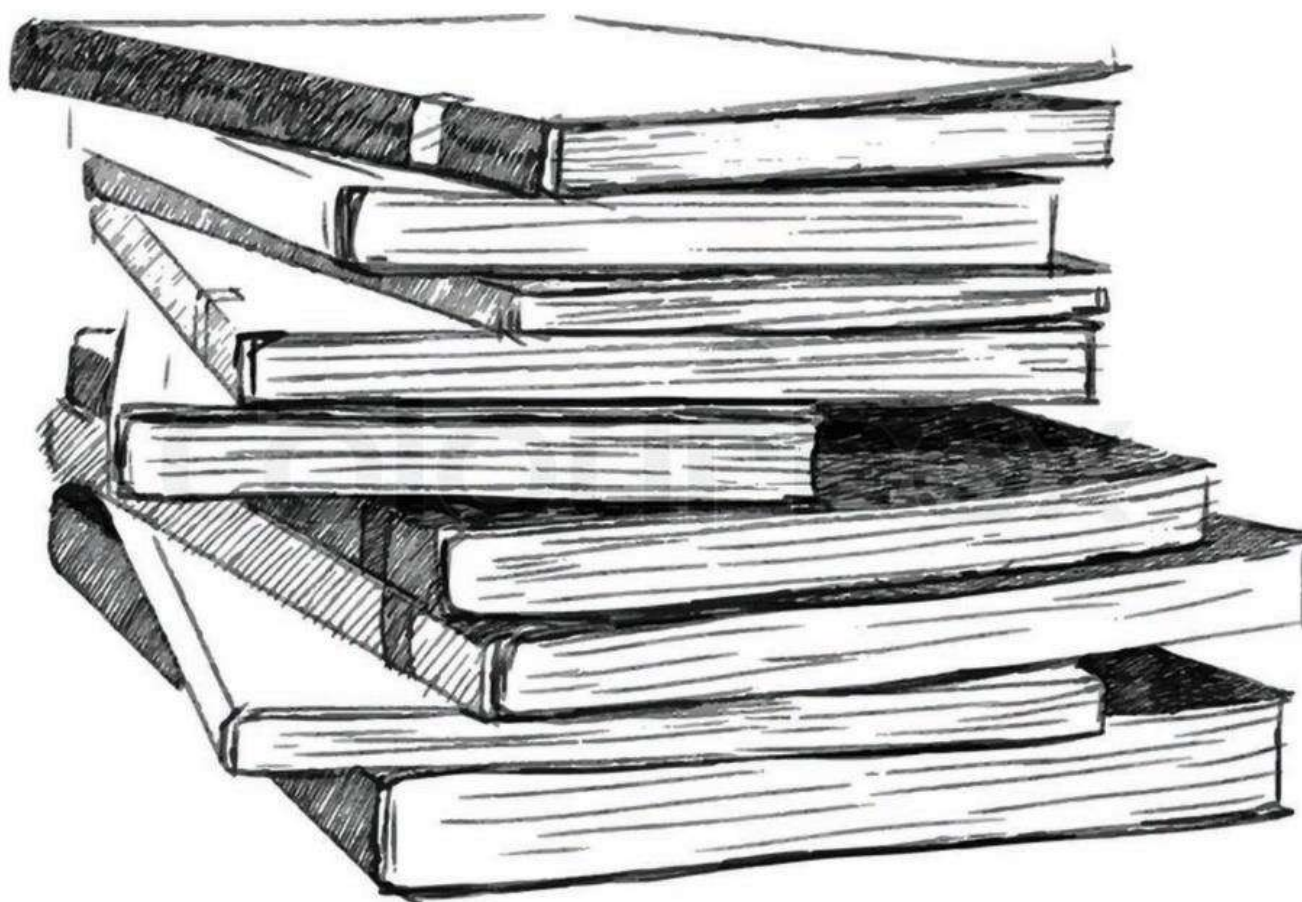
# International Journal of English Literature and Social Sciences

(IJELS)

An open access Peer-Reviewed International Journal

CrossRef DOI: 10.22161/ijels

Issue DOI: 10.22161/ijels.83



**INFOGAIN PUBLICATION**

**Vol.- 8 | Issue - 3 | May-Jun 2023**

[infogain.ijels@gmail.com](mailto:infogain.ijels@gmail.com) | [editor@ijels.com](mailto:editor@ijels.com) | <https://www.ijels.com/>

# International Journal of English Literature and Social Sciences (IJELS)

(ISSN: 2456-7620)

DOI: 10.22161/ijels

Vol-8, Issue-3

May-June, 2023

*Editor in Chief*

Dr. Manoj Kumar

---

Copyright © 2023 International Journal of English Literature and Social Sciences (IJELS)

Publisher

*Infogain Publications*

Email: [infogain.editor@gmail.com](mailto:infogain.editor@gmail.com) ; [editor@ijels.com](mailto:editor@ijels.com)

Web: [www.ijels.com](http://www.ijels.com)

## **International Editorial/ Reviewer Board**

- **Dr. Manoj Kumar**, Amity University, Jaipur, India
- **Dr. Dinh Tran Ngoc Huy**, HCM, Viet Nam
- **Dr. Luisa María Arvide Cambra**, Professor with Chair at the University of Almería, Spain
- **Dr. Osama Mahmoud Abu Baha**, University College of Educational Sciences -UNRWA
- **Dr. Rabindra Kayastha**, Kathmandu University, Nepal
- **Prince Dawar**, Poornima College of Engineering, Jaipur, India
- **Rabia Najaf**, Department of Finance Government University Pakistan.
- **Farhana Haque**, Brac University, Dhaka, Bangladesh
- **Dr. H.Saremi**, Islamic Azad university of Iran, Quchan branch, Quchan-Iran
- **Dr. Taher**, Al-Zaytoonah University of Jordan
- **Dr. Syed Damsaz Ali Andrabi**, Govt Degree College Boys Pulwama Kashmir, India
- **Dr. Ramel D. Tomaquin**, Surigao Del Sur State University, Rosario, Tandag City . Philippines
- **Dr. Rose Asayas Arceño**, Leyte Institute of Technology, Tacloban City, Philippines.
- **Dr. Vicente Alanoca Arocutipa**, Undergraduate and graduate teaching at the National University of Altiplano (Puno-Perú).
- **Dr. Mohammad Shaukat Ansari**, MLSM College,(LN Mithila University) Darbhanga, Bihar, India
- **Holmes Rajagukguk**, State University of Medan, Lecturer in Sisingamangaraja University North Tapanuli, Indonesia
- **Raikhapoor M.HumIAKN**, State Christian Religious Institue of Tarutung, North Tapanuli, Indonesia
- **Dr. Payal Chadha**, University Of Maryland University College Europe, Kuwait
- **Sarath W. Samaranayake**, Shinas College of Technology, Al-Aqur, Shinas, PO Box 77, PC 324, Sultanate of Oman.
- **Lidon. C. Lashley**, Lecturer, University of Guyana, Guyana
- **Ronato Sabalza Ballado**, College of Education and Graduate Studies, University of Eastern Philippines.
- **Dr. Andrew Sagayadass Philominraj**, School of English Pedagogy Department of Languages Universidad Católica del Maule, Chile
- **Prof. Dr. Misbah Mahmood Dawood AL-Sulaimaan**, Lebanese French University, Kurdistan Region - Iraq
- **Lahcen Belmekki**, Ministry of Education, High School Teacher of English, Kenitra
- **Dr. Agustin Nuñez Arceña**, Guimaras State College, Philippines
- **Mohsen Hanif**, Kharazmi University, Tehran, Iran
- **Dr. Marwa Essam Eldin Fahmy**, MISR University for Science & Technology, Egypt
- **Reza Kafipour**, Shiraz University of Medical Sciences, Meshkinfam Street, Shiraz, Iran
- **Damianus Abun**, Divine Word College of Vigan and Divine Word College of Laoag, Philippines
- **Md. Tanvir Ahsan**, Jagannath University, Dhaka
- **Prof. Dr. Elsayed Ahmed Elnashar**, Faculty of Specific Education, Kafrelsheikh University, Egypt.
- **Agnieszka Hendo-Milewska**, Private University of Pedagogy in Bialystok, Poland
- **Ms Vo Kim Nhan**, Tien Giang University Vietnam
- **Nguyen Thi Phuong Hong**, University of Economics Ho Chi Minh city Vietnam
- **Dr. Sylwia Gwoździwicz**, The Jacob of Paradies University in Gorzow Wielkopolski / Poland
- **Kim Edward S. Santos**, Nueva Ecija University of Science and Technology, Philippines.

**Vol-8, Issue-3, May - June 2023**  
**(10.22161/ijels.83)**

---

**Imageries in Grammar Teaching: Effects and Usefulness**


**Author:** Christiandon G. Aviado, Kim Kenneth T. Ayroso, Mark Jayson V. Bautista

 DOI: [10.22161/ijels.83.1](https://doi.org/10.22161/ijels.83.1)

**Page No:** 001-005

**Some Particularities of the Use of Definite Articles in Proper Nouns (Antroponyms and Toponyms): A Semantic Approach in a Comparative Perspective Between Mozambican Portuguese and European Portuguese**

**Author:** Rufino Alfredo

 DOI: [10.22161/ijels.83.2](https://doi.org/10.22161/ijels.83.2)

**Page No:** 006-022

**Dalit aspects in the plays of Bohie Bhimmana and Girish Karnad: A Comparison**

**Author:** G. Kiran Kumar Reddy, Paul Krupakar

 DOI: [10.22161/ijels.83.3](https://doi.org/10.22161/ijels.83.3)

**Page No:** 023-025

**Amrita Pritam's 'Pinjar': A Poignant Depiction of Wrath of Partition on Weaker Sex**


**Author:** Dr. Darkhasha Azhar, Dilkesk Kumar

 DOI: [10.22161/ijels.83.4](https://doi.org/10.22161/ijels.83.4)

**Page No:** 026-030

**The Choice of Characters under the Collapse of Values-- Interpreting A Road to the Big City from Psychoanalytic Theory**

**Author:** Jin Mengqi

 DOI: [10.22161/ijels.83.5](https://doi.org/10.22161/ijels.83.5)

**Page No:** 031-035

**Allusions in Wole Soyinka's A Dance of the Forests and Kongi's Harvest**

**Author:** Anicet Odilon Matongo Nkouka

 DOI: [10.22161/ijels.83.6](https://doi.org/10.22161/ijels.83.6)

**Page No:** 036-043

**Ecofeminist Explorations in Jeff Vander Meer's 'Annihilation': Nature, Femininity, and Agency in a Mysterious Landscape**

**Author:** Shalini Somasundaram

 DOI: [10.22161/ijels.83.7](https://doi.org/10.22161/ijels.83.7)

**Page No:** 044-046

**Disciplined Based Training Needs Assessment**

**Author:** Lynlyn M. Bawagan, Grethen C. Tuquilar, Sudemai Pauline D. Buen, Marjorie A. Onalan

 DOI: [10.22161/ijels.83.8](https://doi.org/10.22161/ijels.83.8)

**Page No:** 047-052

**The Required Reading for Entering Systemic Functional Linguistics: A Review of Systemic Functional Grammar: A First Step into the Theory**

**Author:** Jiajian Wu

 DOI: [10.22161/ijels.83.9](https://doi.org/10.22161/ijels.83.9)

**Page No:** 053-061

*Awareness and Compliance of the Students, Faculty, and, Staff of Kalinga State University on the Solid Waste Management Program*

Author: Cherry Ann D. Bona, Melanie S. Manuel

 DOI: [10.22161/ijels.83.10](https://doi.org/10.22161/ijels.83.10)

Page No: 062-077

*James Cameron's Avatar (2009): An Ecocritical Study of the Na'vi Culture and their Relationship with Nature*

Author: Purnanshu S. Dudhatra

 DOI: [10.22161/ijels.83.11](https://doi.org/10.22161/ijels.83.11)

Page No: 078-081

*Online Distance Learning and Well-Being of Faculty with Designation in Bohol Island State University*

Author: Jonathan V. Oludin

 DOI: [10.22161/ijels.83.12](https://doi.org/10.22161/ijels.83.12)

Page No: 082-090

*Indian Newspaper Readership and The Impact of COVID-19: A Case of Dainik Bhaskar*


Author: Akshat Seth

 DOI: [10.22161/ijels.83.13](https://doi.org/10.22161/ijels.83.13)

Page No: 091-094

*Experiences, Coping Style, and Concerns of BSVAWA with Super-typhoon Odette*

Author: Riza B. Salipong

 DOI: [10.22161/ijels.83.14](https://doi.org/10.22161/ijels.83.14)

Page No: 095-099

*Citation difficulties in nonnative undergraduate English teachers' monographs*

Author: Wilmar Salazar Obeso

 DOI: [10.22161/ijels.83.15](https://doi.org/10.22161/ijels.83.15)

Page No: 100-105

*Tracing the Predicament of Refugees in Mohsin Hamid's Exit West*

Author: Mausumi Pattanayak, Mukesh Tiwari

 DOI: [10.22161/ijels.83.16](https://doi.org/10.22161/ijels.83.16)

Page No: 106-109

*Late Modernism in Literary Works*

Author: Rishika A.

 DOI: [10.22161/ijels.83.17](https://doi.org/10.22161/ijels.83.17)

Page No: 110-111

*School Management System and Governance of Elementary School Heads as Perceived by the School Community*

Author: Jude Martin P. Alvarez, Rachelle C. Mempin, Robert Jayson G. Morales, Angelica A. Ocampo

 DOI: [10.22161/ijels.83.18](https://doi.org/10.22161/ijels.83.18)

Page No: 112-120

*Finding out why Bram Stoker Wrote Dracula*

Author: P. Rebecca

 DOI: [10.22161/ijels.83.19](https://doi.org/10.22161/ijels.83.19)

Page No: 121-124



*Young Learners' Attitudes towards Learning English as a Foreign Language: A Study at a Primary School*

Author: Do Thi Bich Hue, Le Van Tuyen

 DOI: [10.22161/ijels.83.20](https://doi.org/10.22161/ijels.83.20)

Page No: 125-130

*Breaking the Caste Ceiling: Dalit Feminism in Bollywood*

Author: Jyoti Mehta, Dr. Anil Adagale

 DOI: [10.22161/ijels.83.21](https://doi.org/10.22161/ijels.83.21)

Page No: 131-135

*Incredulity of Grand-Narratives: Dystopic, Alternative, and Suppressed Narratives in Paul Auster's Man in the Dark*

Author: Faramarz Elyasi, Ehsan Hassani

 DOI: [10.22161/ijels.83.22](https://doi.org/10.22161/ijels.83.22)

Page No: 136-140

*Apprehending the Contemporary Indian Society through the Lens of Social Realism- A Study of Shashi Tharoor's 'The Five Dollar Smile And Other Stories'*


Author: Priyanka Marwaha

 DOI: [10.22161/ijels.83.23](https://doi.org/10.22161/ijels.83.23)

Page No: 142-149

*Strategies used in Learning English Reading Comprehension among Students at Vocational College*

Author: Nguyen Ngoc Dang

 DOI: [10.22161/ijels.83.24](https://doi.org/10.22161/ijels.83.24)

Page No: 150-155

*Spatio Temporality and Subjectivity in James Joyce's 'Araby'*

Author: Anik Samanta

 DOI: [10.22161/ijels.83.25](https://doi.org/10.22161/ijels.83.25)

Page No: 156-159

*Why Do People Choose Watching Adaptations of English Literature Over Reading It?*

Author: Abin Mathew

 DOI: [10.22161/ijels.83.26](https://doi.org/10.22161/ijels.83.26)

Page No: 160-164

*Curbing National Insecurity through Effective use of Language*

Author: Felicia Tomi Obadare

 DOI: [10.22161/ijels.83.27](https://doi.org/10.22161/ijels.83.27)

Page No: 165-173

*The Language of social media: A Structuralist Inquiry*


Author: Revathy S.

 DOI: [10.22161/ijels.83.28](https://doi.org/10.22161/ijels.83.28)

Page No: 174-177

*Niger Delta Literature: Emerging Thematic Preoccupations in Nigerian Literature*

Author: Rebecca Ufuoma Davies

 DOI: [10.22161/ijels.83.29](https://doi.org/10.22161/ijels.83.29)

Page No: 178-182

*Correlates on Job Performance, Job Satisfaction, and Demographics of State University Employees*

Author: Ramil S. Bulilan

 DOI: [10.22161/ijels.83.30](https://doi.org/10.22161/ijels.83.30)

Page No: 183-191

*Beyond the Ideal: Anne Brontë's Realistic Feminism*

Author: Majid Mgamis

 DOI: [10.22161/ijels.83.31](https://doi.org/10.22161/ijels.83.31)

Page No: 192-197

*The Frequency of Employing Learning Management System in Teaching General English to Non-English Majors*

Author: Tran Thi Nhan, Nguyen Thi Kieu Thu

 DOI: [10.22161/ijels.83.32](https://doi.org/10.22161/ijels.83.32)

Page No: 198-204

*Strengthening National Character through Learning Indonesian as a Compulsory Subject in Higher Education*


Author: Elen Inderasari, Giyoto, Rohmad Budi Santoso

 DOI: [10.22161/ijels.83.33](https://doi.org/10.22161/ijels.83.33)

Page No: 205-213

*Displacement, Dispossession, Trauma, Refugee Crises: The New Middle Passage in Helon Habila's Travellers*


Author: Rebecca Ufuoma Davies

 DOI: [10.22161/ijels.83.34](https://doi.org/10.22161/ijels.83.34)

Page No: 214-217

*Visuals Semiotics in the novel Coraline*

Author: C. Santhiya

 DOI: [10.22161/ijels.83.35](https://doi.org/10.22161/ijels.83.35)

Page No: 218-221

*Gender Roles in Turkish Society: A Journey through Elif Shafak's Honour and The Forty Rules of Love*


Author: Anu Zacharia, Dr. T. Senthamarai

 DOI: [10.22161/ijels.83.36](https://doi.org/10.22161/ijels.83.36)

Page No: 222-228

*An Analysis of the Translation Strategies of English Versions of Kong Yiji*


Author: Yuan Peng

 DOI: [10.22161/ijels.83.37](https://doi.org/10.22161/ijels.83.37)

Page No: 229-232

*Reading Oppression and Repression in Jean Rhys' Wide Sargasso Sea*


Author: Harshita Borthakur

 DOI: [10.22161/ijels.83.38](https://doi.org/10.22161/ijels.83.38)

Page No: 233-237

*Whispers of the Outback: Exploring the Australian Bush in Literature*

Author: Diksha Sharma

 DOI: [10.22161/ijels.83.39](https://doi.org/10.22161/ijels.83.39)

Page No: 238-241

*An Analysis on the Risk Factor of HIV Transmission in Adolescents in DKI Jakarta*

Author: Muhamad Taufik Sasmita, Dwi Sutningsih, Muchlis Achsan Udji Sofro

 DOI: [10.22161/ijels.83.40](https://doi.org/10.22161/ijels.83.40)

Page No: 242-248

*Demystifying the Domestic Zone: Portrayal of Jaya as an Alienated Figure in Shashi Deshpande's That Long Silence*

Author: Azhar Nawaz

 DOI: [10.22161/ijels.83.41](https://doi.org/10.22161/ijels.83.41)

Page No: 249-252

*Adoptive Motherhood in India: An Analysis Through Myths and Critical Theories*

Author: Dr. Arpita Dey

 DOI: [10.22161/ijels.83.42](https://doi.org/10.22161/ijels.83.42)

Page No: 253-255

*Analyzing the Concept of Narrative Time in Kamala Markandaya's Nectar in a Sieve: A Narratological Study*


Author: Aruna Shukla, Dr. Anoop Kumar Tiwari

 DOI: [10.22161/ijels.83.43](https://doi.org/10.22161/ijels.83.43)

Page No: 256-261

*The Tragedy of War -- A Neorealism Interpretation of All the Lights We Cannot See*

Author: Jin Mengqi

 DOI: [10.22161/ijels.83.44](https://doi.org/10.22161/ijels.83.44)

Page No: 262-268

*Assessing the English Speaking Self-Efficacy of Translation-Major Undergraduates: A Current Perspective*

Author: Huang Yuehua, Wang Qiumei

 DOI: [10.22161/ijels.83.45](https://doi.org/10.22161/ijels.83.45)

Page No: 269-277

*EFL teachers' evaluation of the textbook "I Learn Smart World 6": A study at Pathway School*

Author: Le Thi Truc Sinh, Nguyen Tien Hung

 DOI: [10.22161/ijels.83.46](https://doi.org/10.22161/ijels.83.46)

Page No: 278-284

*Difference of Sino-US National Image Construction Seen from the Use of Shell Nouns: Illustrated by News Reports on the COVID-19 Pandemic*

Author: Jiajian Wu

 DOI: [10.22161/ijels.83.47](https://doi.org/10.22161/ijels.83.47)

Page No: 285-293

*Mobile Empowerment: Enhancing Education and Connectivity for College Students*

Author: M. Tamilarasi

 DOI: [10.22161/ijels.83.48](https://doi.org/10.22161/ijels.83.48)

Page No: 294-300

*Diversification of Agriculture in India: A Regional Perspective*

Author: Sandeep Kumar

 DOI: [10.22161/ijels.83.49](https://doi.org/10.22161/ijels.83.49)

Page No: 301-312



**Reflection of Gender Encounters in the Society Portrayed in Literature**

**Author:** Jala Srilakshmi

 DOI: [10.22161/ijels.83.50](https://doi.org/10.22161/ijels.83.50)

**Page No:** 313-316

**Politics, Vaccine Distribution, and Public Reception during the Covid-19 Pandemic in Enugu State**

**Author:** E. E. Odeh, S. M. Odibo, H.C. Agbo, G. E. Ezirim, I. M. Ogbuka

 DOI: [10.22161/ijels.83.51](https://doi.org/10.22161/ijels.83.51)

**Page No:** 317-325

**Disability as a Plot Device in Nicola Griffith's "So Lucky": An Analytical Study**

**Author:** Ms. Irin Roshan, Dr. Venkata Ramani. Challa

 DOI: [10.22161/ijels.83.52](https://doi.org/10.22161/ijels.83.52)

**Page No:** 326-328

**A study of diasporic elements in the select works of Margaret Atwood, Jhumpa Lahiri and Kiran Desai**

**Author:** Rimasree Das

 DOI: [10.22161/ijels.83.53](https://doi.org/10.22161/ijels.83.53)

**Page No:** 329-336

**Ecological Gaze: An Exploration of Bharati Mukherjee's The Tree Bride**

**Author:** Dr. Patil Sangita Sharnappa

 DOI: [10.22161/ijels.83.54](https://doi.org/10.22161/ijels.83.54)

**Page No:** 337-339

**Eyeing Post-pandemic Learning: Reckoning the Effects of Blended Learning Scheme**

**Author:** Rose S. Mukay, Irene M. Dagyasi, Melanie S. Manuel, Lourdes Nicole Adeline Cosmiano

 DOI: [10.22161/ijels.83.55](https://doi.org/10.22161/ijels.83.55)

**Page No:** 340-346

**Proximate Analysis of Enhanced Coffea canephora var with endemic floral species**

**Author:** Melanie Manuel, Helen F. Bais, Gringo S. Serion

 DOI: [10.22161/ijels.83.56](https://doi.org/10.22161/ijels.83.56)

**Page No:** 347-359

**A comparative study Beckett's Waiting for Godot and Ionesco's Rhinoceros**

**Author:** Rimasree Das

 DOI: [10.22161/ijels.83.57](https://doi.org/10.22161/ijels.83.57)

**Page No:** 360-365

**English Academic Writing Performance Level of KSU Students**

**Author:** Lourdes Adeline Nicole Y. Cosmiano

 DOI: [10.22161/ijels.83.58](https://doi.org/10.22161/ijels.83.58)

**Page No:** 366-371

**Post-modernism, Paraphilia, Sadism, Necrophilia, and Sexually Motivated Homicide: An Interdisciplinary Reading of Dennis Cooper's "Frisk" (1991)**

**Author:** Adam Briedik

 DOI: [10.22161/ijels.83.59](https://doi.org/10.22161/ijels.83.59)

**Page No:** 372-384

**Piper Betel and Areca Nut: Interfacing Cultural, Communication and Ethno-therapeutic Knowledge as Reflected in the Kalinga Epic, the Ullalim**

**Author:** Ronald B. Bulwayan, Divina Alunday – Balocnit, Jessie Grace M. Sannadan

 DOI: [10.22161/ijels.83.60](https://doi.org/10.22161/ijels.83.60)

**Page No:** 385-404

*The Functions of Bayas in Bodong Celebration among the Kalinga's*

Author: Ronald B. Bulwayan, Divina Alunday – Balocnit

 DOI: [10.22161/ijels.83.61](https://doi.org/10.22161/ijels.83.61)

Page No: 405-421

*Unravelling Marginality and Masculinity: Exploring the Interplay of Gender and Power in Gabriel Garcia Marquez's Chronicle of a Death Foretold*

Author: Shalini Jha

 DOI: [10.22161/ijels.83.62](https://doi.org/10.22161/ijels.83.62)

Page No: 422-425

*A Study of Ballad Literary Techniques, Aesthetic sense and Bravery of a Tamizhachi through the lens of Vanavil K. Ravi's The Ballad of the Warrior Girl Kuyili*


Author: Dr. K. Subapriya

 DOI: [10.22161/ijels.83.63](https://doi.org/10.22161/ijels.83.63)

Page No: 426-429

*Advantages and disadvantages of using Visual Storytelling to Teach English Vocabulary to Young Learners at Viet Anh Primary School*

Author: Le Hoang Bao Chau

 DOI: [10.22161/ijels.83.64](https://doi.org/10.22161/ijels.83.64)

Page No: 430-438

*Pride and Prejudice Adaptations: A Comparative Study*

Author: Sharanya Chowdhury

 DOI: [10.22161/ijels.83.65](https://doi.org/10.22161/ijels.83.65)

Page No: 439-443

*Two Armies on a Colour (less) Plain: Tracing the Cultural Narratives of Amar Chitra Katha as a Colonial Embodiment*

Author: Lakshmi Anil

 DOI: [10.22161/ijels.83.66](https://doi.org/10.22161/ijels.83.66)

Page No: 444-450

*Climatic Change Leads to Global Warming? A Semiotic Analysis of the Kwaliti Wall's Advertisement*

Author: Sathvika R, Rajasekaran V

 DOI: [10.22161/ijels.83.67](https://doi.org/10.22161/ijels.83.67)

Page No: 451-455

*Women's Quest for True Love: A Study on Selected Poems by Kamala Das and Rabindranath Tagore's "The Broken Nest"*

Author: Annita Chatterjee

 DOI: [10.22161/ijels.83.68](https://doi.org/10.22161/ijels.83.68)

Page No: 456-460

*Happiness and Individual*


Author: Suparna Dey

 DOI: [10.22161/ijels.83.69](https://doi.org/10.22161/ijels.83.69)

Page No: 461-465

*The Empowered Pen: The Enduring contribution of women writers in Indian Literature*

Author: Parishmita Taye

 DOI: [10.22161/ijels.83.70](https://doi.org/10.22161/ijels.83.70)

Page No: 466-469

*Remnants of remembrance, a tale of camouflaging under the quest of identity for a relic of reminder in 'Alam's own house' a work by Divyendu Palit*

Author: Sayantani Roy

 DOI: [10.22161/ijels.83.71](https://doi.org/10.22161/ijels.83.71)

Page No: 470-471

*Lived Experiences of Student Leaders*


Author: Rodolfo B. Tucay Jr., Abigail B. Quimosing, Atty. Johnny D. Wayet

 DOI: [10.22161/ijels.83.72](https://doi.org/10.22161/ijels.83.72)

Page No: 472-477

*The Future of Nature Prophesied in the Select Futuristic Science-fictions of H. G. Wells*

Author: Malay Roy

 DOI: [10.22161/ijels.83.73](https://doi.org/10.22161/ijels.83.73)

Page No: 478-481

*Perception and Satisfaction on Flexible Learning Approach to Student's Academic Achievement*

Author: Romar B. Dinoy, Flora Mae A. Bantilan

 DOI: [10.22161/ijels.83.74](https://doi.org/10.22161/ijels.83.74)

Page No: 482-486

*Literary Devices in Edgar Allan Poe's Crime Stories: An Analysis*


Author: Grethyl Ann O. Nodalo

 DOI: [10.22161/ijels.83.75](https://doi.org/10.22161/ijels.83.75)

Page No: 487-507

*8th Graders' Attitude Toward the Implementation of Project-Based Learning Method in Teaching English Reading Skills. A Case Study at Public Secondary School in Ho Chi Minh City, Vietnam*

Author: Quach Hong An

 DOI: [10.22161/ijels.83.76](https://doi.org/10.22161/ijels.83.76)

Page No: 508-515

*'Karnan': The Social Commentary for Change*

Author: S. Magdelene Percy

 DOI: [10.22161/ijels.83.77](https://doi.org/10.22161/ijels.83.77)

Page No: 516-519

*Exploring Nation and History: An Analysis of Chaman Nahal's Selected Novels*

Author: Ganeshkumar Sumanbhai Patel

 DOI: [10.22161/ijels.83.78](https://doi.org/10.22161/ijels.83.78)

Page No: 520-524



# Imageries in Grammar Teaching: Effects and Usefulness

Christiandon G. Aviado<sup>1</sup>, Kim Kenneth T. Ayroso<sup>2</sup>, Mark Jayson V. Bautista<sup>3</sup>

<sup>1</sup>Angeles University Foundation, Angeles City, Pampanga, Philippines

<sup>2</sup>Mary the Queen's College, Guagua, Pampanga

<sup>3</sup>Don Honorio Ventura Technological State University, Bacolor, Pampanga

Received: 25 Mar 2023; Received in revised form: 22 Apr 2023; Accepted: 30 Apr 2023; Available online: 08 May 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— This descriptive study was conducted for the purpose of determining the effectiveness of using imageries in the field of grammar teaching, particularly in spotting modifier errors. In doing so, researchers made a total of 116 college students taking up a skills-based English subject in the School Year 2019-2020 participate. Their participation came in the form of engaging in a paired work classroom activity and answering a 15-item multiple choice test/ quiz before and after being taught how to use imageries in spotting the previously-mentioned grammar error. Comparison and contrast of performances expressed in frequencies and percentages during the classroom activity and during the quiz were then done to determine possible effects and implications. As a result, it was found that the chosen pedagogical intervention (i.e., usage of imageries) had noteworthy impact in improving students' ability in spotting modifier errors.

**Keywords**— Imageries, grammar teaching, descriptive study

## I. INTRODUCTION

For its indispensable utility in life regardless of the situation, language has become an important object of study; in such a field, communication is seen to be helpful especially in facilitating the learning and acquisition of communicative competence among language learners (Choi et al., 2012). Communication, or the actual use of language, is seen to be a part of a lifelong process. Without being able to communicate or make sense of what is being communicated, individuals will be incapable of abstract thinking which in itself, gives way to the expansion of human knowledge and societal evolution.

Another form of communication is literature which, like other art forms, paves the way for human entertainment and expression. It is also said to ignite imagination, arouse noble emotions, and enrich the human mind by allowing it to reflect on life and fill it with new ideas. However, beneficial to humans as it is, communication in itself may likewise be a barrier for the free flow and understanding of ideas. Contributory to this so-called barrier is the fact that languages such as English have complex rules for observation and understanding, and

it also has varieties. Difficult as it may be, English is central to internationalization, but not all "Englishes" or their expressions are the same (Tupas, 2015). Despite this, it is a must to learn or acquire it for any learner as it is considered to be the most popular foreign language (Mirabela & Ariana, 2013).

For the above reasons, learning and acquisition of the English language and its underlying components have become important for language teachers around the globe. Part and parcel of teaching the components of the said language is grammar teaching as it is believed to be a way to help learners use English correctly and appropriately. However, English teachers sometimes find that a word, phrase, or sentence may be ambiguous for learners as it has more than one meaning. The ambiguity, however, can be noticed if one really has linguistic knowledge of how one may best analyze the phrase or sentence. English sentence processing leads to the honing of the analytic skills of a student. The application of different drills and exercises is clear evidence of such a claim, for the more that the students engage with patterns in a language, the more that they become critical and sensitive in processing what they read

or careful in what they produce. Although several accounts of ambiguity resolution have been proposed in recent years, none of them have succeeded in making students consistently and accurately predict meanings in the patterns of new languages; as discussed by Wasow (2015), ambiguity also occurs at the semantic level. It entails two or more possible interpretations of the structure of a clause wherein grammatical and semantic processing interact.

Ambiguity in texts is also seen to be prevalent and contributory to reading and understanding success. It is essential that students are helped as much as possible with the syntactic structures found in the written texts they encounter and trained to recognize and handle them with full accuracy. Because if not, grammatical sentences which have mismatched heads and modifier noun numbers result in slower reading as supported by the study of Desmet (2018).

The dynamicity of the English language requires that its teachers be also on the consistent move to evolve their pedagogy and enhance their curriculum. After all, at the base of any learning process are teachers who serve as catalysts (Suliman et al., 2017). They must always be on the lookout for different innovations that may deliver fruitful learning to different types of learners to ultimately hone their abilities to communicate in the aforementioned global language. One way of doing so is incorporating the use of imageries as aids for linguistic interpretation, as it gives perceivable mental representations of linguistic constructions. According to Green (2017), the ability to construct mental imageries distinguishes a human from other beings as it allows him to build better understanding of things even before they are concretized.

As the researchers of this study examine the significance of the use of imageries as an innovative way to address the problems on lexical and structural ambiguities in the form of linguistic modifiers, a potential pedagogical solution may be derived and used in the wider English as a second language learning context. With these, this study aimed at determining the effectiveness of the use of imageries in delivering or teaching the said grammar topic in the collegiate level. To do so, the following specific problems were first answered:

- 1.) How may learners be described in terms of accuracy in identifying modifier errors prior to the intervention (i.e., being taught through the use of imageries)?
- 2.) How may the learners be described in terms of their passing score frequency and percentage and general score average after being subjected to the intervention?
- 3.) What implications for the teaching of grammar, particularly modifier errors, do the results of this study serve?

## II. CONCEPTUAL FRAMEWORK

The flow of the research processes in this study is outlined in Figure 1 which illustrates the conceptual framework of this study. With the help of a simple classroom activity, the researchers of this study were able to establish its relevance and determine the current ability of the target population in identifying modifier errors. Following the process of establishing relevance or needs, the researchers proceeded to administering the intervention while teaching in class. After the administration of the chosen intervention, a test on making students identify modifier errors was executed. Differences in performance before and after the intervention were then recorded through simple frequency and percentage to pinpoint possible effectiveness.

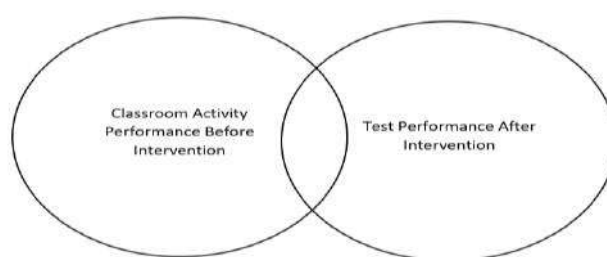


Fig.1: Conceptual Framework of the Study

## III. METHODS

This action research paper employed the Descriptive Status and Evaluative Designs in achieving and answering its objectives and/ or research questions.

According to Paler-Calmorin and Calmorin (1995), a study that may both be classified under the descriptive status and the descriptive evaluative designs is a study whose general aims are for the identification of a current phenomenon or condition followed by the appraisal of the effectiveness of a chosen action in possibly making the identified phenomenon better. This study followed the aforementioned research designs in that it involved the description of respondents' collective performance in relation to spotting modifier errors and subsequently followed by testing to check or validate whether changes in initial performances have occurred with the help of a chosen pedagogical action.

Specifically, the initial collective performance of 116 college students taking up the subject Academic Literacy in the first semester of school year 2019-2020, under the bachelor's degree programs accountancy, business administration, and medical technology, was first determined through a simple classroom activity that required them to engage in paired oral recitations and tell whether or not given statements had modifier errors.



Following the execution of the said classroom activity, collective performance of the identified participants was determined.

After establishing students' initial collective performance, the researchers proceeded to implementing a certain pedagogical intervention which was the use of imageries in the teaching and spotting of modifier errors. This then served as the intervention phase of the study.

Following the intervention phase, a paper-and-pencil test was administered. It was composed of 15 multiple-choice items that required takers to identify statements that did not contain modifier errors, thereby requiring the execution of the same learning skill which was initially measured and observing the assessment method called the Parallel-Forms Method wherein items used in the pre and post-intervention stages cover or target the same set of contents or involve the execution of the same learning skill (Calmorin, 2004). In other words, both activities, as in the classroom activity and the paper-and-pencil test, had similar nature but did not involve identical items. During this stage, the participants were asked to individually take the test as a form of recorded quiz, where 9 (i.e., 60% of 15) served as the cut-off passing score.

When data both from the pre and post-intervention stages were collected, the researchers proceeded to doing their analysis of the said data. This process involved identifying in terms of frequency and percentage the abilities of the respondents to spot modifier errors before and after they were exposed to the usage of the chosen intervention (i.e., usage of imageries). Because of doing so, the researchers were able to come up with results and conclusions regarding the possible effectiveness of the class intervention applied.

#### IV. RESULTS

Doing all of the previously-mentioned processes, the researchers were able to come up with the following results in response to the specific problems of this study:

1.) In classes composed of 24 to 39 students, only one to three pairs or two to six (i.e., 7-15%) were able to correctly spot sentences with modifier errors on their first encounter of them. On average, in a sample size of 116 college students, only 3.44 or 3% (i.e., 3 students) of them are predicted to have the ability to do the said skill with ease.

2.) In terms of their general average score in identifying modifier errors in the 15-item paper-and-pencil test, the takers can be said to have adequate ability in doing the said skill after yielding 11 out of 15 or 73% as their average. Ninety-five out of 116 or 82% of them passed while 21 or 18% did not.

3.) For the teaching of grammar, particularly the spotting or identification of modifier errors, this study proved the chosen intervention (i.e., the usage of imageries) to be effective as evidenced by the increase in the number of students who were found to correctly spot sentences with modifier errors during the paper-and-pencil test.

Prior to the intervention, an average of only 3% or 3 out of 116 students who were able to spot modifier errors was found. After the intervention, such percentage increased wherein the average score that the participants were able to produce was 11 or 73.33% out of the 15 points found in the quiz. The 95 students out of the 116 takers or 82% of the them had passing scores, suggesting satisfactory ability to spot modifier errors.

Ineffectiveness of the suggested intervention for select students possibly implies that other than difficulty in spotting modifier errors, they may also have difficulty in terms of comprehending what is written as comprehension plays a vital role in enabling people to interpret correctly what they are reading. Without mastery of reading comprehension skills, people may have difficulty in realizing or spotting statements with modifier errors. The teaching or honing of reading comprehension along with grammar teaching may then be given attention as well.

#### V. DISCUSSION AND CONCLUSION

Table 1 shows the frequency and percentage of pairs per class that were able to correctly identify statements with modifier errors in the classroom activity conducted by the researchers. Other than the frequency and percentage of pairs per class, the table also presents the average percentage of students from the whole sample size.

The frequency of pairs that were able to correctly spot statements with modifier errors ranged from 1 to 3 or around 7 to 15% of class populations whose sizes varied from 24 to 39 students each. On average, only about 3 to 4% of the total population of 116 students, as in around four students, was observed to be capable of spotting modifier errors.

Table 1: Frequency and Percentage of Participants Answering Correctly the Classroom Activity (n=116)

Section/ Course	Frequency (1 pair:2 students)	Percentage
Medical Technology (39)	3	15.38%
BSBA Mgmt. & Entrepreneurship (24)	1	8.33%
BSBA Marketing Management (27)	1	7.40%
Accountancy (26)	3	11.53%
Average	2	3.44%

Table 2 shows the average scores and percentages of the takers divided as to their courses or sections followed by the general average of the whole sample or group.

The average score per section or course ranged from 9 to 12 points or 60 to 80% of the whole test. On average, the whole group of 116 students yielded 11 points in the quiz or 73.33%.

Table 2: Average Score and Test Performance of the Participants in the Quiz (n=116)

Course/ Section	Average Score	Percentage
Medical Technology (39)	12	80%
BSBA Mgmt. & Entrepreneurship (24)	9	60%
BSBA Marketing Management (27)	11	73.33%
Accountancy (26)	11	73.33%
General Average	11	73.33%

Table 3 presents the frequency and percentage of students who met the 60% criterion or attained a score of at least 9 in the quiz and passed it.

Ninety-five students or 82% of the population were able to pass the quiz while 21 or 18% were not able to gain passing scores. With the wide gap size-wise of 64% between those who passed (82%) and those who did not (18%), it can be inferred that the intervention, as in the use of imageries, has the potential of assisting students to have

the needed ability to spot modifier errors. Using data also presented in the previous tables, it may be observed that there was an increase of 67% to 75% from the post-intervention test passers as compared to those who passed during the pre-intervention. This is further supported by the fact that the percentage of those who passed post-intervention is significantly higher than the output yielded from the pre-intervention phase with only 7 to 15% serving as the resulting value (as seen in Table 1).

Table 3: Frequency and Percentage of Students' Overall Performance During the Quiz (n=116)

Descriptor	Frequency	Percentage
Passed	95	82%
Failed	21	18%

## VI. RECOMMENDATIONS

Keeping in mind the limitations of this present action research, its researchers recommend the following who wish to delve on the same:

1.) Other statistical methods of analysis, not limited to simple frequency and percentage, be employed in

interpreting and processing gathered data and be subjected to the validation of a statistician;

2.) Testing be done more than once or in cycles to further check on score reliability;

3.) Instruments for data collection be subjected to expert validation; and

4.) Use of imageries for grammar teaching, particularly in spotting modifier errors be further explored in the classroom for its potential pedagogical efficacy.

## REFERENCES

- [1] Calmorin, L. P. (2004). *Measurement and evaluation*. (3<sup>rd</sup> Ed.). Manila, Philippines: National Bookstore
- [2] Choi, D. (2012). English-medium instruction in the university context of Korea: Trade-off between teaching outcomes and media-initiated university ranking. *The Journal of Asia. TEFL*, 9(4), 135-163.
- [3] Desmet, T., Hartsuik R., Loncke. M., & Vandierendonck A. (2018). The role of executive control in resolving grammatical number conflict in sentence comprehension. *Experimental Psychology Society 2017 Reprints and permissions: sagepub.co.uk/journalsPermissions.nav* DOI: 10.1080/17470218.2016.1276610 [qjep.sagepub.com](http://qjep.sagepub.com)
- [4] Green, M. (2017). Imagery, expression, and metaphor. *Philosophical Studies*, 174, 33–46.
- [5] Mirabela, P. & Ariana, S. (2013). Benefits of English language learning – language proficiency certificates – a prerequisite for the business graduate. Retrieved from <http://steconomiceuoradea.ro/anale/volume/2013/n2/016.pdf>. National Geographic <http://travel.nationalgeographic.com/travel/enduringvoices/> September 15, 2017.
- [6] Palar-Calmorin, L. & Calmorin, M. A. (1995). *Methods of research and thesis writing* (1<sup>st</sup> Ed.). Manila, Philippines: Rex
- [7] Suliman, A. (2017). A glimpse on the re-introduction of English Literature in Malaysian secondary education: GEMA Online® *Journal of Language Studies* 17 (4), 2017.
- [8] Tupas, R. (2015). *Unequal Englishes: The politics of Englishes today*. Basingstoke: Palgrave Macmillan
- [9] Wasow, T. (2015). *Ambiguity Avoidance is Overrated*. Stanford University. Retrieved October 13, 2016 from [web.stanford.edu/~wasow/Ambiguity.pdf](http://web.stanford.edu/~wasow/Ambiguity.pdf)



# Some Particularities of the Use of Definite Articles in Proper Nouns (Antroponyms and Toponyms): A Semantic Approach in a Comparative Perspective Between Mozambican Portuguese and European Portuguese

## Algumas Particularidades do uso de Artigos Definidos em Nomes Próprios (Antropónimos E Topónimos): Uma Abordagem Semântica Numa Perspectiva Comparativa Entre o Português de Moçambique e o Português Europeu

Rufino Alfredo

Assistente Universitário da Universidade Púnguè – Moçambique

Received: 25 Mar 2023; Received in revised form: 22 Apr 2023; Accepted: 30 Apr 2023; Available online: 08 May 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— *The present work, entitled Some peculiarities of the use of definite articles in proper nouns (anthroponyms and toponyms): a semantic approach in a comparative perspective between Mozambican Portuguese and European Portuguese, has as main objective to analyze the use of definite articles in proper nouns ( anthroponyms and toponyms) in Mozambican Portuguese. In this sense, we try to describe the different contexts in which the presence/absence of definite articles in proper names (anthroponyms and toponyms) occurs in European Portuguese (EP), we also try to compare the use of definite articles in proper names (anthroponyms and toponyms) in Mozambican Portuguese (PM) with European Portuguese (PE). The study is of a descriptive nature and to carry out the data analysis, a written corpus was built that resulted from the application of two linguistic tests, namely a provoked production test (filling in empty spaces in Portuguese sentences), composed of thirteen ( 13) sentences and a test of grammaticality and/or acceptability judgments, consisting of twenty-six (26) sentences. The inquiry was directed to eighty (80) students of the 10th Grade of the Secondary School of Tete. The analyzed data allowed us to verify that in the variety of Mozambican Portuguese, speakers constantly omit the definite articles in sentences with simple anthroponyms in different positions and contexts, thus creating a difference with European Portuguese; they omit definite articles in contexts where simple toponyms occur (referring to place names that designate landforms), in a predicative syntactic position of the subject; in short, the study allowed us to verify several differences in the two varieties of Portuguese, with regard to the use and/or omission of definite articles in different contexts.*

**Keywords**— *Definite articles, proper names, anthroponyms, toponyms, semantic analysis.*

**Resumo**— *O presente trabalho, intitulado Algumas particularidades do uso dos artigos definidos em nomes próprios (antropónimos e topónimos): uma abordagem semântica numa perspectiva comparativa entre o*

*Português de Moçambique e o Português Europeu tem como objectivo principal analisar a realização de artigos definidos em nomes próprios (antroponímicos e topónimos) no Português de Moçambique. Neste sentido, procuramos descrever os diferentes contextos em que ocorre a presença/ausência de artigos definidos em nomes próprios (antroponímicos e topónimos) no Português Europeu (PE), procuramos ainda comparar a realização de artigos definidos em nomes próprios (antroponímicos e topónimos) no português de Moçambique (PM) com o Português Europeu (PE). O estudo é de carácter descritivo e para proceder à análise dos dados, construiu-se um corpus escrito que resultou da aplicação de dois testes linguísticos, nomeadamente um teste de produção provocada (preenchimento de espaços vazios em frases do português), composto por treze (13) frases e um teste de juízos de gramaticalidade e/ou aceitabilidade, composta por vinte e seis (26) frases. O inquérito foi dirigido a oitenta (80) alunos da 10ª Classe da Escola Secundária de Tete. Os dados analisados permitiram verificar que na variedade do Português de Moçambique, os falantes constantemente omitem os artigos definidos em frases com antroponímicos simples em posições e contextos diversificados, criando desta forma uma diferença com o Português Europeu; omitem os artigos definidos em contextos em que ocorre os topónimos simples (referentes a nome de lugar que designam acidentes geográficos), em posição sintáctica predicativa do sujeito; em suma, o estudo permitiu verificar várias diferenças nas duas variedades do Português, no que diz respeito à realização e/ou omissão dos artigos definidos em contextos diversificados.*

**Palavras-chave**— Artigos definidos, nomes próprios, antroponímicos, topónimos, análise semântica.

## I. INTRODUÇÃO

Moçambique é um país multilíngue, onde o Português, língua oficial e de unidade nacional, estabelece uma relação de contacto com as línguas nativas, comumente conhecidas como Línguas Bantu, o que, devido à convivência entre estas línguas com o Português, através do contacto sociolinguístico existente, determina as mudanças mais ou menos acentuadas que sofre, na sua maioria, ao nível do léxico e da sintaxe. É neste contexto que se regista recorrente a omissão de artigos definidos para determinar os nomes, um problema actual na comunicação entre os falantes do português moçambicano, comparado ao português europeu.

Diversos estudos sobre a variedade do PM mostram o papel das Línguas Maternas dos falantes, na fixação de novas propriedades gramaticais, que resultam do contacto de línguas (Gonçalves & Chimbutane, 2004). O contacto de línguas sobressai, desta forma, como factor determinante na variação linguística, no caso do PM. Ora, com base nestes argumentos apresentados, coloca-se a seguinte questão: *De que forma as Línguas Bantu contribuem na realização/ausência dos artigos definidos em nomes próprios (antroponímicos e topónimos) no Português de Moçambique?*

O estudo resulta da constatação feita durante o convívio com alguns falantes do Português de Moçambique (PM), com destaque para os alunos da 10ª Classe da Escola Secundária da cidade de Tete sobre o uso de artigos definidos em nomes próprios (antroponímicos e topónimos) de forma desviante em relação ao Português Europeu, considerada a norma padrão.

A escolha de informantes da 10ª classe deve-se ao facto de entendermos que os alunos se encontram na classe terminal do primeiro ciclo, no qual, a nosso ver, tendo em conta os programas de ensino da língua portuguesa em vigor no país, o aluno deve mostrar possuir já conhecimentos razoáveis da língua portuguesa face ao fenómeno linguístico em causa.

O objecto do presente trabalho são estruturas como as que seguem em baixo em (1) e (2):

(1) a) Rita foi à escola. **(PM)**

A Rita foi à escola. **(PE)**

b) Falei com João. **(PM)**

Falei com o João. **(PE)**

(2) a) A Lúcia tem sonho de viver *no* Maputo. **(PM)**

A Lúcia tem sonho de viver *em* Maputo. **(PE)**

(b) Beira é uma bela cidade. **(PM)**

A Beira é uma bela cidade. **(PE)**

Como se pode depreender, em (1 a)) ocorre um antroponímico simples (a Rita), na posição sintáctica do sujeito, com o tempo verbal no pretérito perfeito do indicativo (foi), nota-se na primeira frase a ausência de artigo definido e na segunda verifica-se a realização de artigo definido. Nesta frase, a realização do artigo definido é obrigatória, por se tratar de um nome de uma pessoa específica, a Rita. Em (1 b)), referentes à realização de antroponímico simples (o João), em Predicativo do sujeito, com o tempo verbal no pretérito perfeito do indicativo (falei), verifica-se na primeira frase ausência de artigo definido e na segunda frase, há realização de artigo definido, em contexto em que, em PE exige-se a presença do artigo definido.



Em (2) temos estruturas referentes à realização dos topónimos simples, assim em (a), temos o topónimo simples (Maputo), em posição sintáctica de oblíquo, com o tempo verbal no presente do indicativo (tem), onde verifica-se na primeira frase a realização de artigo definido e na segunda, verifica-se ausência de artigo definido, neste contexto não se requer a presença do artigo definido. Da mesma forma, em (b) temos o topónimo simples (a Beira), em posição sintáctica de Sujeito, com o tempo verbal flexionado no presente do indicativo (é), verifica-se na primeira frase ausência de artigo e na segunda frase, há realização de artigo definido. Nesta frase, a realização do artigo definido é obrigatória, uma vez que o topónimo (a Beira) tem origem num nome comum, *a beira*, ou seja, trata-se de um nome recategorizado e obrigatoriamente exige a presença do artigo definido.

## II. REFERENCIAL TEÓRICO

Tabela I: Algumas propriedades sintático-semânticas dos artigos definidos

ARTIGOS DEFINIDOS	<b>(i) Propriedades básicas</b>
	- Podem ter um valor referencial.
	(1) <u>O professor</u> viajou a Maputo.
	- Pressupõem a condição de existência no universo do discurso.
	(2) Onde está o gato?
	- Permitem fazer referência à única entidade existente que está de acordo com a descrição do SN.
	(3) Li <u>o poema</u> (que me recomendaste). Achei-o muito interessante. (único poema – <b>unicidade</b> )
	- Podem surgir pospostos a <u>ambos</u> ou <u>todos</u> .
	(4) O Pedro comprou todos <u>os</u> presentes.
	(4') O Pedro comprou ambos <u>os</u> presentes.
	- Podem ocorrer em construções de elipse se forem seguidos de um complemento, um modificador adjectival ou uma oração relativa.
	(5) a. O Luís leu a gramática de Língua Portuguesa, a Maria leu <u>a</u> de línguas bantu. b. A Maria leu <u>a</u> que tem estruturas sintáticas. c. A Maria leu <u>a</u> descritiva.
	<b>(ii) Propriedades (contextos)</b>
	- Podem, em certos contextos, introduzir entidades novas no discurso.
	(6) O palestrante vai falar sobre <u>a terceira guerra mundial</u> .
	- Podem ocorrer em contextos de uso anafórico.
	(7) Mia Couto publicou recentemente um livro. <u>O escritor</u> tem provocado muita polémica.
	- Podem ocorrer em contextos de uso dêitico.
	(8) Passa-me <u>o comando do ar condicionado</u> .
	- Podem ocorrer em contextos de usos baseados em diversos tipos de conhecimentos.
	(9) a. Deixe a sua mensagem depois de ouvir <u>o sinal</u> .

### 2.1. Os artigos definidos em Português

Estudos feitos por Alfredo (2021), no âmbito da sua tese de doutoramento, considera que as Gramáticas de língua portuguesa partilham a ideia de que os artigos definidos para o PE apresentam uma variação morfológica: em número e em género (*o/a/os/as*). Outra particularidade interessante sobre os artigos definidos em português é referente à sua realização e/ou ausência com os nomes próprios (antroponimos e topónimos) e comuns (contáveis, não contáveis e recategorizados) em diferentes posições sintáticas (ex.: SN-Sujeito; SN-Objecto Directo; SN-Objecto Indirecto; SN-complemento do Sintagma Preposicional e SN- Predicativo de Sujeito).

Oliveira (2013, 2017, 2018), Duarte e Oliveira (2003), Brito (2003), Peres (2013), Leal (2009), Miguel e Raposo (2013), entre outros, descrevem algumas propriedades sintático-semânticas dos artigos definidos para o PE, que se apresentam na tabela que segue abaixo.

	b. Daqui até à (a+a) <u>rotunda</u> são uns 10 minutos. - Podem preceder nomes próprios. (10): Encontrei <u>o Luís</u> .
--	--

Fonte: Alfredo (2021, pp. 85-87)

A tabela acima apresenta algumas propriedades sintático-semânticas dos artigos definidos para o PE.

Semanticamente, observe que os artigos definidos podem ter um valor referencial; pressupõem a condição de existência no universo do discurso; permitem fazer referência à única entidade existente (unicidade) que está de acordo com a descrição do SN. (Alfredo, 2021).

No que se refere ao valor referencial, Oliveira (2013, 2017, 2018) considera que «os artigos definidos estão tipicamente associados a expressões referenciais<sup>1</sup>». Peres mostra que o valor referencial é característico dos *nomes próprios*<sup>2</sup> (ex.: Moçambique, Pedro, Porto, Maputo, Maria, ...); *sintagmas nominais* (determinados) *definidos* (ex.: o caderno, o livro, a gramática que lhe emprestei, este livro, aquele manual, o meu caderno verde, os meus poemas, ...) e *os sintagmas nominais* (determinados) *indefinidos* (ex.: comprei um outro livro de Mia Couto) etc.

No entanto, a autora chama a atenção para certos casos em que «nem sempre se usa o definido para fazer referência a entidades que já estão no universo do discurso (acessíveis directamente ou mencionadas no discurso)», sendo, porém, possível usar o definido para introduzir entidades novas. Em (54) e (55), apresentam-se alguns exemplos que provam isso.

(54) O conferencista vai falar sobre a terceira guerra mundial.

(55) Cuidado com o degrau.

Em (54) e (55), observa-se que a realização do artigo definido nos SNs sublinhados, nomeadamente a terceira guerra mundial e o degrau, não satisfazem as condições de referência a entidades conhecidas no universo do discurso, introduzindo entidades novas.

Na mesma tabela em (xi), podemos observar que uma das propriedades semânticas do artigo definido é o valor de *unicidade* – o qual permitir fazer referência à única entidade existente que está de acordo com a descrição do SN (ex.: Li o poema – único poema).

Ainda na tabela, igualmente, observamos outras propriedades semânticas em que os artigos definidos

estendem-se por outros contextos de realização, em que os mesmos podem, em certos contextos, introduzir entidades novas no discurso (cf. (6)); realizar-se em contextos de uso anafórico (cf. (7)); podem ocorrer em contextos de uso dêitico (cf. (8)) e podem ocorrer em contextos de usos baseados em diversos tipos de conhecimentos (cf. (9)).

Relativamente ao contexto sintático, como se pode observar na tabela (i), os artigos definidos podem surgir pospostos a ambos ou todos (cf. (4) e (4')); podem ocorrer em construções de elipse se forem seguidos de um complemento (cf. (48) (a)), um modificador adjectival (cf. (5) (b)) ou uma oração relativa (cf. (5) (c)) e podem preceder nomes próprios (ex. O Pedro é um estudante de linguística.).

Leal (2009), citado por Alfredo (2021), faz uma análise semântica aspectual e nominal das expressões nominais para o PE, mostrando que o artigo definido quando usado no singular semanticamente «estabelece tipicamente uma correspondência entre a expressão linguística em que ocorre e um único objecto (designada por 'operação de definitização')». Esta abordagem é também partilhada em Leonetti, (1999a; 1999b), ao considerar que, a noção de definitude «está intrinsecamente ligada ao princípio de unicidade» Veja-se o exemplo seguinte em (9).

(9) Li o poema (que me recomendaste). Achei-o muito interessante.

No exemplo em (9), Leal considera que se refere ao único poema (unicidade). Desta feita, para se referir a uma entidade determinada, um SN definido necessita de um compromisso existencial (deve haver uma entidade que corresponda à descrição fornecida pelo SN definido) e de um requisito de unicidade, ou seja, deve haver apenas uma entidade com tais características (cf. e.g. Russell, 1905; Reichenbach, 1947).

Note-se ainda que o artigo definido quando usado no plural, refere-se à totalidade das entidades envolvidas no contexto linguístico de enunciação, isto é, o “único conjunto que pode ser identificado de uma forma não equívoca” (cf. Leal, 2009, p.149). Veja-se o exemplo abaixo, em (11).

<sup>1</sup> Esta característica distingue-o do indefinido. (cf. Oliveira (2017 e 2018)).

<sup>2</sup> Distingue-se de predicado, que é o que caracteriza os nomes comuns, uma vez que em línguas como o português

e outras, os nomes comuns não são em si referenciais, necessitando de determinantes (artigos, demonstrativos ou possessivos, em geral) para o serem referenciais.

(11) *Li os poemas* (que me recomendaste). Achei-os muito interessante.

[Leal (2009, p.149)]

Em (11), trata-se de um conjunto de poemas, em particular, que pressupõe que no mundo real existe uma entidade denotada pelo SN, *os poemas*.

Nesse contexto, Oliveira (2017 e 2018) mostra ainda que há possíveis contra exemplos ao requisito de unicidade, tal como se ilustra a seguir em (12) e (13).

(12) A Maria pôs a mão em cima da mesa.

(13) A Maria estava à (a+a) janela.

[Oliveira (2017 e 2018)]

Para Oliveira, nos casos observados em (12) e (13), a identificação do referente de forma precisa é irrelevante. A situação é relevante.

Acrescenta-se ainda que, há casos em que o que é relevante é a proeminência discursiva do referente («leia X, o semanário da actualidade»).

Para além das propriedades semânticas apresentadas na tabela em (i), Oliveira acrescenta igualmente outros valores associados ao uso dos artigos definidos, para o PE, nomeadamente:

(i) *definido fraco* (singular);

(ii) *termo de espécie* (frases genéricas) (singular e plural).

(i) **Definido fraco** (singular)

Segundo Oliveira (2018), “os definidos fracos não apresentam unicidade nem informação conhecida”. Os exemplos que se apresentam abaixo, em (14), (15), (16), (17), (18), (19), (20) e (21) apresentam algumas particularidades semânticas referentes ao uso dos definidos fracos.

(14) A Maria apanhou o comboio de Lisboa para o Porto.

(15) O João foi para o hospital e a Rita também.

[Oliveira (2017 e 2018)]

Em Oliveira explica-se que nos exemplos apresentados em (14) e (15) permite-se a leitura fraca (não referencial) de identidade não-unívoca ou ‘imprecisa’ (*sloppy*).

(16) Todas as vítimas foram para o hospital.

[Oliveira (2017 e 2018)]

Relativamente ao exemplo em (17), *o hospital* tem interpretação de escopo estreito.

(18) a. A Maria leu o jornal.

b. A Maria leu #o livro.

[Oliveira (2017 e 2018)]

(19) a. A Maria leu o jornal.

b. A Maria rasgou #o jornal.

[Oliveira (2017 e 2018)]

Em (18) e (19), verificam-se algumas restrições lexicais, nomeadamente o facto de não se admitir todos os nomes ou verbos em algumas construções com definidos fracos.

(19) a. A criança foi para o #hospital antigo.

b. A criança foi para o hospital pediátrico.

[Oliveira (2017 e 2018)]

No exemplo ilustrado em (19), nota-se que nem todos os modificadores permitem a leitura de definido fraco.

(20) O jornal foi vendido.

[Oliveira (2017 e 2018)]

Em (20), observa-se que os definidos fracos ocorrem em geral na posição sintática de objecto de verbos ou preposições; em posição de SU passam a definidos ‘normais’:

(21) A Maria foi à farmácia, mas não #a encontrou.

[Oliveira (2017 e 2018)]

O exemplo em (21) mostra que os definidos fracos não podem ser antecedentes de expressões anafóricas.

(ii) **Termo de espécie** (frases genéricas) (singular e plural).

Oliveira (2017 e 2018) analisa sobretudo a semântica dos artigos definidos e indefinidos e defende que uma das características desta subclasse dos determinantes é o facto de:

a) *o artigo definido (singular e plural) poder ocorrer associado a termos de espécie, em particular na posição de Sujeito* (cf. (22));

(22) a. Os pandas estão em vias de extinção.

b. O panda está em vias de extinção.

b) *o artigo definido apenas no singular poder ocorrer associado a termo de espécie, em particular na posição de Sujeito com nomes não contáveis* (cf. (23));

(23) O ouro é um metal.

c) o artigo definido apenas no singular poder ocorrer associado a termo de espécie, em posição de OD, se o predicado for de espécie (cf. (24)).

(24) Edison inventou o telégrafo.

## 2.2. Nomes próprios (antroponímicos e topónimos)

A função principal do nome próprio é diferenciar as pessoas entre si e, segundo Carvalhinhos (2007, pp.165-177), no acto de nomeação há dois elementos que se diferenciam: o facto conservador, que leva à perpetuação de certos nomes de família (isto é, determinado nome passaria a ser tradição de família), e, por outro lado, as influências da moda, muitas vezes impostas pelos meios de comunicação em massa.

Para Raposo & Nascimento (2013:994), o nome próprio constitui um elemento que individualiza as entidades (as pessoas) e está associado à data de nascimento, à cor dos olhos, às impressões digitais, ao nome dos pais e ao seu percurso histórico. Raposo & Nascimento (2013, p.995), ainda chegam a afirmar que “os nomes próprios têm como função primordial referir de modo individualizado entidades particulares do mundo, presentes ou passadas, vivas ou mortas, reais ou imaginárias”

Cunha & Cintra (1984) referem que nome próprio é designador de um único objecto identificado, pertencente à classe dos objectos do universo de referência, relativo a um dado discurso. Desta feita, um nome próprio é totalmente determinado, e, por essa razão, não admite complementos nem modificadores de valor restritivo. Como se pode ver nos seguintes exemplos apresentados em (25).

(25) a) \*O João *inteligente* vive no Maputo.

b) O João, *inteligente*, vive no Maputo.

Sendo, o nome próprio, totalmente determinado, o exemplo em (25.a) é agramatical por ter um modificador adjectivo (*inteligente*), como complemento restritivo. Já no exemplo em (25.b), tal adjectivo não é modificador, mas, exerce a função de aposto, que se junta ao nome para explicá-lo, e tem o mesmo valor sintático do nome. Os nomes próprios não admitem modificadores com função restritiva, já que o determinante artigo exerce essa função.

Raposo & Nascimento (2013, p.993) referem que os nomes próprios designam uma entidade através da sua individualização dentro da classe a que pertence, ou seja, referem directamente entidades particulares do mundo, de diversas categorias ontológicas (*pessoas, cidades, rios, monumentos, entre outras*). Conforme podemos ver nos exemplos em (26)

(26) a) A Carla acabou de chegar.

b) Amanhã parto para Tete.

c). Vou dar um passeio no Zambeze.

Alfredo (2021, p.136), citando Raposo & Nascimento (2013), apresenta uma tipologia dos nomes próprios, organizada em três dimensões, nomeadamente: (i) uma dimensão formal, que tem a ver com o número de palavras que compõem o nome próprio; (ii) uma dimensão semântica, baseada no seu grau de arbitrariedade ou de motivação semântica e (iii) uma dimensão ontológica, que tem a ver com a natureza do seu referente. Uma das características dessa tipologia de nomes próprios, segundo Raposo (2013, p.1017) é o uso obrigatório dos artigos definidos.

Numa *dimensão formal*, Raposo (2013, p.998) apresenta **nomes próprios simples** e **nomes próprios compostos**. Segundo os autores, os nomes próprios simples são aqueles constituídos por uma única palavra, como os nomes de lugar (*Portugal, Moçambique, Angola*), os nomes de baptismo como (*Sara, Carla, Rita*), e os apelidos (ou nomes de família) maternos e paternos, como (*Bacelar, Coelho*, etc...). Os nomes próprios compostos são aqueles constituídos por expressões mais complexas, com mais de uma palavra, incluindo os nomes de baptismo como (*Eduardo José, Maria do Rosário, João Maria*), nomes de família como (*Castelo Branco, Espírito santo*), nomes de localidades como (*Castelo Branco, Vila nova*), nomes de instituições como (*Museu Nacional de Arte Antiga*) e de monumentos como (*Torre Eiffel*).

Numa *dimensão semântica*, Raposo (2013, p.998) refere que há nomes próprios que são semanticamente arbitrários (*nomes próprios canónicos*) e outros que descrevem o seu referente (*nomes próprios de base descritiva*). Cada um destes tipos, como referem os autores, tende a especializar-se na nomeação de entidades ontologicamente distintas.

Os **nomes próprios canónicos** são aqueles que os falantes identificam mais prontamente como os mais típicos da classe dos nomes próprios (*Lisboa, Rita, Tejo, ...*), ou seja, todos os nomes de pessoa (*na cultura ocidental, pelo menos*) são canónicos, bem como a maior parte dos nomes de localidades. São canónicos os nomes próprios *de pessoas* (antroponímicos) e *de lugares* (topónimos). Os **nomes próprios de base descritiva** têm um sentido descritivo (na sua totalidade, como *Museu de Arte Popular*, ou apenas parcialmente, como *Mar de Azov*) que se aplica ao seu referente.

Relativamente a *dimensão ontológica*, que tem a ver com a natureza do seu referente, Raposo (2013, p.1004) classifica os nomes próprios em (i) *antroponímicos* e (ii) *topónimos*.



### 2.2.1. Antropónimos

Segundo Alfredo (2021: 137), citando Raposo & Nascimento (2013, p.1004), os antropónimos são os nomes atribuídos às pessoas por isso são também chamados (**nomes de pessoa**), podendo ser um **nome completo**, ou seja nome oficialmente registado num assento de duas partes: **o nome de baptismo** (também chamado **prenome** ou **nome próprio**), como (*Antónia, Ricardo, Felisberta, Teresa, João, Jorge, Maria, Pedro, Sara, ...*) e os **apelidos** (ou **nomes de família**), da mãe e do pai, geralmente nessa ordem, como: (*Lobo, Melo, Mota, Raposo, ...*). Uma pessoa pode ter um nome de baptismo composto, formado por dois simples, como (*Carlos Artur, Eduardo José*). Também os apelidos do pai e/ou da mãe podem ser compostos, como (*Paiva Raposo, Sarmento de Matos, Rio-Torto*).

Entre os antropónimos incluem-se também as **alcunhas**, os **cognomes** e os **pseudónimos**. As **alcunhas** são nomes não oficiais, de natureza informal, atribuídos às pessoas com base nalguma das suas características físicas, profissionais ou de comportamento, como por exemplo (*Aleijadinho, Arantes do Nascimento, mais conhecido pela sua alcunha Pelé*). Os **cognomes**, por sua vez, são alcunhas mais formais, atribuídas aos reis e as rainhas (ex.: *Lavrador* para D.

Dinis, *Príncipe Perfeito* para D. João II, *Patriota* para D. Manuel II, ...). Os cognomes condensam uma característica típica da actividade ou do comportamento dos reis enquanto governantes, ocorrendo a seguir ao seu nome, numa posição e com uma função semelhantes às de apostro e precedidos do artigo definido.

Quanto aos **pseudónimos**, Raposo (2013, p.1005) refere que são nomes fictícios semelhantes aos nomes próprios canónicos (completos ou não), criados por personalidades que não se querem dar a conhecer através só do seu nome real, ou que simplesmente consideram que o nome real não tem suficiente impacto público (ex.: *António Gedeão*, pseudónimo de Romulo de Carvalho, *Bob Dylan*, pseudónimo de Robert Zimmerman, ...).

### 2.2.2. Topónimos

Alfredo (2021, p.138), citando Raposo & Nascimento (2013, p.1005), considera topónimos os nomes de lugar, que são atribuídos a aglomerados de dimensões variadas criados pelos seres humanos e onde estes vivem em comunidade. São também topónimos os nomes de acidentes geográficos naturais de vários tipos. Os topónimos estão organizados em dois grupo, sendo que o primeiro grupo inclui:

- (i) **Nomes de cidades**: (*Maputo, Nampula, Beira, Tete, ...*);
- (ii) **Nomes de vilas** (*Moatize, Ulongué, Marromeu, ...*);
- (iii) **Nomes de aldeias** (*Carata, Chirodzi, Mazoe, ...*);

(iv) **Nomes de ruas, avenidas, praças**: (*Avenida da Liberdade, Praça da independência, Rua da Arrábida, ...*);

(v) **Nomes de países** (*Moçambique, Portugal, Brasil, Angola, ...*).

O segundo grupo, por sua vez, inclui: **Nomes de montanhas** (*Everest, Caloeira, Binga, ...*); **de serras** (*Serra da Gorongosa, Serra da Estrela, ...*); **de cordilheiras** (montes *Libombos, Himalaias, ...*); **de rios** (*Pungue, Zambeze, Save, ...*); **de oceanos** (*Pacífico, Índico, Atlântico, ...*) e **de continentes** (*África, Europa, Ásia, ...*).

## III. DESCRIÇÃO E ANÁLISE DO CORPUS

No presente capítulo, são apresentados e analisados os dados do estudo e os respectivos resultados, mostrando de que forma os alunos da 10ª classe da Escola Secundária de Tete usam os artigos definidos em nomes próprios (antroponimos e topónimos) numa perspectiva comparativa entre o português de Moçambique e o português Europeu.

Segundo Bogdan & Bicklen (1994, p.205), “a análise e interpretação de dados integram o trabalho com os dados, sua organização, divisão em unidades manipuláveis, síntese, procura de padrões, descoberta de aspectos importantes e do que deve ser aprendido e a decisão sobre o que se vai ser transmitido aos outros”. Aqui apresentam-se os resultados obtidos através do inquérito por questionário, constituído por duas tarefas fundamentais, nomeadamente (i) uma tarefa de produção provocada e (ii) juízos de aceitabilidade, aplicado a oitenta (80) alunos da 10ª classe da Escola Secundária de Tete.

### 3.1. O Corpus escrito

O *corpus* em estudo é constituído por inquéritos obtidos através de teste de produção provocada e de juízos de aceitabilidade realizados junto de oitenta (80) alunos da 10ª classe da Escola Secundária de Tete, falantes do PM. A escolha desta classe deve-se sobretudo ao facto de entendermos que os alunos se encontram na classe terminal do primeiro ciclo, a qual coincide com o início da idade crítica, no processo de aquisição da linguagem. Isso significa que estes informantes podem ser considerados que já possuem gramática no estágio final, na perspectiva de Chomsky, uma vez que corresponde ao modo definitivo de falar em Português. Portanto, procuramos obter dados relativos ao português “consolidado”, o qual corresponde a execução efectiva da Língua Portuguesa.

Foi aplicado um inquérito com o intuito de verificar como são usados os artigos definidos em nomes próprios (antroponimos e topónimos) no PM. Deste modo, identificámos e inquirimos oitenta (80) alunos da 10ª classe da Escola Secundária de Tete, falantes do PM, do período diurno, que pertencem a mesma turma.



### 3.2. Dados sociolinguísticos dos inquiridos

Relativamente ao número dos informantes, tivemos um total de oitenta (80) alunos, sendo todos de uma única turma, onde averiguámos como estes usam os artigos definidos em nomes próprios (antroponímicos e topónimos). A selecção dos informantes foi feita de forma aleatória e seleccionada

de acordo com a conveniência do investigador e de acordo com os objectivos do trabalho.

A tabela que segue abaixo ilustra a informação referente aos dados sociolinguísticos dos alunos abrangidos pela nossa pesquisa.

Tabela (II): Dados sociolinguísticos dos alunos

Variável Independente		Frequência absoluta (N)	Frequência relativa (%)	
<b>Género</b>	Masculino	36	45 %	
	Feminino	44	55%	
<b>Idade</b>	14-19	80	100%	
<b>Naturalidade</b>	Tete	54	67,5%	
	Manica	9	32,5%	
	Zambézia	6		
	Nampula	1		
	Gaza	3		
	Maputo	7		
<b>Língua materna</b>	Língua Portuguesa	31	38,75%	
	Língua Bantu	49	61,25%	
<b>Língua de uso corrente</b>	<b>Família e Amigos</b>			
	Língua Portuguesa	Família	33	41,25%
		Amigos	44	55%
	Língua(s) Bantu	Família	47	58,75%
		Amigos	36	45%
	Cinyúngwè	46	57,5%	
	Cisena	8	10%	
	Cinyanja	6	7,5%	
	Xichangana	7	8,75%	
	Echuwabu	6	7,5%	
	Outras línguas	7	8,75%	

Fonte: Autor

Relativamente a idade dos informantes, a tabela em (2) revela que situam-se entre 14 e 19 anos, correspondendo a 100%. Em relação a naturalidade, a informação sociolinguística recolhida revela que o *corpus* foi produzido por alunos oriundos das províncias de Tete, Manica, Zambézia, Nampula, Gaza e Maputo, com maior enfoque para a província de Tete que apresenta um efectivo maior de (67,5%). E, por fim, 32,5% corresponde ao número de inquiridos que provêm de outras províncias.

No que diz respeito à língua materna, verifica-se que apenas 38,75% dos informantes têm o Português como língua materna, e os restantes 61,25% têm uma língua moçambicana como sua L1.

Relativamente à língua que usam com mais frequência (língua de uso corrente), verificamos que apenas 33 informantes, que correspondem a 41,25% do número total (80), falam o Português em casa com a família. Os restantes 47, correspondentes a 58,75%, falam uma língua

moçambicana com a família, onde se destaca a Língua Cinyugwe, com 57,5%.

Por sua vez, com os amigos, verificamos que cerca de 44 informantes, que correspondem a 55%, usam o português na sua comunicação e 46 correspondentes a 45% recorre às Línguas Bantu nas suas conversações.

Relativamente a línguas moçambicanas faladas e/ ou compreendidas, tivemos 46 alunos que falam e /ou compreendem a língua *Cinyugwe*, correspondentes a 57,5% do número total (80). Tivemos também outras línguas como, *Cisena* com 8 informantes correspondentes a 10%, *Cinyanja* com 6 informantes correspondentes a 7,5%, *Xichangana* com 7 informantes correspondentes a 8,75%, *Echuwabu* com 6 informantes correspondentes a 7,5% e outras línguas com 8,75%.

### 3.2. Apresentação e análise dos resultados da tarefa de produção provocada

A primeira parte do questionário tinha um total de 13 questões, nas quais se pedia que os informantes

*Tabela (III): Dados qualitativos sobre a presença, ausência e inserção de artigos definidos para cada frase simples*

Frases	Formas verbais	Categoria do nome	Posição sintáctica e/ou função sintáctica	Presença do artigo definido	Ausência do artigo definido	Inserção do artigo definido
1	<i>é</i>	Antropónimo (simples)	SUJ	o João	João	_____
2	<i>é</i>	Antropónimo (simples)	Pred do sujeito	o Arlindo	Arlindo	_____
3	<i>ganhou</i>	Antropónimo (simples)	SUJ	a Maria	Maria	_____
4	<i>é</i>	Antropónimo (simples)	SUJ	o Ronaldo	Ronaldo	_____
5	<i>falou</i>	Antropónimo (simples)	Pred do sujeito	a Anita	Anita	_____
6	<i>é</i>	Antropónimo (simples)	SUJ	a Maria	Maria	_____
7	<i>tinha comprado</i>	Topónimo (simples)	OBL		em Maputo	no Maputo
8	<i>viajarei</i>	Topónimo (simples)	OBL	para a Beira	para Beira	_____
9	<i>Sou</i>	Topónimo (simples)	OBL	do Moçambique	de Moçambique	_____

preenchessem os espaços em branco das frases simples, as quais incluíam nomes próprios (antroponimos e topónimos).

Os resultados obtidos nesta tarefa de produção provocada foram organizados em dados qualitativos e quantitativos, desta forma, primeiramente temos dados qualitativos para cada frase, na tabela (2) e na tabela (3) temos dados quantitativos. Nas duas tabelas, nomeadamente tabela (2) e tabela (3), apresenta-se os dados que envolvem a presença, ausência e inserção de artigos definidos em contextos que incluem antroponimos (nomes próprios de pessoas, de figuras proeminentes ou de personalidades renomados, ...) e topónimos (nomes de lugares: países, cidades, ...), em posição sintáctica de Suj., em OD, em OI, em Pred. do Suj. e em SPREP no presente, pretérito perfeito, pretérito imperfeito e no futuro do indicativo.

10	<i>é</i>	Topónimo (simples)	SUJ	o Brasil	Brasil	_____
11	<i>tornou-se</i>	Topónimo (simples)	SUJ	a Angola	Angola	_____
12	<i>é</i>	Topónimo (simples)	SUJ	a África	África	_____
13	<i>fica</i>	Topónimo (simples)	SUJ	o Portugal	Portugal	_____

Fonte: Autor

Na tabela a seguir apresentamos os dados quantitativos referente a presença, ausência e inserção de artigos definidos em contextos que incluem antropónimos (nomes próprios de pessoas, de figuras proeminentes ou de personalidades renomados, ...) e topónimos (nomes de lugares: países, cidades, ...).

Tabela (IV): Dados quantitativos sobre a presença, ausência e inserção de artigos definidos para cada frase simples

Ordem das frases	Respostas					
	Presença do artigo definido		Ausência do artigo definido		Inserção do artigo definido	
	Total		Total		Total	
	Frequência absoluta (Nº)	Frequência relativa (%)	Frequência absoluta (Nº)	Frequência relativa (%)	Frequência absoluta (Nº)	Frequência relativa (%)
1	56	70	24	30	—	—
2	18	22,5	62	77,5	—	—
3	58	72,5	22	27,5	—	—
4	49	61,25	31	38,75	—	—
5	44	55	36	45	—	—
6	54	67,5	26	32,5	—	—
7			64	80	16	20
8	25	31,25	55	68,75	—	—
9	8	10	72	90	—	—
10	35	43,75	45	56,25	—	—
11	31	38,75	49	61,25	—	—
12	43	53,75	37	46,25	—	—
13	33	41,25	47	58,75	—	—

Fonte: Autor

Como se pode notar, a partir dos dados acima apresentados na tabela (3), verifica-se na frase em (1), a ocorrência de um antropónimo simples (o João), na posição sintáctica do sujeito, com o tempo verbal no presente do indicativo (é), nesta frase, observa-se realização do artigo definido pelos informantes, com 70% de frequência relativa e apenas 30% observa-se ausência de artigo definido. Segundo Duarte e Oliveira (2003, p.213), nesta frase a realização do artigo definido é obrigatória por se tratar de um nome de uma pessoa específica e que não pertencem à uma memória histórico-cultural coletiva, tal como ilustramos em (1).

(1) **o João** é o dono da empresa.

Na frase em (2), ocorre à realização de antropónimo simples (o Arlindo), em Pred. do sujeito, com o tempo verbal no presente do indicativo (é), verifica-se um número maior de ausência de artigo definido, com 77,5% de frequência relativa e apenas 22,5% realizaram o antropónimo simples (o Arlindo) em Pred. do sujeito com artigo definido, nesta frase, conforme a norma padrão do PE, não se exige a presença do artigo definido, tal como ilustramos em (2).

(2) O nome dele é **Arlindo**.

Na frase em (3), referente à realização de antropónimo simples (a Maria) na posição sintáctica do sujeito, com o tempo verbal no pretérito perfeito do indicativo (ganhou), verifica-se uma realização significativa do artigo definido com 72,5% de frequência relativa e apenas 27,5% realizaram-no sem artigo definido, esta frase exige a realização do artigo definido, pois conforme Raposo & Nascimento (2013, p.1025), em português europeu, os antropónimos, no seu uso referencial, são normalmente precedidos pelo artigo definido, conforme ilustramos em (3).

(3) **a Maria** ganhou a competição de natação.

Na frase em (4), observa-se realização de antropónimo simples, uma figura proeminente (Ronaldo), em posição sintáctica do sujeito, com o tempo verbal flexionado no presente do indicativo (é), nota-se realização artigo definido pelos informantes, com 61,25% de frequência relativa e apenas 38,75% observa-se ausência de artigo definido. Segundo Raposo (2013, p.1026), nesta frase o artigo definido não é exigido, visto que a pessoa nomeadas tem um estatuto especial na consciência "coletiva" da comunidade linguística, ou seja, trata-se de uma pessoa famosa. Tal como se pode constatar em (4).

(4) **Ronaldo** é o melhor jogador de futebol no mundo.

A frase em frase (5) mostra a realização de antropónimo simples (a Anita) em posição sintáctica de Pred. do sujeito, com o tempo verbal flexionado no pretérito perfeito do indicativo (falou). Os resultados mostram realização do

artigo definido pelos informantes, com 55% de frequência relativa e apenas 45% observa-se ausência de artigo definido. Neste contexto, segundo Cunha & Cintra (2001, p.167), a presença do artigo definido nesta frase é obrigatória, por se tratar de uma entidade específica (a Anita), conforme pode-se ver na frase (5).

(5) A Ana falou com **a Anita**.

No que diz respeito a frase (6), onde ocorre um antropónimo simples (a Maria) em posição sintáctica de Sujeito, constata-se uma realização significativa do artigo definido pelos informantes, com 67,5% de frequência relativa e apenas 32,5% observa-se ausência de artigo definido. Entretanto, a presença do artigo definido, em PE, é requerida pelo contexto sintáctico da frase em alusão (Sujeito) conforme pode-se ver na frase (6).

(6) **a Maria** é uma professora.

A frase em (7) referentes à realização do topónimo simples (Maputo), em posição sintáctica de oblíquo, com o tempo verbal no pretérito imperfeito do indicativo (tinha comprado), os resultados apresentadas na tabela em (3) revelam uma realização significativa do topónimo simples (Maputo) com 80% de frequência relativa e 20% realizaram-no com a inserção do artigo definido. Neste contexto, a presença de artigo definido em topónimo (Maputo) não é requerida, pois este topónimo é realizado gramaticalmente sem artigo definido, tal como ilustramos em (7).

(7) Ele trouxe um presente que tinha comprado **em Maputo**.

No que diz respeito a frase (8), observa-se realização do topónimos simples (a Beira), em posição sintáctica de oblíquo, com o tempo verbal flexionado no futuro do indicativo (viajarei). Observa-se assim, ausência de artigos definidos, em contextos que ocorrem o topónimo simples (a Beira), em posição sintáctica de oblíquo, com 68,75% de frequência relativa e apenas 31,25% dos informantes realizaram o artigo definido. Nesta frase, a realização do artigo definido é obrigatória, visto que este topónimo (a Beira), tem origem num nome comum, *a beira*, ou seja, trata-se de um nome recategorizado, tal como ilustramos em (8).

(8) Quando entrar de férias, viajarei para **a Beira**.

Na frase em (9), referentes à realização do topónimo simples (Moçambique), com o tempo verbal no presente do indicativo (sou), verifica-se mais ausência de artigo definido, com 90% de frequência relativa e apenas 10% realizaram o topónimo simples (Moçambique), em posição sintáctica de Oblíquo com artigo definido. Nesse contexto, topónimo simples (Moçambique) não exige a presença do

artigo definido, pois, segundo Raposo (2013, p.1019), existe alguns nomes de países que exigem artigos e outros não necessitam de artigos. Entretanto, o topónimo simples (Moçambique) não necessita de artigo definido.

Conforme se pode ver na frase (9).

(9) Sou natural **de Moçambique**.

Em relação a frase (10), referente a realização do topónimo simples (o Brasil), em posição sintáctica de Sujeito, com o tempo verbal flexionado no presente do indicativo (é), verifica-se mais ausência de artigo definido, com 56,25% de frequência relativa e apenas 43,75% observa-se a presença de artigo definido. Nesta frase, a realização do artigo definido é obrigatória, ou seja, *o Brasil* é nomes de um país que exige a presença do artigo definido, segundo Raposo (2013, p.1005), Conforme pode-se ver na frase (10).

(10) **O Brasil** é o maior país de América do sul.

Na frase em (11), verifica-se presença de artigo definido pelos informantes, em contextos que ocorrem o topónimo simples (Angola), em posição sintáctica de Sujeito, com 38,75% de frequência relativa e 61,25% dos informantes realizaram sem o artigo definido, esta frase não requer a presença do artigo definido, pois segundo Cunha & Cintra (2016, p.241), o topónimo *Angola* costuma rejeitar o artigo, tal como ilustramos em (11).

(11) **Angola** tornou-se um país autónomo.

Relativamente à frase (11), a tabela (3), revela que o topónimo simples (a África), ocupando a posição sintáctica de sujeito, com o tempo verbal no presente do indicativo (é), os informantes realizam-no com a presença do artigo definido, com um total de 53,75% de frequência relativa e 46,25% realizaram o topónimo simples (a África), sem

artigo definido, segundo Cunha & Cintra (2016, p.241), o topónimo *África* exige a realização do artigo definido, tal como ilustramos em (12).

(12) **A África** é o terceiro continente mais extenso.

Finalmente, a frases apresentada em (13), referente à realização do topónimo simples (Portugal), em posição sintáctica de Sujeito, com o tempo verbal flexionado no presente do indicativo (fica), verifica-se mais ausência de artigo definido, com 58,75% de frequência relativa e apenas 41,25% realizaram o topónimo simples (Portugal) com artigo definido. Nesta frase, a ausência de artigo definido é obrigatório. Ou seja, o topónimo simples (Portugal), obrigatoriamente rejeita o artigo definido, conforme Raposo (2013, p.1005), como se pode ver na frase em (13).

(13) **Portugal** fica situado na Europa.

### 3.3. Apresentação e análise dos resultados da tarefa de juízos de gramaticalidade e/ou aceitabilidade

Na segunda parte do questionário, referente ao teste de juízos de aceitabilidade foi composta por vinte e seis (26) frases, divididas em dois grupos, especificamente, grupo **A** e grupo **B**. O grupo A, apresenta frases em português com antroponímicos. Por sua vez, o grupo B apresenta frases com topónimos. Para tal, os informantes deviam marcar com “OK”, às frases bem formadas; “?” - pouco naturais ou “duvidosas” e “\*” – às frases agramaticais ou inaceitáveis.

Nesta secção, apresentamos os resultados da tarefa de juízos de gramaticalidade e/ou aceitabilidade relativos à segunda parte do questionário. Os resultados estão apresentados em duas tabelas, especificamente a tabela (4) e a tabela (5). A primeira tabela (4) é referente aos resultados do grupo **A** e a segunda tabela (5) é referente os resultados do grupo **B**.

Tabela (V): Resultados da tarefa de juízo de gramaticalidade e/ou aceitabilidade do Grupo A

Questão							
Indique o seu juízo de gramaticalidade relativamente às frases abaixo, marcando-as com “OK” (bem formada); “?” (pouco natural ou “duvidoso”) e “*” (inaceitável e agramatical).							
GRUPO A							
Frases	Total	OK	%	?	%	*	%
(1) Pedro passou de classe.		47	58,75	11	13,75	22	27,5
(2) O Pedro passou de classe.		53	66,25	15	18,75	12	15
(3) Encontrei o Mário.		63	78,75	—	—	17	21,25
(4) Encontrei Mário.		35	43,75	—	—	45	56,25
(5) Lucas sempre chega atrasado às aulas.		58	72,5	—	—	22	27,5



(6) O Lucas sempre chega atrasado às aulas.	80	61	76,25	—	—	19	23,75
(7) Ela chama-se Rabeca.		49	61,25	13	16,25	18	22,5
(8) Ela chama-se a Rabeca.		29	36,25	15	18,75	36	45
(9) Bernardo é um bom nome.		22	27,5	10	12,5	48	60
(10) O Bernardo é um bom nome.		28	35	9	11,25	43	53,75
(11) Samora Machel foi o primeiro presidente de Moçambique.		55	68,75	—	—	25	31,25
(12) O Samora Machel foi o primeiro presidente de Moçambique.		47	58,75	—	—	33	41,25
(13) Paulina Chiziane é a primeira mulher que publicou um romance em Moçambique.		46	57,5	—	—	34	42,5
(14) A Paulina Chiziane é a primeira mulher que publicou um romance em Moçambique.		69	86,25	—	—	11	13,75

Fonte: Autor

Os resultados acima apresentadas na tabela (5) são do grupo A, sobre frases em português com antropónimos (nomes próprios de pessoas, de figuras proeminentes ou de personalidades renomadas, ...). A partir dos resultados apresentados na tabela (2), é possível fazer a seguinte leitura:

Na frase em (1), temos um antropónimo simples (Pedro) sem o artigo definido, os resultados mostram que 58,75% dos informantes marcaram “OK” (bem formada), 13,75% deram uma resposta duvidosa, marcando-a com “?” e 27,5% consideraram esta frase como sendo agramatical, marcando-a com “\*”. Importa referir que esta frase segundo a norma padrão do PE, deve ser precedido com o artigo definido.

Por outro lado, em (2) temos a mesma frase apresentada em (1), mas este, com a presença do artigo definido, (o Pedro), na posição sintáctica do sujeito, verifica-se portanto, maior percentagem de respostas marcadas com “OK” com 66,25%, 18,75% das respostas duvidosas, marcadas com “?” e 15% das respostas marcadas com “\*”, sinal de agramaticalidade. Segundo Duarte e Oliveira (2003, p.213), nesta frase, a presença de artigo definido é obrigatória por se tratar de um nome próprios que não pertencem à uma memória histórico-cultural coletiva, o correcto portanto, seria marcá-la com “OK” (bem formada).

Os resultados da frase (3) dizem respeito a realização do antropónimo simples (o Mário), verifica-se 78,75% das

respostas certas marcadas com “OK” (bem formada) e apenas 21,25% das respostas erradas, marcadas com “\*”, sinal de agramaticalidade, conforme a norma padrão do PE, a presença do artigo definido nesta frase é obrigatório. Por sua vez, em (4) temos a mesma frase apresentada em (3), mas esta sem a presença do artigo definido, os resultados mostram portanto 43,75% das respostas marcadas com “OK” e 56,25% das respostas marcadas com “\*.”

A frase em (5) referente à realização do antropónimo simples (Lucas) sem o artigo definido, os resultados revelam maior percentagem de respostas marcadas com “OK” com 72,5% e apenas 27,5% de respostas marcadas com “\*”, sinal de agramaticalidade. Salientar que esta frase exige a presença do artigo definido, pois segundo Raposo & Nascimento (2013, p.1025), em português europeu os antropónimos são normalmente precedidos pelo artigo definido. Em contrapartida, na frase em (6) há realização do artigo definido diante do antropónimo simples (o Lucas), os resultados desta frase mostram 76,25% das respostas marcadas com “OK” e 23,75% das respostas marcadas com “\*.”. Conforme a norma padrão do PE, presença do artigo definido nesse contexto é obrigatório, assim as respostas marcadas com “OK” estão correcta.

Em relação a frase (7), referente à realização de antropónimo simples (Rabeca) sem a presença do artigo definido, verifica-se maior número de “OK” com 61,25%, verifica-se ainda 16,25% de respostas duvidosas (?) e 22,5% de “\*” (agramatical). Segundo a norma padrão do

PE, esta frase não exige a presença do artigo definido. Por outro lado, em (8) temos à realização de antropónimo simples (a Rabeca) com a presença do artigo definido, ocupando a posição sintáctica de predicado, observa-se 36,25% de respostas marcadas com “OK”, 18,75% de respostas duvidosas e 45% de respostas agramaticais, nesse contexto, a presença do artigo definido não é necessário.

Relativamente à frase em (9), os resultados mostram uma predominância de respostas marcadas com “\*” com 60%, 27,5% de respostas marcadas com “OK” e 12,5% de respostas duvidosas, em contexto que ocorre o antropónimo simples (Bernardo) sem o artigo definido, nesta frase, a presença do artigo definido não é exigido. Por sua vez, a frase em (10), onde ocorre o antropónimo simples (o Bernardo) com o artigo definido, os resultados revelam 35% das respostas marcadas com “OK”, 11,25% das respostas duvidosas marcadas com “?” e 53,75% das respostas agramaticais, nesse contexto segundo a norma europeia o artigo definido não é necessário.

A frase em (11) referente à realização do antropónimo complexo (Samora Machel), verifica-se maior percentagem de respostas marcadas com “OK” com 68,75% e apenas 31,25% de respostas marcadas com “\*”. Segundo Raposo (2013, p.1026), a presença do artigo definido nesse contexto não é exigido, pois o antropónimo mencionado é uma

entidade que tem um estatuto especial na consciência “coletiva” da comunidade linguística moçambicana, em virtude da sua importância histórica e política. Por outro lado, em (12), há realização do artigo definido diante do antropónimo complexo (o Samora Machel), os resultados revelam 58,75% de respostas marcadas com “OK” e apenas 41,25% de respostas marcadas com “\*” nesta frase, segundo Raposo (2013, p.1026), a presença do artigo definido não é exigido por se tratar de uma figura proeminente (Samora Machel).

Finalmente, em (13), temos à realização do antropónimo complexo (Paulina Chiziane) sem artigo definido, os resultados revelam 57,5% de respostas marcadas com “OK” com 68,75% e 42,5% de respostas marcadas com “\*”. Nesta frase, Segundo Raposo (2013, p.1026), a realização do artigo definido não é exigido porque a pessoa nomeada tem um estatuto especial na consciência “coletiva” da comunidade linguística moçambicana. Em contrapartida, em (14), há realização do artigo definido diante do antropónimo complexo (a Paulina Chiziane), verifica-se maior percentagem de respostas marcadas com “OK” com 86,25% e apenas 13,75% de respostas marcadas com “\*”. A presença do artigo definido nesse contexto não é exigida, por se tratar de uma figura proeminente (Paulina Chiziane).

Tabela (VI): Resultados da tarefa de juízo de gramaticalidade e/ou aceitabilidade do Grupo B

Questão							
Indique o seu juízo de gramaticalidade relativamente às frases abaixo, marcando-as com “OK” (bem formada); “?” (pouco natural ou “duvidoso”) e “*” (inaceitável e agramatical).							
GRUPO A							
Frases	Total	OK	%	?	%	*	%
(15) Passaram as férias em Niassa.	80	27	33,75	—	—	53	66,25
(16) Passaram as férias no Niassa.		50	62,5	—	—	30	37,5
(17) O Paulo vive no Moatize.		54	67,5	—	—	26	32,5
(18) O Paulo em Moatize.		25	31,25	—	—	55	68,75
(19) A Rita foi viver no Maputo.		42	70	—	—	24	30
(20) A Rita foi viver em Maputo.		56	52,5	—	—	38	47,5
(21) Portugal é um país bonito.		52	65	—	—	28	35
(22) O Portugal é um país bonito.		43	53,75	—	—	37	46,25
(23) A Luísa viajou para a China.		35	43,75	—	—	45	56,25
(24) A Luísa viajou para China.		51	63,75	—	—	29	36,25

(25) A montanha mais alta do mundo é o Monte Everest.	43	53,75	—	—	37	46,25
(26) A montanha mais alta do mundo é Monte Everest.	46	57,5	—	—	34	42,5

**Fonte:** Autor

Na tabela acima, apresenta-se os resultados da tarefa de juízo de gramaticalidade e/ou aceitabilidade referentes às frases do Grupo B, que tratam sobre frases simples em português com topónimos (nomes de lugares: países, cidades, ...). De acordo com os resultados apresentados na tabela (3), é possível fazer a seguinte leitura:

Os resultados da frase (15), revelam a realização do topónimo simples (Niassa) sem artigo definido, observa-se 33,75% de respostas marcadas com “OK” e 66,25% marcadas com “\*”. O topónimo Niassa apresentado nesta frase é realizado gramaticalmente com artigo definido. Assim, em (16), há realização do artigo definido diante do topónimo simples (Niassa), observa-se 62,5% de respostas marcadas com “OK” (*bem formada*) e 37,5% de respostas marcadas “\*” (agramatical). Neste sentido, a respostas correcta é a marcadas com “OK”.

Os resultados da frase (17) dizem respeito a realização do topónimo simples (Moatize) com artigo definido, verifica-se 67,5% de respostas marcadas com “OK” e 32,5% de respostas marcadas “\*”. Nesse contexto, o topónimo (Moatize) não exige a realização do artigo definido. Em (18), ainda temos a realização do topónimo simples (Moatize) mas sem artigo definido, os resultados mostram 31,25% de respostas marcadas com “OK” e 68,75% de respostas marcadas “\*”. O topónimo (Moatize) é realizado gramaticalmente sem artigo definido.

Relativamente a frase em (19), há realização do artigo definido com o topónimo simples (Maputo), os resultados mostram uma predominância de respostas marcadas com “OK” com 70% e apenas 30% de respostas marcadas “\*”. Vale salientar que o topónimo “Maputo” é realizado gramaticalmente sem artigo definido. Por outro lado, em (20) há realização do topónimo simples (Maputo) sem o artigo definido, observa-se 52,5% de respostas marcadas com “OK” e 47,5% de respostas marcadas “\*”. Considera-se correcta a frase apresentada em (20), porque o topónimo (Maputo) ocorre sem o artigo definido.

Em relação a frase (21), referente a realização do topónimo simples (Portugal) sem artigo definido, os resultados mostram maior percentagem de respostas marcadas com “OK” com

65% e apenas 35% de respostas marcadas “\*”. Vale destacar que o topónimo (Portugal) conforme Raposo (2013,

p.1005), obrigatoriamente rejeita o artigo definido. Por outro lado em (22), há realização do artigo do artigo definido com topónimo (Portugal), verifica-se

53,75% de respostas marcadas com “OK” e 46,25% de respostas marcadas com “\*”. Conforme Cunha & Cintra (2016, p.241), o topónimo (Portugal) não requer a presença do artigo definido.

No que diz respeito a frase (23), observa-se realização do topónimo simples (a China) com artigo definido, verifica-se maior percentagem de respostas marcadas com “\*” (agramatical) com 56,25% e apenas 43,75% marcadas com “OK” (*bem formada*). Nesta frase, segundo Raposo (2013, p.1018), o topónimo apresentada (a China) é realizada gramaticalmente com artigo definido. Por sua vez, em (24), verifica-se a ausência do artigo definido com o topónimo simples (a China), os resultados mostram maior percentagem de respostas marcadas com “OK” (*bem formada*) com 63,75% e apenas 36,25% marcadas com “\*”. O topónimo (a China) realiza-se obrigatoriamente com o artigo definido.

Finalmente, a frases apresentada em (25), referente à nome de lugar que designa acidente geográfico (Monte Everest) com artigo definido, verifica-se maior percentagem de respostas marcadas com “OK” (*bem formada*) com 53,75% e 46,25% marcadas com “\*”. Nesta frase, a presença do artigo definido é obrigatório, pois Segundo Raposo (2013, p.1020), os topónimos de acidentes geográficos realizam-se com o artigo definido. Por outro lado em (26), temos o mesmo topónimo apresentada em (25), mas sem a presença do artigo definido, regista-se 57,5% de respostas marcadas com “OK” e 42,5% marcadas com “\*”. Nesta frase, a presença do artigo definido é obrigatória.

#### IV. CONSIDERAÇÕES FINAIS

Neste trabalho procuramos analisar a realização de artigos definidos em nomes próprios (antroponimos e topónimos) no português de Moçambique, numa perspectiva comparativa com o Português Europeu.

De acordo com a análise dos resultados, a partir das tarefas de produção provocada e de juízos de aceitabilidade, chegamos a seguintes conclusões:

a) verificamos que a maioria dos nossos informantes tem a língua portuguesa como (L2), sendo que usam frequentemente as línguas bantu nas suas comunicações por se tratar de línguas de primeiro contacto e nessas línguas não há ocorrência do determinante artigo definido. Por esta razão, o Português falado por estes informantes tendem para que os artigos não estejam presentes na variedade moçambicana do português, em contextos diversificados, designadamente: (i) em frases com antroponímicos simples, em posição sintáctica de Sujeito e em posição Predicativa do Sujeito; (ii) em contextos que ocorrem os topónimos simples, como por exemplo (a Beira), em posição sintáctica de obliquo, entre outros. Efectivamente, parece-nos que se admite a possibilidade da interferência das língua bantu sobre o Português seja muito forte, olhando para o caso analisado.

b) Constatou-se na nossa pesquisa um certo distanciamento do português falado em Moçambique da norma europeia do Português, no que concerne ao uso do artigo definido em contextos de realização de nomes próprios. Nesse contexto, concordamos com Gonçalves & Stroud (1998), que admitem a hipótese de que o contacto do Português com as Línguas Moçambicanas do grupo Bantu resulta sobremaneira de um funcionamento paralelo de duas gramáticas: a gramática das línguas bantu e a do Português Europeu.

c) Nos resultados dos testes submetidos aos nossos informantes, constatamos várias irregularidades em relação ao uso dos artigos definidos em nomes próprios (antroponímicos e topónimos). À vista disso, presumimos que isso deve-se à falta de conhecimento da norma do PE referentemente ao uso de artigos definidos.

d) Nesta variedade do Português, os falantes omitem frequentemente os artigos definidos em frases com antroponímicos simples em posição sintáctica de Predicativo do sujeito e em posição sintáctica de Sujeito, criando desta forma uma diferença com o Português Europeu; omitem os artigos definidos em contextos em que ocorre os topónimos simples (referentes a nome de lugar que designam acidentes geográficos), em posição sintáctica predicativa do sujeito; realizam ou omitem os artigos definidos em contextos em que envolvem a realização de topónimos simples em diferentes posições sintácticas de forma desviante em relação ao Português Europeu.

## REFERÊNCIAS

- [1] ALFREDO, R. (2021). *Questões de Semântica nominal: Os artigos definidos na construção de frases no Português de Moçambique*. Tese de Doutoramento, Universidade do Porto, Faculdade de Letras. disponível em: <https://repositoriohttps://repositorio-aberto.up.pt/bitstream/10216/137290/2/512041.pdf>

- [aberto.up.pt/bitstream/10216/137290/2/512041.pdf](https://repositorio-aberto.up.pt/bitstream/10216/137290/2/512041.pdf)
- [2] ALFREDO, R. (2015) *Sobre Quantificadores Universais no Português de Moçambique: uma proposta de análise comparativa com o Português Europeu*. Dissertação de Mestrado, U.Porto, FLUP, disponível em <https://catedraportugues.ueem.mz/storage/app/media/docs2/Tese.Final>.
- [3] ATANÁSIO, Nicolau (2002) *Ausência do artigo no português de Moçambique: Análise de um corpus constituído por textos de alunos do Ensino Básico em Nampula*. Universidade do Porto, tese de Mestrado, disponível em <https://repositorio-aberto.up.pt/handle/10216/53818>
- [4] BRITO, A. M. (2001) “Presença/Ausência de artigo antes de possessivo no Português do Brasil”. In *Actas do XVI Encontro Nacional de Associação Portuguesa de Linguística*, Lisboa, APL. PP. 551-575.
- [5] BRITO, A. M. (2003) “Categorias Sintácticas” in Mateus, M. H. M. et al. *Gramática da Língua Portuguesa*. Lisboa: Caminho (7ª edição), pp.345 -352.
- [6] CHIERCHIA, G. (1998) “Plurality of Mass Nouns and the Notion of Semantic Parameter”. In. Rothstein, S. (ed.), *Events and Grammar*. Dordrecht, Kluwer Academic Publishers, pp.53-104.
- [7] COSTA, A. S. (2014) *Ausência do artigo diante de um substantivo no português do norte de Moçambique*. Dissertação de Mestrado, Universidade de Aveiro, disponível em <https://ria.ua.pt/handle/10773/14271>
- [8] CUMBANE, R. M. M. (2008) *As Construções de Duplo Objeto em Xitshwa– Repercussões em Falantes do Português Língua Não Materna*. Tese de Doutoramento, Universidade de Lisboa, Faculdade de Lisboa.
- [9] CUNHA, C. e CINTRA, L. (2013) *Gramática do Português Contemporâneo*. Lisboa: Edições Sá da Costa (20ª edição).
- [10] CUNHA, Luís Filipe; FERREIRA, Idalina & LEAL, António (2010). “A distinção massivo/contável no domínio adjectival: o caso das construções predicativas com adjectivos”. In: *Textos Seleccionados, XXV Encontro Nacional da Associação Portuguesa de Linguística*. Porto: APL.
- [11] DUARTE, I. & OLIVEIRA, F. (2003) “Referência Nominal”. In. Mateus, M. H. M. et al., *Gramática da Língua Portuguesa*. Lisboa, Caminho, pp.205-242.
- [12] FIRMINO, G. (2002) *A Questão Linguística na África Pós-Colonial: O Caso do Português e das Línguas Autóctones em Moçambique*. Maputo: Promédia.
- [13] GONÇALVES, P. (1997) “Tipologia de “erros” do português Oral de Maputo: Um primeiro diagnóstico”. In C. Stroud & P. Gonçalves (orgs). *Panorama do português oral de Maputo – Volume II: A construção de um banco de “erros”* (pp. 37-70). Maputo: INDE.
- [14] \_\_\_\_\_ (1998) “Estruturas Gramaticais do Português: Problemas e Exercícios”, Volume III. Perpétua, G & STROUD, C. (orgs). *Panorama do Português Oral de Maputo*, INDE
- [15] \_\_\_\_\_ (2013) “O Português em África”. In Raposo, E.B.P. et al (orgs.) *Gramática do Português*, Lisboa, Fundação Calouste Gulbenkian, Vol. I. pp.157-178. Kratzer, A. (1995) “Stage-level and individual-level predicates”. In.



- Carlson, G & F. Pelletier (eds.), *The Generic Book*. Chicago, The University of Chicago Press, pp.125-175.
- [16] LEAL, A. (2009) *Semântica Aspectual e Nominal: Contributo das Expressões Nominais Para a Construção Aspectual das Frases*. Tese de Doutoramento, U. Porto, FLUP, disponível em <http://www.academia.edu/1881287/>
- [17] LEONETTI, M. (1999a) *Los Determinantes. Cuadernos de Lengua Española*. Madrid, Arco Libros.
- [18] \_\_\_\_\_ (1999b) “El artículo”. In: Bosque, I. & Demonte, V. (orgs.), *Gramática Descriptiva de la Lengua Española*. Madrid, Espasa, pp.787-890.
- [19] \_\_\_\_\_ (1999) *Determinantes Y Artículos*. Madrid. Versão Pré-publicada. Disponível em [https://www.researchgate.net/publication/297469749\\_Determinantes\\_y\\_Articulos](https://www.researchgate.net/publication/297469749_Determinantes_y_Articulos)
- [20] MATEUS, M. H. et al. (2003) *Gramática da Língua Portuguesa*. Lisboa, Ed. Caminho.
- [21] MÜLLER, A. & OLIVEIRA, F. (2004) “Bare Nominals and Number in Brazilian and European Portuguese”. *Journal of Portuguese Linguistics*, 3, pp.9-36, disponível em [http://web.letras.up.pt/id/projectos/3%20C%20LING/3\\_3/3.htm](http://web.letras.up.pt/id/projectos/3%20C%20LING/3_3/3.htm)
- [22] NEVES, M H. M. (1996), “Possessivos”, in *Gramática do Português Falado*, Vol. III, Brasil, Editora da UNICAMP, pp. 149-211.
- [23] \_\_\_\_\_ (2000) *Gramática de Usos do Português*, São Paulo, Editora UNESP.
- [24] OLIVEIRA, F. (1995) “Aspecto, Referência Nominal e Papéis Temáticos”. In: *Revista da Faculdade de Letras: Línguas e Literaturas XII*, pp. 55-73.
- [25] \_\_\_\_\_ (1998), “Frases Genéricas: Algumas Especificidades do Português”. In *Seminários de Linguística 2*. Faro: Universidade do Algarve – UCEH, pp.5-19.
- [26] \_\_\_\_\_ (2004a) “Bare Nouns in European and Brazilian Portuguese”. In: *Actas VI Congreso de Lingüística General*. Santiago de Compostela, Arco Libros, S.L., pp. 2207-2216.
- [27] \_\_\_\_\_ (2013), “Artigo definido e indefinido”. In *Seminário de Temas de Semântica II*. FLUP, Mestrado em Linguística, pp.1-4.
- [28] \_\_\_\_\_ (2017) Sobre a semântica de alguns indefinidos em português europeu. In Balas, O., Ciama, A., Enachescu, M. Gebaila, A. & Voicu, R. (eds) *L'expression de l'imprécision dans les langues romanes*. Bucaresti: Ars Docendi, p. 65-79.
- [29] \_\_\_\_\_ (2018), “Artigo indefinido”. In *Seminário de Temas de Semântica II*. FLUP, Mestrado em Linguística, pp.1-4.
- [30] OLIVEIRA, F. & CUNHA, L.F. (2003) “Termos de Espécie e Tipos de Predicados”. In: *Língua Portuguesa: Estruturas, Usos e Contrastes*. Porto, CLUP, pp.57-78.
- [31] PERES, J. A (1992) “Questões de Semântica Nominal”. *Cadernos de Semântica I*, Faculdade de Letras na Universidade de Lisboa.
- [32] \_\_\_\_\_ (1993), “Semântica das Estruturas Nominais”, *Discursos*, 4, Faculdade de Letras, Universidade de Lisboa, pp. 15-36.
- [33] \_\_\_\_\_ (2013) “Semântica do Sintagma Nominal”. In RAPOSO, E.B.P. et al (orgs.) *Gramática do Português*, Lisboa, Fundação Calouste Gulbenkian, Vol. I. pp.735-813.
- [34] PARAGUASSU, Nize e MÜLLER, Ana (2006) “A Distinção Contável-Massivo Nas Línguas Naturais”. In *VI Workshop on Formal Linguistics*, Florianópolis, disponível em [https://d1wqtxts1xzle7.cloudfront.net/31350969/A\\_Distinc\\_o\\_Contavel\\_Massivo\\_nas\\_Linguas\\_Naturais.pdf?1370436688](https://d1wqtxts1xzle7.cloudfront.net/31350969/A_Distinc_o_Contavel_Massivo_nas_Linguas_Naturais.pdf?1370436688)
- [35] RAPOSO, E. B. P. (2013) “Classes de Palavras e Sua Organização Tipológica” in E. B. P. et al. *Gramática do Português*. Lisboa: Fundação Calouste Gulbenkian, pp. 326-335.
- [36] \_\_\_\_\_ (2013) “Pronomes”. In RAPOSO, E.B.P. et al (orgs.) *Gramática do Português*, Lisboa, Fundação Calouste Gulbenkian, Vol. I. pp.883-918.
- [37] \_\_\_\_\_ (2013) “Nomes Comuns”. In RAPOSO, E.B.P. et al (orgs.) *Gramática do Português*, Lisboa, Fundação Calouste Gulbenkian, Vol. I. pp 949-961.
- [38] \_\_\_\_\_ (2013) “Nomes usados exclusivamente ou preferencialmente no singular ou no plural”. In RAPOSO, E.B.P. et al (orgs.) *Gramática do Português*, Lisboa, Fundação Calouste Gulbenkian, Vol. I. pp 963-968.
- [39] RAPOSO, E. B. P. e MIGUEL, M. (2013) “Introdução ao Sintagma Nominal”. In RAPOSO, E.B.P. et al (orgs.) *Gramática do Português*, Lisboa, Fundação Calouste Gulbenkian, Vol. I. pp.703-731.
- [40] RAPOSO, E. B. P. e NASCIMENTO, M.F.B. (2013) “Nomes Próprios”. In RAPOSO, E.B.P. et al (orgs.) *Gramática do Português*, Lisboa, Fundação Calouste Gulbenkian, Vol. I. pp.993-1039.
- [41] SÁNCHEZ LÓPEZ, C. (1999) “Los Cuantificadores: Clases de Cuantificadores y Estructuras Cuantificativas”. In: Bosque, I. & Demonte, V. (orgs.), *Gramática Descriptiva de la Lengua Española*. Madrid, Espasa, pp.1025-1127.





# Dalit aspects in the plays of Bohie Bhimmana and Girish Karnad: A Comparison

Dr. G. Kiran Kumar Reddy<sup>1</sup>, Dr. Ch. Paul Krupakar<sup>2</sup>

<sup>1</sup>Professor of English, Ashoka Women's Engineering college, Kurnool, AP, India

<sup>2</sup>Teaching Assistant, Department of English, Dr. Abdul Haq University, Kurnool, AP, India

Received: 30 Mar 2023; Received in revised form: 25 Apr 2023; Accepted: 03 May 2023; Available online: 13 May 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— *Girish Karnad, a genius, one of the most prominent English play-wrights. Bohie Bhimanna hails from Andhra Pradesh. Karnad from Karnataka, while both writers exposed contemporary social and political issues in their plays. They highlighted the darker aspects of life so as to revolutionize and reform the men and manners of the people. Both writers tried to voice the hardships, emotions, and feelings of the poor, down trodden and subjugated people in their works.*

**Keywords**— *Hardships, downtrodden, revolution.*

Literature plays a leading role in moulding the society. That literature which portrays the society around and its problems is considered the best. Various arts that evade social issues are like flowers that are born to blush unseen and that waste their sweetness on the desert air.

Literature is a window to the world. It reflects not only the people, their life style, manners and mannerisms like associations with different personalities present, behavior in different situations and attitude of people regarding wealth, religion and norms existing in the society.

Bohie Bhimana was born on September 19, 1911 at Mamidi kuduru in East Godavari district in AP to Pullaiah and Nagamma. In the beginning of his career, he is a teacher, later he worked in Jana Vani, Jaya Bheri, Praja Mitra, Nava Jivan, Andhra prabha magazines.

Bohie Bhimana translated Ambedkar's Annihilation of the caste into telugu language. He propagated Ambedkar's philosophy. He highlighted social disparities, oppression of dalits as themes in his dramas. Bhimana's works Paleru, collie Raju, Ashuya, Pragati, Padipothuna Godalu, Raga Vasistam, Dharma vadhudu, Bala Yogi, Chitra kaladharshanam.

Paleru play story revolves around protagonist Venkanna. He works at an aristocrat, suffers a lot. Later he overcomes all his odds and studies very well. At the end of the play, he

gets a job, stops the injustice. Palleru play inspired many people. His Raga Vasistam is a special one, it propagated Indians are Aryans. In Raga Vasistam play Arundhati, Vasisthudu, prachinudu, sandhya characters are popular ones. Bhimanna dreamt egalitarian society.

In this paper I would like to bring out dichotomy of the upper caste and lower caste people which was existing in India. It became a major problem in rural India. In India various traditions, caste, religions are there. Our old rulers allowed the different races from alien nations. Indians feel unity in diversity, but in implementation way it has become a failure.

In his Author's Introduction to Three Plays (1994), Girish Karnad clearly stated:

To my generation a hundred crowded years of urban theatre seemed to have left almost nothing to hang on to, or take off from. And where was one to begin again? Perhaps by looking at our audience again, by trying to understand what experience the audience expected to receive from the theatre."

The meaning of "Dalit" in Oxford Advanced Learner's Dictionary (8<sup>th</sup> edition) runs thus: "in the traditional caste system a member of the caste that is considered the lowest and that has the fewest advantages: the dalits struggle for social and economic rights." Dalit is a word used in 1930. It

means depressed classes, scheduled castes, scheduled Tribes, poor peasants, women and men have been exploited and ill-treated by the social and economic traditions of this country.”<sup>2</sup>

Dalit word is derived from Marathi language. It means broken or shattered. In Dalit chronicles the term is applied to marginalized people, Muslims, Christians. Dalit movement started in 1906 in Andhra Pradesh. Bhagya Reddy Varma became torch bearer of the movement to awaken the alienated communities.

The Dalit anxiety reflected in the works of Gurram Joshua, Bhoi Bheemanna, Kusuma Dharmanna, Katti Padma Rao. Bhoi Bheemanna's works like Palleru, Kooli Raju, Gudiselu Kallipothunnai etc portray dalit problems.

Drama is an aspect, which transforms the lives of the people. In modern Telugu, Kanada Drama's sky Padma Bhushan Bohie bhimanna, Gnanapita recipient Girish Karnad are like sun and moon. If we divide their plays according to genre, these are categorized as traditional plays, Historical, social ones. In Telugu language Bhimanna wrote Palleru, Cooli Raju, Pairu pata, Padipothuna Addugodalu, Manavuni Maro Majili, Sneha sundari, etc. In Kanada literature Girish Karnad wrote Yayati, Tuglaq, Hayavadana, Taledanda, Bali, Naga mandla, Bimba, Agni varsh etc.

In the plays of duo they portrayed social elements freely. In these two playwrights plays dalit aspect is visible in a crystal clear manner. In every line of their plays dalit perspectiveness is depicted. In Palleru play Bohie bhimanna pictured about the atrocities of upper castes preventing the school education, and allowing the low caste people to do the drudgery in their fields in a well manner.

In Taledanda play Karnad created Vijalla who belonged to lower clan. In 12<sup>th</sup> century there was a great caste bifurcation. By portraying this character Karnad brought equality among the human community. In all these duo's plays Dalit aspect is visible in direct and indirectly. Bhimanna "Raga Vasistam" is a socio fantasy play. Despite of the socio fantasy elements, this play highlights the oppression of Dalits, portrayed among the lovers, but in the end of the play, he concluded that God should come to the earth to eradicate caste disparity. Bohie Bhimanna wanted to convey the message in the character of Lord Shiva, he brings some reformation in upper castes, Dalits development is emphasized at the conclusion of the play.

In Agni Varsh play Karnad used socio-fantasy technique. Based on this technique, he selected purana theme in a satirized manner through Paravasu, Aravasu Brahman characters brought forth the oppression of upper castes. Through Nithili Girijan maid he proposed Dalit aspect in this play. Nithili was loved by upper castes. But at the end of the play a line conveys the atrocities which are

incurred on the lower caste people. Nithili's lover Aravasu pronounces that "we should not believe upper caste people." In this way Karnad portrayed the concealed dalit perspectiveness in this play. From good old days onwards India became hub of caste system. Hindu traditions developed this system. Hindu epics, literature, arts propounded this theory and imparted into the minds of Indians. It spread like a wild fire. Due to this malady untouchability was formed, untouchable community led their lives in the vicinity of darkness. Bhimanna's plays reemphasized the malady and brought some change in the society. His contribution to the Telugu drama, is an immense one and wanted to spread sarvodaya socialism. Karnad highlighted the same aspect in his plays.

Tale –Danda depicts the violent history of an anti caste movement in the 12<sup>th</sup> century Karnataka as a parallel of the Mandir and Mandal agitation of the late 1980s. It is based on the caste system in India. It reveals the majority religion turning against itself. He highlights the conflicts not only across caste boundaries within Hinduism but also between Hinduism and reformist religions like Buddhism and Jainism.

In Tale Danda, Karnad deals with one of the most sensitive issues of all times- the ugly face of caste system of India that was in the past hailed an ideal one. Though the play is based on an historical event, Karnad's adept use of symbolism, irony and humour makes it a modern play. It is because of these modern devices that situations and the minor characters in the play dramatize the contemporary socio-political scenario in India.<sup>4</sup>

In the play, Tale-Danda is a clash between the traditional orthodox minded people and the people of progressive views like Basavanna who want to establish a society based secular philosophy. Bijalla is all the time aware of his origin as he himself comes from barber community. Through Bijalla, Karnad comments on caste system in India. Basavanna believes in the philosophy of non-violence and he dislikes the treatment given by his followers to the Jains.

Karnad contrasts the life of discipline and sacrifice with the life of instinct and emotion through the character of Nittilai. The play associates Brahmanism and ruthless and Shudra culture with love, compassion, freshness, and hope although the contrast is not simplistic or absolute. The character of Nittilai is introduced to show how caste boundaries oppress people. It dramatically presents the conflict between good and evil. The images of love finding its own world and casting aside the world torn apart by jealousy, communal hatred and caste system are contemporary voices in the play.

In Taledanda play Karnad used Bijalla character to propound the theory of Dalit

perspectiveness.

“Jathi Anede Manishi pi charmamulantidi. Danni valachi paresina kotha charmani chusi kuda andaru patha jathine gurthu thechukuntaru. Vedu Mala, Vedu Khsatriya, Vedu Golla vadu.” In this way Bhimanna, Karnad’s plays propelled the theory of dalit perspectiveness.

Karnad’s Taledanda only depicts the dalits problems, but Bhimanna picturised dalit problems in all his plays. By using the characters Jagadeva Malli Bomma, Basavana Bijalla, Harallaiah, Madhu varasa, Karnad propagated the dalit theory in Taledanda play. All these characters have amicability in this play. In paleru play Bhimanna venkanna, upakari, Ramam, Ramadevi, Umadevi, Param Jyothi, Madhu characters revealed not only dalit aspect, there should not be any disparity between any religion, caste. Both rendered their service to create egalitarian society. Both the writers depicted the Indian caste system and life of untouchables in their works in order that they might awaken readers to their own social evils and the atrocities and help to bring about a social revolution.

“Karnad himself tells that he had the “Mandal” and “Mandir movements and the unrest they generated at the back of his mind when he wrote the play, Tale Danda is a fast moving play with exciting action; it is a pity it could not be something more.”<sup>5</sup>

Humanism is at the centre of Karnad’s fictional art. His humanistic vision is variously drawn from the east and west. Compassion is the compelling motive in his humanist vision. It is essentially the love of humanity for its own sake and in all its unfailing faith in its nobility. Man is essentially perfect. His imperfect nature, if any, is due to environment, and other factors. Human creativity is always and unquestioningly towards realizing positive and fruitful levels of existence. Humanism is better than religion. If the human mind- set changes, a better society and a better tomorrow can be expected and established.

## REFERENCES

- [1] Esslin, Martin. The field of Drama Great Britain: Methuen, 1987.
- [2] Oxford Advanced Learner’s Dictionary, 8<sup>th</sup> edition, 2010.
- [3] Tale – Danda, Collected plays, Volume Two, New Delhi, Oxford UP, 2005.
- [4] AM Prathipa, Treatment of History in Girish Karnad’s Tuglaq and Tald- Danda, Language in India 16 (9), 2016.
- [5] M.K. Naik, Shyamala A. Narayan, Indian English Literature 1980-2000 A critical Survey
- [6] A sequel to M.K. Naik’s A History of Indian English Literature, ISBN 81-85753-41-X, 2011.



# Amrita Pritam's 'Pinjar': A Poignant Depiction of Wrath of Partition on Weaker Sex

Dr. Darkhasha Azhar, Dilkesh Kumar

Assistant Professor in English, Govt. P. G. College, Bisalpur, Pilibhit, UP, India  
Scholar, Krishna Institute Meerut, UP, India

Received: 03 Apr 2023; Received in revised form: 02 May 2023; Accepted: 08 May 2023; Available online: 14 May 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license (<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— In 1947, a ghastly incident occurred in the Indian Sub-continent known as Partition of India under which two new countries India and Pakistan came into existence. And for these countries the incident proved to be the most atrocious and catastrophic incident in human history due to the occurrence of incessant robbery, kidnapping, rape and murder. Since then, Partition of India has been the most gruesome and ugly past of Indian history which puts the nation to shame whenever remembered or discussed. The partition and the associated bloody riots compelled many creative minds to create literary pieces capturing the inhuman acts of murder and brutal slaughter on both sides. The trauma of partition and agony experienced by the people of Indian Sub-continent found its voice in the literature of Partition written by various writers of India, Pakistan and Bangladesh in different languages. While some creations depicted the massacres during the refugee migration, others concentrated on the aftermath of the partition in terms of difficulties faced by the refugees on both sides of the border. Even now, after more than 75 years of partition, works of fiction and films are made that relate to the events of partition. A few literatures describing the human cost of independence and partition are 'Train to Pakistan' by Khushwant Singh, 'Toba Tek Singh' by Saadat Hassan Manto, 'Tamas' by Bhisham Sahni, and 'Midnight's Children' by Salman Rushdi. The present paper deals with the sensitive story picked from a Punjabi novel 'Pinjar' written by Amrita Pritam. Amrita is a prominent writer from Punjab who has provided an avid expression of the lives and experiences of women during Partition in many of her poems and novels. Pinjar is an appalling and petrifying story of a Hindu Girl who is kidnapped by a Muslim young man who marries her. In the course of events the girl again gets a chance to meet her family and re-unite which she is compelled to refuse as her parents denied accepting her saying that she has been defiled by a non-Hindu. The novel, in its flow of narration, unfolds the harrowing journey of innocent females whose whole life is rendered shattered due to a single episode called 'partition'.

**Keywords**— Gruesome, riots, depiction, massacres, refugees, kidnapped, harrowing.

**"When a man denies the power of women, he is denying his own subconscious."**

---Amrita Pritam

Partition is a simple word with deeper impact on the lives of those who encounter it. In August 1947, when after a slavery of three hundred years, the British finally left, the Sub-continent was ripped into two independent states: India (Hindu majority) and Pakistan (Muslim majority).

Immediately after this, there began one of the greatest migrations in human history, as millions of Muslims in India trekked to West and East Pakistan and Hindus and Sikhs headed in the opposite direction. And with this began one of the most horrifying annihilations of people on both fronts. The Partition of Sub-continent is one of the most distressing and bloodiest massacres in the history as it changed the whole scenario of Sub-continent creativity of the two different nations. Both countries fumed in



flames on petty issues which provided the authors with ample themes such as gender discrimination, abandonment, communal riots, cultural deterioration, dual marginalization, identity crises, physical and emotional traumas, the feeling of disgust and what not on which they wrote vehemently. Atrocity against women was not a new practise in this event and history has been a witness to physical, sexual and psychological violence on women in epidemic proportions worldwide. Women's body has been a site of contest in India since the Vedic age. Indian Epics like Mahabharata and Ramayana are also the examples of old age maltreatment, torture, suppression, exploitation and humiliation of women. They have been the victims of different types of brutalities in all the ages. Violence against can be inflicted at individual, interpersonal or collective levels in social, political, religious or domestic domain. Amrita Pritam's 'Pinjar' is one of the testimonies of women who sacrificed themselves for their family and suffered the consequences of displacement, forced marriage, destitution and rape challenges during the gruesome partition, silently.

Amrita Pritam is a prolific and distinguished writer of Punjabi Literature. She was born on 31st August 1919 at Gujranwala in Punjab, which is now in Pakistan. Her father was a Sikh preacher and the editor of a literary journal. She started her career as an enlightened and creative woman writer. She was well aware and acquainted of the pitiable status of women in Indian society. In one of her interviews she expressed her opinion on feminism in the following words; 'feminism as slogan may be a need of time when the world is still living on the physical basis with the awareness that this world is man's world but we have to move higher than that' (Social science reviews). Amrita originally wrote the novel 'Pinjar' (The Skeleton) in Punjabi and it was Khushwant Singh who translated it into English. The novel capturing the gory massacre of partition highlights a woman's sufferings, exploitation and sacrifices because of her abduction during the division of India. It pictures the plight of women, in general, and focuses on their struggles and sufferings in the name of culture, religion and social norms. Before partition, women had no active participation in the economic and political spheres of the country and they peacefully thrived within the territory of their homes. The strong reason of their outdoor inactivity was that they were considered to be the repositories of honor and respect of the family and the community. If any dishonor befell on them, it was regarded as a humiliation to the male members of the clan and disgrace to the entire section. As a consequence, women became the soft and easy targets to satisfy one's communal sentiment. They were forced to encounter severe enormities like losing their families, becoming

victims of abduction, molestation, rape, naked parading, forcible marriage and conversion of religion, chopping off their breasts and tattooing genitals. A number of cases of shame-killings were also witnessed; where either the husbands killed their wives or the fathers killed their daughters in a bid to preserve the honor of their community. Thus, Women from all spheres of society, whether rich or poor, Hindu or Muslim; equally bore the sufferings caused by the communal violence.

Amrita Pritam heaves a feminist voice through her female character in the novel 'Pinjar'. She delineates the declining standard element of humanity through her novels. She has an in-depth and idiosyncratic approach towards feminism because she herself was a victim of partition. The novel throws light on the mental frame of the Indians during partition and proves that communal hatred had been soundly and deeply rooted in the minds of Hindus as well as Muslims. It was due to this reason that there was a killing spree on both the fronts and nobody was willing to give-up. The major sufferers, in the entire course, were the women and the children. Barbarism against women crossed all the levels of decency and occurred at the cost of humanism. There are numerous novelists who have worked on the theme of partition where in women have been identified not as human bodies but as Hindus, Muslims and Sikhs, ironically. Thus, to be more accurate and precise, Amrita Pritam's novel 'Pinjar' is a heart wrenching story of a Hindu girl. It is a saga of communal and religious conflict during partition which sabotaged the human self. It is a story of the abduction of a young girl 'Puro' by a man named Rashid, of rival religion, in order to avenge an old family enmity. And from here begins the horrifying journey of a kidnapped girl. The entire journey of transformation of Puro to Hamida analyses the novel as most depressing and distressing. It examines and traces the life of the protagonist Puro during the time of partition. The novelist critically explores the way in which the destiny of its protagonist eventually becomes the fate of thousands of women at the crucial time of partition. Her journey of life, after being uprooted from her soil and thrown into an alien land, is highlighted in the novel. 'Pinjar' is a shattering blow to the hegemonic patriarchal set up where a woman's body is considered as a site of contest and her fidelity is constantly questioned, thereby, subjugating her physical anguish and mental trauma.

In the major part of the first half of the novel we find that Puro's family is a happy family of two sisters and a brother. She is an obedient and ideal daughter, the darling of the parents. Her father, like all fathers, associates the idea of family honor with women of the family. The turning point in the story arrives when Puro is abducted by



Rashid, who is forced to do it, to avenge for a similar act committed by Puro's uncle, thus, portraying how conflicts between families, communities and nations are so often brutally and mindlessly played out on the bodies and identities of women. Rashid is a decent guy, he does not assault Puro. She, after a long struggle, manages to escape and goes home but is shockingly told by her father that there is no place for her in the family as she had been abducted which now puts her chastity and fidelity to question. Since she is abducted by a Muslim man, so it is taken for granted that, she is not chaste any more. But, as a matter of fact, Rashid does not rape her. Puro pleads before her parents for her acceptance claiming that Rashid has not done her any harm sexually but, to her dismay, she is rejected straightaway. The humiliation and the disgrace on the family honour and the threat that the entire family would be killed by the Sheikhs if they accepted her; is what made her father refuse to take her back. He says: *"Who will marry you? You have lost your faith and birth right. If we dare to help you, we will be cut down and finished without a trace of blood left behind to tell our faith"* (Amrita Pritam, Pinjar, P. 22). Her father refused to accept her reiterating that it would prove difficult for him to face up to the queries of the society in which he thrived. Rejection from her own family is another trauma that hits her hard. Refusal by her counterparts is a much larger blow than her abduction which consequently transformed her into a skeleton. She has been doubly violated, firstly by her abductor, Rashid, who bruised her physically and secondly by her own parents, who refused to feel her tragedy, *"She had believed she was returning to life. She had wanted to live again, to be with her father and mother, she had come with full of hope, now she had no hope, nor any fear"* (P. 23). Puro becomes the victim of the deeply ingrained gendered violence and has to pay a price of her own existence for the cultural role being assigned to her by the society. She is considered the symbol of honor and a medium of taking revenge. She asks Rashid; *"If my uncle abducted your aunt, what fault was that of mine? You have reduced me to homeless vagrant"* (P. 18).

Devastated and dejected, Puro ultimately returns to Rashid, to lead a hellish life. Her identity undergoes a drastic change. Rashid forces marriage on her and transforms her to Hamida from Puro. She now has a new identity which she resists as she longs for her family and marriage to Ramchand. On the other hand, Rashid is repentant for the crime of Puro's abduction and seeks redemption. He tries to provide love and care to Puro but she is unrelenting as the wounds inflicted by Rashid are unforgivable. In the course of time, Puro aka Hamida comes in contact with three females who were also the victims of gendered violence. All the three characters are

treated merely as body, not humans. Taro is suffering with some unknown disease and is disowned by her husband who has brought another woman to live with him and forces her to become a prostitute. Her illness and her husband's attitude towards her are unbearable. She desires death to free her from the caged life. She says to Puro: *"For full two years, I had to sell my body for a cup of pottage and few rags. I am like a whore, a prostitute.....there is no justice in the world, nor any God. He (her husband) can do what he likes. There is no God to stop him. God's fetters were for me and only for my feet"* (PP.36-38). The misfortune befallen on Puro is a pre-partition incident and is a result of the ancestral family feud. Thus, she is not a victim of communal violence but gendered violence in the patriarchal set-up of the society where women are used as objects of desire and as baits and are exploited for their personal interests. Rashid takes advantage of the situation and in the guise of abducting Puro, to satisfy his family members; he actually fulfils his personal desire to possess Puro since he loved her secretly. Puro's self is left traumatized with the upcoming awful life and it is reflected in her dreams and intuitions. She realizes her ill-fate and ultimately accepts her life as pictured by the destiny. Her heart is full of hatred for everybody as she thinks: *"He had robbed her of her birthright; he had robbed her of her future. Her parents had probably given her up for lost and left the village"* (P. 20).

She suffers with the pangs of loneliness as her family abandons her to live a life with a stranger, with no scope of seeing them again. It is like a re-birth with a new identity. Rashid marries Puro. She bears a son to Rashid. In the beginning of the novel the novelist has mentioned about Puro's disgust over having Rashid's child. She is utterly traumatized with the thought of carrying his child in her womb. Her disgust is visible in her feeling, *"She felt as if her body was a pea-pod inside which she carried a slimy, white caterpillar. Her body was unclean. If only she could take the worm out of her womb and fling it away! Pick it out with her nails as if it were a thorn! Pluck it off as if it were a maggot or leach...!"* (P. 01). She is tormented with the idea that: *"He had been planted inside her by force, nourished inside her womb against her will- and was now sucking the milk from her breasts, whether she liked it or not"* (P. 35). It shows her dislike for the men-folk who treat a women's body as an object of use. She is constantly grieved at the thought of carrying his child. Through this episode Amrita has highlighted the fact that women are considered merely bodies and nothing more than that and the violation of their bodies has become the moral perversion of the community itself.

The next female Puro meets is Kammo, a motherless young girl, who is disowned by her father and stays at her

aunt's house. Kammo is ill-treated and exploited by her aunt. She sees Hamida as her mother figure but her aunt dissuades her from meeting her as she is a Muslim. Puro's dilemma is repeated when Lajo, Puro's sister-in-law and the third female in Puro's life, is abducted by Muslim men and kept in capture in her own house and Ramchand comes to Puro seeking her help to release Lajo. Puro convinces Rashid to help Lajo return to her home. She reflects immense strength in the hour of crisis to help Lajo escape the clutches of her abductors. Here she realizes that the ultimate victims in all clashes are women, *"It was a sin to be alive in this world full of evil", thought Hamida, "It was crime to be born a woman"* (P.65). Almost all the female characters in the novel are victims of one or the other type of violence. They are oppressed by double yoke of patriarchy and dislocation. Puro is not only disowned by her own father but her fiancé Ramchand too, who questions her chastity, purity and dignity by ignoring to recognize her after her abduction.

Through the characters; Puro, Lajo, Taro and Kammo, the novelist has tried to unveil the facets of violence and trauma against women. Here Amrita highlights the fact that women have to constantly prove their innocence and assert their right to dignity in the patriarchal society. Another form of violence against women portrayed in the novel is the parading of women naked through the village and town. One such incident is mentioned in the novel, where a young girl was flaunted naked. Thus, the socially constructed identities shape the minds of the people making them its slaves. In the novel the novelist has also coined the character of an insane woman who becomes the victim of the lusty men who target mentally weak females. She accidentally barges into the village Sakkar where Hamida lives. Being all alone, she roams around the village laughing and shrieking ghoulishly. For many days, she stays in the village and is fed by the villagers but finally one day the Panchayat decides to abandon her and they escort her to some distant place away from Sakkar, so that some other village could take care of her. To their dismay, she returns the next morning and her loud lunatic laughter could be heard in the fields. In the course of time she is sexually abused and becomes pregnant. Her condition creates disgust for the beast who had committed the heinous act of impregnating an insane woman. The village women burst out angrily: *"What sort of a man could have done this to her?... They clenched their fist in anger... "He must be a savage beast to put a mad woman in this condition"* (P.53).

The violence inflicted on the woman with an unstable mind is a glimpse of the wrath rained on weaker sex of the society during partition. A child is forcibly planted in the mad woman's womb which agonizes

Hamida. The mentally unstable woman was unaware of the savagery inflicted on her body and the child growing in her womb. There were many such women who were mutilated and impregnated during the scary times of partition. The agony of the child forcibly planted in their wombs is the reverberation of Puro's hatred towards Rashid and her fetus. The novelist has voiced the trauma of rape through the symbol of mother's womb which has become the victim of violence. The communal savagery being inflicted upon people is precisely penned down by Amrita Pritam in these words: *"The streets ran with blood and were to be cluttered with Human corpses, with no one to bury or cremate them, the stink from putrefying flesh hung in the air spreading pestilences"* (P.84). Reena Mitra dwelling on the novel, presents an exact picture of *Pinjar* in her book entitled *'Critical Responses to Literature'*. She writes, *"Pinjar depicts a world of social reality which draws its meaning from an interpretation of experienced reality, a reality which is engendered not by a system or a doctrine that prevails but by a sense or sensitivity which helps organize that raw data of experiences into and takes stock of that which asserts itself in the experiential past, however much we try to banish it from our consciousness"* (P.100). Amrita Pritam, through her violated women characters in the novel, has brought forth the fact that women have been the prime victims in every communal strife, riots and wars. In the words of Dr. Archana Sinha, *"It has been quite disturbing experience all over the world that in any conflict, a war, civil strife, communal riots or disturbance; women and children became the prime victims of violence. Children are orphaned and women are not only widowed but also become victim of rape and abduction"* (P. 43).

Whether it is Puro or Hamida, Lajo, Taro, Kammo, the naked woman or the mad woman, a female easily becomes the 'other', unhindered, not only during the crisis of partition but even today. That 'other' whose life doesn't matter, whose voice is snubbed, whose identity is subjugated and who remains at the periphery of power struggle and power equation and continues to be marginalized and displaced at the cost of self annihilation. *'Pinjar'* thus, gives a voice to this 'other' and effectively shows concern to their displacement, marginalization, dual identity and powerlessness. Puro represents those thousands of women who were victims of violence. D. R. More has vehemently praised the novel for its *"poetic presentation of the theme of the exploitation of the weaker sex on the background of the partition tragedy"* (P.235). In the novel *'Train to Pakistan'* Khushwant Singh has unveiled the hollowness of social norms and absurd customs. When Sundari, a newly married bride, was going to Gujranwala with her groom on the fourth day of her

marriage on the way to Pakistan their bus was attacked. Her husband was stripped naked and she was sexually molested by the ferocious mob. All these and many more heinous incidents are an example of naked brutality on women in the name of partition. Ultimately Women are the sufferers as they are physically weak and an easily assessable target through whom the violator finds the infliction of pain unchallenging yet gory.

The partition of India, which was the result of some fundamentalist religious people, was mainly done to create two new countries in order to satiate the basic desires of few men. It was the consequences of some manipulative minds which not only divided two nations but also ripped apart human sentiments. Had it not happened; there would have been no partition and no gruesome events of robbery, kidnapping, murder and rape that took place abundantly and incessantly. The episode of partition is an ugly blot on the face of our nation that cannot be wiped out easily, it will require ages of sincere toil and dedicated effort to save humanity from the clutches of extinction. Pakistani historian Ayesha Jalal has termed the moment as a moment which has neither beginning nor end. *Pinjar* (The Skeleton) is a saga of helplessness of women and the struggle for survival of the individual amidst the socio-political and cultural forces. The novel highlights the ugly side of the hidden social evils and also the bitterness of the upheavals due to communal disparities. It displays a situation that cries out and pleads for dramatic and swift change. It can be concluded that the issues discussed in the novel bring forth and highlight the brutality against women during partition. The level of suffering might differ, but not a single woman was left unaffected by its ruthlessness. The scar narrates a long dark tale of painful life in an alien country at the hands of alien people. Due to the fear of losing one's sexual honor and to shield one from being abducted and raped; many women voluntarily jumped into the wells and killed themselves. They suffered for no fault of theirs. They were dislocated, displaced and disintegrated. They lost their identity and felt like aliens in the new land. But their inherent will and steely determination helped them restore normalcy. Puro's too, recoils to life because of her resilience.

Through these female characters, the novelist makes visible the trauma, anguish, pain and ambivalence that marks the experience of partition. It is the story of continuous wounds of patriarchy and partition and how it turns people into skeleton. The partition of India proved a storm in the lives of the women. It gave such traumas to them that they remained like living corpses all their lives and their sorrowful sighs got lost somewhere in that whirlwind of partition. Amrita Pritam states, "There are many stories which are not on paper, they are written in

the bodies and minds of women" (Punjabnetwork.com). To quote Mausami "The partition of 1947, India and Pakistan was not merely a division of land...it was a division of hearts, families, friends, souls, love and most of all "humanity". People died either "remembering their loved ones" or "finding their love ones". People died." (studocu.com)

**"When the body perishes all perishes, but the threads of memory are woven of enduring atoms. I will pick these particles, weave the threads and I will meet you yet again".**

**-----Amrita Pritam**

## REFERENCES

- [1] Pritam Amrita., 'Pinjar: The Skeleton and Other Stories'. Jaico PublishingHouse, 2003, Mumbai.
- [2] Arora, Rachna and Smith Jha. "Women's Body as the site of Encroachment: A Critical Study of Amrita Pritam's Novel Pinjar." Social Science Review, vol.2, December, 2016.
- [3] Butalia, Urvashi. "The Other Side of Silence: Voices from the partition of India." Penguin Random House, New Delhi, 1998.
- [4] Mitra , Reena. "Critical Response to Literature." Atlantic, 2005. (Print)
- [5] More, D R. "India and Pakistan Fell Apart". Jaipur: Shurti Publications, 2004. (Print)
- [6] Wikipedia.com. "Violence Against Women during the Partition of India: Special Reference to Amrita Pritam's Pinjar." (Web)
- [7] Yadav, Aman. "Partition Trauma and Women: Unending Lament in Amrita Pritam's Pinjar (The Skeleton)." Journal of English Language and Literature, Vol. 8, Issue 4, Oct-Dec. 2021. (Web)



# The Choice of Characters under the Collapse of Values-- Interpreting *A Road to the Big City* from Psychoanalytic Theory

Jin Mengqi

Beijing International Studies University, Beijing, China

Received: 03 Apr 2023; Received in revised form: 01 May 2023; Accepted: 07 May 2023; Available online: 14 May 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**—“*A Road to the Big City*” is one of Doris Lessing's classic short stories, which depicts three typical characters in society at that time. This article believes that the three characters correspond to the three levels of Freud's personality theory, and based on this, analyzes and explores the reasons behind the character's behavior.

**Keywords**— Jansen, Lilla, Marie, Personality theory, Sigmund Freud

## I. INTRODUCTION

*A Road to the Big City* starts with the story of Jansen, a city passer, leaving the city by train at midnight. In the six hours of changing the bus, Jansen meets two sisters. sister Lilla is a prostitute who has a giggling career for a year, and her sister Marie is a rural girl who has just arrived in the city in the morning. Obviously, Marie wants to come to the city to take refuge in her sister. But she doesn't know what her sister is engaged in and her sister even wants her to do the same job. But Jansen knows that. Facing the doom that is coming to Marie, Jansen's inner humanity is touched. He wants to persuade Marie to return to the countryside, just to keep Marie's innocence and not be polluted by the turbidity of the city. However, Jansen's persuasion seems weak under the strong material temptation of the city, and Marie doesn't believe anything he said at all. Finally, out of a desperate state of mind, Jansen forcibly sent Marie to the train back to the countryside, but when his own train starts, he finds that Marie has got off the train and back to the city. Obviously,

Marie chooses to stay in the city at the last moment and face the future she doesn't know. This short story is one of Lessing's classic works, which is short but thought-provoking. Most scholars tend to analyze the female character Marie in their works, with almost no comparative analysis of the three characters. Therefore, this article creatively uses Freud's personality theory to analyze the psychology of three characters, exploring the character selection and its reasons under the disintegration of traditional social values.

## II. THEORETICAL SOURCES

Personality refers to important and relatively stable aspects of behavior (Ewen, 2009:3). According to Freud, the founder of psychoanalytic school, the goal of all behavior is to obtain pleasure and avoid displeasure or pain. Freud's first theory was called the “topographical model”, and it divided the mind into two areas: a Conscious/Pre-conscious area that contains all the thoughts and feelings of which we are



already aware or could easily become aware; and metaphorically beneath it, a much larger unconscious is full of drives and impulses of which we cannot be directly aware (Roth, 1997:08). These drives and impulses are thought to be innate and instinctive in order to seek immediate gratification - food, drink or sexual gratification. In order to further reveal the mystery of psychological personality, Freud published another important work in 1923: *The Ego and the Id*. In this book, Freud developed the previous two personality structures into three personality structures, namely the Id, the Ego and the Superego, which formed a systematic theory of personality.

The Id was a term Freud borrowed from Nietzsche, according to George Grodek saw it as an unknown and uncontrollable force. The Id is full of the energy provided by instinct, but it has no organization and produces no common will. It only follows the principle of pleasure and strives to meet the needs of instinct (Freud, 2011). Freud believes that Id is the psychological essence of human being, the most primitive subjective reality, and the internal world that existed before the individual got the external experience (Freud, 2011). Thus, it can be seen that Id is a chaotic world, which contains a mass of unstable, instinctive and suppressed desires, concealing all kinds of uncivilized instinctive impulses which are not allowed by modern human social ethics and legal norms. It is the cradle of all kinds of psychological activities. The Id seeks the satisfaction of instinctive impulses and repressed desires, and its only function is to vent the excitement caused by internal or external stimuli in time. It can be said that Id reflects the biological side of human beings and is an animal instinct impulse, especially sexual impulse.

The Ego is a part of the Id transformed by the direct influence of the external world through the mediation of perceptual consciousness. The Ego is guided by the "reality principle" and not influenced by the "happiness principle". The purpose of the reality principle is to delay the release of energy until something satisfying is found or produced. Following the principle of reality does not mean giving up the principle of happiness, but merely requiring it to be put aside for the time according to practical needs (Behrendt, 2016:46). The influence of the Ego's self-preservation drives the pleasure principle is displaced by the reality principle, which without abandoning the aim of ultimately

achieving pleasure, none the less demands and procures the postponement of gratification, the rejection of sundry opportunities for such gratification, and the temporary toleration of displeasure on the long and circuitous road to pleasure (Freud, 2003). The implementation of the principle of reality, the role of the second process, the more important role of the external world in one's life, all stimulate the development and maturity of such mental processes as perception, memory, thinking and action (Hall, 1986:30). The Ego represents what we call reason and sanity, in contrast to the Id which contains the passions (Freud, 1989:08). Because of following the "principle of reality", Ego can adjust the contradiction between "Id" and "Superego" according to the actual conditions of the surrounding environment, and take rational behavior, striving to satisfy the Id's desires in realistic and socially appropriate ways.

The Superego is the representative of every moral constraint and the advocate of the pursuit of perfection. The Superego, at the highest level of the personality, is the moralized Ego. Its power comes from its capacity to create guilt and the bad feelings connected with guilt, and it can dictate our behavior and even our thoughts. While the Superego can help the individual to conform to the basic rules and laws of the society he lives in, it can also sometimes become the most powerful and even the most destructive part of his personality (Roth, 1997:13). The psychological punishment and reward for the Superego are pride and guilt or inferiority. The Ego, when it has done something moral, or conceived a moral thought, it is pleased with pride; and when the Ego gives in to temptation, it feels ashamed. The main function of the Superego is to control and regulate the impulses in the Id that, if lost, would endanger social stability. Superego is a symbol of morality and norms and a defender of traditional social values. Freud believes that Superego is the social side of personality, representing the normative role of social morality on individuals. Superego ignores the gains and losses of reality and acts in accordance with "moral principles". It is a high-level leader of personality. It restricts the Ego with conscience and moral Ideals and affects the Id.



### III. CHARACTER ANALYSIS

#### 3.1 Lilla

In the short story, sister Lilla can be seen as the embodiment of Id. Her behavior only follows the “happy principle”, that is, avoiding bitterness and seeking happiness, and eliminating the stressful experience that makes people feel painful and uncomfortable. In life, she ignores the external norms of social morality and constantly induces the “Ego” to meet her desire for happiness. Lilla is dressed in a stylish and exquisite way:

“She wore a tight short black dress, several brass chains, and high shiny black shoes. She was a tall broad girl with colorless hair ridged tightly round her head, but given a bright surface so that it glinted like metal. She immediately lit a cigarette...”

(Lessing,1)

In the process of speaking to Jansen, Lilla also has her own routines, such as asking the time of the train, and finding opportunities to give Marie and Jansen time alone. From these places, we can see Lilla's work nature and proficiency. In the patriarchal society at that time, women generally undertook housework at home and did not go out easily. The nature of the work of women who always show up outside can be imagined. Men are always better educated and find better jobs in society. It is also reflected in the text that men are gentlemen in suits. In a patriarchal society, most women can only rely on men, either as housewives or as prostitutes like Lilla. Under the temptation of big cities, Lilla who comes from the countryside, longs for the brilliance of big city life, never considered the practical possibility and morality of her desire. As a prostitute, Lilla not only satisfies her physical desires, but also satisfies her material desires. As long as she thought it could bring pleasure to her psychology or physiology, she would do even irrational things. Social ethics and norms are not within Lilla's consideration. She only needs to meet her own needs. In order to earn more money, she even did not hesitate to teach her sister to be a prostitute. Lilla took her to the railway station, specially selected men to stay overnight, helped her choose men, and created opportunities for her to have relationships with strange men. Lilla is a victim of a patriarchal society and a full manifestation of the dominant position of the id in consciousness.

#### 3.2 Maire

Marie can embody her “Ego”, and she also follows the principles of reality. As a rural girl, Marie also wants to live a free life with money and “love” as her sister Lilla. We learned from her that she always thought her sister was a typist. She could also do a serious job as a typist and live the life she wanted. She is eager to realize her dream by working hard and making a living in a big city. That's why she came to the city from the countryside and wanted her sister to introduce herself to a suitable job. But Marie whose ideas are pure and simple, never thought of doing work that broke social norms and values, which can be seen from her formal dress and her utter lack of urbanism:

“Plump, childish, with dull hair bobbing in fat rolls on her neck, she wore a flowered and flounced dress and flat white sandals on bare and sunburned feet. Her face had the jolly friendliness of a little dog.” (Lessing,1)

Therefore, we saw the Ego in Marie's consciousness. She has her own "happiness principle" that she wants to follow. In order to achieve this goal of happiness, she currently follows the "reality principle", that is, running from the countryside to the city and finding a decent job. Everything in the external world, that is, the big city, is stimulating and seducing the senses and psychology of this inexperienced girl, seemingly accelerating her psychological development and maturation process. She increasingly felt that she had broadened her horizons and became more and more obsessed with the prosperity of big cities, so she wanted to stay.

“The three went into the street. Not far away shone a large white building with film stars kissing between thin borders of coloured shining lights. Streams of smart people went up the noble marble steps where splendid men in uniform welcomed them. Jansen, watching Marie's face, was able to see it like that.” (Lessing,3)

Finally, Marie learned the truth from Jansen and firmly chose to stay in the big city. This is actually the result of her adjustment between the contradiction between "Id" and "Superego". Living in a busy big city like Lilla is something she aspires to, but Jansen suggests a simple and original life back in the countryside. Finally, Marie stayed and chose to realize her dream in her own way.

### 3.3 Jansen

In the short story, Jansen embodies "Superego". At the beginning of the short story, Jansen's background was explained: "For a week he had been with rich friends, in a vacuum of wealth, politely seeing the town through their eyes. Now, for six hours, he was free to let the dry and nervous air of Johannesburg strike him direct." Based on the following text, we can also learn that Jansen is tired of the life of luxury in the city. He had already seen through the filth, hypocrisy, and deceit of city life and wants to return to a more pure and simple life. Therefore, he was attracted to this simple girl Marie at the first glance. Under the influence of the conscious superego, the Ego feels ashamed when it succumbs to temptation. When Jansen unknowingly returned to the apartment with them and realized what was going to happen next, he suddenly felt very helpless and angry.

"Jansen adjusted himself on the juicy upholstery of a big chair. He was annoyed to find himself here. What for? What was the good of it? He looked at himself in the glass over a sideboard. He saw a middle-aged gentleman, with a worn indulgent face, dressed in a grey suit and sitting uncomfortably in a very ugly chair." (Lessing,4)

Superego is a symbol of morality and norms and a defender of traditional social values. As a person who has experienced everything in the city, Jansen wants to escape here and protect the girl from the same occupation and life as her sister Lilla. So, Jansen kept persuading Marie to go back to the countryside and even bought a ticket to take her on the train. At this time, it was Jansen's conscious Superego, which ignores the gains and losses of reality and acts in accordance with "moral principles" that was at work. Jansen just wanted to follow his conscience and morality and send this simple girl back to the countryside. In this way, it is possible for her to continue to maintain her innocence without being invaded by the impetuous big cities. Otherwise, she will only become a slave to desire, like her sister Lilla, and become a prostitute for material life. However, in the end, Marie returned to the city, and Jansen failed to achieve his wish. No matter how ethical it is, Marie still chooses to pursue Ego. Because the Superego cannot completely conceal the impulses of the Id and Ego. Freud believed that this perfect personality state was only an ideal and could not be fully realized. The Id and Ego will strive

to break away from the bondage of the Superego. So, in some cases, the Superego must obey the demands of instinct.

## IV. CONCLUSION

Doris Lessing created three characters with different personalities in her short story *A Road to the Big City* with delicate strokes and concise language. By analyzing the correspondence between the male protagonists Jansen, Lilla and Marie and the Superego, Id and Ego in Freud's personality structure theory, this paper believes that in order to live a vain life, Lilla didn't hesitate to pull her sister as a prostitute, and she had no shame and moral bottom line. She was full of desire and instinct, and was the representative of Id; Marie pursued the principle of realism. In order to live as brightly as her sister, she simply adhered to the principle that she thought she was right, that is, listening to her sister's words can be as successful as her sister, having love and money. She was the embodiment of Ego; Jansen became the moral authority among the three. He wanted follow his conscience and morality to save Marie to escape the city, symbolizing Superego. In this short story, Freud's theory of personality structure has been better displayed and completely explained.

By analyzing this short story, we find that in that society, traditional values were disintegrating. People in the countryside are tired of their existing lives and yearn for big cities. What people value is no longer a simple and peaceful life, but a rich material life and enjoyment. Rich men spend money like dirt, while women even become prostitutes in order to satisfy their desire to enjoy themselves. Having discovered the dirty and restless side of the city, for the middle-aged man, Jansen, who still has a conscience and traditional values, but is not compatible with the young people in the city, he has to return to his hometown and seek the comfort and tranquility that traditional life can provide.

## REFERENCES

- [1] Robert, E. B., & Ewen, R. B.. (2014). *An Introduction to Theories of Personality: 7th Edition*.
- [2] Priscilla Roth. (2001). *The Superego (Ideas in Psychoanalysis)*. Icon, Totem Books; 0 edition
- [3] Freud, Sigmund. (1960). The ego and the id. *Tacd Journal*, 17(1)(7), 5-22.
- [4] Hall, C. S. . (1979). *A Primer of Freudian Psychology*. NEW

AMERICAN LIBRARY.

- [5] Ralf-Peter Behrendt. (2016). Self-preservation at the center of personality: Superego and Ego Ideal in the regulation of safety. Vernon Press.
- [6] Freud, Sigmund. (2003). Beyond the Pleasure Principle: And Other Writings (Penguin Modern Classics). Penguin Books.
- [7] Manly, & Matthews, J. . (1935). Contemporary British literature:. George G. Harrap & Co. Ltd. .
- [8] Wu Guangyuan, & Xu Wanli (2006). Freud: Desire determines fate. New World Publishing House.
- [9] Zhang Chuankai, Zhang Zhongmin (1987). A review of Freudian psychoanalysis Nanjing: Nanjing University Press.
- [10] Hall (1986). Freudian psychology and Western literature Hunan Literature and Art Publishing House.
- [11] Ruan Wenjin.(2018). Marie's Suffering in A Road to the Big City from the Perspective of Feminism. 海外英语(20),193-194.



# Allusions in Wole Soyinka's *A Dance of the Forests* and *Kongi's Harvest*

Anicet Odilon Matongo Nkouka

Lecturer-Researcher, Department of Modern Foreign Languages, Faculty of Arts, Université Marien Ngouabi, Brazzaville, Congo

Received: 05 Apr 2023; Received in revised form: 02 May 2023; Accepted: 09 May 2023; Available online: 16 May 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— This study deals with Wole Soyinka's two plays, *A Dance of the Forests* and *Kongi's Harvest* with the aim is to show the use of allusions in the depiction of the glory and the decline of the African past. The two plays, from the same literary tradition enables us to explore Nigerian viewpoints of ancient and recent history. By appropriating the discussions of Gerard Genette, Michael Leddy, William Irwin, John Campbell and Allan Pasco on the use of allusion in literature, we argue that when the author refers to history in his works, he employs allusions to affirm or oppose certain notions. Wole Soyinka alludes to history to affirm the the glory of the African past and also to oppose to some of the other facts that prove the collapse of the African empires. Both plays implicitly utilise the glory and the collapse of African empires but each one employs these incidents according to the viewpoint and cultural background of its author. Hence, the different employment of history reveals contestations of worldviews which are symptomatic of the ideological clashes between the Africans among themselves, and the Europeans.

**Keywords**— Nigeria, African past, allusion, affirmation, opposition, glory, decline.

## I. INTRODUCTION

This study is motivated by the Africans attitude of exalting their past alone through allusion. We intend to show the use of allusion in the depiction of this incident in Wole Soyinka's *A Dance of the Forests* (1973) and *Kongi's Harvest* (1974). These two plays are analysed while exploring how history is implicitly referred so as to affirm or to oppose certain notions. The framework of the analysis is an appropriation of the discussions of Gerard Genette (1997), Michael Leddy (1992), William Irwin (2001), John Campbell (1994) and Allan Pasco (2002) who have theorised about allusion in literature. In fact, its treatment in fiction is divided into two types: affirmative and oppositional allusion which are extensively explained further. According to Kristeva (1980, p.66), "any text is constructed as a mosaic of quotations; any text is the absorption and transformation of another". It means that texts interact with one another. Just like Kristeva, Barthes (1977, p.148) argues that any productive "text is made of multiple writings, drawn from many cultures and entering into mutual relations..." Therefore, writers, deliberately or

otherwise, are influenced by past works. For some writers, the influence can be clearly traced; for others, hint of the past may be less discernable. The appropriation of historical events is a form of intertextuality practised by many writers.

## II. LITERATURE REVIEW

Drama and theatre are designed to acquaint readers, listeners and spectators with what is happening in the world. It is logical that they are rapidly changing and constantly evolving field, both from the point of view of the content and structure. Drama conveys the author's message. To this effect, it is a discourse, and discourse studies have been quite extensive in recent decades. They remain more based on literary genres such as poems, short stories, novels, and drama. These genres are considered the vast fields for research, both from the point of view of text structures, its content and formal features, not the least of which are the figures of speech, in particular, allusion. The interpretation proposed by B. M. Gasparov (1996, pp. 251-259) considers discourse as a linguistic coexistence, in which it is necessary

to consider the communicative intentions of the author, the relationship of the author and recipients, various significant and accidental circumstances, genre and stylistic features, as the communication and the communicative situation in which it is included, a lot of associations with previous experiences.

To speak about dramatic discourse or style, it has a number of aspects that define it: 1) the functional aspect performs: a) informative functions, b) the formation of public opinion, c) entertaining functions; 2) the referential aspect speaks that drama are designed to the readers and highlight all areas of activities (society, politics); The main characteristics of microsystems of drama are brief stories in dialogue, materials pertaining to the fields such as society and politics (Galperin, 1981, pp. 224-236). Intertextual elements are those sited within the intertextual theory. Most scientists agree that "dealing with intertextuality, it is quite normal to start with Kristeva ... with reference to what Bakhtin calls the dialogic aspect of language" (Haberer, 2007, pp. 56-57). There are many interpretations of the term "intertextuality" (Moskvin, 2013, pp. 54-61), but at its essence intertextuality is either the "absorption or transformation of another text" (Kristeva, 1969, p. 146), and it is connected with either the mixture of statements and texts, or the derivation of one text from another" (Jasinski, 2001, p. 322). In an attempt to distinguish the term "intertextuality" in his work "Intertextuality: the categorical apparatus and typology", V. P. Moskvin (2014) writes: "...many authors understand intertextuality as a literary device, as trope or a stylistic figure, a method for construction of a literary text; however, intertextuality is not a reception, and the associative base for methods of citation of an application, allusion, paraphrase and other shapes of the intertext, which do not always become ambiguous, and therefore neither one of the interpretations of the path are incompatible" (Moskvin, 2013, p. 54). So an allusion is understood as one of the mostly frequently used intertextual element. Many Russian linguists consider an allusion as a stylistic figure that contains either a citation, or a reference to a literary, historical, mythological, religious or political situation, a fact, a person, fixed in written sources or in conversational speech. Any piece of intertext, in particular an allusion can rely either on: 1) preceding in relation to the perceived so called "left" text, or 2) other text, i.e. pre-text (Moskvin, 2013).

According to I. S. Khristenko (1992, p. 43), an allusion is a type of parody which does not imply the stylistic means of the original source and does not seek for destroying the aesthetic value of the works parodied; it is a paraphrase of the text, which sets out the initial "high" the text "low" style.

A slightly different interpretation is proposed by B. M. Gasparov (1996, p. 39), according to whom allusion is borrowing only certain elements of the pretext, and the whole statement or string pretext, correlated with the new text, present in the last implicit.

Thus, to understand allusively text, the recipient needs to have certain background knowledge. In background knowledge of the addressee should include knowledge about the main signs of allusion; otherwise, he will not be able to achieve adequate decoding. In this regard, J. Genet (1998, p. 216-217) says about the two types of the addressee: the addressee for whom an allusive aspect of the text has a zero value and the addressee for which pretext is a significant precedent].

As pointed out by E.V. Grudeva, the headlines and the texts themselves use a wide variety of literary allusions: 1) literature citations-reminiscent, titles of works, names of characters, 2) modified statements of scientists, politicians, cultural figures, 3) Sola Intertextual elements are those which could be sited within the intertextual theory. Most scientists agree that "dealing with intertextuality, it is quite normal to start with Kristeva ... with reference to what Bakhtin calls the dialogic aspect of language" (Haberer, 2007, pp. 56-57).

A few common categories of allusion follow: nominal allusions, literary allusions, verbal allusions, mythological allusions, religious allusions and historical allusions. In this work we are concerned with the historical allusion.

### III. THEORETICAL FRAMEWORK

The concept of intertextuality, which was coined by Kristeva and disseminated by Barthes, has invoked other theorists and critics to shed light on a number of its mechanisms and allusion seems to be the most complicated one. Michael Leddy (1992, p.112) defines "allusion" as "words [which] typically describe a reference that invokes one or more associations of appropriate cultural material and brings them to bear upon a present context." These "words" have double meanings, overt and covert. The former explicitly deals with the obvious "context", and the latter is ambiguous for it refers to the "associations" that allude to elements outside the text. Similarly, Gérard Genette (1997, p.2) relates "allusion" to "an enunciation whose full meaning presupposes the perception of a relationship between it and another text, to which it necessarily refers by some infections that would otherwise remain unintelligible." This "enunciation" can be a word, a phrase, a sentence or maybe a complete paragraph. In fact, Genette's perception of allusion is similar to Leddy's which has been discussed earlier. He merely elaborates that knowing the "infections" of the old text on the new text can



assist a reader's understanding. However, William Irwin (2001, p.288) criticises Leddy's use of the word "typical" and claims that the "additional associations are more than just typical; they are necessary for correct and complete understanding." Hence, according to Irwin, the "allusion" is: A reference that is indirect in the sense that it calls for associations that go beyond mere substitution of a referent. Allusions often draw on information not readily available to every member of a cultural and linguistic community, are typically but not necessarily brief, and may or may not be literary in nature. (Irwin, 2001, p.289). As illustrated above, the reader's interference is needed to complete his/her understanding of the text. This coincides with John Campbell (1994, p.19) who argues that "allusions invite us to select from our mental library, knowledge which is not in the text itself and without which the writer's intention will not be fully communicated." Yet, the role of the reader can distort the meaning of the text particularly if the reader is subjective or biased. Therefore, although Irwin (2001, p.293) "cannot deny that the reader must play a vital role in his or her own understanding of an allusion", he insists that the reader's "understanding" "must be in accordance with the author's intent." In other words, when readers claim that a particular text alludes to another, evidences must be provided and proved. This leads Allan Pasco (2002, p.10) to explain that "when allusion is unnoticed or misunderstood, the blame should fall on readers rather than on writers and their occasional use of covert allusion." Hence, readers must be aware of the double meaning used in texts to understand them very well. Though many discussions have been done on allusion, only a few of them have emphasised on its types. According to Pasco (2002, p.110), there are "parallel and oppositional allusions." The former refers to key-words which writers use in their texts to affirm certain notions that "parallel" a pre-existed text. Henceforth, we will call this type "affirmative allusion". The word "affirmative" is derived from the strategy of "affirmation" which David Spurr (1993, p.110) defines as "the rhetorical gesture in which the subject actually constitutes itself through repetition". This "repetition" normally affirms a certain idea that corroborates the author's perspective. Affirmative allusion can also be achieved through parallelism. Writers can show a parallel or harmony between two events, symbols, or notions to affirm that both are interrelated. However, affirmative allusion becomes dangerous when it exceeds the views and ideas into fixing stereotypes. In contrast, the latter refers to the allusions where texts implicitly counter and oppose one another. According to Pasco (1994, p.103), "an allusion of opposition may weight parallels as a means of preparing a contrasting conclusion." In other words, text B can employ some elements of text A

in order to expose an "opposition" or a refusal of its contents. Pasco (1994, p.98) argues that "allusion of opposition has been virtually ignored ... [because] allusions of opposition present particular difficulties, however, for their ironies and paradoxes usually bring nuances of extraordinary complexity to bear on some aspect of the created world." Based on this argument, we can claim that oppositional allusions occur through the use of "ironies and paradoxes". However, the affirmative and oppositional allusions converge in their "formation of metaphorical relationship where the reference and referent come together to create something different from either" (Pasco, 2002, p.98). Both types of allusion will form the theoretical framework of our analysis of the two plays. We show how the two authors' allusions to history reveal an affirmation or opposition to certain notions.

#### IV. AFFIRMATIVE ALLUSION

Historical allusions is used in works of literature to refer to events and people in a way that makes the events or characters of a work more relatable. Historical allusions often depend on the writer or speaker understanding of his or her audience.

In its allusion to the glory of African past, and the collapse of African empires and ill-practices in Africa, Soyinka's *A Dance of the Forests* (1973) employs repetitions to affirm that African leaders made African empires great in the past and women participated actively and positively in trade and agriculture; they fulfill important political roles in chiefship; they hold other leadership positions, even in the nationalist movements. Before analysing instances from the text that show how the idea above is repeated, we will briefly highlight the plot of the play. The story centres on the celebration of feast: "the gathering of the tribes" (*A Dance of the Forests* p. 5) including the living people, the dead people, the supernatural beings, the half child, the unborn, etc. Participants to the feast belong to different and opposed worlds, generations, etc. ensuing conflicts leading to the birth of the Half-Child, the death of Oremole who was pushed down from a tree by Demoke, the protagonist, and the struggle between Ogun and Eshuoro.

To begin with the terms "Mali. Chaka- Songhai – Glory- Empires" (p. 11), "Mali - Songhai. Lisabi - Chaka", they are used in *A Dance of the Forests* as an historical allusion to the glory of the African past. They are closed to the action of the play, centered on the "Gathering of the Tribes," a grand assemblage of a people in the festive circumstance – not too difficult to discern as an "Independence Day" – type celebration. In addition, this is the occasion for the nation to recall historic heroism of the sort that will inspire them for the future. The phrase historic

heroism exclusively refers to the category of people that make the glory so talked about. In this regards, the play describes their need as follows:

We must bring home the descendants of our great forebear. Find them. Find the scattered sons of our proud ancestors. The builders of empires. The descendants of our great nobility. Find them here. If they are halfway across the world, trace them. Bring them here. If they are in hell, ransom them. Let them symbolize all that is noble in our nation of rejoicing. Warriors. Sages. Conquerors. Builders. Philosophers. Mystics. Let us assemble them around the totem of the nation and we will drink from their resurrected glory (Soyinka, 1973, p. 31).

The passage above from the play emphasizes the remembrance, resurrection and the need for builders of empires mentioned in the historic allusion under consideration. To elaborate a bit more on each of them, the Mali Empire dated from the early thirteenth century to the late fifteenth century. The empire was founded by Sundiata Keita, and became renowned for the wealth of its rulers. The Mali Empire had many profound cultural influences on West Africa, allowing the spread of its language, laws and customs along the Niger River. As far as Songhai is concerned, it had asserted its own independence over Mali's power, and had risen to power in the area. Songhai has been an important trade center within Mali's empire. Great Songhai kings such as Sunni Ali Ber and Askia Mohammed Toure had extended the Songhai kingdom farther than Ghana or Mali. It was the largest and most powerful kingdom in medieval West African. The riches of gold and salt mines drew invaders. As for the Chaka Empire, it resulted from the transformation of the zulu tribe, a small clan into the beginnings of a nation that held a way over the large portion of Southern Africa. Its leader was Shaka Zulu c. 1787- c. 22 September 1828. His military prowess and destructiveness have been widely studied. One *Encyclopaedia Britannica's* article asserts that he was something of a genius for his reforms and innovations. His statesmanship and vigour in assimilating some neighbours and ruling by proxy marks him as one of the greatest of the Zulu chieftains.

The historic facts mentioned above, and in relation to the glory of the African past cannot be subjected to any doubt. The problem is that, limiting the allusion to only these positive facts would be detrimental to the complete knowledge of the history of these empires. The reason for this is that, apart from all that is positive and tells the rise of these empires, there are other facts that prove the collapse,

fall of the same empires. To be clear, Mali and Songhai are the two medieval kingdoms of West Africa that collapsed for similar reasons despite their greatness. Risen under the legendary king named Sundiata, the small states it had conquered broke off, and the Mali Empire crumbled after Sundiata's death because his son could not hold the empire together. Political violence is depicted through the story from the play when we consider the reason that caused the decline of the empires. In fact, as for the Songhai Empire, in the late sixteenth century a Moroccan army attacked the capital, and the Songhai Empire already weakened by internal political struggles, went into decline. To this respect, we write that Demoke, Rola and Adenebi, all, characters in *A Dance of the Forests* should not reduce the history of the country to positive events, happenings, etc. alone. The telling and the writing of the country's history must take into account all the events, be them positive or/and negative.

The concept history means a story about the past that is significant and true. In addition, the goal of history is to tell a story about the past which captures the essence of an event while omitting superfluous details, and the past being fixed – no one can change what happened. Most historians use the word 'true' to mean any perspective well supported by facts. A history that is true and significant is important because it helps people to understand who they are. In this regards, it is evident that people who control the past control the future. Their view of history shapes the way they view the present, and therefore, it dictates answers they offer for existing problems. Wole Soyinka actually releases on history. That is why in the so-important historical section of *A Dance of the Forests*, he calls for an evocation of the truth of the past which is quite different from the Old Man, Adenebi, Rola, and Demoke's proposal for the invitation of attendants to "Gathering of the Tribes" through their limited approach to the understanding of their histories. Our literary sensibility makes us consider that Wole Soyinka's allusion to this historical reality fulfils the function of clearly pushing for an understanding of the histories that are less illustrious. The fact of acknowledging only the histories that are glorious but falling to realize the stories that are less honorable even shameful, the society is harming itself by repeating past mistakes.

Furthermore, in the line that represents time, the historic allusion about the glorious empires under investigation is placed within the pre-colonial period. To this respect, Wole Soyinka through the text of course, reveals the complexity of Africa's pre-colonial conditions. These conditions contributed to the fragmentation of African society. As we have mentioned it above, the characters concerned are Rola, Demoke and Adenebi. Through them it seems clear that we see the problems of

history making manifest at the moment of independence. Wole Soyinka expresses the kind of relations he wishes to draw between the old and the new. What he understands and reveals is that, the arrival of European colonialists in the African continent only exacerbated the problem of nation. In this regards, Soyinka counter argues Fanon (2004, p. 2) assertion that is "decolonization is truly the creation of new men" when he thinks that decolonization only reveals the same men. In addition, the process of the independence struggle had already thrown up ominous signs of inequities that would detribalize a newly freed entity – a familiar tendency toward self – attrition, once the external enemy is gone. We mean, that history was that of African's culpability in the enslavement of her own kind.

Above all, the essential is that there are two different ways of understanding the past of Africa. The characters in the play express themselves freely through their historic allusion to great empires to mean that the past of Africa is glorious. Those characters are only Soyinka's literary creations. They stand for the people who embody this thinking. Wole Soyinka sees in this, a very limited understanding of the reality. He considers that, African past is a sadly inglorious one. Furthermore, the historic allusion to Mali. Chaka - Songhai – Glory- Empires" (p. 11), "Mali - Songhai. Lisabi - Chaka" from *A Dance of the Forests* does not make a restriction as far as the aspect of place is concerned. It goes beyond Nigeria and embraces the whole black nation. The concept "gathering of the tribes" is used to cover all the "Warriors. Sages. Conquerors. Builders. Philosophers. Mystics" from as far back into the black race as possible.

The next historical allusion is 'Saro women'. Wole Soyinka alludes to them to focus on East and southern Africa, tracing women's history from earliest times to the present. In addition, this allusion is an exploration of women's place in social, economic, political, and religious life. It highlights the changing societal position of women through shifts over time in ideas about gender and the connections between women's public and private spheres. This seems evident that Soyinka's direct allusion to 'Saro women' is also an examination of the status and activities of women in West and Central Africa, from the earliest periods through the rise of various kingdoms and states, to the establishment of colonies and independent nations. Wole Soyinka through the historical allusion under consideration looks at women's participation in trade, including the slave trade, and agriculture; women's political roles in chiefship, other leadership positions, and nationalist movements; and the current constraints under which women function.

## V. OPPOSITIONAL ALLUSION

In his allusion to the scene of people who reveal the existence of slavery in Africa before Britain and other European powers arrived; the Songhai Empire weakened by internal political struggles; the immoral and inhuman actions of African kings who, for their own sentimental concerns mobilizes the kingdom army to fight a war; the current constraints under which women function in East and southern Africa; women's participation in the slave trade; the dictatorial regimes in Africa, Soyinka ironically opposes to the glory of the African past alone.

We see that the imagery moves even beyond the black race. In fact, in the court of Mata Kharibu the Court Historian proudly cites the Trojan War fought as a justification of the tyrant's capricious war over Madame Tortoise. The play writes that Mata Kharibu has stolen the woman of another man. He decides that the slighted man must return her wardrobe to her. When he refuses, Mata Kharibu declares war. Descriptions of the Trojan War would likely act as an historical allusion to the battle between the people of Greece and the people of the city of Troy. Prince Paris of Troy abducted the wife of Menelaus of Sparta (Helen), and refused to return her. Then, Agamemnon, brother of Menelaus, gathered troops to attack the Trojans. The battle raged nine years, and although the Greeks destroyed Trojan territory.

At this level, through the historical allusion to the Trojan War, Wole Soyinka reveals and satirizes the immoral and inhuman actions of African kings who, for their own sentimental concerns mobilizes the kingdom army to fight a war. How a king can abduct a wife of another man. The other aspect that Wole Soyinka denounces is such a negative freedom that a king enjoy to do whatever he wants. Soyinka sees that African kings enjoy absolute divine right. In this respect, Soyinka suggests the principle of the rule of law, constitutionalism and democracy.

Furthermore, the common noun "slave" and the character's name "Slave Dealer" are historical allusions to slavery, that is also the slave trade. In *A Dance of the Forests*, the event in which we read descriptions of this inhuman practice is linked to the historical section. In fact, the slave trade in the play begins when the Warrior refuses to fight Mata Kharibu's unjust war. This decision from the soldier that he does not want to serve an unjust master leads Mata Kharibu to see him as a possible danger because the germ of freedom may contaminate the other soldiers loyal to him. As a consequence, the Warrior is castrated and sold as a slave.

The reading of the play reveals that this happened before the colonial period. To this respect, through this historical allusion Wole Soyinka reveals the existence of slavery in

Africa before Britain and other European powers arrived. In the above – mentioned so-called African glorious empires: Mali, Songhai and Soudan rulers had thousands of slaves who worked as servants, soldiers and farm workers. There existed such a cooperation between villages in the matter of providing captives not to sell, but for local use. In 1400s, however, the British and the other Europeans introduced a new form of slavery that devastated African life and society. The displaced African people to the Caribbean are double victims of that devastation.

Furthermore, the name "Badagry" is also a historical allusion to the infamous Atlantic slave trade in Africa. In fact, "Badagry" was an important slave route in West Africa. In the early 1500's, slave were transported from West Africa to America through Badagry. It is reported that Badagry exported no fewer than 550, 000 African slaves to America during the period of American Independence in 1787. European slave buyers made the greater profit from the despicable trade, but their Nigerian partners also prospered. When Britain abolished the slave trade in 1807, it not only had to content with opposition from white slavers but also from Nigerian rulers who had become accustomed to wealth gained from selling slaves or from taxes collected on slaves passed through their domain. The slave trade business continued in many parts of Africa for many decades after the British abolished it. A part from this action, *A Dance of the Forests* writes about a new form of slave trade in Africa. In fact, we refer to the Physician's complain about that the Slave-Dealer's ship is too small to carry the condemned Warrior and his sixty men. The dealer assures that he now has a new vessel capable, when time comes, of transporting the whole of Mata Kharibu's court to hell.

Reading through this part of the play reveals Wole Soyinka's suggestion that the 'new' ship in which Mata Kharibu and all his ancestors would be proud to ride represents modern form of slavery that African leaders are blindly accepting.

Then, 'Nazi salut' and 'Field Marshal' from Wole Soyinka's *Kongi's Harvest* are historical allusions to dictatorial regimes in Africa. To begin with 'Field Marshal', *Webster Encyclopedic Unabridged Dictionary of the English Language* (1971) defines it as 'a military officer of the highest rank, as in the French and some other armies'. Additionally, it defines the concept 'nazi' as a member of the National Socialist German Workers' party of Germany, which in 1933, under Adolf Hitler, seized political control of the country, suppressing all opposition and establishing a dictatorship over all cultural, economic, and political activities of the people, and promulgate belief in the supremacy of Hitler as Führer, anti-Semitism, the natural

supremacy of the German people, and the establishment of Germany by superior force as a dominant world power.

In the above definitions of the historical allusions 'Field Marshal' and 'nazi', the sound idea is the use of military force alone as a principle of governance, and its consequences such as authoritarian regime or dictatorship, violation of fundamental rights (freedom of speech, freedom of association and of political formations, etc.), long for absolute power, modification of national constitution, running election and re-election without real opposition, mismanagement of public funds; poverty, starvation for the other people, execution of leaders in opposition, etc.: lack of democracy.

In his *Kongi's Harvest*, Wole Soyinka alludes directly to the historical 'Field Marshal' and the 'nazi' in order to satirize the new political leaders in Africa, and wherever in the world they are stronger than the institutions. All the relevant trappings mentioned, and that characterizes the 'nazi' function in Kongi's political administration. President Kongi is concerned about the state and not individual matters, he came to power by force, and self-proclaimed president of the land of Isma, his New Regime relies on his own propaganda, he reassesses the role of communication and media, he makes a negative use of modern communication system to maintain and sustain the ruling hegemony, he defeats and detains king Danlola and his traditional groups, he instrumentalizes intellectuals for his own interests rather than the people's benefits, he causes the reign of starvation even among workers, he promotes social rottenness, intellectual dishonesty, leader worship, he proclaims himself the Spirit of the Harvest, the Jesus of Isma, the Messiah, he carries out frequent incidents of bomb-throwing, opening fire on people, and hanging them.

Furthermore, the description the 'Field Marshal' and the 'Nazi', would likely act as an historical allusion to the significant and true events, supported by evidences in Kwame Nkrumah Ghana's post-independence political experience, especially the political crisis of Ghana: Nkrumah's downfall. President Kongi in Wole Soyinka's literary work is the embodiment of dictatorship, totalitarian regime. In Africa's past, this characterization integrates the negative actions that President Nkrumah took in Ghana. The government increased the powers of the President by passing legislations, including the Deportation Act, passed in July 1957, to merge the opposition parties into one party, called the United Party; similarly, the Emergency Power Act, passed in January 1958, to give power to the government to deal with unrest and disturbances in the country; the Preventive Detention Act of 1958 which had the effect of crippling the opposition parties. That Act was applied indiscriminately to terrorise both the people and



leaders who had no means of redress. For instance, J.B. Danquah and Obetsebi Lampitey died in detention. We think also of the referendum of 1964, following which the country was proclaimed a one-party state. Ghana under Nkrumah successfully followed the teachings of British constitutionalism and democracy based on the supremacy of the people represented by Parliament. The Ghanaians read and knew the same rule that is constitutionalism, and felt confident. As a consequence, they obtained their own independence. It seems quite evident that Nkrumah's work in the light of British democratic and constitutional practice remains a monument. But as human reason seems to be a weak and fallible guide, Nkrumah and the other political leaders had come to exercise public authority according to their own will; state and civic institutions, executive and legislative powers, had had their source not in the constitution but in their own will. That may also mean that Nkrumah's government had become a government of men, not of law. In short, Nkrumah had abandoned his initial parliamentary government. He had then betrayed the people. As a consequence, he was chased away just like the British had done many centuries before against their divine right absolute monarchs.

In his *Postcolonial Identity in Wole Soyinka*, especially the part devoted to 'The Banality of Postcolonial Power', Mpalive-Handson Msiska explains that, in a typical Soyinka style, the playwright's dictator embodies the character of African autocrats in general. Kongi has Nkrumah's penchant for writing political philosophies, and aspects of his youth political organisation. As critics have noted, Soyinka's attitude to the Nkrumah legacy is too complicated to be exhausted by the singularly power-hungry Kongi. Soyinka respected Nkrumah the pan-Africanist, but he abhorred Nkrumah the dictator (Ogunba, 1975, p. 199-200).

In addition, responding to Dennis Duerden's (1972, 178-180) question on the issue, Soyinka makes his universalist intention clear:

This should not be taken to mean that [the play] is referring specifically to some Yoruba dictator, of which there is none the way at the moment, although I know at least half a dozen would – be – dictators in Nigeria, but [...] it's meant to apply to the whole trend towards dictatorship, on all sorts of spurious excuses, in the newly independent states in Africa.

From this citation, Wole Soyinka reveals the local and universal relevance of the cultural and political circumstances he deals in his *Kongi's Harvest*. This is the way to make his Yoruba audience, other ethnic and cultural

audiences to situate the play within their own immediate and wider context.

The ideal which *A Dance of the Forests*, Soyinka's independence play sets out to achieve passes through the disruption of the society's religious norms is purification. According to this outlook, this religious ceremony which consists in making pure, cleansing, would not be achieved by the palliation of guilt but by its exhumation. This is the relevance of the play-within-a play in Soyinka's *A Dance of the Forests*. The recurrence of man's inhumanity, futilities, and crimes are tragically exposed before an audience that becomes convicted of sin.

In relation to crimes, the action of the play about Demoke and Oremole is a good example. In fact, Demoke is a talented and different carver in the land. He is a carver in wood. He carved the totem needed for the celebration of the gathering of the tribes. He had to have cut off the araba tree, in order to carve it, but he was unable to do so himself. Oremole, a follower of Oro, and Demoke's apprentice, climbed to the top and mocked Demoke for his inability. Demoke, infuriated, pulled Oremole down and he fell to his death. Then, possessed by his god Ogun, patron god of carvers, Demoke cut the top off the tree and carved the totem. From these facts, we emphasize the following ideas: Demoke's sacrifices Oremole's life in the cause of his art and for the sake of his own pride; professional jealousy; Demoke bears the guilt for his apprentice's death; Demoke's willingness of the creation, and the destruction of both others and himself.

## VI. CONCLUSION

In conclusion, we assert that realities about Nigerian precolonial and postcolonial governors and ordinary people have allusively been employed in recent Nigerian fiction for affirming and opposing certain views. Wole Soyinka's *A Dance of the Forests* (1973) and *Kongi's Harvest* (1974) utilise repetition and compares between his fictional characters, and pre-colonial and postcolonial political leaders and ordinary people to affirm the notion of the glory of the African past. They also employ irony to oppose the African attitude and feeling past glory alone. This means that, the glory of the African past cannot be subjected to any doubt. But, limiting the allusions to only positive facts is detrimental to the complete knowledge of the history of the African Empires. Apart from all that is positive and tells the rise of empires, there are other facts that prove the collapse, fall of the same empires. The terms 'Mali. Chaka- Songhai – Glory- Empires' (p. 11), "Mali - Songhai. Lisabi - Chaka", they are used in *A Dance of the Forests* as an historical allusion to the glory of the African past. The Mali Empire had allowed the spread of its language, laws and



customs along the Niger River. Songhai had asserted its own independence over Mali's power, and had risen to power in the area. Songhai has been an important trade center within Mali's empire. The riches of gold and salt mines drew invaders. Wole Soyinka reveals the existence of slavery in Africa before Britain and other European powers arrived. In the above – mentioned so-called African glorious empires: Mali, Songhai and Soudan rulers had thousands of slaves who worked as servants, soldiers and farm workers. Mali and Songhai are the two medieval kingdoms of West Africa that collapsed for similar reasons despite their greatness. Risen under the legendary king named Sundiata, the small states it had conquered broke off, and the Mali Empire crumbled after Sundiata's death because his son could not hold the empire together. The Songhai Empire capital was attacked by the Moroccan army in the late sixteenth century; the Songhai Empire was already weakened by internal political struggles, and went into decline. The Chaka Empire resulted from the transformation of the zulu tribe, a small clan into the beginnings of a nation that held a way over the large portion of Southern Africa. Its leader was Shaka Zulu c. 1787- c. 22 September 1828. His military prowess and destructiveness have been widely studied. Through the historical allusion 'Trojan War' Wole Soyinka reveals and satirizes the immoral and unhuman actions of African kings who, for their own sentimental concerns mobilizes the kingdom army to fight a war. The name 'Badagry' is a historical allusion to the infamous Atlantic slave trade in Africa. 'Badagry' was an important slave route in West Africa. The historical allusion 'Saro women' alludes to women's participation in trade, including the slave trade, and agriculture; women's political roles in chiefship, other leadership positions, and nationalist movements; and the current constraints under which women function in East and southern Africa. Through 'Nazi salut' and 'Field Marshal' in *Kongi's Harvest*, Wole Soyinka looks at and satirizes dictatorial regimes in Africa in general and in Nigeria in particular.

## REFERENCES

- [1] Barthes, R. (1977). *Image – Music – Text*. (trans.) Heath, S. London: Fontana Press.
- [2] Campbell, J. (1994). Allusions and Illusions, *French Studies Bulletin* 15(53), 18-20.
- [3] Duerden Dennis & Cosmo Pieterse ed. (1972). *African Writers Talking*. New York: Africana.
- [4] Fanon Frantz. (2004). *The Wretched of the Earth*. New York: Grove Press.
- [5] Galperin, I. R. 1981. *Stylistics of the English Language*. Moscow.
- [6] Gasparov, B. M. (1996). *Language, Memory, Image: Linguistics of Language Existence*. New Literary Review, Moscow.
- [7] Genette, G. (1997). *Palimpsest: Literature in the Second Degree*. Newman C. and Doubinsky C. (trans.) New York: University of Nebraska Press.
- [8] Genet, J. (1998). St. and sig.
- [9] Grudeva E., 1999). Rus. lan.: His. and mod. st. [file:///C:/Downloads/Allusion as a feature of intertextuality innewspa.pdf](file:///C:/Downloads/Allusion%20as%20a%20feature%20of%20intertextuality%20innewspa.pdf) (September 2022).
- [10] Haberer, Lit, 49,5 (2007)
- [11] Irwin, W. (2001). What is an Allusion? *The Journal of Aesthetics and Art Criticism* 59(3), 287- 297.
- [12] Jasinski, J. (2001). Sourcebook on rhetoric
- [13] Kristeva, J. (1969). Recherches pour une semanalyse
- [14] Kristeva, J. (1980). *Desire in Language: A Semiotic Approach to Literature and Art*. Gora T., Jardine A., & Roudiez S. (trans.). New York: Colombia University Press.
- [15] Leddy, M. (1992). Limits of Allusion. *British Journal of Aesthetics*, 32(2), 110-122.
- [16] Moskvina, V. P. (2013). Prob. of Intertext
- [17] Moskvina V. P., Russkaya rech. (2014). ([http://russkayarech.ru/files/issues/2014/1/ Moskvina%2037-43.pdf](http://russkayarech.ru/files/issues/2014/1/Moskvina%2037-43.pdf), September 2022).
- [18] Msiska, Mpalive-Hangson. (2007). *Postcolonial Identity in Wole Soyinka*. New York: Editions Rodopi.
- [19] Ogunba Oyin, (1975). *The Movement of Transition*. Ibadan: Ibadan University Press.
- [20] Pasco, A. H. (2002). *Allusion: A Literary Graft*. Charlottesville: Rookwood Press.
- [21] Spurr, D. (1993). *The Rhetoric of Empire: Colonial Discourse in Journalism, Travel Writing, and Imperial Administration*. London: Duke University Press.
- [22] Soyinka, Wole. 1973. *Collected Plays Vol.1. A Dance of the Forests, The Swamp Dwellers, The Strong Breed, The Road, The Bacchae of Euripides*. London: Oxford University Press.
- [23] Soyinka, Wole.1974. *Collected Plays Vol. 2. The Lion and the Jewel, Kongi's Harvest, The Trials of Brother Jero, Jero's Metamorphosis, Madmen and the Specialist*. London: Oxford University Press.
- [24] Webster Encyclopedic Unabridged Dictionary of the English Language. 1971. London: G. & C. Merriam Co.



# Ecofeminist Explorations in Jeff Vander Meer's 'Annihilation': Nature, Femininity, and Agency in a Mysterious Landscape

Shalini Somasundaram

ESL and Special Educator

Received: 15 Apr 2023; Received in revised form: 04 May 2023; Accepted: 11 May 2023; Available online: 17 May 2023  
©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license (<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— This article delves into the ecofeminist themes present in Jeff Vander Meer's novel "Annihilation," examining the interconnectedness of humans and nature, the portrayal of female characters, the idea of the feminine as a force of transformation, and the critique of humanity's relationship with nature. "Annihilation" challenges traditional notions of nature, femininity, and agency through its depiction of the mysterious and uncanny landscape of Area X. The novel presents nature as a powerful force that cannot be fully understood or controlled, disrupting the human-centric view of the environment. The female characters in "Annihilation" are portrayed as capable, independent, and in tune with the environment, challenging traditional gender roles and stereotypes. The novel also explores the idea of the feminine as a force of transformation and change, as the protagonist, the Biologist, undergoes a personal transformation in the face of the enigmatic environment of Area X. Additionally, "Annihilation" critiques humanity's relationship with nature through its portrayal of the secretive organization, the Southern Reach, which seeks to control and exploit the mysteries of Area X. Overall, this article offers an in-depth analysis of the ecofeminist themes in "Annihilation," highlighting its thought-provoking exploration of nature, femininity, and agency in a mysterious landscape.

**Keywords**— ecofeminism, Jeff VanderMeer, Annihilation, nature, femininity, agency, landscape, interconnectedness, female characters, transformation, critique, human-nature relationship.

## I. INTRODUCTION

"Annihilation" is a novel by Jeff Vander Meer, published in 2014 and the first book in the "Southern Reach Trilogy." The story follows a biologist, known only as the Biologist, who joins an expedition into a mysterious and dangerous area called Area X. As part of the Southern Reach, a secretive government agency, the biologist and her team, including a psychologist, an anthropologist, and a surveyor, venture into the ever-changing landscape of Area X to uncover its secrets.

As the team explores Area X, they encounter strange and unsettling phenomena, including inexplicable biological mutations, unexplained disappearances, and psychological challenges. The landscape itself seems to be alive and constantly changing, defying human

understanding. The biologist, who serves as the protagonist and narrator, becomes increasingly obsessed with the mysteries of Area X, and as she delves deeper into its secrets, she undergoes a personal transformation, grappling with her own memories, fears, and desires. Alongside the biological and environmental mysteries of Area X, "Annihilation" also delves into ecofeminist themes. The novel challenges traditional notions of nature and femininity, portraying the landscape of Area X as a powerful force that disrupts human-centric views of the environment. The female characters in the novel, including the biologist and the psychologist, are portrayed as capable, independent, and in tune with the environment, challenging traditional gender roles and stereotypes.

As the biologist navigates the enigmatic landscape of Area X and uncovers its secrets, she also questions the motives and actions of the Southern Reach, the secretive agency that sent her on the mission. The novel raises questions about humanity's relationship with nature, the consequences of human intervention in the natural world, and the blurred boundaries between the human and non-human. "Annihilation" is a thought-provoking and atmospheric work that blends science fiction, horror, and ecofeminist themes to create a unique and immersive reading experience.

About the author

Jeff Vander Meer is an American author known for his speculative fiction and weird fiction works. He has received critical acclaim for his unique and imaginative storytelling, often blending elements of science fiction, fantasy, and horror. Vander Meer's novel "Annihilation" is the first book in the "Southern Reach Trilogy," published in 2014. "Annihilation" follows the story of a biologist who joins an expedition into a mysterious and dangerous area known as Area X. As part of the Southern Reach, a secretive government agency, the biologist and her team explore the ever-changing landscape of Area X, encountering strange and unsettling phenomena along the way. The novel has been praised for its evocative prose, atmospheric setting, and thought-provoking themes.

Vander Meer's work in "Annihilation" has been noted for its ecofeminist themes, examining the relationship between humans and nature, the portrayal of female characters, and the critique of humanity's impact on the environment. The novel challenges traditional notions of nature and femininity, presenting a mysterious and uncanny landscape that disrupts human-centric views of the environment. Vander Meer's exploration of ecofeminist ideas in "Annihilation" offers readers a thought-provoking and immersive journey into a world where nature and femininity are forces to be reckoned with.

### Objectives

The objectives of the article "Ecofeminist Explorations in Jeff Vander Meer's 'Annihilation': Nature, Femininity, and Agency in a Mysterious Landscape" are:

- Analyze the ecofeminist themes in Jeff Vander Meer's novel "Annihilation" and examine how the novel challenges traditional notions of nature, femininity, and agency.
- Discuss the interconnectedness of humans and nature in "Annihilation" and explore how the novel disrupts the human-centric view of the environment, emphasizing the interdependence and mutual influence between humans and nature.

- Critically analyze the portrayal of female characters in "Annihilation" and highlight how they challenge traditional gender roles and stereotypes, showcasing their agency and connection with the environment, and discussing the implications for ecofeminist perspectives on literature and society.

These objectives aim to provide a comprehensive analysis of the ecofeminist themes in "Annihilation" and contribute to the scholarly discourse on the intersection of nature, femininity, and agency, as depicted in Vander Meer's novel.

## II. METHODOLOGY

The research methodology for the article "Ecofeminist Explorations in Jeff Vander Meer's 'Annihilation': Nature, Femininity, and Agency in a Mysterious Landscape" would primarily involve a literary analysis approach. This would involve a close reading of the novel "Annihilation" to identify and analyze the ecofeminist themes present in the text, including the portrayal of nature, femininity, and agency. The analysis would be informed by ecofeminist theory and related scholarly literature on the intersection of gender, ecology, and literature. Secondary research through scholarly articles, books, and critical analyses of the novel would also be utilized to support and contextualize the ecofeminist interpretations.

## III. DISCUSSION

The article "Ecofeminist Explorations in Jeff Vander Meer's 'Annihilation': Nature, Femininity, and Agency in a Mysterious Landscape" offers a thought-provoking analysis of the ecofeminist themes present in Vander Meer's novel. The discussion delves into the interconnectedness of humans and nature, the portrayal of female characters, the idea of femininity as a force of transformation, and the critique of humanity's relationship with nature. One of the key points highlighted in the discussion is the portrayal of nature as a powerful force that cannot be fully understood or controlled by humans. The mysterious and uncanny landscape of Area X in "Annihilation" challenges the traditional human-centric view of the environment, highlighting the complexities and enigmatic nature of nature itself. This interpretation aligns with ecofeminist perspectives that view nature as an interconnected web of life that should be respected and nurtured, rather than dominated and exploited.

The discussion also delves into the portrayal of female characters in the novel. The female characters, including the protagonist, the Biologist, are depicted as

capable, independent, and in tune with the environment. They challenge traditional gender roles and stereotypes, and their agency and connection with nature are emphasized. This aligns with ecofeminist perspectives that emphasize the interconnectedness of gender and nature, and the potential for women to play a transformative role in addressing ecological challenges.

Furthermore, the article explores the idea of femininity as a force of transformation and change. The Biologist undergoes a personal transformation as she navigates the mysterious landscape of Area X, and her journey is portrayed as a transformative experience. This interpretation aligns with ecofeminist perspectives that view femininity as a source of agency and power in addressing environmental issues and promoting sustainability.

The article also critiques humanity's relationship with nature through its portrayal of the secretive organization, the Southern Reach, which seeks to control and exploit the mysteries of Area X. This aligns with ecofeminist critiques of anthropocentrism and the domination of nature by humans, and emphasizes the need for a more holistic and interconnected approach to our relationship with the environment. The discussion in the article provides a nuanced and in-depth analysis of the ecofeminist themes in "Annihilation," highlighting the novel's exploration of nature, femininity, and agency in a mysterious landscape. The article offers valuable insights for readers interested in the intersection of gender, ecology, and literature, and contributes to the growing body of ecofeminist scholarship in literary analysis.

#### IV. FINDINGS

The potential findings of the research article "Ecofeminist Explorations in Jeff Vander Meer's 'Annihilation': Nature, Femininity, and Agency in a Mysterious Landscape" could include the portrayal of nature as a powerful force that challenges human-centric views of the environment. The female characters in the novel, particularly the protagonist, the Biologist, may be depicted as agents of change, challenging gender roles and stereotypes, and showcasing their agency and connection with nature. The role of femininity as a force of transformation may be highlighted through the Biologist's personal growth and change as she interacts with the mysterious landscape of Area X. Additionally, the critique of humanity's relationship with nature may be evident through the portrayal of the secretive and exploitative Southern Reach organization. These potential findings would require a thorough analysis of the novel and relevant

literature on ecofeminism to draw well-supported conclusions.

#### REFERENCES

- [1] Vander Meer, Jeff. *Annihilation*. Farrar, Straus and Giroux, 2014.
- [2] Warren, Karen J. "The Power and Promise of Ecological Feminism." *Environmental Ethics*, vol. 12, no. 2, 1990, pp. 125-146.
- [3] Plumwood, Val. *Feminism and the Mastery of Nature*. Routledge, 1993.
- [4] Donovan, Josephine. *Feminist Theory: The Intellectual Traditions*. Bloomsbury Academic, 2016.
- [5] Merchant, Carolyn. *The Death of Nature: Women, Ecology, and the Scientific Revolution*. HarperOne, 1990.
- [6] Warren, Karen J. "Ecological Feminism." *Stanford Encyclopedia of Philosophy*, 2021.





## Disciplined Based Training Needs Assessment

Lynlyn M. Bawagan, Grethen C. Tuquilar, Sudemai Pauline D. Buen, Marjorie A. Onalan

Received: 06 Apr 2023; Received in revised form: 02 May 2023; Accepted: 10 May 2023; Available online: 17 May 2023  
©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license  
(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**—The study determined the priority training needs of the KSULHS adopted school. Specifically, it sought to answer the following objectives: to determine the training needs of the basic education teachers along with the different disciplines and to determine the priority needs among the different disciplines. To answer the following objectives, a descriptive type of research was used by the researchers. In which the responses were gathered through a questionnaire that was administered to twenty-five (25) basic education teachers in Balawag National High School and Balawag Elementary School, Balawag, Tabuk City, Kalinga. After which the responses were measured through the Five-Point Likert Scale. The frequency counts, percentage, mean, and rank were used to compute the responses. As been revealed that the training needs by the basic education teachers were the needed priority in all of the disciplines. The computer skill with a mean of 3.92 ranked first as one of the priority training of the teachers. The Technology and Livelihood Education follow it, with a mean of 3.80. The three Disciplines of Language, Mathematics, Music, Arts & Physical Education, ranked third, were considered the needed priorities with 3.76. Social Science and Science Discipline ranked fourth and fifth with a mean of 3.68 and 3.52 respectively. These findings of the study serve as an input for the most needed priority training by the teachers for improvement in their professional endeavors.

**Keywords**—Disciplined Based Training, Assessment, basic education teachers.

### I. INTRODUCTION

There have been many changes in the education system today because of the pandemic. New expectations appeared in our schools, and a new model of delivering learning to students went through relevant changes (Babu & Dhanaraju, 2016) through flexible or blended learning. However, teachers must stand strong to carry out their oath of the profession teaching. As to Balaji (2016), teaching is a noble profession ensembled with traits of various qualities. It is a profession of enchanting nature placed on the hierarchy ladder of higher-order professions.

With the changes and the impact of this pandemic, teachers are affected, and their roles change. Nowadays, teachers provide information and thought facilitators in the learning process. They are supporters rather than educators and advisors to parents (Babu & Dhanaraju, 2016). Another is that teachers are represented by the technical knowledge

required to utilize and handle modern-day equipment and gadgets like cellphones, computers, printers, projectors, and many others.

With all the changes mentioned above and challenges in the new normal setting, teachers must show that they are the master of their profession. With this, continuous education, training, seminar-workshop participated by the teachers is one way to upgrade their performance and competencies to meet the demands of the new set-up of education.

Approximately 264 million children and adolescents are not in school (UNESCO, 2017), and this pandemic made this situation further worst. As the COVID-19 pandemic spreads, there has been an increasing move toward teaching online because shutting down schools, colleges, and universities for an indefinite time is the only option left (Martinez, 2020). Therefore, this is the time to



gravely rethink, revamp and redesign our education system in the much-demanding need of an unprecedented current situation. (L Mishra, 2020) For this challenge, the key is training and workshop opportunities for teachers that may help them support the quick creation and execution of adaptive responses to emergent educational issues, as well as protect young people's educational prospects during and after the pandemic'.

According to Merriam-Webster, training is something done repeatedly to develop a skill in imparting knowledge to another. Training is essential for teachers/educators in an educational institution to create and enhance a teaching-learning situation that provides teachers with an active, central role in taking their responsibilities in delivering learning. Also, ensure that teachers develop their opportunities to make decisions, make choices and act creatively. Moreover, training can reduce the gap by equipping the teachers with knowledge and skills and encouraging them to build and enhance their capabilities. Training is a means to ensure that teachers have the knowledge and right skills to do their work effectively and competently. Thus, this process called Training Needs is essential to understand and implement (Manual on Training Needs Assessment, 2009)

For any situation, training to be conducted ensures a continuous learning process that supports students across spatial and temporal boundaries. Educators need to be “fluent users of technology; creative and collaborative problem solvers; and adaptive, socially aware experts throughout their careers” (U.S. Department of Education, 2016).

This study would help address the training need priority of basic education teachers in Balawag as an adopted school of the Kalinga State University for its extension services. It is the vision of the Laboratory High School to provide the utmost services in helping the teachers in delivering quality education with confidence, professional aims, and community contracts.

Barangay Balawag was chosen as the University adopted community for it recorded the highest proportion of crime victims, and belongs to the top 10 unemployment rates, as written in the Community Based Monitoring System (CBMS) Poverty Map: Tabuk City for the year 2015.

According to Palani, Monisugithar & O.S.Thirunavukkarsu (2016), things are changing around us very quickly. The world is becoming more interconnected, the environment is becoming less stable, and technology is continuously altering our relationship to information and is trying to develop in every possible way. As a result, education with aims to develop a

child holistically is less likely not possible this time of the pandemic. Also, the complex situation and growing effect of the virus in the community affects most of the activities of the teachers and school in delivering their utmost services and quality education to learners. With this, the overwhelming problem of performance status and the learners' academic and social development are the overriding concerns among the educational policy, educational manager, teacher, and parents.

Because of these challenges, schools are doing their best to see the different aspects with regards to education. Schools and teachers should emphasize skills and personal development that have important implications in their lives and professions. Thus, training is the best way to help them address these issues. For creating a high-quality professional teaching force, it is necessary to have a high-quality professional development program. Training is needed to help educators heighten and increase their self-confidence level and put more zap into their presentations and delivery of quality education (Arifullah, 2016). Thus, training needs assessment of the teachers is required. The training needs indicators are based on the different programs and disciplines offered by the Department of Education and anchored with the extension program of the cooperating agencies.

Therefore, cooperating agencies like the Kalinga State University Laboratory High School play a pivotal role in helping and guiding the basic education teachers to enhance their competencies effectively and elevate and improve teachers' professional abilities in teaching. Personal growth is a prerequisite for either pre-service teacher or in-service teacher to teach effectively according to the demand of time and change of principles or theories to survive and impart the ideas or knowledge by motivating the learners. So, in this modern-day, teachers can change to meet the changing demands of a changing society, economy, and world (Palani, Monisugithar & O.S.Thirunavukkarsu, 2016).

The new normal set-up of education is acknowledged globally, and the technological revolution paved the challenges for the teacher's survival and advancement in creating new knowledge, capturing new ideas, and promoting information. With these quick changes, teachers encounter complex problems in delivering knowledge and skills in their discipline. Thus, training is relevant to providing creative and innovative learning.

This study is important for teachers as an essential human resource of education because it will give them a venue to grow, upgrade and excel in their fields of discipline/specializations. Through this, they will provide

the most meaningful contribution to educational development and the life of their learners; thus, the Department of Education, private agencies, and other government institutions/linkages search for ways and means to assist them in this endeavor.

This research study focused on the basic education teachers of Balawag National High School and Balawag Elementary School, located at Balawag, Tabuk City, Kalinga, the adopted school, and community of Kalinga State University, for its extension activities. The training needs assessment of the respondents is limited to their needs in the different disciplines for the school year 2021-2022. To the school, this training would help them upgrade their strategies in the teaching-learning process and help them design and implement programs appropriate for their learners.

As its mandate to deliver its extension services to its adopted school and address the National Goals of development, Kalinga State University Laboratory High School needs to provide quality extension programs. Through this training, a needs assessment of the basic education teachers in Balawag is necessary. It will help the agency identify the most priority training to implement that would help them bring quality education to their learners in different disciplines.

The study aimed to find out the training needs priority of the KSULHS adopted school. Specifically, it aims to determine the training needs of the basic education teachers along with the different disciplines and to determine the priority needs among the different disciplines.

## II. METHODOLOGY

The study employed qualitative and quantitative research since this study gives descriptive information in the responses regarding priority as characterized by the number. In this study, the training needs assessment was categorized into different disciplines of the teachers and it used the Five-point Likert Scale to quantify the training needs in different disciplines.

This study was conducted at the Balawag National High School and Balawag Elementary School in Balawag, Tabuk City, Kalinga. The respondents of this study were the basic education teachers of Balawag National High School and Balawag Elementary School comprising a total of 25 teachers, 15 from secondary and 10 from elementary. The schools were the adopted school of Kalinga State University Laboratory High School, for its extension activities.

A survey questionnaire was used as a tool for gathering data. The questionnaires were developed through informal interviews with the teachers during the initial

visits. The questionnaires were accomplished by filling up the needed information and checking the appropriate columns for the answers. A discussion was made with the principal and the extension team of the Laboratory High School. This is to help determine the validity and objectivity of the items in the questionnaire.

The statistical tool used was mean, frequency counts, percentage, and rank. This tool was used to determine the information about the data gathered in the study.

## III. RESULT AND DISCUSSION

This chapter presents analyses and interprets the findings of the study. Table presentations are available to render more significant results to determine the training needs of the basic education teachers in Balawag.

It was identified in the survey that the training in Language Discipline was considered one of the priority training of the basic education teachers as demonstrated by the Total Mean of 3.76. In comparison, Enhancing the Writing Abilities of Students through Basic Campus Journalism, ranked first as the most needed priority of the 5 identified training needs in the study with a mean of 4.60. It was followed by the Teaching Reading in the New Normal with an obtained mean of 4.20 as one of the priorities. The need of having trainings on Pagpapaunlad ng mga Kasanayan sa Panitikan: Pagpigkas ng Tula, Talumpati, Deklamasyon at iba pa was likewise considered as one of the priorities among teachers with a mean of 3.60 followed by the Pagpapayabong ng Iba't-ibang Kaalaman sa Pagpapalano ng Action Research with a mean of 3.40 and lastly, Pamahayagang Pangkampus: Paglinang at Pagsulat rank 5, one of the priorities with a mean of 3.00 in the training needs of Language Discipline. It only shows that having training would be of great help to them. It was explained by Vogt et al., (2020) that language training assessment-literate should be addressed.

As to the identified training in Science Discipline, it is considered one of the priorities training with a total mean of 3.52 of the basic education teachers. From the data, it was Environmental Awareness and Conservation obtained a mean of 4.00 which means training is one of the teachers' priorities. This was followed by the Science Investigatory Project with an accepted mean of 3.80 as one of the priorities. The need to have training on Saving Lives: First Aid Training was likewise considered one of the priorities among teachers with a mean of 3.60, followed by the Remedial Science Program with a mean of 3.20. Enhancement of DaMath Skills was the slight priority need of the teachers with obtained mean of 3.00. The finding indicates that thorough training is still needed. As it was

stated by Cruz and Tantengco (2017) environmental awareness should be focused on when we conducted environmental education. Thus, giving training with these indicators may be of great help.

Along with the Mathematics Discipline, the teachers generally consider all the identified topics as one of the priority training, as shown by the Total Mean of 3.76. However, it is shown in Table 4 by the ranking that training on Strategic Teaching Intervention in Solving Problem was the most needed with a mean of 4.60, followed by Enhancement of Damath Skills with 4.20 and Addressing the Common Errors of Students in Math: An intervention Activity and with a means of 4.00 as one of the priorities training. The findings also revealed that the Mathematics Investigatory Project with a mean of 3.20 and Remedial Mathematics Program with a mean of 2.80 was slightly priorities by the teachers, respectively. It was stated by Williams et. al. (2014) that learning technologies to introduce, reinforce, supplement and extend skills is a part and parcel of the educational system for the effectiveness of the teaching and learning process.

Like Science Discipline, the teachers considered the identified topics in Technology and Livelihood Education Discipline as their one of the priority training as shown by the Total mean of 3.80. However, of the five topics identified, one was selected by the teachers as their most needed priority needs: Nutrition and Health Awareness with a mean of 4.80, followed by the Training-Workshop on Healthy Snack Preparation with a mean of 4.40 as the most needed priorities and Sewing Craft: Fabric Face Mask Production as one of the priorities with a mean of 4.00. Slight priority by teachers was the Sewing Craft: Training in Dressmaking training and Skills Enhancement in Technology Olympics, with a means of 3.00 and 2.80 respectively. The findings indicate that they need to take this training.

Along with the Social Science Discipline, five training topics for discussion were provided. As a result, the teachers considered this one of the priorities as manifested by the Total Mean of 3.68. In comparison, it was Personality Development that ranked first as one of the priorities of the 5 identified training needs in the study with a mean of 4.20. This was followed by 4.00, Leadership Training and Career

Coaching with a mean of 3.80. Mental Health and Well Being and Values Reorientation with 3.40 and with a mean of 3.60, respectively which were considered Slight priorities among teachers. The results need to address for the benefit of the teachers, especially in their chosen profession.

As to Computer Skills, the training topics were considered as one of the priorities of the teacher respondents as supported by the Total Mean of 3.92. It was found that ranks one and two were the most needed priorities was the Formula and Computations in Excel with a mean of 5.00 and the Application and Software for Teaching in the New Normal with a mean of 4.60 in the study. Followed by Training in Microsoft Word (Basic Encoding) and Basic Designing using Microsoft Publisher as one of the priorities training needs with a mean of 4.00 and 3.40 respectively. It was also noticed that were slightly needed priority of the teachers with the mean of 2.60 was the Enhancing Presentations through PowerPoint training. With these results, it is a need to enhance the computer skills of the teachers. As cited by Daling, (2017) the computer skills of teachers may be further enhanced when they undergo further and several computer training for effective ICT utilization, especially in an e-learning setting.

It was identified that for the training in Music; Arts & Physical Education Discipline which is considered one of the priority training with a total mean of 3.76 of the basic education teachers. From the data, it was Zumba and Aerobic Exercises: Staying Fit in the New Normal obtained a mean of 4.60 which means the training is the most needed priority of the teachers. This was followed by Dance Education and Basic Music Education with an obtained mean of 4.20 and 3.80 as one of the training priorities. The need of having training in Sports Education and Craft Making as Coping Stress Mechanism was considered a slight priority among teachers with a means of 3.20 and 3.00. These results only show how important training in Physical Education, Music, Arts, and Health as a part of the curriculum should be developed. This result may be supported by the statements made in the study of Toledo (2004) that learning healthy habits and lifestyles through gamification of educational activities were highly recommended.

#### Summary of the Training Needs of the Teachers

Table 9: Summary of the Training Needs of the Teachers

Disciplines	Mean	Description	Rank
Language	3.76	One of the Priority	3
Science	3.52	One of the Priority	5
Mathematics	3.76	One of the Priority	3

Technology and Livelihood Education	3.80	One of the Priority	2
Social Science	3.68	One of the Priority	4
Computer Skill	3.92	One of the Priority	1
Music, Arts & Physical Education	3.76	One of the Priority	3

The table revealed that the training needs of the basic education teachers were all one of the priorities. The computer skill with a mean of 3.92 ranked first as one of the needed priority training of the teachers. The Technology and Livelihood Education follow it, with a mean of 3.80. The three Disciplines of Language, Mathematics, Music, Arts & Physical Education, ranked third, were considered as one of the priorities needed with 3.76 as their means. Social Science and Science Discipline ranked fourth and fifth with a mean of 3.68 and 3.52 respectively.

It shows that the teachers are generally optimistic that this training will help them in their professional endeavors as well as improved their school performance. A thorough needs assessment leads to effective and efficient training, which increases the likelihood that evaluation will demonstrate successful value-added outcomes (Armstrong, 2007). The past view that basic teacher training is sufficient during the whole teaching career of teachers has given place to the view that teacher training should continue during the whole career of teachers (Garuba, 2004).

#### IV. CONCLUSIONS

Based on the findings, it was concluded that the teacher respondents show that all the training indicated in the different disciplines was the priority need. The training identified needs to be implemented as soon as possible for the whole school year to be participated by the teachers.

#### V. RECOMMENDATIONS

Continuous training, seminar-workshop should be given to the teachers to strengthen their competencies and professional development. The stronger they have the better performance they can give to their learners. A comprehensive study on the identified training needs of the teachers is important to develop a strategy and program appropriate for their learners. Department of Education is also encouraged to actively support the training needs of the teachers by allowing them to participate in any training conducted. The KSULHS an implementing agency should work hard to conduct the training most needed priority that was identified by the teachers. This may lead the agency in achieving its institution mandate for the extension. This

notion is supported by whose study indicated that employees that were more involved in their job were good performers as compared to the employees whose attitude towards work is not good.

#### ACKNOWLEDGEMENTS

The kindness of the Balawag National High School and Balawag Elementary School teachers is gratefully acknowledged.

#### REFERENCES

- [1] Arifullah, S., (2016). *Two-year BEd Programme in the Cradle of Nurturance Conserving quality Management: A Need for Achieving Excellence and Expertise*. Tiruttani Shanlax Publications, Madurai Retrieved from [https://www.academia.edu/26363939/two\\_year\\_b\\_ed\\_programme\\_in\\_the\\_cradle\\_of\\_nurturance\\_conservingquality\\_management\\_a\\_need\\_for\\_achieving\\_excellence\\_and\\_expertise\\_pdf?email\\_work\\_card=thumbnail](https://www.academia.edu/26363939/two_year_b_ed_programme_in_the_cradle_of_nurturance_conservingquality_management_a_need_for_achieving_excellence_and_expertise_pdf?email_work_card=thumbnail)
- [2] Armstrong, Colin J.,(2007). An Analysis of Computer Forensic Practitioners Perspectives on Education and Training Requirements. Part of the IFIP Advances in Information and Communication Technology book series (IFIPAICT, Volume 237). Retrieved from [https://link.springer.com/chapter/10.1007/978-0-387-73269-5\\_1](https://link.springer.com/chapter/10.1007/978-0-387-73269-5_1)
- [3] Babu, S. & Dhanaraju, Z., (2016). *The Role of Teachers in the 21<sup>st</sup> Century*. Shanlax Publications, Madurai Retrieved from [https://www.academia.edu/26363939/two\\_year\\_b\\_ed\\_programme\\_in\\_the\\_cradle\\_of\\_nurturance\\_conservingquality\\_management\\_a\\_need\\_for\\_achieving\\_excellence\\_and\\_expertise\\_pdf?email\\_work\\_card=thumbnail](https://www.academia.edu/26363939/two_year_b_ed_programme_in_the_cradle_of_nurturance_conservingquality_management_a_need_for_achieving_excellence_and_expertise_pdf?email_work_card=thumbnail)
- [4] Balaji, P.S., (2016). *Two-year BEd Programme in the Cradle of Nurturance Conserving Quality Management: A Need for Achieving Excellence and Expertise*. Shanlax Publications, Madurai. Retrieved from [https://www.academia.edu/26363939/two\\_year\\_b\\_ed\\_programme\\_in\\_the\\_cradle\\_of\\_nurturance\\_conservingquality\\_management\\_a\\_need\\_for\\_achieving\\_excellence\\_and\\_expertise\\_pdf?email\\_work\\_card=thumbnail](https://www.academia.edu/26363939/two_year_b_ed_programme_in_the_cradle_of_nurturance_conservingquality_management_a_need_for_achieving_excellence_and_expertise_pdf?email_work_card=thumbnail)
- [5] Cruz, Jenny P. & Tantengco, Nerissa S., ( 2017). Students' Environmental Awareness and Practices: Basis for Development of Advocacy Program. Indonesian Journal for Educational Studies). Vol 2, No 1. Retrieved from



- <https://journals.mindamas.com/index.php/mimbardik/article/view/793>
- [6] Community-Based Monitoring System (CBMS). Retrieved from [https://www.pep.net.org/sites/penet.org/files/CBMS/Publications/City\\_of\\_Tabuk\\_2015.pdf](https://www.pep.net.org/sites/penet.org/files/CBMS/Publications/City_of_Tabuk_2015.pdf)
- [7] Daling, Rudy F., (2017). Secondary School Teachers' Competency in Information and Communication Technology. International Journal of Education and Research Vol. 5 No. 11. Retrieved from <https://www.ijern.com/journal/2017/November-2017/12.pdf>
- [8] Education for Sustainable Development Goal: Learning Objectives. (2017) UNESCO. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000247444>
- [9] Garuba, Ayo (2006). 'Continuing education: an essential tool for teacher empowerment in an era of universal basic education in Nigeria. International Journal of Lifelong Education. Volume 23, 2004 - Issue 2. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/0260137042000184219>
- [10] Martinez, J., (2020) *Take this pandemic moment to improve education*. EdSource Publications, California
- [11] Mishra, L., Gupta, T. & Shree, A., (2020). *Online teaching-learning in higher education during lockdown period of COVID-19 pandemic*. International Journal of Educational Research Open 1 (2020) 100012. Elsevier Ltd.
- [12] Monisugithar, P. & Thirunavukkarsu, O.S., (2016). *Teacher Education Programmes Skills, Issues and Challenges of 21<sup>st</sup> Century*. Shanlax Publications, Madurai Retrieved from [https://www.academia.edu/26363939/two\\_year\\_b\\_ed\\_programme\\_in\\_the\\_cradle\\_of\\_nurturance\\_conservingquality\\_management\\_a\\_need\\_for\\_achieving\\_excellence\\_and\\_expertise\\_pdf?email\\_work\\_card=thumbnail](https://www.academia.edu/26363939/two_year_b_ed_programme_in_the_cradle_of_nurturance_conservingquality_management_a_need_for_achieving_excellence_and_expertise_pdf?email_work_card=thumbnail)
- [13] Project on Improvement of Local Administration in Cambodia. (2009). Manual on Training Needs Assessment Retrieved from [http://www.jica.go.jp/project/cambodia/0601331/pdf/english/3\\_TNA\\_01.pdf](http://www.jica.go.jp/project/cambodia/0601331/pdf/english/3_TNA_01.pdf)
- [14] Reimagining the Role of Technology in Education: 2017 National Education Technology Plan (2017). U.S. Department Of Education, Office of Educational Technology. Retrieved from <https://tech.ed.gov/files/2017/01/NETP17.pdf>
- [15] Toledo, P. et al., (2016). Learning healthy lifestyles through active video games, motor games, and the gamification of educational activities. Computers in Human Behavior, Volume 55, Part A, February 2016, Pages 529-551. Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/S0747563215301266>
- [16] Vogt, Karin, Tsagari, Dina & Spanoudis, Georgios ( 2020). What Do Teachers Think They Want? A Comparative Study of In-Service Language Teachers' Beliefs on LAL Training Needs. Language Assessment Quarterly, Vol. 17, 2020-Issue 4. Retrieved from <https://www.tandfonline.com/doi/citedby/10.1080/15434303.2020.1781128?scroll=top&needAccess=true>
- [17] Williams, M.D., Peer, J. & Liu, WC. (2014). Singapore Students' and Teachers' Perceptions of Computer-Supported Project Work Classroom Learning Environments. Journal of Research on Technology in Education. Volume 38, 2006 - Issue 4. Retrieved from <https://www.tandfonline.com/doi/abs/10.1080/15391523.2006.10782469>
- [18] <https://www.merriam-webster.com/dictionary/training>





# The Required Reading for Entering Systemic Functional Linguistics: A Review of *Systemic Functional Grammar: A First Step into the Theory*

Jiajian Wu

School of Foreign Languages, Zhejiang University of Finance and Economics, Hangzhou, China

Received: 11 Apr 2023; Received in revised form: 03 May 2023; Accepted: 11 May 2023; Available online: 18 May 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— This article introduces the book *Systemic Functional Grammar: A First Step into the Theory* by Christian M.I.M. Matthiessen and M.A.K. Halliday, overviewing its contents and features. This book has involved the research fields, research models, key terms, and the origin and developmental stages of Systemic Functional Linguistics, which is the required reading to enter this filed of linguistics study and is significant for beginners.

**Keywords**— systemic functional linguistics; introductory book; research models

## I. INTRODUCTION

*Systemic Functional Grammar: A First Step into the Theory* by Matthiessen & Halliday (2009) comes out with its translated Chinese version published by Higher Education Press. Its significance consists in its introduction of the research paradigms, core terms, research content, and the origin and development processes of Systemic Functional Linguistics. However, no scholars have yet provided a review of the book. This article, therefore, is intended to review the contents of this book and then offer a brief comment on it.

Systemic functional linguistics (hereafter, SFL) has had a significant impact in China, and its influence is increasingly growing internationally. However, as compared with such schools as Transformative-Generative grammar, SFL has yet to become mainstream in developed countries (Yang 2018). Therefore, the development of SFL requires fresh blood from this filed. However, there are too

many relevant specialized books with varying levels of difficulty and differing focuses, making it difficult for beginners to follow and even causing them to give up further learning. For these reasons, this book introduces the research paradigms and basic concepts of SFL, providing further reading suggestions. For example, beginners are suggested to read Bloor & Bloor (2013), Thompson (2013), and Halliday (1994) or Halliday & Matthiessen (2004; 2014) in turn.

### 1. The structure and main content of the book

The book consists of a foreword, a main text, and a glossary about terms in the appendix. The main text is divided into four chapters, each of which presents a different topic and perspective. Below is a brief overview of the foreword and viewpoints of each chapter.

#### Foreword

Foreword covers the background of the book, as well as the development and critical ideas of the systemic theory

(systemics). The authors state clearly in this part that the book is still relevant because SFL is a “holistic approach” based on the thinking of context and system, i.e. SFL provides an overview of language as a whole before delving into the details. This indicates that reviewing the book is still of significant importance.

This part also introduces the origin and development of SFL, which was influenced by Firth’s understanding about systems. SFL has gone through four stages: early 1960s → mid-1960s → late 1960s → from mid-to-late 1970s to now. The first stage is called the Scale and Category Grammar period, during which Halliday’s grammar mainly focused on describing surface language structures. The second stage can be called the Systemic Grammar period, which emphasized that “system” is the primary paradigmatic organization of language. The third stage can be called the Systemic Functional Grammar period, emphasizing that the description of language’s system and structure (syntagmatic organization) should be combined with three metafunctions (ideational, interpersonal, and textual). The fourth stage is still the Systemic Functional Grammar period, where language in context and society is focused based on the previous period. Moreover, SFL has become a comprehensive (general and applicable) linguistics that can not only be employed for ontological studies and language description or explanation (thus general), but be applied combined with other fields such as education, translation, computing, and artificial intelligence (thus applicable).

In addition, Foreword concerns several key concepts of SFL, e.g. language is social, contextual, semiotic, stratified, systemic, and functional. Besides, the distinction between language systems is not binary but a “cline”. These ideas further lead to theory studies such as “contextual theory”, “instantiation”, and “grammatical metaphor”.

#### *The Body*

The main research filed (grammar study), methods (paradigmatic system and multi-functional models), and perspectives (three-dimensional perspective) of SFL are introduced in four chapters. Chapter 1 roughly introduces “systemic grammar”; Chapter 2 builds upon this by introducing the “functional” dimension of systemic

grammar research; and Chapter 3, after expounding on “system+function” grammar, analyzes the relationship between system and text. The preceding chapters introduce grammar from the perspective of language itself, while Chapter 4 returns to “language/grammar in context.”

#### **1.1 Chapter 1 Into systemic-functional theory of grammar**

Chapter 1 mainly distinguishes between the concept of grammar and grammatics, briefly describing SFL’s understanding of grammar as a resource for creating meaning.

Grammar and grammatics. Grammar (or lexico-grammar) is the “wording” system of language, and different interpretations of this phenomenon form different grammatical theories. The study of grammar should be called grammatics, and Systemic Functional Grammar (SFG) is a type of grammatics that studies language.

Grammar is a resource rather than rule, which is the resource for construing meaning through wording, implying that SFG places more emphasis on systems: compared with structures that represent horizontal syntagmatic organization of language, systems represent the vertical paradigmatic relationship of language, which is actually a set of choices.<sup>1</sup> As choices, systems are probabilistic and potential resources for language users to construct meaning. Taking the mood system as an example, the MOOD system (Mood + Residue, such as *he will + come*; cf. Halliday & Matthiessen 2014: Chapter 4) is the grammatical resource for constructing interpersonal relationships and speech functions.<sup>2</sup> Its main choices include indicative and imperative moods, and we can explore its internal composition from three dimensions: “from below”, “from around”, and “from above”.

(1) From below: This perspective fathoms the systematic contrast in a system from various aspects of wording, such as expression, structure, and phonetic/phonological features. For example, the representative difference between indicative and imperative moods in the MOOD system is the distinction between clause structures — indicative clauses (e.g. *food is everything*) contain Subjects, while imperative moods (e.g. *pass me the salt*) generally do not.

<sup>1</sup> The term “construe” means “construct semiotically” (Halliday 1998: 185).

<sup>2</sup> The name of system is capitalized in this article, while some special terms are initially capitalized.

(2) From around: This perspective explores the investigated system from other systems outside of it, including but not limited to its subsystems and simultaneous systems of the same larger system. (i) Explore the subsystems. The MOOD system has two main choices, indicative and imperative, but we can explore this system through more delicate subsystems. For instance, the indicative mood has two choices, “declarative” and “interrogative” (forming a subsystem below it), and a more delicate system will share some of the previous system’s features, which can reflect the system’s “entry condition” — while that of indicative and imperative moods are “clause”, that of declarative and interrogative moods is “subject”. (ii)

Explore its simultaneous systems. Other simultaneous systems with the same entry conditions (such as “clause”) may also appear in the system network. For example, when selecting the MOOD system, it is inevitable to choose the POLARITY system, that is, the two options of positive and negative clauses. This further forms a complex system network that can be reflected by a matrix table (see Table 1); once an instance of the junction between two systems cannot be found, these systems cannot exist. The above two research perspectives actually demonstrate the scale of “delicacy” (from general to specific) and complexity (the interconnectedness of systems).

*Table 1 The matrix of MOOD and POLARITY*

		MOOD TYPE	
		indicative	imperative
POLARITY:	positive	The spy came in from the cold.	Come in from the cold!
	negative	They spy <b>didn’t</b> come in from the cold.	<b>Don’t</b> come in from the cold!

(3) From above: This perspective examines the meaning and its semantic features “realized” by a specific grammar system. Also using the example of the MOOD system, the meaning realized by it is related to the enactment of speech roles in a dialogue/negotiation, which is also associated with the commodities (information or goods-&-services) and directions (giving or obtaining) of the exchange. If the dialogue is intended to give information, we tend to use declarative moods; if obtaining information, we may use interrogative moods (these are just the congruent ways; for grammatical metaphor, see Halliday & Matthiessen 1999; 2004; 2014).

It should be noted that each of the aforementioned perspectives can be used to describe grammatical systems. However, the “from above” perspective may be preferred, i.e. exploring grammatical systems from a semantic perspective above. The major reason is that grammar realizes semantics: language, embedded in context, is a stratified system comprising semantic, lexico-grammatical, and phonological strata with the relation of realization. Based on this understanding, functional grammar is a meaning-oriented approach implying that grammar is a resource for creating meaning. Therefore, functional linguists naturally tend to explore systems from a semantic

perspective (Halliday & Matthiessen 2014).

## **1.2 Chapter 2 Expanding the (dimensions of) lexico-grammatical space**

This chapter provides a preliminary exploration of three metafunctions of language (one of the theoretical foundations of SFL), and applies the semantic models of metafunctions both to paradigmatic and syntagmatic dimensions (system and structure). Besides, it also discusses the organizational principles and methods of system description, namely, using the scale of “rank” (rank refers to the hierarchical order of grammatical units, such as clauses, phrases, words, and morphemes in English — a higher rank of constituent is said to constitute the lower ones) and delicacy to describe systems and functions.

There are three metafunctions: ideational (experiential and logical), interpersonal, and textual. They can be realized at different ranks. Of those systems in different ranks, this chapter mainly focuses on metafunctions at the clause rank and the grammatical systems that embody each metafunction, such as the TRANSITIVITY system embodying the experiential function and the THEME system embodying the textual function (the MOOD system embodying the interpersonal function was introduced in Chapter 1). By locating systems and their relationships

based on the dimensions of metafunctions and ranks, a lexico-grammatical space can be construed, as shown in Fig. 1.

In Fig. 1, the vertical axis represents the rank of grammatical units, the horizontal axis represents the semantic models of metafunctions, and the spatial intersection of these two axes represents the systems in lexico-grammar (each system can further construct a network of systems). Therefore, the spaces at the clause rank in Fig. 1 refer to the MOOD, THEME, and TRANSITIVITY systems, respectively, each of which realizes a specific metafunction. The main chapter then proceeds to discuss metafunctions of the clause rank in (grammatical) system networks.

Grammar creates meaning through two highly abstract metafunctions, the interpersonal and ideational metafunctions that are related to external phenomena outside language (textual metafunction is purely linguistic). On the one hand, the interpersonal metafunction involves the grammatical resources (primarily the MOOD system) for the interaction between the speaker and listener in exchange, and for establishing general social roles, especially speech functions in interaction. On the other hand, the ideational (experiential) metafunction involves the grammatical resources for representing our external material and internal psychological world, as well as relations between things, with its main resource being the TRANSITIVITY system — it construes experiences through segmental configurations of a process, participant(s), and optional circumstance(s). Both of these functions are related to the social and natural world external to language, while the inherent function of language is the textual function (its own phenomenon). Textual function is about the creation of texts and helping construct ideational and interpersonal meanings based on the shared information between the speaker and listener in the context (primarily through the THEME system). How can this be realized? It does so by establishing a local context (clause context) through selecting a starting point for information progression (the theme) in the process of information development, providing the speaker with strategies for guiding the listener to understand the text. These three metafunctions are summarized in Table 2.

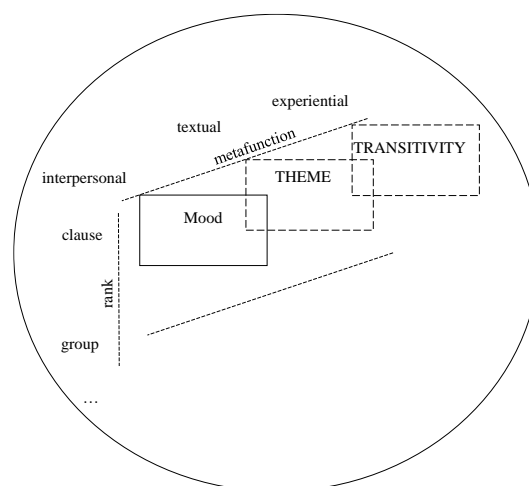


Fig. 1: Lexico-grammar expanded by metafunctions and rank

In addition, three metafunctions are simultaneous both in the dimensions of system and structure. On the system level, the mood, transitivity, and theme systems coexist in the overall system network of the clause, that is, metafunctions are represented in the entire system network as a set (similar to the simultaneity of the POLARITY system and the MOOD system as mentioned above). On the structure level, metafunctions appear simultaneously in three aspects or three levels of the clause structure, and they are fused with each other in structure (e.g. the Subject can overlap with the Actor). Based on these understandings, this chapter further elaborates the ideational and textual functions.

The ideational (experiential and logical) metafunction is the resource that constructs our experience of the external world and inner world, whose manifestation on the clause rank is the TRANSITIVITY system construing the experience of the phenomenon change through three constants: a process, the participants involved in the process, and the related circumstances. The constants (process and participants) in TRANSITIVITY are also variables, so the TRANSITIVITY system can be categorized by the types of processes and participants. Taking material processes as an example, we can categorize process types from the following three perspectives: (1) from above (category meaning): material processes construct “doings” and “happenings”, including actions, activities, and events; (2) from below (structural representation): the configuration of material clauses is generally “Actor + Process (+ Goal +

(Recipient))”, where the actor may be a person or a thing, but not a “meta-thing”, i.e. a fact such as a nominalized clause (*that the earth moved broke the window* is impossible); material processes can also be further divided as “directed”, and if they are directed, they may also be “benefactive” (cf. Halliday & Matthiessen 2014: 237); (3) from around (system correlation): material clauses are the entry conditions for many other systems (such as directedness and benefactivity above), but they do not intersect with the PROJECTION system, and the unmarked option in the TENSE system is “present-in-present” (*doing*) — the reaction of the TENSE system caused by this choice of transitivity process is called “reactance”; in addition, in categorization, there is no explicit marker to distinguish between different process types, that is, the process categories are covert or “cryptotype” (cf. Halliday & Matthiessen 1999: 26).

Regarding the variable of participant modes, we can distinguish between the transitivity mode and ergative mode according to how the participants affect each other. (1) Transitivity mode: by categorizing process types to determine different participant types (such as Goal, Range, Phenomenon, etc.); (2) ergative mode: based on the concept of Medium through the causative relationship, there are two choices, “middle” (such as Medium + Process: *the door opened*) and “effective” (such as Agent + Process + Medium: *the wind opened the door*). Note that these two modes are complementary, their balance being a major difference in the TRANSITIVITY systems of world languages (variants of languages). For example, there is the middle and effective contrast between mental processes in English (middle: *she liked the new musical*; effective: *the new musical pleased her*), while Chinese does not have such a distinction. The aforementioned content is actually the experiential metafunction. This chapter also expounds on the LOGICAL-SEMANTIC system that represents the logical metafunction, namely the EXPANSION system (elaboration, extension, and enhancement) and the PROJECTION system (locution and idea).

On the other hand, the textual metafunction produces resources for helping construe interpersonal and ideational meanings. It does so by organizing real-time information as an information unit that can be exchanged between the speaker and listener mainly through the THEME system.

The THEME system establishes a local context (clause context) in the textual environment, providing a starting point for information and an anchorpoint for the addressee to understand the information. This local environment that serves as the starting point is called the Theme, and other information expressed in this environment is the Rheme. Therefore, a clause as information is a configuration composed of two thematic statuses: Theme + Rheme (cf. Halliday & Matthiessen 2014: Chapter 3). More specifically, the Theme reflects the discursive status or prominence of the clause (from the prominent end of the Theme to the non-prominent end of the Rheme, constructing the clause as a wave in the information flow — from the peak of the Theme to the valley of the Rheme). In addition, the clause also embodies a complementary prominence (Information): the degree of newsworthiness from given information to new information. The Theme is expressed by the constituent order in the clause, while the new information is expressed by intonation. As a result of this, the Theme and Information are independent variables; however, under the unmarked condition, the new Information coincides with the last meaningful constituent in the Rheme. In addition, the THEME system and the INFORMATION system are related to the VOICE system “active/passive”, which can assign different textual statuses to different constituents of a clause.

Finally, this chapter mentions two principles for describing system networks, namely the scale of rank and delicacy. Rank (the hierarchy of grammatical units; the hierarchy between wholes and parts) is the principle that allows the distribution of lexico-grammar into different domains and units, resulting in systems being decomposed into interactive subsystems that are relatively independent of each other but are pre-selected. Delicacy (from more general to more particular) is a more covert principle that orders systems according to a cline and orders the manifestations of these choices according to their systemic environment (as shown in Fig. 1). Delicacy thus takes on the following features: systemic feature transfer (entry conditions), classification, and refinement. In addition, the principle of delicacy also organizes the entire lexico-grammar, where lexis is the most delicate grammar, and grammar is the most general lexis, thus forming a cline.



### 1.3 Chapter 3 System and text

The third chapter first introduces the matrix of metafunctions-ranks and its characteristics, and then identifies the relationship between the system and text, based on which it describes two general methods and

principles for system description.

The grammar of every natural language can be summarized as a metafunction-rank matrix. See Table 2 for that of English.

Table 2 Function-rank matrix of English

			ideational			interperson	textual	
rank	[class]		logical		experiential	al		(cohesive)
clause		compl exes (claus e-	INTER- DEPEND ENCY (parataxis/ hypotaxis) &		TRANSITIVIT Y (process type)	MOOD MODALIT Y POLARITY	THEME CULMINAT ION VOICE	COHESIV E RELATIO NS:  REFEREN CE  ELLIPSIS & SUBSTIT UTION CONJUN CTION
phrase	[preposit ional]	phrase -			MINOR TRANSITIVIT Y (circumstance type)	MINOR MOOD (adjunct type)	CONJUNCT ION	
group	[verbal]	group-	LOGICA L- SEMANT IC RELATIO N  (expansio n /projectio n)	TENSE	EVENT TYPE ASPECT (non- finite)	FINITENE SS	VOICE DEICTICIT Y	
	[nominal ]	word)		MODIFICA TION	THING CLASSIFICAT ION EPITHETS QUALIFICATI ON	PERSON ATTITUDE	DERME NATION	
	[adverbia l]			MODIFICA TION	QUALITY(circ umstance type)	COMMEN T (adjunct type)	CONJUNCT ION	
word				DERIVATI ON	(DENOTATIO N)	(CONNOT ATION)		
inform ation unit		info. Unit compl ex	INFO. TAXIS	ACCENTU ATION		KEY	INFOMATI ON FOCUS	
			complexes	simplexes				

This matrix reflects four characteristics: (1) Each cell represents a location (the point of origin) in a system

network. Therefore, two systems that share the same “address” (such as MOOD and MODALITY systems) only

constitute one network. (2) Structures are manifested in ranks: each rank is a structural unit, and the function of the unit is often realized by members of the lower rank. (3) The common feature of grammatical representations is indeterminacy. Firstly, the structural representations of different columns are not always the same (e.g. the interpersonal grammar displays a layering of structure intermediate between the clause and phrase/group). Besides, there is also indeterminacy across columns (a system may stem from one metafunction, but be activated in another — VOICE derives from the ideational function but may be influenced by Theme and Information distribution). (4) Each network generates its structural output as a segmental configuration or other structural types, and the item (such as a clause) for description can be characterized in multiple functional forms.

The above passages all describe a task of grammatics: describing grammar. The task of grammar description requires the awareness that grammar is not arbitrary, but systems of choices. However, the task of grammatics goes beyond the description of systems. It also involves combining systems with instances or texts, and the latter relationship is called instantiation.

System and text are not completely different, but rather two perspectives on the same phenomenon, much like the relationship between climate and weather: we experience a set of synoptic phenomena as instances, referred to as the weather (the “text” in meteorology); when we look at it in the long term, in order to establish and explain the underlying rules of the phenomenon, we call it climate (the “system” in meteorology). Texts only make sense when they embody the potential of the system as instances, and systems are only effective when they are instantiated in texts. Each instance remains alive in potential, which on the one hand strengthens the system, and on the other hand challenges and changes the system. This complementary relationship between text and system is what we understand as a live language. The network representation of a systemic grammar is a way of modeling the potential in order to continuously evolve it. One aspect of this evolution is grammaticalization: the instantiation models in texts may gradually become part of the potential of grammar. When learning grammar, one can explore the cline of instantiation (Fig. 2), i.e. one can study any aspect of the cline: text,

register, or code.

Registers (contexts of situation) are functional variants of language that vary according to different contexts: formal or informal, technical or non-technical, more open or more closed. Codes (cultural contexts) are subcultural variants, the differences in text between different ages, genders, classes within a society, which are expressed through different semantic styles. Lexico-grammatical variants that arise from differences in registers and codes are “special cases”, as they mostly concern relative frequency of occurrence of an item in the system, rather than the absence or presence of the item in the entire system (e.g., in some registers, the first and second person is rare, but this does not necessarily mean that one has to construct a separate grammar that does away with the PERSON system altogether).

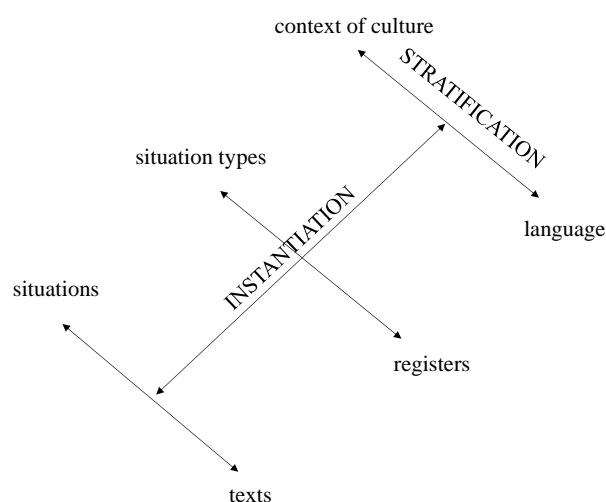


Fig. 2: Instantiation

Basic categories of scientific theory are difficult to be empirically verified because they form abstract models and establish a set of methods for exploration and explanation. Descriptive categories, on the other hand, are established by reference to some specific features of languages, and in principle, they can be verified: people can describe their features in specific ways to judge whether something is an instance, or whether certain categories actually exist in the system. These two methods (principles) are:

(1) Most general conclusions derived from grammar description are only valid within a certain probabilistic range (the choice system itself is probabilistic). These conclusions help identify exceptions, and then further

generalizations are sought for these exceptions; and this process repeats itself.

(2) System is described from three dimensions: from below, from above, and from around (cf. Chapter 1).

#### 1.4 Chapter 4 Perspectives beyond lexicogrammar

This chapter firstly contextualizes grammar as a stratified environment. In order to make SFL more contextualized, it then relates to various grammatical theories and other schools (mainly the general Functional Grammar).

Lexico-grammar serves as a subsystem of language embedded within the context stratum, which is a set of systems that construes meanings through wordings. The system of meaning is called semantics; therefore, semantics is realized through lexico-grammar. Realization is a kind of relationship that abstractly orders the entire interconnected subsystems of language, such as semantics and lexico-grammar — lexico-grammar realizes semantics. Similarly, lexico-grammar is realized by the phonetic (sounding) or orthographic (writing) system, e.g. the delicate choices in the interpersonal MOOD system are realized through different intonations in spoken language: unmarked declarative clauses, for example, are realized through the falling tone. The three subsystems of semantics, lexico-grammar, and phonology thus comprise the language system (see Fig. 3), where grammar lies between the other two subsystems.

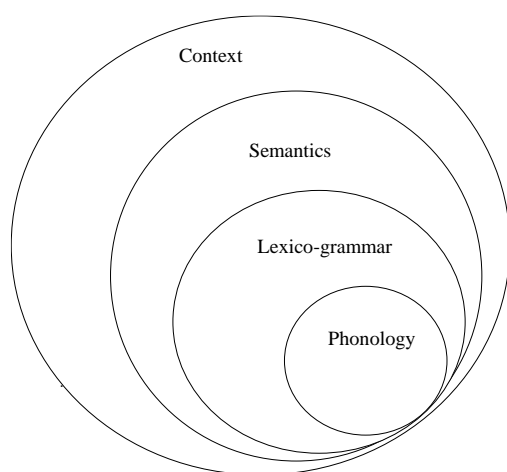


Fig. 3: Language as a stratified system embedded in context

However, note that the principle of stratification applies to ideational, interpersonal, and textual

metafunctions, but it is not a general principle for interstratal relations: metafunctions only serve as the ordering principle for semantics and lexico-grammar (rather than phonology) — semantics and lexico-grammar construct the “content plane”, while phonology forms the “expression plane” (cf. Halliday & Matthiessen 1999: 5). In other words, metafunctions construe the meaning model, rather than the writing or sounding model.

Language is not only stratified into the three subsystems noted above, but also manifests the hierarchical environment in which it operates, namely, context. Context is a higher-level semiotic system, into which language is “embedded”: language is embedded in a cultural and social context through linguistic instances. Besides, context is realized by language — it both creates and is created by language. This realizing relationship is organized as regards the principle of functional diversity. Functionally, the context is divided into three domains: Field, Tenor, and Mode (influenced respectively by ideational, interpersonal, and textual metafunctions). (1) Field concerns what’s going on (events), social processes, and the domains of subject matter created by language in these social processes; (2) Tenor concerns who’s taking part in events — the social and communicative roles of participants, and the relationship between them and language creation; (3) Mode concerns what role language is playing in context, related to the distance between roles involved in communication through medium (e.g. spoken or written) and channel (e.g. face to face or telephonic), complementary with other social processes and rhetorical contribution (see Martin 1992: Chapter 7 for more details).

Furthermore, SFG shares some commonalities with general Functional Grammar, emphasizing function, rhetoric, text, and meaningfulness. However, it possesses these distinctive features: (1) SFG is paradigmatically-oriented, taking system (probabilistic choices) rather than structure as the basis, and the paradigmatic dimension is the overall organizing principle; (2) it regards language as a stratified system consisting of subsystems at different ranks; (3) it is comprehensive: systems have undergone changes in the scale of delicacy and the cline of instantiation; (4) it regards language as multifunctional, where interpersonal, textual, and ideational meanings on the semantic and grammatical strata are equally important. Meanwhile,

language construes these meanings as simultaneous systems and structures.

In conclusion, the book elaborates on the importance of grammatics with the relation between grammatics and language. The exchange of goods-&-services and information communication constitutes a dialectical relationship between physical and semiotic processes in human history. As physical systems are taken as prototypes in modern science, all systems are modeled into physical forms. In the “postmodern” information society, since we increasingly use semiotic models, we even interpret physical systems through meaning exchange. This makes grammatics the center of times, as it is not only a theory about grammar, but a theory about knowledge — in all systems, grammar is used to construe meanings (experiences) and then store knowledge. Moreover, grammatics implies using grammar to think, grammar being as a theory. Through this theory, we can apply our understanding of language to any phenomenon. However, no theory has achieved such a level. Thus, it is important to constantly develop the theory of grammar, so that it approaches more closely the interdisciplinary fields that people are concerned about.

## II. BRIEF COMMENT

From its content, we can observe that this book primarily introduces the research field (grammar), research methods (paradigmatic description of system networks and organization of functional meaning models), and research perspectives (three-dimensional perspective) of SFL, involving many core concepts such as grammar, grammatics, rank, delicacy, system, structure, metafunction, realization, stratification, context (register and code), and instantiation. This book and this article therefore contribute to increasing the interest of beginners in SFL and aiding their theoretical development.

Furthermore, this book embodies the following characteristics: (1) It regards SFL as a general linguistic theory, (2) it distinguishes between grammar and grammatics: SFG is the grammatics of studying grammatical phenomena, (3) it emphasizes the three-dimensional perspectives of language research, (4) it is explanatory: important concepts of SFL are defined and explained, (5) it is concise but progressively structured: it

clearly explains systemics and SFG in context, using simple examples to explain research topics, methods, principles and theoretical foundations, step by step guiding readers, and (6) it is a “programmatic document”: one of the main goals of this book is to expound on the overall principles or methods that should be followed when studying linguistic systems.

## ACKNOWLEDGEMENT

This article is supported by the research grant (22XJKT080) from the Postgraduate Research Training Program (PRTP) of Zhejiang University of Finance & Economics.

## REFERENCES

- [1] Bloor, Thomas & Bloor, Meriel. *The functional analysis of English* [M]. Routledge, 2013.
- [2] Halliday, M. A. K. *An Introduction to Functional Grammar* [M]. London: Edward Arnold, 1994.
- [3] Halliday, M. A. K. Things and relations: Regrammaticizing experience as technical knowledge [C] // James R. Martin & Robert Veel. *Reading science: Critical and functional perspectives on discourses of science*. London: Routledge, 1998: 185–235.
- [4] Halliday, M. A. K. & Christian M. I. M. Matthiessen. *Construing experience through meaning: A language-based approach to cognition* [M]. London: Cassell, 1999.
- [5] Halliday, M. A. K. & Matthiessen C. M. I. M. *An Introduction to Functional Grammar* [M]. London: Hodder Arnold, 2004.
- [6] Halliday, M. A. K. & Matthiessen C. M. I. M. *Halliday's Introduction to Functional Grammar* [M]. London & New York: Routledge, 2014.
- [7] Martin, James R. *English text: System and structure* [M]. Amsterdam: John Benjamins, 1992
- [8] Matthiessen, Christian M. I. M. & Halliday, M. A. K. *Systemic Functional Grammar: A First Step into the Theory* [M]. Translated by Guowen Huang & Hongyang Wang. Beijing: Higher Education Press, 2009.
- [9] Thompson, G. *Introducing functional grammar* [M]. Routledge, 2013.
- [10] 杨炳钧. 系统功能语言学的未来——纪念韩礼德先生 [J]. 北京科技大学学报 (社会科学版), 2018, 34(03): 24-26.



# Awareness and Compliance of the Students, Faculty, and, Staff of Kalinga State University on the Solid Waste Management Program

Cherry Ann D. Bona, Melanie S. Manuel

Tabuk City, Kalinga, Philippines

Received: 11 Apr 2023; Received in revised form: 04 May 2023; Accepted: 11 May 2023; Available online: 19 May 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— This study looks into the awareness and compliance of the students, faculty, and staff of Kalinga State University on the Solid Waste Management Program. The level of awareness and extent of compliance of the respondents with the provisions of the solid waste management program along the segregation, 3Rs (reduce, reuse, recycle), and disposal was looked into. The relationship between the awareness and compliance of the respondents with the provisions of the solid waste management program was also identified. A total of three hundred sixty-seven (367) respondents participated in the study and was participated by the faculty, staff and students who finished their Environmental Science. Result shows that the majority of the respondents were students. The study revealed that solid waste management program were not really practiced and observed by the respondents. Respondents are somewhat aware of the provision of solid waste management according to segregation or separation and the 3Rs (reduce, reuse, recycle) including disposal. Based on the results, it is recommended to have a mass implementation of the program since results show that the respondents are partially aware and never comply with the provisions of the solid waste management program according to disposal. Follow-up evaluation on awareness and compliance of the respondents should be done to detect decay in retention and performance. Disseminate concepts/techniques of segregation, recycling, and composting to the respondents. Information dissemination campaign to proper storage and pilling of waste at their house as well as to their environment. Increase public awareness of the negative impacts of solid waste management. Coordinate with adjacent barangays to be able to establish a common materials recovery facility.

**Keywords**— awareness and compliance, reduce, reuse, recycle, Solid Waste Management.

## I. INTRODUCTION

### BACKGROUND OF THE STUDY

Management of waste is a vital issue to ensure the protection of the people through the maintenance of a safe environment. Global concern about solid waste management as an important fact of environmental hygiene needs to be integrated with total environmental planning. Waste disposal, therefore, is everybody's concern at the barangay, municipal, provincial, and national levels.

Many awareness-raising activities are going on presently with the need for Solid Waste Management practices and support recycling in the Philippines, still there exists a lack of awareness about the importance of Solid Waste Management. This is one of the reasons why there is a lack of motivation for young people towards helping with segregation, proper waste disposal, and recycling. Waste disposal is thus a major issue confronting local government units. It has become a high priority due to the health and environmental risks associated with waste. Waste likely contains pathogens, which commonly cause infections.



Garbage piles, besides being foul and unsightly, are breeding grounds for vermin and insects, which carry human diseases.

Improperly discarded waste can contaminate sources of drinking water, they can be carried by rivers to the sea and adversely affect fisheries, tourism, and the health of coastal communities. Solid waste disposal is proving to be a complex and controversial issue- with local government units facing limited options for addressing this concern.

Landfills are being promoted as alternative means of disposal, but finding landfill sites has been difficult due to economic constraints, public health concerns, and social acceptability issues. There is a need, therefore, for other solid waste management and pollution control strategies that credence waste released to the environment. The government has recognized the severity of the garbage problem and has given priority to establishing appropriate measures to address it. The most comprehensive piece of legislation dealing with this problem is Rethe public Act (RA) 9003, knas tas the Ecological Solid Waste Management Act of 2000. It assigns the primary task of implementation and enforcement to Local Government Units. It emphasizes the importance of minimizing waste using techniques such as recycling, resource recovery, reuse ,and composting.

Republic Act 9003 is an act providing for an Ecological Solid Waste Management Program, creating the necessary institutional mechanisms and incentives, declaring certain acts prohibited and providing penalties, appropriating funds, therefore, and for other purposes better known as the Ecological Solid Waste Management Act of 2000 that provides a systematic, comprehensive, and ecological solid waste management program in the country to ensure the proper segregation, collection, transport, storage, treatment and disposal of solid waste through the formulation and adaptation of the best environmental practice in ecological waste management excluding incineration. This is one of the problems of every place in the PhilippineEveryry Higher Education (HE's) they have their oay of handling theiritse to lessen this problem.

Proper waste management is important, and the assessment of solid waste management can help in evaluating the effectiveness of the Local Government Solid Waste Management Plan in promoting and ensuring environmental practice on waste management.

The majority of the time, students' careless trash disposal in schools verges on indiscipline and presents health and environmental dangers. Wastes are an unavoidable byproduct of any human settlement and the activities that go along with it.

The researchers were motivated to perform the study since Tabuk City's higher education institutions have a problem with on-campus garbage management.

## II. CONCEPTUAL/THEORETICAL FRAMEWORK

"I am a rubber and you are a glue, what comes out of you bounces off me and sticks on you" This familiar saying applies to all individuals. What is to be done now is what will be reaped soon. As garbage is disposed of improperly, the future generation will experience environmental problems and issues. Therefore to have a better and healthier place to live in, must take good care of our environment. This study zeroed in to the awareness and extent of compliance of the faculty, staff and students of Kalinga State University. It also tried to look into the among the provisions of Solid Waste Management has the highest level of awareness and compliance among the respondents.

### OBJECTIVES OF THE STUDY

This study aims to determine the level of awareness and extent of compliance of students, faculty, and staff of Kalinga State University's solid waste management program.

Specifically, it sought to answer the following questions:

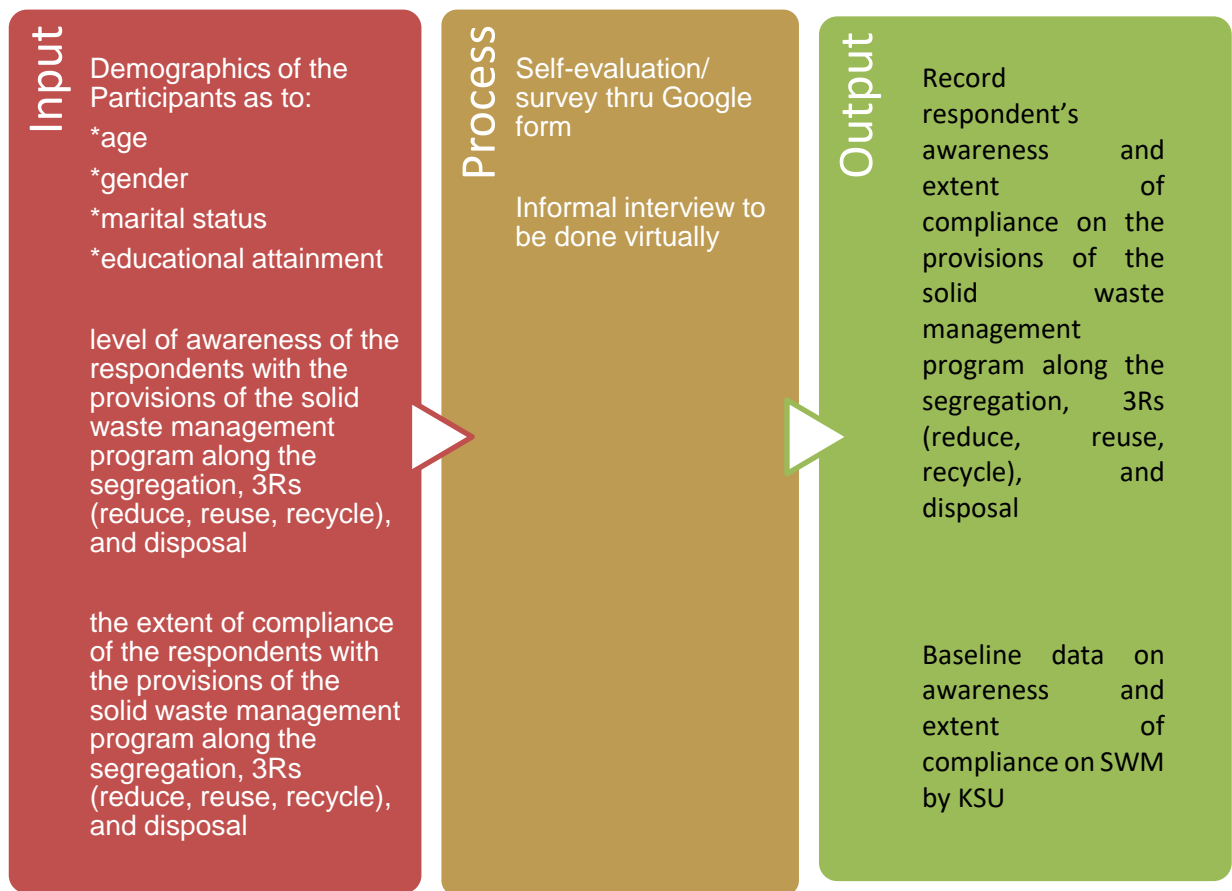
1. What is the profile of the respondents in terms of age, gender, civil status, and educational attainment?
2. What is the level of awareness of the respondents with the provisions of the solid waste management program along the segregation, 3Rs (reduce, reuse, recycle), and disposal?
3. What is the extent of compliance of the respondents with the provisions of the solid waste management program along the segregation, 3Rs (reduce, reuse, recycle), and disposal?
4. Which among the provisions of Solid Waste Management has the highest level of awareness and compliance among the respondents?

### SIGNIFICANCE OF THE STUDY

The government has started the War on Waste initiative to raise awareness among all citizens about the risks that wastes represent to human health, the potential sources of waste, and the correct disposal of waste.

Their perspectives and attempts to address the problems with solid waste management will gain focus and purpose due to the findings of this study, which will broaden their horizons.

To Society and the community, this research will help them to emphasize the significance of safe waste disposal;



### SCOPE AND DELIMITATION

This study was conducted to determine the level of awareness and extent of compliance of students, faculty, and staff of Kaliga State University on the provisions of the solid waste management program according to segregation, 3Rs (reduce, reuse, recycle), and disposal. This study involved students who were enrolled in Environmental Scinece and Science, Technology and Society courses. conducted fro March 2022 to December 2022.

### III. REVIEW OF RELATED LITERATURE

#### Legal Bases

Republic Act No. 9003 or the "Ecological Solid Waste Management Act"

Provides the legal framework for the country's systematic, comprehensive and ecological solid waste management program that shall ensure the protection of public health and the environment. It underscores, among other things, the

need to create the necessary institutional mechanisms and incentives, as well as imposes penalties for acts in violation of any of its provisions. The implementing rules and regulations of R.A No. 9003 are contained in DENR Administrative Order No. 2001-34. (Eleventh Congress, Third Regular Session July 2000).

Section 12 of R.A 9003 City and Municipal Solid Waste Management Board.

Each City or municipality shall form a City or Municipal Waste Management Board that shall prepare, submit and implement a plan for the safe and sanitary management of solid waste generated in areas under its geographic and political coverage. (Eleventh Congress, Third Regular Session July 2000).

Section 25 of R.A 9003. Guidelines for Transfer Stations.

Transfer stations shall be designed and operated for efficient waste handling capacity and in compliance with environmental standards and guidelines set under this act and other regulations. Provided, that no waste shall be stored in such station beyond twenty-four (24) hours. The

siting of the transfer station shall consider the land use plan, proximity to the collection area, and accessibility of haul routes to the disposal of the facility. The design shall give primary consideration to size and space sufficiency in order to accommodate the waste for storage and vehicles for loading and unloading waste. (Eleventh Congress, Third Regular Session July 2000).

Article 2 Segregation of Waste Section 22 of R.A 9003  
Mandatory Segregation of Solid Wastes

The LGUs shall evaluate alternative roles for the public and private sectors in providing collection services, type of collection system, or combination of systems, that best meet their needs: Provided, that segregation of waste shall primarily be conducted at the source, including household, institutional, industrial, commercial and agricultural sources. ( Eleventh Congress, Third Regular Session July 2000)

Article 4 Recycling Program Section 26 of R.A 9003  
Inventory of Existing Markets for Recyclable Materials.

The DTI shall within six months from the effect of this act and in cooperation with the Department, the DILG, and, other concerned agencies and sectors, publish a study of existing markets for processing and purchasing recyclable materials and the potential steps necessary to expand these markets. Such study shall include, but not be limited to, an inventory of existing markets for recyclable materials, product standards for recyclable and recycled materials, and a proposal, developed in conjunction with appropriate agencies, to stimulate the demand for the production of products containing post-consumer recovered materials shall refer to the discharge, deposit, dumping, spilling, leaking or placing of any solid waste into or in a lan (Eleventh Congress, Third Regular Session July 2000)

**Concepts of Solid Waste Management**

Science fiction writer Arthur C. Clarke noted that “solid waste are only raw materials were too stupid to use”.

In a technical note, the term solid waste is used to include all non-liquid wastes generated by human activity and a range of solid waste materials resulting from the disaster, such as general domestic garbage such as food waste, ash, and packaging materials: human feces disposed of in garbage: emergency waste such as plastic water bottles and packaging from other emergency supplies; rubble resulting from the disaster; mud and slurry deposited by the natural disaster; and Allen trees and rocks obstructing transport and communications. Other specialist wastes, such as medical waste from hospitals and toxic waste from industry, will also need to be dealt with urgently, but they are not covered by this technical note (World Health Organization), 2011).

Solid waste presents a serious problem because most of the methods used to dispose of this trash are environmentally damaging. ( Santiago, Dorado et. Al 1996).

According to Chiras D.D (1992), waste management is designed for scientists, engineers, and managers, regardless of their discipline, who are involved in scientific, technical, and other issues related to solid waste management. Emphasis is placed on integrated approaches. These approaches require the blending of technical and non-technical factor Although the dissemination and application of innovative technical information is extremely important, the implementation of sustainable waste management practices also requires a thorough understanding of the pertinent legal, social, economic, and regulatory issues involved.

Eric O. Torres said that the biggest challenge to growing LGUs is to come up with solid waste and pollution control strategies that would effectively reduce the rubbish released to the environment. Unfortunately, this challenge cannot be effectively addressed by each LGU alone. LGUs need to combine their technical and engineering expertise, and their regulatory and enforcement powers with public education, awareness, and involvement campaigns to be able to properly implement solid waste and pollution control programs. Finally, a good solid waste and pollution control strategy will not be an effective one until it is fully implemented, accepted, and institutionalized by the people and institutions. As noted by several local chief executives with exemplary solid waste programs, their strategies were not about good engineering and slogans but rather strong political will in implementing what is good for the environment and the people. ([www.bayawancity.gov.ph](http://www.bayawancity.gov.ph)).

The Environmental Protection Agency has determined a three-tiered approach for managing solid waste. Each of these should be practiced to reduce the amount of material headed for final disposal. They in order of importance: REDUCE, the best way to manage solid waste. Don't create waste in the first place! Buy only what you need. Use all that you buy. Avoid heavily packaged products. Avoid disposable items like paper plates and plastic silverware. Buy the largest size package for those items that you are often. REUSE is the better way to manage solid waste. Reuse items and use them over and over until they are completely worn out. RECYCLE, is a good way to manage solid waste. Recycling means taking something old and making it into something new. In Seminole County, all residents who live in a single-family homes can recycle right in front of their houses. Those residents who live in apartments or condominiums can drop off their recyclables at several different locations. Old newspapers, #1 and #2 plastic bottles, green, clear, and brown glass bottles and jars,

and aluminum and steel cans can all be recycled at the curb. Simply rinse out containers and remove lids. That's it; its very simple and very worthwhile. Not only does it keep items out of landfill, but recycling also conserves natural resources (Seminole County Government, 2012).

Australia may be a large country, but we live in a throw-away society that is rapidly filling it with our waste. Our insatiable desire to constantly upgrade disposable technology and consume over-packaged products has continued unabated for decades. At the same time, however, there has been a trend away from both burning waste in incinerators and burying it in landfills. Waste management policies now seek to minimize waste disposal by reducing its generation and by reusing and recycling. This book reveals the extent of our growing waste problem and examines the waste and recycling practices of households, and includes many tips on how to reduce, reuse and recycle. Topics include green waste, plastics, glass, paper, metal, and electronic waste (Healy, 2010).

There are many stringent regulations governing the treatment and disposal of waste in the UK, both onshore and offshore, and in most other countries as well. Facilities involved in waste transfer and treatment require licenses, and all personnel who work at such facilities require the proper kind of training that goes with the handling of waste which can be often dangerous if not handled properly. Waste management facilities also need to be able to respond quickly to emergency situations. By their very nature there is rarely any warning that an emergency is about to occur. For that reason emergency response teams need to be on standby every hour of every day, and everyday of every year. Waste management disposal and treatment can originate from both domestic and industrial sources (Rose, 2009).

### **Solid Waste Management Solutions:**

#### **Waste Segregation/Separation**

According to Santiago, Dorado et al (1996), waste separation means segregating between wet and dry and inorganic waste at the source level.

Frederika Rentoy, Quezon City's Environment Protection, and Waste Management Division chief said, "Waste segregation is the mother program because the idea of waste segregation is not just waste segregation per se. The idea behind this is to really minimize or reduce the volume of garbage. We are dumping at our landfills but then at the same time, we still want people to learn how to manage their own garbage." (The Philippine Star by Rhodina Villanueva December 2012).

Waste can be segregated as Biodegradable and Non-biodegradable.

Biodegradable waste- including organic waste, e.g. kitchen waste, vegetables, fruits, flowers, leaves from the garden, and paper.

Non-biodegradable waste- can be further segregated into:

- a) Recyclable waste- plastics, paper, glass, metal, etc.
- b) Toxic waste- old medicines, paints, chemicals, bulbs,, spray cans, fertilizer and pesticide containers, batteries, and shoe polish.
- c) Soiled- hospital waste such as cloth soiled with blood and other body fluids.

Toxic and soiled waste must be disposed of with utmost care.

(<http://edugreen.teri.res.in/explore/solwaste/segre.htm>)

Segregation of waste is indispensable to optimizing waste reduction and lightening the load on landfills as many components of domestic waste can be recycled. This lies at the heart of sustainability and resource management as recycling counterbalances excessive consumption of natural resources by reintroducing the finite materials into use. (By Gulf News May 16, 2014).

### **Reduce.**

According to Sheryl Eisenberg "reduce" means using fewer resources in the first place. This is the most effective of the three R's and the place to begin. It is also, I think, the hardest because it requires letting go of some very American notions, including: the bigger the better, new trumps old and convenience is next to godliness. (<http://www.mixitproductions.com>)

Santiago, Dorado et al (1996) reducing the amount of garbage is the first step in easing the waste disposal problem. This may mean any of these practical activities: use both sides of a sheet of paper, purchase whenever possible products in large containers, tape over used videos, resole shoes instead of buying new ones, bring or used shopping bags and refuse to accept new ones, leave behind the box that contained the shoe, avoid using disposables such as diapers, plastics, cups, paper plates and paper napkins.

According to Department of Environmental Protection, the best way to discover where you can reduce waste is to actually sort through your trash. What does each family member throw away? What material take up the most space? Is anything reusable or repairable? Can you reduce the amount of disposable products you use? Can you substitute products and packaging made of reusable, recyclable, or nonhazardous materials? If you are throwing away unusable leftover products, can you give them to someone else, or buy these things in smaller sizes ([recyclepa@state.pa.us](mailto:recyclepa@state.pa.us))



## Reuse

Before you recycle or dispose of anything, consider whether it has life left in it. A jam jar can store leftovers. Food scraps can become compost. An old shirt can become a pajama top. An opened envelop can become a shopping list. A magazine can be shared .DVDs can be traded. A dishwasher can be repaired.A computer can be upgraded.A car can be resold. A cell phone can be donated. Returnable bottles can be , well.. returned ( S.Eisenberg, <http://www.mixiproductions.com>)

Santiago, Dorado et al (1996) in their study, most plastics and glass products

- Are reusable. Make sure you don't break your soft drink or beer bottle. Not only you recover your deposit. You help save energy. Glass making is a highly intensive energy process because high temperatures are necessary to mold glass. At home, we must set side the plastic containers.Sauce markers buy these from the junks, take note of your new house-hold batteries. Do not throw them right away. Normally these batteries , even ordinary batteries-especially those used at high energy consumer gadgets like flashlights, toys, and tape recorders, can be recharged once or twice. Usually, only the exciting charge is used up, but not its full potential. A cheap battery charger can do the trick.

To reuse is to use an item again after it has been used. This includes conventional reuse where the item is used again for the same function, and new-life reuse where it is used for a different function. In contrast, recycling is the breaking down of the used item into raw materials which are used to make new items. By taking useful products and exchanging them, without reprocessing, reuse help save time, money, energy, and resources. In broader economic terms, reuse offers quality products to people and organizations with limited means, while generating jobs and business activity that contribute to the economy. (<http://en.wikipedia.org/wiki/Reuse>)

## Recycling

According to Miller and Levine (1991), in the process of recycling, certain kinds of solid wastes-newspaper, bottles and metals or plastic cans for example can be processed and used again. Recycling can make a big difference if enough people participate.

Eisenberg S. in his study, recycling is the "R" that has caught on the best. Partly, this is because there are so many curbside recycling programs today (8,660 as of 2006, according to the EPA), which makes recycling so darned easy. What keeps it from being a total piece of cake is the rules. Every municipality has its own, and they are not

always as straight forward as they could be. (<http://www.mixiproductions.com>)

Recycling means using something again. Newspapers can be used to make new newspapers. Aluminum cans can be used to make new aluminum cans. Glass jars can be used to make new glass jars. Recycling often saves energy and natural resources. Natural resources are things of value provided by the earth. Natural resources include land, plants, minerals, and water. By using materials more than once, we conserve natural resources. It almost always takes less energy to make a product from recycled materials than once, we conserve natural resources. It almost always takes less energy to make a product from recycled materials than it does to make it from new materials. Using recycled aluminum scrap to make new aluminum cans, for example, uses 95% less energy than making aluminum cans from bauxite ore, the raw material used to make aluminum. In the case of paper, recycling saves trees and water. Making a ton of paper from recycled paper saves up to 17 trees and uses 50% less water ([http://www.eia.gov/kids/energy.cfm?page=environment\\_r recycling-basics](http://www.eia.gov/kids/energy.cfm?page=environment_r recycling-basics))

Communities should attempt to recycle as much trash as possible, but they must also realize that recycling alone cannot solve the growing waste problem. (Santiago, Dorado 1996)

## Disposal

Waste from our homes is generally collected by our local authorities through regular waste collection, or by special collections for recycling. Within hot climates such as that of the Caribbean, the waste should be collected at least twice a week to control fly breeding and the harbouring of other pests in the community. Other factors to consider when deciding on the frequency of the collection are the odors caused by decomposition and the accumulated quantities. Descriptions of the main types of collection systems are given in the table below.

(Sourced from <http://web.mit.edu/urbanupgrading/upgrading/issues-tools/issues/waste-collection.html#AnchorCollection-45656>)

## IV. DEFINITION OF TERMS

**Solid Waste**-refers to any material that is solid and is of no use like residues, garbage and trash.

**Waste Management**- refers to the systematic administration of activities which provide for the source of separation, storage, collection, transfer, processing, recycling, disposal reduction and re-use of solid wastes.



**Ecological Solid Waste Management-** refers to the systematic administration of activities that provide for segregation at source, segregated transportation, storage, transfer, processing, treatment, and disposal of solid waste and all other waste management activities which do not harm the environment.

**Segregation-** refers to a solid waste management practice of separating different materials found in solid waste in order to promote the recycling and reuse of resources and to reduce the volume of waste for collection disposal.

**Re-use-** refers to the process of recovering materials intended for the same or different purpose without the alteration of physical and chemical characteristics.

**Recycling-** refers to the treating of used or waste materials through a process of making them suitable for beneficial use and for other purposes, and, includes any process by which solid waste materials are transformed into new products in such a manner that the original products may lose their identity, and which may be used as raw materials for the production of other goods or services.

## V. METHODOLOGY

### LOCALE OF THE STUDY

All information needed to answer the objectives was conducted solely at Kalinga State University for the period of the academic year 2022- 2023. The faculty, staff, and students was asked to answer the prepared questionnaire during their vacant time to minimize the disturbance of classes.

### RESEARCH DESIGN

Descriptive- Correlation design was used in the study. It describes the solid waste management profile in terms of age, gender, civil status, and educational attainment.

It also describes the degree of awareness and extent of compliance to which the respondents perform the three provisions on solid waste management. It determines to what provisions of the solid waste management program the respondents are aware of and comply.

### RESPONDENTS OF THE STUDY

The respondents of the study are the faculty, staff, and students of Kalinga State University. All vacant Faculty and staff during the conduct of the study was included in the study. Students were pre-selected based from their finished courses and must include the Environmental Science course and the Science, Technology and Society subject.

### INSTRUMENTATION

A survey questionnaire created through Google Form was used to meet the objectives of the study. The questionnaire was developed and tested from the research study of Gwen Manuel, 2011. The questionnaire consists of two parts: Personal profile( age, gender, civil status, and educational attainment), and thirty (30) provisions on solid waste management program in terms of segregation, 3Rs (reduce, reuse, recycle), and disposal. The content and validity were established for the tool.

### DATA GATHERING PROCEDURE

The researchers wrote a letter to the school requesting permission to perform the study. The updated and modified questionnaire was utilized to collect the study's data. The data were gathered from March to December 2022. After permission was sought from the different deans and head of office, the questionnaires were given to the respondents. An online copy was also made available for the convenience of the respondents in answering and to avoid prolong interaction.

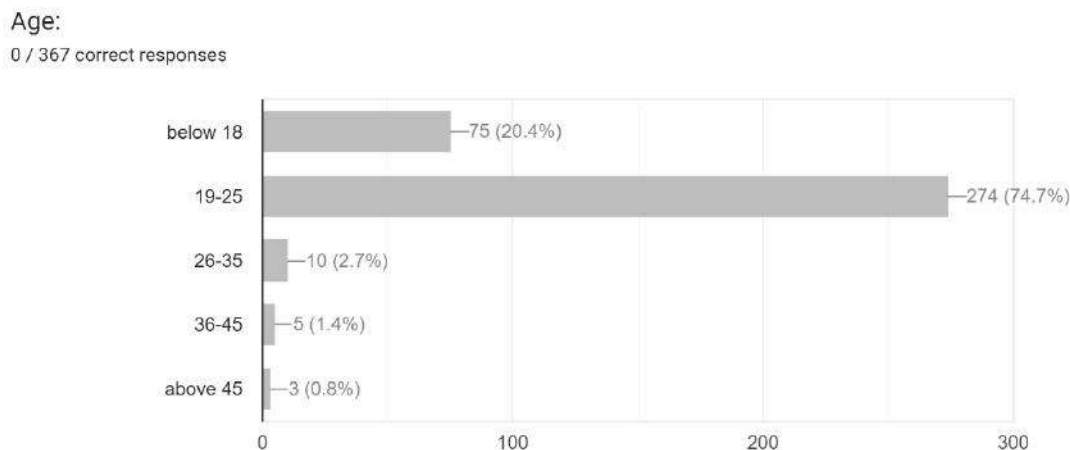
### Data Analysis

Results was tallied and tabulated. Percentage, mean, and frequency was used as statistical methods. For Percentage:  $P = \frac{nf}{nx} \times 100\%$  where: P=percentage F= frequency(number of respondents of a particular criteria) n= total number of respondents. For weighted mean:  $M = \frac{\sum fx}{n}$  where:  $\sum$ =summation f= frequency x=weighted mean n= total number of population. The following ratings were used in the interpretation of the study:

Arbitrary Scale		Adjectival Equivalents	
		Degree of Awareness	Extent of Compliance
4	- 3.26-4.00	- AWARE	- GREAT EXTENT
3	- 2.51-3.25	- PARTIALLY AWARE	- SOME EXTENT
2	- 1.76-2.50	- SOMEWHAT AWARE	- LITTLE EXTENT
1	- 1-1.75	- NOT AWARE	- NEVER

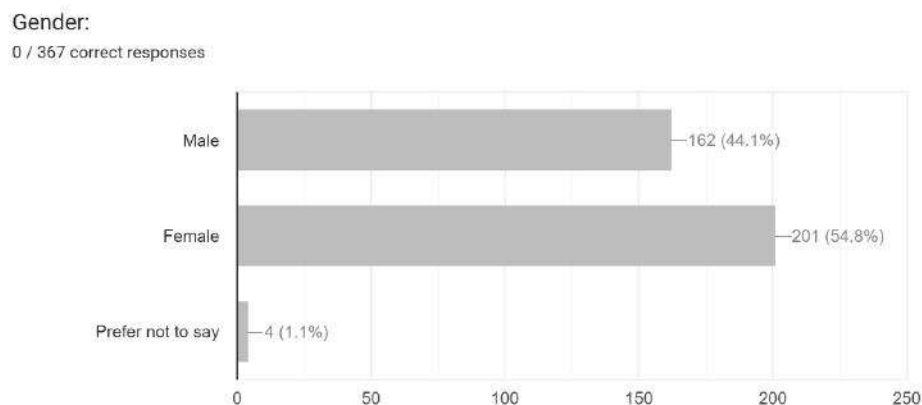
Percentage and other descriptive measures like count, standard deviation, and weighted mean were computed to be able to meaningfully describe the profile of the respondents.

## VI. RESULTS AND DISCUSSION



*Fig.1. Distribution of respondents according to age*

Figure 1 shows that majority of the respondents belong to age bracket 19-25 with equivalent percentage of 74.7 % followed by age bracket below 18 with equivalent of 20.4% followed by age bracket 26-35 with equivalent of 2.7% followed by 36-45 with equivalent of 1.4 % and least belong to the age bracket of 45 with the percentage of 0.8 %.



*Fig.2. Distribution of respondents according to gender.*

Figure 2 shows that majority of the respondents belong to the female group with frequency of 201 and equivalent percentage of 54.8% followed by male group with a frequency of 162 and equivalent percentage of 44.1 % and the least group prefer not to say with a frequency of 4 equivalent to 1.1%.

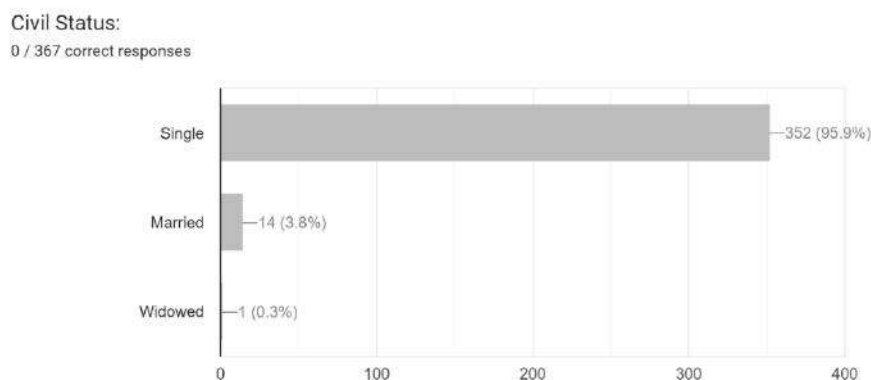


Fig.3. Distribution of respondents according to civil status.

Table 3 shows that majority of the respondents are single with frequency of 352 and equivalent percentage of 95.9% followed by married with a frequency of 14 with equivalent percentage of 3.8% while only 1 is widowed with 0.3%.

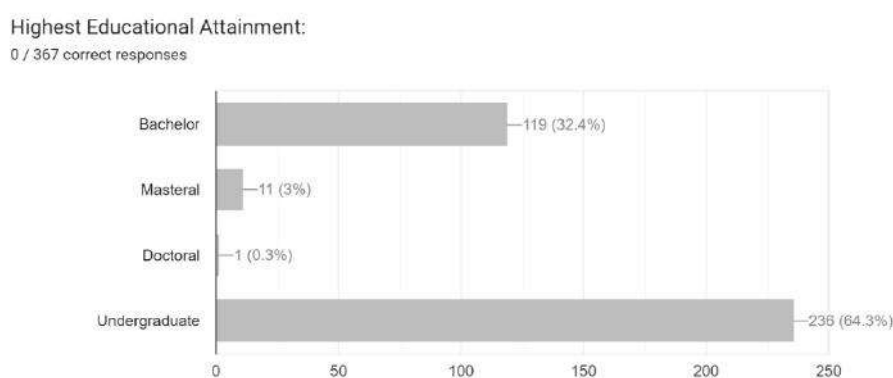


Fig.4. Distribution of respondents according to educational attainment.

Figure 4 shows that majority of the respondents belong to undergraduate with frequency of 236 , equivalent percentage of 64.3%, followed by a bachelor with frequency of 119, equivalent to 32.4% followed by masteral with frequency of 11, equivalent to 3% and only1 doctoral with a percentage of 0.3 %.

Table 1. Level of awareness of respondents in the provision of solid waste management programs according to segregation/separation.

Solid Waste Management Program Provision: (Segregation/Separation)	Degree of Awareness	
	Mean	Descriptive Value
Segregate solid waste into biodegradable and non-biodegradable (nabubulok at di- nabubulok)	2.63	Partially aware
Segregate recyclable from non-recyclable wastes.	2.17	Somewhat Aware
Segregates compostable from noncompostable.	1.90	Somewhat Aware
Segregate biodegradable or compostable wastes in a place where they are generated.	1.67	Not Aware
Segregate nonbiodegradables in a place where they are generated.	1.73	Not Aware

Separate biodegradable wastes in four enclosed containers for recovery.	1.50	Not Aware
Separate non-biodegradable in four enclosed containers for recovery	1.40	Not Aware
Segregate recyclable wastes before collection	2.03	Somewhat Aware
Sort metal and plastic containers as substitute pots for plants.	1.97	Somewhat Aware
Separate and keep safe hazardous waste material such as broken fluorescent lamps and bottles.	3.00	Partially Aware
<b>OVERALL</b>	<b>2.00</b>	<b>Somewhat aware</b>

Table 1 shows that respondents are somewhat aware of the provision of solid waste management according to segregation or separation. The majority of the respondents are somewhat aware of segregating recyclable from non-recyclable wastes, compostable from non-compostable, and recyclable wastes before collection, metal, and plastic containers.

Some respondents are not aware of segregating biodegradable and non-biodegradable in a place where they are generated and separating biodegradable wastes and non-biodegradable wastes in three enclosed containers for recovery.

Table 2. Level of awareness of respondents in the provision of Solid Waste Management Program according to 3Rs (Reduce, Reuse, Recycling)

Solid Waste Management Program Provision: 3Rs (Reduce, Reuse, Recycling)	Degree of Awareness	
	Mean	Descriptive Value
Minimize the use of non-biodegradable materials	1.93	Somewhat aware
Minimize the use of biodegradable food liners, wrappers, and containers.	1.73	Somewhat aware
Collected recyclables separately and bring to recycling centers or junk dealers.	2.80	Partially Aware
Feed animals with food scraps	2.50	Somewhat aware
Dry fruit peelings and use as an insect repellent	1.27	Not Aware
Used tires for playground material or stocked structures for backyard composting.	2.03	Somewhat aware
Recycle residuals of solid wastes after resource recovery from future use.	1.83	Somewhat aware
Reuse bayong and other containing bags during the marketing	2.97	Partially Aware
Convert organic material such as grass, leaves, food waste, woody material, and manure into a soil-like material	2.57	Partially Aware
Use animal waste (feces, urine, soiled wipes, pads) as organic gardening.	1.60	Not Aware
<b>OVERALL</b>	<b>2.123</b>	<b>Somewhat aware</b>

Table 2 shows that respondents are somewhat aware of the provisions of solid waste management according to the 3Rs (reduce, reuse and, recycle). The majority of the respondents are somewhat aware of minimizing the use of non-biodegradable materials, biodegradable food liners, wrappers, and containers, feeding animals with food scraps, using tires for playground material or stocked structures for backyard composting and recycling residuals of solid wastes after resource recovery from future use.

Some respondents are partially aware of collecting recyclables separately and bring to recycling centers or junk dealers, reusing bayong and other containing bags during the marketing, and converting organic material such as grass, leaves, food waste, woody material, and manure into a soil-like material.

Least respondents with a mean of 1.27 are not aware on drying fruit peelings and use as insect repellent, using animal waste and human waste (feces, urine,soiled wipes,pads, diapers) in organic gardening.

Table 3. Level of awareness of respondents in the provision of Solid Waste Management Program according to Disposal.

Solid Waste Management Program Provision: (Disposal)	Degree of Awareness	
	Mean	Descriptive Value
Store biodegradable or compostable wastes in places where they are generated.	3.20	Partially Aware
Store nonbiodegradable in the place where they are generated.	2.85	Partially aware
Place food waste in covered cans or pails.	3.00	Partially aware
Place garden and human wastes in sacks, cans, and bags	1.50	Not aware
Place non-compostable wastes in either sacks, bags, or boxes	2.82	Partially aware
Store toxic and hazardous wastes in a sealed bag/container prior to collection	1.53	Not aware
Dispose of residuals of solid waste after resource recovery from future use.	3.23	Partially aware
Bring out solid wastes in front of the house gate/door or along the collection route during the collection period.	1.70	Not aware
Avoid open burning of firewood materials .e. g. (twigs, branches, leaves, husks)	3.24	Partially aware
Avoid open burning of firewood materials .e. g. (twigs, branches, leaves, husks)	3.20	Partially aware
<b>OVERALL</b>	<b>2.627</b>	<b>Partially aware</b>

Table 3 shows that the respondents are partially aware of the provisions of solid waste management according to disposal. The majority of the respondents are partially aware of storing biodegradable and non-biodegradable in places where they are generated, placing food wastes in covered cans or pails and non-compostable wastes in either sacks, bags or boxes, disposing residuals of solid waste after resource recovery from future use and

avoiding open burning and open -dumping of firewood materials (e.g. twigs, branches, leaves, husks).

The rest of the respondents are not aware of placing garden and human wastes in sacks, cans, and bags, storing toxic and hazardous wastes in sealed bags/containers prior to collection and bringing out solid wastes in front of houses gates/doors or along collection route during the collection period.

Table 4. Extent of compliance of respondents in the provision of solid waste management program according to segregation/separation.

Solid Waste Management Program Provision: (Segregation/Separation)	Extent of Compliance	
	Mean	Descriptive Value
Segregate solid waste into biodegradable and non-biodegradable (nabubulok at di- nabubulok)	2.77	Some Extent
Segregate recyclable from non-recyclable wastes.	2.07	Little Extent
Segregates compostable from non-compostable.	1.93	Little Extent
Segregate biodegradable or compostable wastes in a place where they are generated.	1.43	Never
Segregate nonbiodegradables in a place where they are generated.	1.43	Never
Separate biodegradable wastes in four enclosed containers for recovery.	1.20	Never
Separate non-biodegradable wastes in four enclosed containers for recovery.	1.10	Never
Segregate recyclable wastes before collection	2.00	Little Extent
Sort metal and plastic containers as substitute pots for plants.	1.87	Little Extent
Separate and keep safe hazardous waste material such as broken fluorescent lamps and bottles.	2.10	Little Extent
<b>OVERALL</b>	<b>1.79</b>	<b>Little Extent</b>



Table 4 shows that respondents comply to a little extent in the compliance on the provision of solid waste management according to segregation/separation. The majority of the respondents comply with little extent in the following; segregate recyclable from non-recyclable wastes, compostable from non-compostable, recyclable wastes before collection, metal, and plastic containers, and hazardous waste material such as broken fluorescent lamps and bottles.

Some respondents never comply with the following; segregate biodegradable or compostable wastes and non-biodegradable in a place where they are generated and separate biodegradable wastes and non-biodegradable wastes in four enclosed containers for recovery.

Least respondents comply to some extent with segregating solid waste into biodegradable and non-biodegradable (nabubulok at di nabubulok)

Table 5. Extent of compliance of respondents in the provision of the Solid Waste Management Program according to the 3Rs (Reduce, Reuse, Recycling)

Solid Waste Management Program Provision: 3Rs (Reduce, Reuse, Recycling)	Degree of Awareness	
	Mean	Descriptive Value
Minimize the use of non-biodegradable materials	1.50	Never
Minimize the use of biodegradable food liners, wrappers, and containers.	1.67	Never
Collected recyclables separately and bring to recycling centers or junk dealers.	2.73	Some Extent
Feed animals with food scraps	2.00	Little Extent
Dry fruit peelings and use as insect repellent	1.10	Never
Used tires for playground material or stocked structure for backyard composting.	1.83	Little Extent
Recycle residuals of solid wastes after resource recovery from future use.	1.73	Never
Reuse bayong and other containing bags during the marketing	2.30	Little Extent
Convert organic material such as grass, leaves, food waste, woody material, and manure into a soil-like material	2.23	Little Extent
Use animal waste (feces, urine, soiled wipes, pads) as organic gardening.	1.53	Never
<b>OVERALL</b>	<b>1.862</b>	<b>Little Extent</b>

Table 5 shows that respondents comply with the little extent in the compliance on the provision of solid waste management according to 3Rs the (reduce, reuse and recycle). The majority of the respondents never comply with the following; minimize the use of non-biodegradable materials, biodegradable food liners, wrappers and containers, dry fruit peelings and use as an insect repellent, recycle residuals of solid wastes after resource recovery from future use and use animal waste, human waste (feces, urine, soiled wipes, pads, diapers) as organic gardening.

Some respondents comply to a little extent on the following; feeding animals with food scraps using tires or playground material or stock structures for backyard composting, reusing bayong and other containing bags during the marketing and converting organic material such as grass, leaves, food waste, woody material and manure into a soil-like material.

Table 6. Extent of compliance of respondents in the provision of Solid Waste Management Program according to Disposal.

Solid Waste Management Program Provision: (Disposal)	Degree of Awareness	
	Mean	Descriptive Value
Store biodegradable or compostable wastes in places where they are generated.	1.40	Never
Store nonbiodegradable in the place where they are generated.	1.37	Never
Place food waste in covered cans or pails.	1.33	Never

Place garden and human wastes in sacks, cans, and bags	1.90	Little Extent
Place non-compostable wastes in either sacks, bags, or boxes	1.73	Never
Store toxic and hazardous wastes in a sealed bag/container prior to collection	1.97	Little Extent
Dispose of residuals of solid waste after resource recovery from future use.	1.67	Never
Bring out solid wastes in front of the house gate/door or along the collection route during the collection period.	2.46	Little Extent
Avoid open burning of firewood materials .e. g. (twigs, branches, leaves, husks)	1.37	Never
Avoid open dumping of firewood materials e. g. (twigs, branches, leaves, husks)	1.43	Never
<b>OVERALL</b>	<b>1.663</b>	<b>Never</b>

Table 6 shows that respondents never comply in the compliance on the provision of solid waste management according to disposal. The majority of the respondents never comply with the following: store biodegradable or compostable and non-biodegradable wastes in places where they are generated, place food wastes in covered cans or pails and non-compostable wastes in either sacks, bags, or boxes, dispose of residuals of solid waste after resource recovery from future use and avoid open burning and open dumping of firewood materials e.g. (twigs, branches, leaves, husks).

The rest of the respondents comply to a little extent on the following; place garden and human wastes in sacks, cans, and bags, store toxic and hazardous wastes in sealed bags/bagstainer prior to collection and bring out solid wastes in front other of house gate/door or along collection route during the collection period.

## VII. SUMMARY

This study investigates the awareness and compliance of the students, faculty, and staff of Kalinga State University on the Solid Waste Management Program. The faculty, staff, and students were asked to answer the prepared questionnaire adapted and revised from the research study of Gwen Manuel, 2011. 367 respondents participated in the study. Students who finished their Environmental Science and STS subjects were asked to answer the questionnaire. According to age, majority of the respondents belong to age bracket 19-25 with equivalent percentage of 74.7 % followed by age bracket below 18 with the equivalent of 20.4% followed by the age bracket 26-35 with an equivalent of 2.7% followed by 36-45 with the equivalent of 1.4 % and least belong to the age bracket of 45 with the percentage of 0.8 %. As to gender, the majority of the respondents belong to the female group with a frequency of 201 and an equivalent percentage of 54.8% followed by the male group with a frequency of 162 and an equivalent percentage of 44.1 % and the least group prefers

not to say with a frequency of 4 equivalent to 1.1%. As to civil status, the majority of the respondents are single with frequency of 352 and an equivalent percentage of 95.9% followed by married with a frequency of 14 with the equivalent percentage of 3.8% while only 1 is widowed with 0.3%. And as to educational attainment majority of the respondents belong to undergraduate with a frequency of 236 , equivalent percentage of 64.3%, followed by a bachelor with a frequency of 119, equivalent to 32.4% followed by masteral with a frequency of 11, equivalent to 3%, and only 1 doctoral with a percentage of 0.3 %.

Based on the results, awareness, and compliance with the provisions of the solid waste management program were not really practiced and observed by the respondents. In the level of awareness, respondents are somewhat aware of the provision of solid waste management according to segregation or separation and the 3Rs (reduce, reuse, recycle). But respondents are not aware of the provisions of solid waste management according to disposal.

## VIII. CONCLUSION

As a result of conducting this research, awareness, and compliance with the provisions of the solid waste management program were not really practiced and observed by the respondents. In the level of awareness, respondents are somewhat aware of the provision of solid waste management according to segregation or separation and the 3Rs (reduce, reuse, recycle). But respondents are not aware of the provisions of solid waste management according to disposal.

## IX. RECOMMENDATION

Solid Waste Management is a long-term process. A lot of activities are involved in the program. After obtaining data from the study, the researcher would recommend the following:

- ✓ Mass implementation of the program since results show that the respondents are partially aware and never comply with the provisions of the solid waste management program according to disposal.
- ✓ Follow-up evaluation on awareness and compliance of the respondents should be done to detect decay in retention and performance.
- ✓ Disseminate concepts/techniques of segregation, recycling, and composting to the respondents.
- ✓ Information dissemination campaign to proper storage and pilling of waste at their house as well as to their environment.
- ✓ Increase public awareness of the negative impacts of solid waste management. Coordinate with adjacent barangays to be able to establish a common materials recovery facility.

## REFERENCES

- [1] Chiras, Daniel. D. (1992) Lessons from Nature: Learning to Live Sustainably on Earth Washinton D.C
- [2] Miller and Levine (1991) Biology Prentice Hall
- [3] Santiago, Dorado et .al (1996) Environmental Science A Shared Responsibility towards the Earth
- [4] Young, J. (1991) Reducing Waste, Saving Materials In State of the World 1991 New New York Norton
- [5] Abrematea, N. L. (2012, September 1). Manila Bulletin Publishing Corporation.Retrieved September 5, 2012, from <http://www.mb.com.ph/>
- [6] Ballados, M.T. (2010). Assessing the Solid Waste Management Practices in Bacolod City, Philippines, Legaspi City, Phillipines.
- [7] Chandra, Y. I., & Devi, N. (2009). Studies on Municipal Solid Waste Management in Mysore City- A case study. Mysore City: China University of Geosciences.
- [8] Salely, J. B. (August 24, 2012). Sadanga enacts on solid waste management. Baguio: Sun Star Baguio.
- [9] Villanueva, Rhodina Waste Segregation: Mother program of proper waste management by ( The Philippine Star) Updated December 20, 2012

## 12. APPENDIX

### The Questionnaire

#### PART I. Personal Profile

Name: \_\_\_\_\_ (optional)

Age: \_\_\_\_\_

Gender: \_\_\_\_\_

Civil Status: \_\_\_\_\_

Educational Attainment: \_\_\_\_\_

Part II. Please indicate your degree of awareness and extent of compliance on the items indicated. Kindly put a check (✓) in the box.

Use the scale below:

#### Awareness

1. Not Aware
2. Somewhat Aware
3. Partially Aware
4. Aware

#### Compliance

1. Never
2. Little Extent
3. Some Extent
4. Great Extent

Solid Waste Management Program Provision: (Segregation/ Separation)	Degree of Awareness				Extent of Compliance			
	1	2	3	4	1	2	3	4
Segregate solid waste into biodegradable and non-biodegradable (nabubulok at di-nabubulok)								
Segregate recyclable from non-recyclable wastes.								
Segregates compostable from noncompostable.								

Segregate biodegradable or compostable wastes in place where they are generated.								
Segregate nonbiodegradables in a place where they are generated.								
Separate biodegradable wastes in four enclosed containers for recovery.								
Segregate recyclable wastes before collection								
Sort metal and plastic containers as substitute pots for plants.								
Separate and keep safe hazardous waste material such as broken fluorescent lamps and bottles.								
3Rs (Reduce, Reuse, Recycle)	Degree of Awareness				Extent of Compliance			
	1	2	3	4	1	2	3	4
Minimize the use of non-biodegradable materials								
Minimize the use of biodegradable food liners, wrappers, and containers.								
Collected recyclables separately and bring to recycling centers or junk dealers.								
Feed animals with food scraps								
Dry fruit peelings and use as insect repellant								
Used tires for playground material or stocked structure for backyard composting.								
Recycle residuals of solid wastes after resource recovery from future use.								
Reuse bayong and other containing bags during marketing								
Convert organic material such as grass, leaves, food waste, woody material and manure into soil-like material								
Use animal waste (feces, urine, soiled wipes, pads) as organic gardening.								
(Disposal)	Degree of Awareness				Extent of Compliance			
	1	2	3	4	1	2	3	4
Store biodegradable or compostable wastes in places where they are generated.								
Store nonbiodegradable in the place where they are generated.								
Place food waste in covered cans or pails.								
Place garden and human wastes in sacks, cans, and bags								

Place non-compostable wastes in either sacks, bags or boxes								
Store toxic and hazardous wastes in a sealed bag/container prior for collection								
Dispose of residuals of solid waste after resource recovery from future use.								
Bring out solid wastes in front of the house gate/door or along the collection route during the collection period.								
Avoid open burning of firewood materials .e. g. (twigs, branches, leaves, husks)								
Avoid open dumping of firewood materials e. g. (twigs, branches, leaves , husks)								





# James Cameron's *Avatar* (2009): An Ecocritical Study of the Na'vi Culture and their Relationship with Nature

Dr. Purnanshu S. Dudhatra

Received: 09 Apr 2023; Received in revised form: 07 May 2023; Accepted: 15 May 2023; Available online: 21 May 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— *Though thousands of species exist on our planet, it is ruled by only humans. Our greed to expand our domination has disturbed the ecology. When technological advancement doesn't result in sustainable development, it brings environmental destruction. Man's senseless misuse of nature results in his own downfall. Avatar(2009) is such a science fiction film that portrays man's anthropocentric attitude towards the environment. The research paper explores environmental concerns in James Cameron's Avatar(2009). The human and nature relationship is depicted in depth in the film. Ecocriticism is the study of how nature is represented in literature. There is a lot of emphasis on how human relationships with the environment are depicted in a work of art. It aims to make people aware of the need to alter their thoughts and actions in order to avoid environmental degradation and enhance environmental conservation in the modern day.*

**Keywords**— *Ecocriticism, Ecofiction, Environmental consciousness, Ecocritical study*

Since the beginning of literature, the depiction of nature has been dominating the text. Regardless of the author's point of view, nature is always present in literary works. Most of the time, nature is employed as a background, such as the depiction of a specific location as the setting where a significant event occurs, or as a metaphor to praise the scene's magnificence and splendor. In literary theories, ecocriticism is a relatively recent field of study. Ecocriticism focuses mostly on work about nature and environmental issues. William Rueckert coined the term "ecocriticism" and was introduced his article in 1978. The article explores the literary representations of human and nature interactions. Ecocriticism requires us to alter our lifestyles in order to live in peace with the environment. Cheryll Glotfelty defines ecocriticism in his book titled *The Ecocriticism Reader. Landmarks in Literary Ecology* (2009)

What then is ecocriticism? Simply put, ecocriticism is the study of the relationship between literature and the physical environment. Just as feminist criticism examines language and literature from a gender-conscious perspective, and Marxist criticism brings an awareness of

modes of production and economic class to its reading of texts, ecocriticism takes an earth-centered approach to literary studies. (Glotfelty, xviii)

A variety of definitions exist for Ecocriticism. Their fundamental interest is the same. In general, it concentrates on human relationships with the environment.

When we think about movies, the first thing that comes to mind is: can movies be critically read or analysed? Movies bring excellent portrayals and additional aspects can be discussed using a critical theory. Films, although being fictitious, have an impact on the actual world and its issues. Movies embody an interconnection between human reality and virtual reality. Climate change, as well as global warming, were major themes in a number of films. Environmental issues have been growing continuously. Because of our carelessness, we were unable to stop it. Films with a strong environmental message also educate viewers about various sorts of environmental issues. Many thoughts and criticisms of environmental concerns have been expressed in TV series too. David Ingram states in the book titled *The Oxford handbook of ecocriticism* (2014) about ecocritical film studies,

Over the last decade, ecocritics have insightfully addressed the representation of ecological issues in film and have also begun a vital environmentalist critique of the political economy of the audio-visual media by assessing the ecological effects of their production. The field now has its own Ecomedia Wiki and an extensive bibliography and is sufficiently developed to garner retrospective scrutiny. Adrian Ivakhiv's 2008 essay in ISLE, "Green Film Criticism and Its Future," is an excellent assessment of the state of what he calls "eco-cinecriticism" at the end of its first ten years. What have not always been explicitly addressed in such works are questions of film theory and methodology. This essay is therefore concerned with the theoretical and methodological assumptions which inevitably shape all ecocritical writings on film, and seeks to identify possible future directions for research in the subject. (Ingram, 459)

James Cameron's *Avatar*(2009) transports viewers to a planet where the Na'vis appreciate nature above everything else. James Cameron's environmental philosophy is present in most of his films, showing how people destroy the earth with guns and authority. The film highlights the value of nature and the preservation delivered by a native tribe. *Avatar*(2009) is a film about the interrelationship between mankind and nature and specifically concerns a futuristic environmental civilization, since the film opens in 2054, depicting a futuristic scenario. With the use of these visual pictures, he draws attention to the contaminated state of the universe.

The Omaticaya people's connection with nature is shown in *Avatar*(2009) in a way that is fundamentally different from that of humans with nature. Aside from a few people, most humans are shown as the bad who threaten to destroy Pandora's important tree and ecosystem, while. Deforestation is highlighted in the film. The Colonel and a few other characters believe that nature is for commercial usage and that it exists only for the benefit of humans. Quaritch's destructive nature and his attitude towards nature is shown when he commands his soldiers in the following way:

For you penguins, this is a banshee. A small one. See, they like it when I bring fresh meat out here. And this clear-cutting really stirs up the hornet's nest. So keep your head on a swivel. If it moves, shoot it. If you're not sure it's moving -- shoot it! If it looks like a bunch of flowers you want to take home to Sally Rottencrotch -- SHOOT IT! What're you gonna do?

## TROOPERS

Shoot it, sir!

Cameron shows how *Avatar*(2009), with its powerful ecological concerns, may be viewed as one text that interacts with the context of nature. The film shows that humans need to dominate and take advantage environment and talks about resource degradation.

The inhabitant of Pandora, on the other hand, are devoted to and worshipful of the natural environment. Humans used to live peacefully with the environment and had a close relationship with it. These ties and interdependencies have all but vanished in the current situation. Nature has been completely and utterly ruined as a result of human activity and growth. Humans and other living creatures are completely ignored by industrial progress, commercialism, and the rise of vast mining activities. Cameron's portrayal of the Na'vi, the native residents of Pandora, is an attempt to demonstrate how far humans have gone away from the natural environment. The Pandorans are revealed to have a neurological system that links them to all of Pandora's creatures and planets. In contrast, mankind seems to have lost its connection with nature.

The Na'vi can utilise their Tsahaylu to connect with one another which allows them to feel and think like other trees and animals. Humans of the current generation want to completely disconnect from the natural world. Humans have damaged all natural resources in the name of development and prefer to attach their brains to technology. It is undeniable that a variety of gadgets have been developed to link humans to electronic equipment. In contrast to human desires for technological dominance, the Na'vi prefers a natural order. In many ways, the Pandora inhabitants are very in tune with the natural world. Cameron intends to show the closeness of the Na'vi to the natural world in his films. For them, the wildlife, flora, and Pandora itself are all very much a part of their daily lives. Most notably, Neytiri is shown as an immensely strong lady who is continually shown to be related to the elements of the natural world.

In the year 2154, the Earth's natural resources have been substantially decreased. So the RDA has discovered a precious and pricey resource — unobtainium — on Pandora, a faraway moon. Man has developed a means to convert oneself into genetically and technically blended Avatars on Pandora. With this mission, Colonel Miles Quaritch aims to connect the Na'vi and man. In order to establish trust with the attractive Neytiri, Jake is trying to establish trust. If Jake obtains information about the Na'vi, a vast arboreal known as Hometree, the firm has guaranteed to rehabilitate his legs to their original condition.

Cameron also makes a point in the film on the dangers of deforestation. The RDA administrator and Colonel have come to exploit Pandora's natural wealth, and they intend to do just that. They want to cut down the Na'vis Hometree in order to further their mining operations. They use every trick to eliminate the Na'vis from the area. They are protected by the Home Tree, the largest tree in the world. The Hometree is respected by the Na'vis more than any other object. They are not interested in receiving any materialistic reward from other people. Environmental assets are important to them, and they wish to protect them for generations. In Dr. Grace's opinion, removing the Home Tree from Pandora will impact negatively them. Na'vi uses the Tree of Voices to connect with the link, pray, and occasionally have their requests fulfilled. Utraya Mokri is the name given to this tree by the locals. During the time that Jake made his bow with wood from the Hometree.

Flora and fauna are treated with great dignity by Na'vis on Pandora. The Na'vis do not show dominance over other life forms. It is their belief that each species has an inherent opportunity to exist on Pandora. As a result, they do not harm anyone.

When Neytiri has to kill the wolf as it was in very pitiful condition. She addresses the wolf in a very adorable way as,

“Forgive me, my brother.”

It shows her ecocentric tendency towards other creatures living on her planet. She killed the wolf as she could not see the wolf in a state of pain. She even offers her prayer as following,

“Forgive me. May your spirit run with the Great Mother.”

With this prayer, she killed the wolf in order to end the pitiful cries with great sadness.

Another one of their core values is not to waste the natural wealth on their planet. The first time Jake and Neytiri meet, it is clear. Nature is often depicted as an all-powerful and supreme entity in Pandora. When Jake was attacked by the dogs, he attempted to divert the dogs with the help of a torch. To help Neytiri make her way through the darkness, he threw a flashlight at her. However, when the torch was turned off, the plants, as well as the wildlife of Pandora, were activated in the same way that the light was turned on. One of the most astonishing and major aspects of Pandora is its ability to self-illuminate itself at night, which is one of its most astounding and noteworthy characteristics.

There is something magical about how the forest of Pandora can light up during the night on its own. Jake was taken aback by the sight. The inhabitants are

not threatened by nature. She has a good idea of who to aid. To her, there is nothing more rewarding than helping others. Natura is welcoming with its own strength - providing illumination even when the sun is not shining.

Aside from that, the Na'vis are able to communicate with trees. They frequently visit the Tree of Souls, where they link themselves to the tree and communicate their thoughts and emotions to the tree in a mystical way. The conversation between Neytiri and Jake makes it more clear,

JAKE

It's like -- a sound you feel.

NEYTIRI

We call this utraya mokri -- the Tree of Voices. The voices of our ancestors, who live within Eywa.

Neytiri initially resisted teaching Jake any of it. That does not happen until he is surrounded by seeds from the Tree of Life. Then, she thinks that he has been chosen by the Goddess and agrees to teach him how to live like the inhabitants of Pandora. The people of Omaticaya follow the laws of the natural world. They use herbal cures. In difficult times, the other creatures come to the aid. As a result, it is impossible to disconnect the Na'vis' lives from the natural world. They all rely on one another. Cameron evokes viewers to think about such a subject from a different perspective. This concept should act as a wake-up call to everybody to protect the earth's natural magnificence. Cameron uses a metaphor to suggest that not just Pandora, but also our planet is immersed in the abundance of natural beauty. However, sufficient care and attention must be given to it.

The Omaticayan people are heavily reliant on the natural world, and there are numerous examples of this throughout the film. They spend the night in the Hometree's web and cure their illnesses by drinking the floral nectar. While they were on the verge of defeat, the other creature helped them. The character of Jake is shown as an environmental conservationist. At the end of the film, he is willing to save Pandora and ready to fight with those with whom he has worked with. He says to The people of Omaticaya, “The Sky People have sent a message that they can take whatever they want, and no one can stop them. But we will send them a message. Ride out, as fast as the wind can carry you, tell the other clans to come. Tell them Toruk Macto calls to them. Fly now with me brothers and sisters! Fly! And we will show the Sky People that this is our land!”

There is no resemblance between life on Earth and on Pandora. The movie plays out like a prediction about humanity's future on Earth. One day, mankind will have to rely on other planets for environmental assets. The film

forces the spectators to make a comparison between these two planets. Rather than just fantasising about such a genuinely magnificent planet, mankind is asked to protect what we have on the earth not only attractive but also crucial environmental assets. Seeing a landscape made of concrete can never be attractive to us. Technological prowess cannot sustain life on our planet.

*Avatar* (2009) shows the strength of a community living in harmony with nature. With its emphasis on vision and the subsequent breakdown of civil society, this film portrays how even societies that pride themselves on their technological ability have failed to achieve true progress since they lack the profound environmental knowledge necessary for true progress to be made.

### REFERENCES

- [1] Cameron, James, director. *Avatar*. Twentieth Century Fox, 2009.
- [2] Garrard, Greg. *The Oxford Handbook of Ecocriticism*. Oxford University Press, 2014.
- [3] Glotfelty, Cheryll, and Harold Fromm. *The Ecocriticism Reader: Landmarks in Literary Ecology*. The University of Georgia Press, 2009.



# Online Distance Learning and Well-Being of Faculty with Designation in Bohol Island State University

Jonathan V. Oludin

Department of College of Technology and Allied Sciences, BISU Clarin Campus, Bohol, Philippines

Received: 10 Apr 2023; Received in revised form: 08 May 2023; Accepted: 15 May 2023; Available online: 22 May 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— *The transition of educational institution from face-to-face classes to online distance learning amidst COVID-19 pandemic demands educators to exert effort in teaching students more than ever. This study focuses on determining the perception and challenges met in online distance learning, and its impact towards well-being of faculty members with designation in Bohol Island State University for academic year 2021-2022. This quantitative research undertaking made use of descriptive-correlational research design with the aid of adopted questionnaires. Data were analyzed using Percentage, Weighted Mean, Standard Deviation, Chi-squared Test of Independence and Pearson Product-Moment Correlation Coefficient. Such statistical analyses were done using R statistical programming language. The results showed that faculty has achieved high extent of well-being despite various challenges met in the conduct of online classes. Moreover, Pearson  $r$  correlation revealed a significant positive correlation between perception of online distance learning and teachers' well-being. It was concluded that positive view of online distance learning is associated with high well-being in teaching as well as in the personal lives of the teachers. As for recommendation, there is a need to conduct seminar or training related to effective implementation of online distance learning.*

**Keywords**— *Demographic Profile, Perception, Challenges Met, Well-being*

## I. INTRODUCTION

The unprecedented emergence and spread of COVID-19 around the world caused drastic change in the educational landscape. Educational institutions' mode of educational delivery shifted from face-to-face to distance learning. Teachers are facing several challenges in carrying out academic and administrative responsibilities due to this sudden transition. With this, the question of 'how well are teachers feeling and doing with their job?' is one of the top concerns of educational institution today.

Teachers' well-being has been a subject of interest since the beginning of lockdown. Surveys in parts of the world disclosed the adverse effect of online teaching to the well-being of the teachers. In addition, the adoption to distance learning requires more effort of the teachers since they have to prepare the lesson and craft necessary instructional

materials. Moreover, teachers are given administrative or non-academic workload—paper works, managerial and supervisory functions—which adds labor to the teachers. Adding insult to the injury, most teachers are in working-from-home arrangement and that they also have to deal with personal responsibilities in their family. Surprisingly, teachers consider distance learning as advantageous because classes can be asynchronous. Students apply self-regulated learning on the learning materials given by the teachers. Through this, teachers have more time to do other tasks or have time to relax.

These scenarios are observable in higher educational institution in the Philippines. The researcher observes that teachers' reaction to the new mode of teaching and learning is a mixture of positive and negative perspective. Faculty members who are designated with an administrative function have to deal lots of tasks along



with their teaching functions. There are those faculty members who felt the negative impact of such burden to their mental health and well-being. However, others see and take joy in the positive side of the current situation. Therefore, the researcher is motivated to determine the correlation between online distance learning and well-being of faculty members with designation in Bohol Island State University during the Academic Year 2021-2022.

### Literature Background

The surge of COVID-19 pandemic drastically changed the delivery of the education. Schools and universities have shifted the mode of instruction from face-to-face classes to distance learning.

Distance education is a form of education which brings together the physically-distant learner(s) and the facilitator(s) of the learning activity around planned and structured learning experiences via various two- or multi-way mediated media channels that allow interactions between/among learners, facilitators as well as between learners and educational resources (Saykili, 2018). This educational platform has always been driven by technology. The delivery of distance education ranges from the use of printed materials, broadcast technologies of radio and television, audio/video conferencing, synchronous and asynchronous computer mediated communication (Saykili, 2018 & Sadeghi, 2019). Most universities utilize a combination of two or more of these distance education modalities.

According to Moore (1991), stated in his theory of transactional distance that distance education is not simply a geographic separation of learners and teachers, but more importantly, is a pedagogical concept. It is a distance of understandings and perceptions, caused in part by the geographic distance, that has to be overcome by teachers, learners and educational organizations if effective, deliberate, and planned learning is to occur. Educational institutions have to bear in mind that distance education is more on a pedagogical concept that should overcome the factor of distance without reducing the quality of education delivered to the students.

The United Nations Children's Fund (UNICEF) in 2020 provides guidance to distance learning modalities. The purpose is to ensure that the education still be experienced with the children especially the marginalized ones during the school closures. The learning modalities are categorized into self-learning, and teacher guided, as well as low or no tech modalities and high-tech modalities. A combination of these categories produces for modalities: low or no tech or offline self-learning modalities which include printed materials, books, interactive radio and

television; low or no tech or offline teacher guided modalities such as home visits, interactive calls and SMS; high-tech or online self-learning which includes digital (audio) books, feature phone apps, and other apps/platforms; and lastly, high-tech or online teacher-guided modalities such as digital classrooms, video conferencing and social media.

Bohol Island State University, which is the locale of the present study, embraces and implements the distance education system. The university utilizes a mixture of synchronous and asynchronous classes with the use of printed materials (i.e., modules, learning guide, handbooks) and online teaching. The teaching and learning process is both students' self-regulated learning and teacher-guided process. While there is an iota of researches that explains the advantages of distance learning, there are still evidences of its negative impact on both students and teachers. The academic and administrative workloads, added by threats brought about by COVID-19 outbreak, the implementation of distance learning has been a struggle to the teachers.

In the survey conducted by Yang (2020) which included more than 15,000 primary and secondary school teachers, majority or 52.12% of the teachers strongly support online teaching. However, 41.26% of the teachers found that existing online platforms are "somewhat difficult," and 21.80% found it very difficult. This suggests that though teachers have positive attitude towards online teaching, they still experience difficulty in its implementation. The conversion from face-to-face courses to online courses increases the workload for both students and teachers (Smidt et al., 2014). In addition, a survey revealed that the top five most challenging aspects of working from home since the start of the pandemic are students who are not completing the work, lack of social contact or isolation, lack of timely government guidance, maintaining a work or life balance, and working whilst having children/dependents or family at home (Education Support, 2020). These challenges are felt by most teachers. Nevertheless, challenging it may be, it is the responsibility of the teachers to carry out the teaching and learning process in distance education without reducing the quality of learning. As stated in Elfirdoussi et al. (2020), during the online learning, professors are expected to be 'more facilitators, collaborators, mentors, trainers, directors, and study partners and provide choices and greater accountability for students to learn. The challenges and responsibilities of the teachers in the delivery of instruction through distance learning with the threats of COVID-19 pandemic are deemed to have an adverse effect towards the psychological state and well-being of the educators. In the survey conducted by Yang (2020) which

included more than 15,000 primary and secondary school teachers, majority or 52.12% of the teachers strongly support online teaching. However, 41.26% of the teachers found that existing online platforms are “somewhat difficult,” and 21.80% found it very difficult. This suggests that though teachers have positive attitude towards online teaching, they still experience difficulty in its implementation. The conversion from face-to-face courses to online courses increases the workload for both students and teachers (Smidt et al., 2014). In addition, a survey revealed that the top five most challenging aspects of working from home since the start of the pandemic are students who are not completing the work, lack of social contact or isolation, lack of timely government guidance, maintaining a work or life balance, and working whilst having children/dependents or family at home (Education Support, 2020). These challenges are felt by most teachers. Nevertheless, challenging it may be, it is the responsibility of the teachers to carry out the teaching and learning process in distance education without reducing the quality of learning. As stated in Elfirdoussi et al. (2020), during the online learning, professors are expected to be ‘more facilitators, collaborators, mentors, trainers, directors, and study partners and provide choices and greater accountability for students to learn. The challenges and responsibilities of the teachers in the delivery of instruction through distance learning with the threats of COVID-19 pandemic are deemed to have an adverse effect towards the psychological state and well-being of the educators.

The concept of well-being is broad and multifaceted. It is typically associated with how people experience happiness and satisfaction in life. For Tov (2018), the term well-being encompasses all the ways in which people experience and evaluate their lives positively. According to Huppert (2009), psychological well-being is a combination of feeling good and functioning effectively. Such concept of feeling good includes positive emotions of happiness and contentment, interest, engagement, confidence, and affection. Further, the concept of functioning effectively involves the development of one’s potential, control over one’s life, having a sense of purpose, and experiencing positive relationships. Many researchers have sought ways to measure the level of well-being of individuals. Longo et al. (2017) have developed and validated a tool to measure well-being: the scales of general well-being (SGWB). There are fourteen constructs or scales that measures well-being. These are the following: happiness, vitality, calmness, optimism, involvement self-awareness, self-acceptance, self-worth, competence, development, purpose, significance, congruence, connection. The same

authors provided a clear definition of these fourteen constructs of well-being. *Happiness* consists of moderate-arousal pleasant feelings, such as feeling happy, cheerful and pleased. *Vitality* consists of high-arousal pleasant feelings, such as feeling energetic and lively. *Calmness* consists of low-arousal pleasant feelings, like serenity and peacefulness. *Optimism* is defined as a positive outlook on and expectations about the future. *Involvement* describes the flow state: an absorbing experience in which the individual is completely focused on the task at hand (Longo et al., 2017)

In furtherance, *self-awareness* consists in knowing oneself and experiencing a state of mindful awareness. *Self-acceptance* consists in experiencing different aspects of oneself (e.g., one’s past, personality, thoughts, and feelings) in a tolerant, receptive and non-judgmental way. *Self-worth* consists in positive evaluations and feelings about oneself. *Competence* consists of feeling and perceiving oneself as effective and able to overcome challenges and achieve desired outcomes. *Development* consists in experiencing continuous growth and improvement. *Purpose* consists in having clear goals, a sense of direction and a larger aim in life. *Significance* is the feeling that what we do is worthwhile, rewarding and valuable. *Self-congruence* is the perception that our actions are compatible with our interests, values, and beliefs. *Connection* involves a feeling of belonging, mutual caring, love, and closeness (Longo et al., 2017).

Well-being has numerous benefits, be it on health, job family and economic-related benefits. Higher levels of well-being are associated with decreased risk of disease, illness and injury, increased productivity at work, and more likely to contribute to the community (Centers for Disease Control and Prevention, 2018). In relevance with the field of education, the study of Glazzard and Rose (2019) revealed that most teachers agreed that teachers’ wellbeing affects their performance as an educational professional, especially their ability to teach in the classroom. Well-being has been found to be linked to a positive relationship with students, colleagues, and families, as well as to higher academic results of the pupils (Benevene et al., 2020). The self-determination theory is an approach to human motivation and personality. It investigates people’s inherent growth tendencies and innate psychological needs that are the basis for their self-motivation and personality integration, as well as for the conditions that foster those positive process (Ryan & Deci, 2000). Such needs are the needs for competence, relatedness, and autonomy. These needs appear to be essential for facilitating optimal functioning of the natural propensities for growth and integration, as well as for

constructive social development, and personal well-being. These needs, when not satisfied, contributes to pathology and ill-being. Education professionals are human beings driven by the needs for competence, relatedness, and autonomy. It is vital to examine to what extent these needs are satisfied during this time pandemic and the shifting of mode of classes to online learning. These needs contribute to the well-being of the teachers which consequently affects teaching performance.

Today, teachers' well-being is an important topic since the closures of school due to COVID-19 pandemic. Most universities have adopted distance learning through offline and online classes. Along with the academic workloads, teachers are also bombarded with administrative workloads and functions. It is important to examine how these factors affect teachers' well-being during the time of pandemic. A survey of over 3,000 education professionals revealed that 50 percent of them considered their mental health had declined (either considerably or a little) during the COVID-19 lockdown (Education Support, 2020). In addition, school teachers reported to have a largest decrease in their mental health compared to senior leaders and staff in their roles.

See et al. (2020) surveyed over 3000 teachers to determine how the teachers responded to the novel coronavirus pandemic. Surprisingly, the surveyed revealed that overall, teachers are generally happy and cheerful. Comparing education staff by their job role, teaching staff were the most likely to report feeling happy and cheerful, and calm and relaxed. On the other hand, school leaders were the least happy and relaxed. Moreover, it was found out that some teachers experienced increased in workloads since the March 2020. Teachers were spending an average of 13 hours per week on administrative tasks and 11.5 hours on planning and preparation of lessons. Furthermore, on average, primary teachers seem to be most affected, spending more hours on each of the activity (academic and administrative tasks) than secondary and tertiary teachers. During online teaching, teachers are mostly concerned with the students with no Information Technology resources, no proper technological infrastructure in the part of the teachers, and safeguarding concerns. Teachers face difficulties in conducting online classes due technical issues and lack of proper training and development for doing online classes (Kulal, 2020). In the study of Almahasees et al. (2021), teachers agreed that they have enough skills to conduct online classes. It took more effort of the teachers to do online courses in comparison to face-to-face instruction. This is true since teachers have to prepare the lesson and the necessary instructional materials that will be used in online teaching. The same study showed that faculty agreed to make their online sessions

short so that students will not get bored or distracted. Alves et al. (2020) found out that this pandemic reduced the perception of well-being in the face of the profession, creating some concern among teachers about their professional future. Further, being male, having a lengthier time of service, more difficulties in teaching and a more negative perception of the professional future contribute to the decrease in the overall professional well-being of teachers.

This study hinges on the legal provisions promulgated by the government through its different commissions or departments. These legal serve as bases to lay the foundation of the study and its purpose. Section 3 of the Republic Act No. 11448 or the "Transnational Higher Education Act" defines "distance education as a mode of educational delivery whereby the teacher and the learner are physically separated from each other, and instruction is delivered through appropriate communication technologies using specially designed materials and methods, and supported by organizational and administrative arrangements and structures"

This act further provisions that higher education shall serve as a principal instrument for generating productive knowledge, innovation and technology to develop relevant and technical higher order skills needed to compete in the knowledge economy to redound in, and ensure, resource generation. The distance learning adopted today is an innovation in the mode of educational delivery with use of appropriate technologies. It is the responsibility of the teachers to accustom themselves in the virtual teaching-and-learning process of distance education.

From the CHED COVID Advisory No. 7, Guidelines for the Prevention, Control and Mitigation of the Spread of Coronavirus Disease 2019 (COVID-19) in Higher Education Institutions (HEIs), all face-to-face classes are suspended due to COVID-19 pandemic. As per advisory from CHED, the Bohol Island State University adopted the flexible learning (through online classes or use of modules) since the suspension of face-to-face classes. Moreover, in accordance to Presidential Decree No. 442, also known as the "Labor Code of the Philippines," it is stated in Article 162 of the said decree that "the Secretary of Labor and Employment shall, by appropriate orders, set and enforce mandatory occupational safety and health standards to eliminate or reduce occupational safety and health hazards in all workplaces and institute new, and update existing, programs to ensure safe and healthful working conditions in all places of employment. Teachers, as government employees, are protected by this law and ensured safe and healthful working conditions in the workplace fosters well-being of the educators"

This pandemic has changed the world of education, and brought changes too in the world education professionals. Teachers are the front liners in the delivery of education and holds a greater stake in the teaching-and-learning process. The emotional and psychological well-being of the teachers greatly contribute to their performance in class. To improve student outcomes, schools, systems and parents must acknowledge and address the wellbeing of teachers as a matter of urgency, and to recognize and learn from what teachers have done under the most difficult of scenarios (Dabrowski, 2020). There is a need to zero in on the human resources policies in schools linked to the improvement of teacher well-being and educational performance (Pagán-Castaño et al., 2021).

## II. OBJECTIVES

The main thrust of the study is to determine the correlation between online distance learning and well-being of the faculty with designation in Bohol Island State University for academic year 2021-2022. Specifically, this study sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of sex, age, academic rank, years of teaching experience, designation and workload (teaching/lecturing, planning or preparation of lessons, participation in management activities, general administrative work, communication with parents and others research, CPD)?
2. What is the perception of the respondents of the online distance learning?
3. What is level of the challenges met by the respondents in online distance learning?
4. What is the status of the respondents' well-being?
5. Is there a significant relationship between respondents' profile and the following: perception of online distance learning, challenges met and status of well-being?
6. Is there a significant correlation between the respondents' well-being and the following: perception of online distance learning and challenges met?
7. What action plan could be proposed based on the findings of the study?

## III. METHODOLOGY

This study utilized descriptive correlational design with the use of survey questionnaire. This research design measure and describe the relationship or association between two variables without implying causation (Drummond & Reyes, 2018). The researcher intends to determine how teachers' perception on online distance

learning and challenges experienced (these are the independent variables) correlate with teachers' well-being (dependent variable). In addition, it is also the objective of the researcher whether these mentioned variables are mediated by the demographic profile of the teachers (sex, age, years of teaching experience, academic rank, designation, and workload).

The locale of the study are the six satellite campuses of Bohol Island State University, namely: Balilihan Campus, Bilar Campus, Calape Campus, Candijay campus, Clarin campus, and Tagbilaran Campus or the Main Campus. The respondents of the study are the faculty members of BISU campuses who holds designations (administrative or managerial functions). There are 228 designated faculty in the six campuses. The survey had 76.75% response rate which corresponds to 175 respondents, comprising of 118 females and 57 males. Some of the faculty were not responsive due to their hectic schedules.

This study used survey questionnaire. Such a survey questionnaire is four-fold. The first part collects information such as sex, age, academic rank, years in teaching, designation, and workload to determine the demographic profile of the respondents. The workload refers to the number of hours the respondents render per week on academic workloads, and administrative workloads or designations. This is adopted from See et al. (2020). The second part measures the respondents' perception on the online distance learning. It has 9 items which uses a 5-point Likert scale, 5-strongly agree, 4-agree, 3-neutral, 2-disagree, 1-strongly disagree). This is adopted from Almahasees et al. (2021). Further, the third part determines the challenges that teachers experience in online teaching and learning during the COVID-19 pandemic. It has 7 items which uses a 4-point Likert scale, 4-highly challenged, 3-moderately challenged, 2-less challenged, 1-not challenged. This is adopted from Almahasees et al. (2021).

The last part measures the teachers' well-being. The General Well-being Scale of Longo et al. (2017) was utilized to measure the well-being of the designated faculty members. The questionnaire comprises 14 facet-level questions of the 14 scales of general well-being, namely: happiness, vitality, calmness, optimism, involvement, self-awareness, self-acceptance, self-worth, competence, development, purpose, significance, congruence, connection. Further, the questionnaire uses the following scoring: of 1-not at all true, 2-a bit true, 3-somewhat true, 4-mostly true, 5-very true. As to validity and reliability, "the questionnaire scores exhibited adequate content validity ratings, factor structure, internal consistency, test-



retest reliability, invariance across, age, gender and a 5-week period, and relationships with external criteria that were consistent with the hypothesized pattern” (Longo et al., 2017).

#### IV. RESULTS AND DISCUSSION

Table 1 Demographic Profile of the Respondents

n = 175

Profile	Frequency	Percentage
Sex		
Female	118	67.43
Male	57	32.57
Total	175	100
Age		
60-64	4	2.29
55-59	8	4.57
50-54	12	6.86
45-49	12	6.86
40-44	29	16.57
35-39	34	19.43
30-34	35	20.00
25-29	41	23.42
Total	175	100
Academic Rank		
Associate Professor	28	16.00
Assistant Professor	27	15.43
Instructor	120	68.57
Total	175	100
Years of Teaching		
37-41	1	0.57
32-36	6	3.43
27-31	6	3.43
22-26	10	5.71
17-21	16	9.14
12-16	24	13.71
7-11	53	30.29
2-6	59	33.71
Total	175	100
Designation		
Adviser	6	3.43
Chairperson	48	27.43
Coordinator	32	18.29
Dean	12	6.86
Director	18	10.29
Focal Person	25	14.29
ISO Designate	26	14.86
Others	8	4.57
BAC Member	2	1.14
Guidance Designate	2	1.14
Student Internship Supervisor	3	1.71
Vice-President (Academic Affairs)	1	0.57
Total	175	100
Workload	Mean	SD
Teaching/Lecturing	16.8	8.5
Planning or Preparation of Lessons	7.6	5.6
Participation in Management Activities	4.5	3.0
General Administrative Work	6.5	5.0
Communication with Parents	1.4	3.6
Others	4.2	2.9
Total	6.8	7.1

Table 1 presents the demographic profile of the respondents in terms of the faculty's sex, age, academic rank, years of teaching experience, designation and workload. The workload contains teaching/lecturing, planning or preparation of lessons, participation in management activities, general administrative work, communication with parents, and others. It shows that there were 118 females and 57 males which correspond to 67.43% and 32.57%, respectively. It means that female faculty with designation has the larger number than male.

In terms of age, 25-29 years old comprises 23.42%; 30-34 years old with 20.00%; 35-39 years old with 19.43%; 40-44 years old with 16.57%; 45-49 years

old with 6.86%, 50-54 years old with 6.86%, 55-59 years old with 4.57% and 60-64 years old with 2.29%. It reveals that 25-29 years old has the greatest number of faculty with designation and the least number of faculty with designation is 60-64 years old. The academic rank consists of associate professor, assistant professor, and instructor which comprises 16.00%, 15.43% and 68.57%, respectively. It shows that most of the faculty with designation are in the instructor rank. The table also shows that 33.71%, 30.29%, 13.71%, 9.14%, 5.71%, 3.43%, 3.43%, and 0.57% with a teaching experience of 2-6 years, 7-11 years, 12-16 years, 17-21 years, 22-26 years, 27-31 years, 32-36 years and 37-41 years, respectively.

Notice that most of the faculty with designation has 2-6 years of teaching experience and 37-41 years of teaching experience is in the lowest rank.

In terms of designation which consists of adviser, chairperson, coordinator, dean, director, focal person, ISO designate, and others containing BAC member, guidance designate, student internship supervisor, and Vice-President (Academic Affairs) reveals that 3.43%, 27.43%, 18.29%, 6.86%, 10.29%, 14.29%, 14.86%, and 4.57% respectively. Most of the faculty is designate as a chairperson. This supports to Elfirdoussi et al. (2020) that faculty has many other functions besides instruction.

For the workload, teaching/lecturing has the highest number of hours (Mean=16.8, SD=8.6), followed by planning/preparation of lessons (Mean=7.6, SD=5.9), general administrative work (Mean=6.5, SD=5.0), participation in management activities (Mean=4.5, SD=3.0), others (Mean=4.2, SD=2.9), and communication with parents with the lowest number of hours rendered (Mean=1.4, SD=3.6). It can be deduced that the faculty rendered most of their time in teaching or lecturing. This is supported by the study of See et al. (2020) that reveals an increase in workloads since March 2020.

Table 2 Faculty's Perception on the Online Distance Learning

n=175

Statements	SD	Mean	Descriptor
1. Theoretical and practical classes could be taught without real interaction between instructors and their students.	0.84	2.53	Agree
2. Lack of interaction between students and their instructors' results in low performance.	0.83	3.19	Agree
3. Students have the facility to ask questions clearly during online lectures.	0.76	2.86	Agree
4. Online classes help instructors to achieve the learning outcomes of your courses' syllabi.	0.73	2.73	Agree
5. Students with online learning courses outperform students with face-to-face learning.	0.81	2.05	Disagree
6. Students with face-to-face learning outperform students with online learning.	0.89	2.91	Agree
7. Students' participation in online courses reflects their knowledge and performance.	0.72	2.72	Agree
8. You provoke your students to do their assignments, and you provide feedback on their assignments.	0.70	2.84	Agree
9. You can assess your students fairly and know the individual difference among them.	0.81	2.69	Agree
Composite	0.86	2.63	Agree



This means that online learning does not deter students to express their thoughts. Meanwhile, the faculty disagreed that students with online learning courses outperform students with face-to-face learning, which ranked lowest (Mean=2.05, SD=0.81). It can be inferred that student's performance is not influenced with either face-to-face or online learning. The overall result shows that the faculty have a positive view on online distance learning particularly on the advantages it has in the teaching-and-learning process. This is parallel to the survey of Yang (2020) which revealed that majority of the teachers strongly support online teaching. In addition, the study of Almahasees et al. (2021) discussed that teachers are prepared to conduct online classes.

*Table 3 Level of Challenges Met in Distance Learning Through Online Teaching and Learning during the COVID-19 pandemic*

**n=175**

Statements	SD	Mean	Descriptor
1. Theoretical and practical classes could be taught without real interaction between instructors and their students.	0.84	2.53	Agree
2. Lack of interaction between students and their instructors' results in low performance.	0.83	3.19	Agree
3. Students have the facility to ask questions clearly during online lectures.	0.76	2.86	Agree
4. Online classes help instructors to achieve the learning outcomes of your courses' syllabi.	0.73	2.73	Agree
5. Students with online learning courses outperform students with face-to-face learning.	0.81	2.05	Disagree
6. Students with face-to-face learning outperform students with online learning.	0.89	2.91	Agree
7. Students' participation in online courses reflects their knowledge and performance.	0.72	2.72	Agree
8. You provoke your students to do their assignments, and you provide feedback on their assignments.	0.70	2.84	Agree
9. You can assess your students fairly and know the individual difference among them.	0.81	2.69	Agree
Composite	0.86	2.63	Agree

Table 3 illustrates the level of challenges met in distance learning through online teaching and learning during the COVID-19 pandemic. It can be seen that the faculty were highly challenged on technical and internet issues (Mean=3.41, SD=0.74), lack of interaction (Mean=3.27, SD=0.74), and adaptability struggle (Mean=3.26, SD=0.66). This means that during the pandemic, the faculty encountered innumerable issues and problems. This conforms to a study that teachers face difficulties in conducting online classes due technical issues and lack of proper training and development for doing online classes (Kulal 2020).

Furthermore, the faculty were moderately challenged on insufficient tools for student assessment (Mean=3.21, SD=0.75), data privacy and security (Mean=3.15, SD=0.87), and adjusting online courses to students with disabilities (Mean=2.89, SD=0.98). It can be concluded that the faculty experienced various challenges on distance learning. In the survey conducted by Yang (2020), 41.26% of the teachers found that existing online platforms are "somewhat difficult," and 21.80% found it very difficult. During the online learning, professors are expected to be

of a 'more facilitators, collaborators, mentors, trainers, directors, study partners, and provide choices and greater accountability for students to learn' (Elfirdoussi et al., 2020).

*Table 4 Faculty's Well-being*

**n=175**

Scale	Statements	SD	Mean	Descriptor
Happiness	1. I feel happy and cheerful.	0.87	3.88	Mostly true
Vitality	2. I feel energetic/full of energy.	0.85	3.57	Mostly true
Calmness	3. I feel calm/relaxed.	0.99	3.47	Mostly true
Optimism	4. I am optimistic and hopeful.	0.83	3.97	Mostly true
Involvement	5. I feel completely involved and engaged in what I do.	0.97	3.81	Mostly true
Awareness	6. I am in touch with how I feel.	0.88	3.76	Mostly true
Acceptance	7. I accept myself the way I am.	0.87	4.13	Mostly true
Self-worth	8. I like myself a lot.	0.84	3.86	Mostly true
Competence	9. I feel highly effective at what I do.	0.80	3.73	Mostly true
Development	10. I feel I am consistently improving, developing, and advancing.	0.77	3.87	Mostly true
Purpose	11. I have a purpose and a mission in life.	0.85	4.31	Very true
Significance	12. I feel that what I do is important and worthwhile.	0.80	4.23	Very true
Congruence	13. I feel that what I do is consistent with how I see myself.	0.82	4.01	Mostly true
Connection	14. I feel close and connected with the people around me.	0.83	3.91	Mostly true
	Composite	0.89	3.88	Mostly true

Table 4 presents the status of the faculty's well-being on distance learning during the COVID-19 pandemic. It can be gleaned that the purpose obtained the highest rating which talks about the purpose and mission in life (Mean=4.31, SD=0.85). It is perceived that the faculty knew the reason of their existence. It is followed by the statement "I feel that what I do is important and worthwhile" (Mean=4.23, SD=0.80) which manifests significance, and "I accept myself the way I am" which displays acceptance. It is evident that the faculty truly understand one's role and appreciate each distinct attribute. With this, the overall result shows that the faculty has a high well-being. This conforms to the study of See et al. (2020) that overall, teachers are generally happy and cheerful even during the pandemic.

*Table 5.1 Relationship between Perception of Online Distance Learning and Respondents' Profile*

**n=175**

Profile	df	$\alpha$	$\chi^2$	p-value	Interpretation	Decision
Sex	3	.05	5.18	.159	Insignificant	Do not reject $H_0$
Academic Rank	6	.05	3.63	.726	Insignificant	Do not reject $H_0$
Designation	24	.05	26.89	.310	Insignificant	Do not reject $H_0$
	df	$\alpha$	r	p-value	Interpretation	Decision
Age	173	.05	.04	.640	Insignificant	Do not reject $H_0$
Teaching Experience	173	.05	.08	.313	Insignificant	Do not reject $H_0$
Workload	173	.05	.02	.780	Insignificant	Do not reject $H_0$

As shown in table 5.1, respondents' perception of online distance learning is independent of their sex,  $\chi^2(3)=5.18$ ,  $p=.159$ , academic rank,  $\chi^2(6)=3.63$ ,  $p=.726$ , and designation,  $\chi^2(24)=26.89$ ,  $p=.310$ . Further, there is no significant relationship between respondents' perception of online distance learning and their age,  $r(173)=.04$ ,  $p=.640$ , perception of online distance learning

and years of teaching experience,  $r(173)=.08$ ,  $p=.313$ , and perception of online distance learning and workload,  $r(173)=.02$ ,  $p=.780$ . The results presented imply that the profile of respondents has no significant bearing on how the teachers perceive online distance classes.

Table 5.2 Relationship between Challenges Met and Respondents' Profile

n=175

Profile	df	$\alpha$	$\chi^2$	p-value	Interpretation	Decision
Sex	3	.05	.60	.896	Insignificant	Do not reject $H_0$
Academic Rank	6	.05	2.33	.887	Insignificant	Do not reject $H_0$
Designation	24	.05	28.66	.233	Insignificant	Do not reject $H_0$
	df	$\alpha$	$r$	p-value	Interpretation	Decision
Age	173	.05	.09	.214	Insignificant	Do not reject $H_0$
Teaching Experience	173	.05	.12	.120	Insignificant	Do not reject $H_0$
Workload	173	.05	-.12	.120	Insignificant	Do not reject $H_0$

It can be gleaned that the challenges met by the respondents in online distance learning is not significantly related with their sex,  $\chi^2(3)=0.60$ ,  $p=.896$ , academic rank,  $\chi^2(6)=2.33$ ,  $p=.887$ , and designation,  $\chi^2(24)=28.66$ ,  $p=.233$ . Also, such challenges has no significant relationship with the respondents' age,  $r(173)=.09$ ,  $p=.214$ , teaching experience,  $r(173)=.12$ ,  $p=.120$ , and workload,  $r(173)=-.12$ ,  $p=.120$ . This only means that the variation of the challenges experienced by the teachers in the implementation of online distance learning is not explained by the differences in their profile.

Table 5.3 Relationship between Teachers' Well-being and Profile

n=175

Profile	df	$\alpha$	$\chi^2$	p-value	Interpretation	Decision
Sex	4	.05	4.52	.340	Insignificant	Do not reject $H_0$
Academic Rank	8	.05	8.58	.379	Insignificant	Do not reject $H_0$
Designation	32	.05	25.59	.781	Insignificant	Do not reject $H_0$
	df	$\alpha$	$r$	p-value	Interpretation	Decision
Age	173	.05	.07	.374	Insignificant	Do not reject $H_0$
Teaching Experience	173	.05	.02	.790	Insignificant	Do not reject $H_0$
Workload	173	.05	-.05	.518	Insignificant	Do not reject $H_0$

It is presented in table 5.3 that teachers' well-being has no significant relationship with their profile such as sex,  $\chi^2(4)=4.52$ ,  $p=.340$ , academic rank,  $\chi^2(8)=8.58$ ,  $p=.379$ , and designation,  $\chi^2(32)=25.59$ ,  $p=.781$ . In addition, age,  $r(173)=.07$ ,  $p=.374$ , years in teaching,  $r(173)=.02$ ,  $p=.790$ , and workload,  $r(173)=-.05$ ,  $p=.518$ , have no significant impact towards well-being of the teachers. The foregoing results is in contrast to the study of Alves et al. (2020) which found out being male and having a lengthier time of service contribute to the decrease in the overall professional well-being of teachers.

Table 6.1 Correlation between Respondents' Perception of Online Distance Learning and Well-being

n=175

Variables	df	$\alpha$	$r$	p-value	Interpretation	Decision
Online distance learning & Well-being	173	.05	.31	<.001	Significant	Reject $H_0$

It shows that there is a significant relationship between teachers' perception of online distance learning and well-being,  $r(173)=.31$ ,  $p<.001$ . Thus, the decision was to reject the null hypothesis. The correlation coefficient of  $r=.31$  indicates a positive weak relationship between the said two variables. It implies that a positive outlook towards online distance learning is associated with high well-being. The study of Glazzard & Rose (2019) revealed that most teachers agreed that teachers' wellbeing affects their performance as an educational professional, especially their ability to teach in the classroom. In addition, well-being has been found to be linked to a positive relationship with students, colleagues, and families, as well as to higher academic results of the pupils (Benevene, De Stasio & Fiorilli, 2020).

Table 6.2 Correlation between the Challenges Met and Well-being

n=175

Variables	df	$\alpha$	$r$	p-value	Interpretation	Decision
Challenges met & Well-being	173	.05	-.13	.085	Insignificant	Do not reject $H_0$

The correlation between the challenges met by the respondents in online distance learning modality and well-being is not statistically significant,  $r(173)=-.13$ ,  $p=.085$ . Hence, the null hypothesis was not rejected. It can be inferred from the result that though there are challenges that were experienced by the teachers during online distance classes, teachers still managed to maintain their well-being. In the survey of See et al. (2020), teachers are generally happy and cheerful amidst the difficulties and challenges in online teaching.

## V. CONCLUSION

In light of the findings, the researcher concludes that positive view of online distance learning brings about well-being of the teachers in the context of teaching as well as in their personal life. Further, the challenges that were experienced by the respondents during online distance learning have no significant bearing on the teachers' well-being.

Based on the findings of the study, the researcher recommends the following:

1. The instructors are encouraged to pursue education to increase their academic rank and to gain professional development.
2. The administration together with the department heads need to conduct seminar-workshop or training for the faculty members concerning effective online distance learning.
3. There is a need to upgrade the internet connection of the campuses.
4. The administration is encouraged to regularly monitor and evaluate the well-being of the faculty members through conducting a survey.
5. Future researchers who wish to conduct parallel study may include other variables concerning demographic profile of the teachers (e.g., campus agency, number of designations, IPCR) that may affect teachers' perception of online distance learning and the challenges met, and well-being. Also, researchers may include the teachers with no designations as respondents of the study.
6. It is recommended to conduct evaluation of the effectiveness of the implementation of online distance learning including the challenges met by the teachers of different designations.

## REFERENCES

- [1] Almahasees Z, Mohsen, K. and Amin, M.O. (2021). Faculty's and Students' Perceptions of Online Learning During COVID-19. *Front. Educ.* 6:638470. doi: 10.3389/feduc.2021.638470
- [2] Alves, R., Lopes, T., & Precioso, J. (2020). Teachers' well-being in times of Covid-19 pandemic: factors that explain professional well-being. *IJERI: International Journal of Educational Research and Innovation*, (15), 203–217. <https://doi.org/10.46661/ijeri.5120>
- [3] Benevene, P., De Stasio, S. & Fiorilli, C. (2020). Editorial: Well-being of school teachers in their work environment. <https://doi.org/10.3389/fpsyg.2020.01239>
- [4] Centers for Disease Control and Prevention (October 13, 2018). Well-being concepts. Retrieved from <https://www.cdc.gov/hrqol/wellbeing.htm>
- [5] Dabrowski, A. (2020). Teacher wellbeing during a pandemic: surviving or thriving? *Social Education Research*. DOI: <https://doi.org/10.37256/ser.212021588>
- [6] Drummond, K.E. & Reyes, A.M. (2018). Nutrition research: Concepts and application. Retrieved from [https://samples.jbpub.com/9781284101539/9781284101539\\_C\\_H06\\_Drummond.pdf](https://samples.jbpub.com/9781284101539/9781284101539_C_H06_Drummond.pdf)
- [7] Education Support (2020). COVID-19 and the classroom: working in education during the coronavirus pandemic.
- [8] Elfirdoussi, S., Lachgar, M., Kabaili, H., Rochdi, A., Goujdami, D. & L. Firdoussi (2020). Assessing Distance Learning in Higher Education during the COVID-19 Pandemic. *Hindawi Education Research International*. <https://doi.org/10.1155/2020/8890633>
- [9] Glazzard, J. & Rose, A. (2019). The impact of teacher wellbeing and mental health on pupil progress in primary schools. Retrieved from <https://www.leedsbeckett.ac.uk/carnegie-school-of-education/research/carnegie-centre-of-excellence-for-mental-health-in-schools/school-mental-health-network/-/media/253bcf64213a4a8582a2a0a2be6b1d49.ashx>
- [10] Kulal, Abhinandan. (2020). A study on perception of teachers and students toward online classes in Dakshina Kannada and Udupi District. *Asian Association of Open Universities Journal*. 15. 10.1108/AAOUJ-07-2020-0047.
- [11] Longo, Y., Coyne, I. & Joseph S. (2017). The scales of general well-being (SGWB). *Personality and Individual Differences*, 109, p.148-159. Retrieved from <https://www.researchgate.net/deref/http%3A%2F%2Fdx.doi.org%2F10.1016%2Fj.paid.2017.01.005>
- [12] Moore, M. G. (1991) Editorial: Distance education theory. *American Journal of Distance Education*, 5(3), 1-6. Retrieved from [https://www.researchgate.net/publication/248940521\\_Editorial\\_Distance\\_education\\_theory](https://www.researchgate.net/publication/248940521_Editorial_Distance_education_theory)
- [13] Pagán-Castaño, E.; Sánchez-García, J.; Garrigos-Simon, F.J.; Guijarro-García, M. The Influence of Management on Teacher Well-Being and the Development of Sustainable Schools. *Sustainability* 2021, 13, 2909. <https://doi.org/10.3390/su13052909>
- [14] Provincial Planning and Development Office (PPDO), Bohol. Bohol districts map. Retrieved from <https://ppdo.bohol.gov.ph/maps/basic-maps/bohol-districts-map/>
- [15] Ryan, R.M. & Deci, E.L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychological Association, Inc.*, 55(1), p. 68-78. DOI: 10.1037//0003-066X.55.1.68
- [16] Sadeghi, M. (2019). A shift from classroom to distance learning: advantages and limitations. *International Journal of Research in English Education (IJREE)*. doi: 10.29252/ijree.4.1.80
- [17] Saykılı, A. (2018). Distance education: Definitions, generations, key concepts and future directions. *International Journal of Contemporary Educational Research*, 5(1), 2-17.
- [18] See, B.H., Wardle, L. & Collie, P. (2020). Teachers' wellbeing and workload during Covid-19 lockdown. Retrieved from <https://dro.dur.ac.uk/31114/1/31114.pdf?DDD29+vqh43>
- [19] Tov, W. (2018). Well-being concepts and components. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being*. Salt Lake City, UT: DEF Publishers. DOI:nobascholar.com
- [20] United Nations Children's Fund (UNICEF) Regional Office for South Asia (2020). Guidance on distance learning modalities to reach all children and youth during school closures. Retrieved from [https://www.unicef.org/rosa/media/7996/file/Guidance%20Continuity%20of%20Learning%20during%20COVID-19%20-%20Reaching%20All%20Children\\_UNICEF%20ROSA.pdf](https://www.unicef.org/rosa/media/7996/file/Guidance%20Continuity%20of%20Learning%20during%20COVID-19%20-%20Reaching%20All%20Children_UNICEF%20ROSA.pdf)
- [21] Yang, X. (2020). Teachers' perception of large-scale online teaching as an epidemic prevention and control strategy in China. *ECNU Review of Education*, 3(4), p. 739-744. doi: 10.1177/2096531120922244





# Indian Newspaper Readership and The Impact of COVID-19: A Case of *Dainik Bhaskar*

Akshat Seth

PhD Student, Centre for Media Studies, Jawaharlal Nehru University (JNU), New Delhi, India

Received: 09 Apr 2023; Received in revised form: 10 May 2023; Accepted: 17 May 2023; Available online: 23 May 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— The following paper looks at the question of readership and the future of print in a post pandemic scenario. While keeping the broad framework of that future of print in mind, the paper looks at the journey of the newspaper *Dainik Bhaskar* which is one of the top five daily periodicals by circulation in the world. The effect of the pandemic on the newspaper industry in general and *Bhaskar's* particular response to it help us nuance the picture of the future of print through the lens of access to capital, resources etc. The question of diverging trends when it comes to newspaper readership in India and the world are also taken up.

**Keywords**— *Dainik Bhaskar*, periodicals, audio-visual, The COVID-19.

## I. INTRODUCTION

Newspaper readership around the world has been perceived to be hit by the emergence of alternative means of entertainment and information rooted in the audio-visual medium, as well as the increased digitization that we now see all around us. While digital newspapers hold promise for the future, the format and genre in its print form which gives us the sense of touch and hence a physical materiality which does not seem ephemeral, seems to be dying out and being gradually replaced. The COVID-19 Pandemic disrupted newspaper supply the world over and led to a situation where newspapers lost revenues and advertisement on account of being closed for long periods due to the disruption in the supply chain. India, which has a unique system of newspaper distribution and supply especially, saw that system break down during COVID. However, many newspapers which are big publications have recovered and are seeing profitable turnovers for the present. While the long term decline remains on the horizon, for now, the free fall has been averted. *Dainik Bhaskar*, seen as the number one periodical newspaper in terms of circulation in India and within the top five of world rankings by circulation, is a case in point.

## II. LITERATURE REVIEW

The first theme that we are going to explore in this whole scenario is about the future of the printed word and its viability for coming generations.

Neuman (1984) introduced the technology of 'teletex' and 'videotex' to his readers; predictions for the integration of television and computer services to perform all the tasks that eventually internet managed to succeed in fulfilling. The age of proto-internet development in which Newman was operating could yet not foresee the radical use of technology that we see today, but nevertheless was on point about basic functions that the technology of online interaction could perform. As regards the history of print, the author predicted immediate disruption, but not total eradication of print by the digital. He rather foresaw a coexisting of the various forms of electronic and print media fulfilling different functions (344).

Provenzo (1986) also predicts disruptive effects of the then newly emerging microcomputers on various communication technologies including print which he relates to in the framework of Marshall McLuhan's *Gutenberg Galaxies*. While his predictions for print technology are sketchy, he devotes far more time on the

history of industrial revolution to try to make his point implicitly.

Birkerts (1994) talks not so much about the future of print but the future of reading practices. The overall thrust of his argument, which has been described as 'grim' and 'alarmist' by critics, remains on the fact that the ways of expression and knowledge gaining as typified by literature in print would altogether disappear with the coming of electronic reading.

Eisenstein (1995) fashions a sort of reply to Birkerts' alarmism and moralism hidden behind the prophecy of doom and gloom in relation to print. By extensively drawing on historically ambivalent views in relation to print, and its associated professions such as media and journalism, Eisenstein reminds us that the skepticism towards disruptive technologies or indeed disruptive practices which change power relations within them, are nothing new.

Meadow (1998) thoroughly discusses the transformation of the printed word into the digital. Rather than engaging in grandiose judgments about the future of print, he looks at the micro-implications of the transformation. Digital libraries, integration between text and audio-visual media are some of the conclusions he makes. However, the nuanced argument also makes it clear that the printed word would not disappear altogether.

The future of print cannot be diminished to the rather remote possibility of a particular date being set for the publication of the last book or the printing of the last piece of newspaper, but rather to sum up the transformation, as Jay David Bolter puts it "print will no longer define the organization and presentation of knowledge as it has for the past five centuries" (1991, 2). Irrespective of the pandemic occurrence, we would still be living in what David Gunkel calls, 'the late age of print' (2003, 278). Thus studying print within the paradigm of digital perspective is par for the course.

When we talk about the future of newspapers in relation to the future of print, things that have to be kept in mind is that while the format of words printed on paper has lost traction, the 'form' itself remains, in a digital medium. Also, while developed countries have seen a long term decline owing to a much smaller population and the faster spread of alternative technologies, the global south has a different sociological and cultural relation to the newspaper. All that however was upended by the pandemic.

### III. THE NEWSPAPER SCENARIO

The newspaper as one of the most consistent and penetrative form of print based mass communication has in the past

three decades seen a decline in circulation, particularly in the West which had popularized the genre in its modern form in the rest of the world as a result of the globalization of print technology abetted by colonialism. Figures from 2007 in the United States pointed to a 10% drop in the number of newspapers, 14.5% drop in readership and a narrowing of diversity such as the near total collapse of afternoon and evening papers compared to 1990 (Berkow, 2007, 71). Classified advertisements have been key to covering year-by-year rising costs for newspapers and their withdrawal has had a marked affect on survival. As media use has increasingly veered towards being digital, the pandemic only aggravated the situation. In the United States for instance, ad revenue declined 30% between 2019 and 2020 for print newspapers, even as the revenue for digital newspapers rose (Adgate, 2021).

While newspaper readership stagnation or decline has been a long term trend in advanced industrial societies, many countries in Asia, Latin America and Africa have bucked the trend with year-on-year growth in newspaper circulation and readership. Daily newspaper circulation in India rose from 9.3 million in 1976 to 40.3 million in 1996 (Jeffrey, 2000, 1). A quarterly analysis of the *Indian Readership Survey* in 2019 put the overall newspaper readership of India at 425 million people (Malvania, 2019). This was still not a majority of the Indian population, signifying a substantial untapped market still. The steady penetration of internet and digital media use has not substantially eroded print news readership.

While a generational shift is palpable even in India, in terms of the young largely shifting to the smartphone in order to get their daily dose of information, the medium of print still retains credibility in the eyes of the older generations. Newspapers may see a long term but slow decline as has been indicated in the last quarter of the Indian Readership Survey.

### IV. THE COVID-19 PANDEMIC IN INDIA AND ITS EFFECTS ON NEWSPAPERS

The COVID-19 pandemic was hence, an abrupt interruption of a complex network of newspaper circulation in India. Apart from circulation through newsstands, the distribution network relies on the delivery of the paper to readers individually in their homes. The central government announced a nationwide lockdown on 24<sup>th</sup> March 2020 resulting in heavy restriction on movement. Although, newspapers were classified under 'essential services', the paranoia of the virus led to housing societies and individual homes prohibiting the entry of vendors (Maitreyi, 2020); in many instances the police restricted movement for newspaper delivery (Staff, 2020). Prominent news



publishers assured readers the virus wouldn't be contracted by reading newspapers (Beareau, 2020). This did not remedy the situation as "circulation plummeted and advertising disappeared" (Ninan, 2021). While the more established companies closed down editions or subsidiaries (Dutta, 2020), several smaller periodicals folded up (NBT, 2020) (Upadhyay, 2020).

Those were a time of intense misery especially for the smaller newspaper owners, and many well established magazines such as *Nandan* and *Kadambini* closed down. The newspaper which lack a large corporate like structure to sustain themselves, or were "too big to fail" simply disappeared during the period.

## V. THE STORY OF DAINIK BHASKAR

The scenario began to improve however when restrictions started to be lifted in June 2020- so much so that modest growth in ad revenues and clients could be recorded (Sen, 2021). It is in this context that *Dainik Bhaskar*, a major Hindi language daily newspaper reported that it had recaptured 90% of its readership by 2021 (Sarma, 2021). The newspaper, considered the fourth largest in the world and second in India by circulation and readership, started off as one of the many newspapers in the state of Madhya Pradesh in the late 1950s but is now part of a larger conglomerate which has diverse business interests such as shopping malls, and is particularly entrenched in Bhopal, the state capital, which it can be argued that the newspaper has come to symbolise and represent. Since starting its second edition in the nearby city of Indore in 1983, the newspaper's forward march sees it present in 12 states of India with sixty five editions. In absolute terms, that represents a gigantic readership base.

The fact that this newspaper has been able to bounce back from the pandemic with relative ease, is not only to do with the large pool of readership which it can cover but also early use of suave marketing techniques, much before others followed suit. In 1996 for instance, *Dainik Bhaskar* during its launch in Jaipur, the capital of the nearby state Rajasthan was able to displace *Rajasthan Patrika*- the dominant daily of that region, on the very first day. This was possible through the use of surveys, field research and offering discounts- practices hitherto unheard of (Munshi, 2009, 16). It was observed that *Dainik Bhaskar* has cemented its place within the state apparatus and establishment- it is said to be responsible for printing another government run paper which chiefly caters to job announcements and tenders. Hence, even as the newspaper got coverage for attracting government agencies' raids on its properties in relation to critical coverage of government handling of COVID, fundamentally didn't alter its

relationship with the establishment, but did give it the opportunity to acquire a hegemonic position by "playing it both ways" in a polarised media environment.

*Dainik Bhaskar* therefore represents a case where prior access to a large market and mitigating effects of financial resources at the disposal of the conglomerate can stand up to adverse changes, at least in the medium term. This is an era, where, as Herman and Chomsky note, "large media companies have diversified beyond the media fold and non-media companies have established a strong presence in the mass media" (2002, 12).

During my field work in Bhopal, it was pointed out to me readers aware of the practices of *Dainik Bhaskar* that the ability to penetrate homes through a distribution network and offering readers freebies and gifts at regular intervals are strategies *Dainik Bhaskar* employs to keep its reader base intact. It was also noticeable from the limited number of responses that *Dainik Bhaskar* occupies a hegemonic position. Views and observations on other periodicals are in relation to *Bhaskar* and even those who are critical of the paper concede that space.

## VI. FINDINGS

The above formulation raises the following points about the correlation of print and disruptive events like the pandemic:

- ❖ The future of print newspaper can be affected, but not solely decided by deterministic notions of digital penetration or pandemic disruption.
- ❖ Factors like ownership, access to capital and the ability to use cutting edge marketing techniques can determine outcomes in case of such disruptive events.
- ❖ Some institutions in these cases can survive as a result of being part of a conglomerate, or simply being a brand- in sum, something "too big to fail".
- ❖ Reader responses to newspapers like *Dainik Bhaskar* could be nuanced and equivocal but are at the same time shaped by such entrenched commercial interests and soft power.

## VII. CONCLUSION

Bigger corporations like *Bhaskar*, which although started out as one of the many print start-ups in an age when Hindi language print was flooding Bhopal but reached pinnacles by transforming into Media and then general conglomerates have weathered the storm of the pandemic quite well. Even as a lot of smaller publications sink or convert to online formats, those with access to established distribution networks and capital will survive. This is in line with the historical view that liberalization of the media industry

opens up the space for large corporate structures to monopolise production whereas smaller publications disappear for want of adverts and increasing print costs. Bhaskar is one such monopoly which has now become big enough to influence life in a prominent urban centre such as Bhopal.

## REFERENCES

- [1] Adgate, B. (2021, August 20). *Newspapers have been Struggling and then Came the Pandemic*. Retrieved from Forbes: <https://www.forbes.com/sites/bradadgate/2021/08/20/newspapers-have-been-struggling-and-then-came-the-pandemic/?sh=42830aef12e6>
- [2] Beareau, E. (2020, March 27). *Covid-19 Outbreak: Science Says Newspapers are Safe*. Retrieved from The Economic Times: [https://economictimes.indiatimes.com/industry/media/entertainment/media/science-says-newspapers-are-safe/articleshow/74836874.cms?utm\\_source=contentofinterest&utm\\_medium=text&utm\\_campaign=cppst](https://economictimes.indiatimes.com/industry/media/entertainment/media/science-says-newspapers-are-safe/articleshow/74836874.cms?utm_source=contentofinterest&utm_medium=text&utm_campaign=cppst)
- [3] Berkow, I. (2007). What Future of Newspapers. *Creative Nonfiction*, 70-73.
- [4] Birkerts, S. (1994). *The Gutenberg Elegies: The Fate of Reading in an Electronic Age*. Boston: Faber and Faber.
- [5] Bolter, J. D. (1991). *Writing Space: The Computer, Hypertext, and the History of Writing*. Hillsdale, New Jersey: Lawrence Erlbaum Associates Publishers.
- [6] Dutta, A. N. (2020, April 23). *Job Losses, Pay Cuts, Editions Shut- Coronavirus Triggers New Crisis for Indian Media*. Retrieved from The Print: <https://theprint.in/india/job-losses-pay-cuts-editions-shut-coronavirus-triggers-new-crisis-for-indian-media/407195/>
- [7] Eisenstein, E. L. (1995). The End of the Book? Some Perspectives on Media Change. *American Scholar*, 64(4), 541-555.
- [8] Gunkel, D. J. (2003). What's the Matter with Books. *Configurations*, 11(3), 277-303.
- [9] Herman, E. S., & Chomsky, N. (2002). *Manufacturing Consent: The Political Economy of the Mass Media*. New York: Pantheon Books.
- [10] Jeffrey, R. (2000). *India's Newspaper Revolution: Capitalism, Politics and the Indian Language Press, 1977-99*. London: Hurst & Co.
- [11] Maitreyi, M. L. (2020, March 25). *Many Apartment Complexes in Hyderabad Stop Delivery of Newspapers Fearing COVID-19 Spread*. Retrieved from The Hindu: <https://www.thehindu.com/news/cities/Hyderabad/many-city-apartment-complexes-and-gated-communities-suspend-newspaper-delivery/article31159976.ece>
- [12] Malvania, U. (2019, April 27). *Print Readership in India Jumps 4.4% to 425 Million in Two Years: Report*. Retrieved from Business Standard: [https://www.business-standard.com/article/current-affairs/print-readership-in-india-jumps-4-4-to-425-million-in-two-years-report-119042700079\\_1.html](https://www.business-standard.com/article/current-affairs/print-readership-in-india-jumps-4-4-to-425-million-in-two-years-report-119042700079_1.html)
- [13] Meadow, C. T. (1998). *Ink into Bits: A Web of Converging Media*. Lanham, Maryland: Scarecrow Press.
- [14] Munshi, P. (2009). *Making Breakthrough Innovation Happen: How Eleven Indians Pulled Off the Impossible*. Noida, Uttar Pradesh: Harper Collins India.
- [15] NBT. (2020, April 1). *कोरोना असर: मध्य प्रदेश में 300 से अधिक छोटे एवं मझोले समाचार पत्र छपने बंद*. Retrieved from Navbharat Times: <https://navbharattimes.indiatimes.com/state/madhya-pradesh/bhopal/more-than-300-small-and-medium-newspapers-stop-printing-in-corona-bearing-madhya-pradesh/articleshow/74932331.cms>
- [16] Neuman, S. B. (1984). Teletex: Videotex: The Future of the Print Media. *Journal of Reading*, 27(4), 340-344.
- [17] Ninan, S. (2021, January 13). *Covid-19 Accelerates the Transformation of India's Newspaper Industry*. Retrieved from The India Forum: <https://www.theindiaforum.in/article/covid-hastens-transformation-india-s-newspapers-advertising-collapses-and-digitisation-picks>
- [18] Provenzo, E. F. (1986). *Beyond the Gutenberg Galaxy: Microcomputers and the Emergence of Post-Typographical Cultures*. New York: Teachers College Press.
- [19] Sarma, D. (2021, June 23). *Dainik Bhaskar Regains 90% of pre-Covid Circulation Numbers*. Retrieved from PrintWeek: <https://www.printweek.in/news/dainik-bhaskar-regains-90-of-precovid-circulation-numbers-54763>
- [20] Sen, I. (2021, June 14). *Newspaper Industry in India After the Second Wave of the Pandemic*. Retrieved from mxmindia.com: <https://www.mxmindia.com/2021/06/newspaper-industry-in-india-after-the-second-wave-of-the-pandemic/>
- [21] Staff, T. W. (2020, March 26). *Fear of Police, COVID-19 Hinders Newspaper Delivery Across India*. Retrieved from The Wire: <https://thewire.in/media/newspaper-delivery-coronavirus-police-lockdown>
- [22] Upadhyay, A. (2020, April 1). *मध्यप्रदेश: कोरोना की मार से 300 से अधिक अखबार बंद!* Retrieved from Navbharat Times: <https://navbharattimes.indiatimes.com/state/madhya-pradesh/bhopal/more-than-300-newspapers-will-not-print-in-madhya-pradesh-/articleshow/74934039.cms>



# Experiences, Coping Style, and Concerns of BSVAWA with Super-typhoon Odette

Riza B. Salipong

Department of College Teacher Education, BISU Clarin Campus, Bohol Philippines

Received: 12 Apr 2023; Received in revised form: 09 May 2023; Accepted: 15 May 2023; Available online: 23 May 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— This study was focused on horrible experiences during the super typhoon Odette among Bonbon Small Vendor and Worker Association (BSVAWA) members, a registered women group in Barangay Bonbon. This is an adopted Barangay where (BSVAWA) resides, located near the coastal area of Clarin. The aim of the study was to assess the experiences, coping mechanisms, and concerns with the super typhoon Odette through focus group discussion and coping style survey questionnaire. The researcher concluded the dominating shared experience were terrible fear due to very strong wind and first-time experiences of high-flooding that destroyed their homes and properties. It was concluded that the identified coping style among the BSVAWA members is the Problem-Focused Coping Style which was ranked first with a weighted mean of 3.38 described as a medium amount of coping style which was interpreted as an ideal coping mechanism for stressful situation. Result showed that the major concern of the respondents was in need of a job and livelihood for survival, and most importantly an aid to rebuild their home as one of the physiological needs and safety. The researcher recommends to create a program and activities that would help respondents on their holistic recovery from the unpleasant experience and program to mitigate stress in every natural disaster and improve their health and wellness. This will be a baseline data that will be important for the Local Government Unit of the area.

**Keywords**— Coping Style, super-typhoon “Odette”, Problem-Focused Coping

## I. INTRODUCTION

Our thoughts and emotions are triggered by a variety of negative situations that occur in life. A devastating super typhoon named Odette struck the island of Bohol and other parts of the Philippines in the midst of the pandemic that was the CoVid 19 virus, wreaking havoc on both high- and low-land residents' quality of life. Among others, this natural disaster has an impact on lives as well as on means of subsistence. It left a lasting impression on the victims' or survivors' hearts and minds, which may have contributed to their tension, worry, or other negative psychological effects.

The typhoon Rai (local name Odette), according to information from UNHR Philippines on December 16 2021, caused landslides, storm surges, torrential rains, and

violent winds in the provinces of Surigao del Norte and Dinagat Islands in Mindanao, five provinces of Visayas, and the island of Palawan in Luzon before it left the Philippine area of responsibility on December 17[1].

Super typhoons are catastrophes that disrupt and endanger the surrounding community's way of life and livelihood due to natural, artificial, or human forces and result in fatalities, environmental harm, property loss, and psychological effects [2].

The typical reaction to every incident that causes trauma or pain to the victims is humor as a coping technique. The coping mechanism for catastrophe victims is a dynamic process of problem-solving to manage everything that threatens, and each person uses a distinct coping

mechanism. People's coping mechanisms can therefore be advantageous or disadvantageous for them.

This study focused on the Bonbon Small Vendor and Worker Association in Barangay Bonbon which was badly affected by typhoon Odette. Barangay Bonbon is our adopted Barangay where the Bonbon Small Vendor and Workers Association (BSVAWA) reside, located in the coastal area of the town of Clarin. The aim of the study to assess the experiences, coping mechanism and concerns of the group after with super typhoon Odette through focus group discussion and coping mechanism questionnaire. The result of this study will be the best avenue for possible responsive intervention for the group.

### Literature Background

The disastrous super typhoon, locally known as Odette, made landfall on December 16, 2022, traversing the Philippine archipelago while bringing strong wind and heavy rain. Its effects were felt over other regions of Visayas, Mindanao, and Southern Luzon, leading to a mass exodus of the affected population and internal displacement, severe damage to shelter, infrastructure, and livelihood, as well as other water and health infrastructures in affected areas.

Disasters are a sequence of occurrences that disrupt and endanger the livelihoods and lives of the local population due to natural, artificial, or human forces and result in the loss of life, environmental harm, property loss, and psychological effects.

The study's findings suggest that the psychological effects of natural catastrophes can lead to post-traumatic stress disorder, depression, and anxiety disorders. The psychological toll of disasters is influenced by changes in interactions or physical, psychological, social situations, and material problems, so solutions are needed to lessen the psychological toll on disaster victims. People affected by disasters will experience loss, stress, and trauma that affect coping mechanisms and behavioral outcomes. People will face disruptions in their physical, psychological, social, and spiritual elements as a result of the effects of natural catastrophes [4].

According to each person's perspective, the victims' automatic response to a human catastrophe is their coping technique. A coping mechanism, as defined by psychology, is an adjustment to environmental stress that is based on conscious or unconscious decision, improves behavioral control, or provides psychological comfort.

The coping strategy will also be related to the survivors' resilience after terrible experiences brought on by natural disasters, as expressed by the respondents. The survivors'

resilience will frequently be faith-based and dependent on conventional support structures like family and community. Filipino humor and an optimistic outlook on life serve as the foundation for Filipino resilience. The lessen such burdens

According to one study, populations afflicted by natural catastrophes typically resort to self-defense measures as coping methods to endure in tense and frightening environments. The warung cagak community's strong social and familial ties, on the other hand, were a significant source of strength in coping with the issues brought on by floods and landslides, according to some findings of a study on community coping methods for social elements [5].

"Self-recovery efforts by affected communities, combined with a scaling up of government-led interventions and effective national and international humanitarian efforts, have led to a significant reduction in the level of humanitarian needs...[and] many sectors are already well into the recovery phase on the ground," the Philippines Humanitarian Country Team reported in August 2014 (nine months after the typhoon". [6]

## II. OBJECTIVES

The main purpose of the study is to assess the experiences, coping mechanism and concern of BSAVWA with super typhoon Odette in Barangay Bonbon Clarin, Bohol. The study further intends that through its findings, coping mechanism are identified and prioritized, and action plan can be formulated based from the result. Specifically, the study aims to answer the following question:

- 1.What is the profile of the respondent?
  - a. Name
  - b. Age
  - c. Sex
  - d. Occupation
  - e. Marital Status
  - f. Educational attainment
- 2.What are the experienced of the respondent during the super typhoon Odette?
- 3.What is the coping mechanism of the respondent with super typhoon Odette in terms of
  - a. Problem-Focused Coping Style
  - b. Emotion-Focused Coping Style
  - c. Avoidant Coping Style
- 4.What is the Overall Coping Mechanism of the group?



5. What are their common concerns after the disastrous typhoon.

### III. METHODOLOGY

This study is a mixed method research, utilizing explanatory design. This research design which first conducts qualitative and quantitative research. The researcher used descriptive survey, focus group and interview. A survey questionnaire was used to gather information on coping mechanism of the respondents (BSVAWA) following a Likert-type scale of high degree of coping mechanism (1) I haven't been doing this at all (2), A little bit, (3) A medium amount, (4) I've been doing this a lot

The Brief-COPE is a 28 item self-report questionnaire that the researchers translated into Cebuano language for the respondents' benefit and ease of comprehension. Its purpose is to assess the effectiveness of coping strategies for stressful life events. A wide definition of "coping" is an effort made to lessen the suffering brought on by unpleasant life experiences. The three subscales on the scale—Problem-Focused Coping (Items 2, 7, 10, 12, 14, 17, 23, 25), Emotion-Focused Coping (Items 5, 9, 13, 15, 18, 20, 21, 22, 24, 26, 27, 28), and Avoidant Coping (Items 1, 3, 4, 6, 8, 11, 16, 19)—can be used to identify a person's primary coping methods [7].

Scores are shown for the following 14 facets in addition to the three major subscales. Analyzing each question individually can identify adaptive

In addition, scores are also presented for each of the following facets: Active coping, items 2 & 7 (Problem-Focused), Use of informational support, items 10 & 23 (Problem-Focused), Positive reframing, items 12 & 17 (Problem-Focused), Planning, items 14 & 25 (Problem-Focused), Emotional support, items 5 & 15 (Emotion-Focused), Venting, items 9 & 21 (Emotion-Focused), Humor, items 18 & 28 (Emotion-Focused), Acceptance, items 20 & 24 (Emotion-Focused), Religion, items 22 & 27 (Emotion-Focused), Self-blame, items 13 & 26 (Emotion-Focused), Self-distraction, items 1 & 19 (Avoidant), Denial, items 3 & 8 (Avoidant), Substance use, items 4 & 11 (Avoidant), Behavioral disengagement, items 6 & 16 (Avoidant). If the scale is administered more than once results will be graphed over time, indicating the degree to which coping strategies have changed.

There were one (1) man and twenty-nine (29) women participated in the survey. The responses in the survey were analyzed using weighted mean and standard deviation. For the qualitative approach, the researchers also conducted a focus group discussion (FGD) with the

group. All responses of the participants were recorded using pen and paper. The participants of the FGD were one (1) teacher, and twenty-nine (29) BSVAWA members. The quantitative data were analyzed and interpreted combined with the responses gathered in the FGD and interview.

### IV. RESULTS AND DISCUSSION

The research explores how the BSVAWA members particularly resident of Bonbon Clarin Bohol in coastal area perceive calamities and face the wrath and aftermath of these disasters. Particularly, the study looks into the (1) experiences (2) coping styles (3) concerns of BSVAWA in the face of disasters. Further analysis is made by categorizing the statements of the respondents into themes that generalize the responses of the group.

Table.1: Profile of the Respondents

Profile	Frequency	Percentage
Age		
74-83	1	3.3
64-73	1	3.3
54-63	5	16.7
44-53	8	26.7
34-43	9	30.0
24-33	6	20.0
Sex		
Male	1	3.3
Female	29	96.7
Occupation		
Housewife	22	73.3
Housekeeper	2	6.7
BHW	2	6.7
Self-employed	1	3.3
Barangay Secretary	1	3.3
Barangay Utility worker	1	3.3
None	1	3.3
Marital Status		
Single	3	10.0
Married	26	86.7
Separated	1	3.3
Educational Attainment		
College graduate	12	40.0
College level	5	16.7
High school graduate	8	26.7
High school level	5	16.7

Table 1. The total number of 30 questionnaires were completed from 29 women and 1 man. The majority of participants were between the ages of 34-43 year (30%). All the participants were members of the Bonbon Small Vendors and Workers Association (BSVAWA). Most of the study participants were housewife (73.3%) and married (86.7%). The majority of the respondent were College graduate (40%).

#### Experiences

In the wake of Super-typhoon Odette, many people demonstrated their interest and capabilities in helping out protect themselves and their families. Through information gathered from the media (although it was announced signal 1), and from elders, they anticipated and feared the typhoon. But despite these apprehensions, they still involve themselves in the preparations and evacuation as well. Yet what happen when the actual typhoon hitting the



area when signal no.1 turned to signal no.3 and became super-typhoon

During the focused-group-discussion with the respondent experienced during the super typhoon Odette, most of the respondent shared that they felt a terrible fear due to the very strong wind and the first time experienced of high-flood that destroyed their home and properties.

“*Kahadlok ug kabalaka sa kakusog sa hangin pagsaka sa tubig gikan sa dagat*”. In the midst of the disaster most of them were optimistic and never thought hopelessness due to their strong faith of the Lord and the empathy they received from each other. While the basic commodities were one of the problems but the most of the respondent suffered the loss of home and properties aftermath.

### Coping Style

Table 2.1: Problem-Focused Coping Style

Coping Styles	SD	Mean	Descriptive Rating
<b>Problem-Focused Coping</b>			
2.I've been concentrating my efforts on doing something about the situation I'm in.	0.97	3.29	I've been doing this a lot
7.I've been taking action to try to make the situation better	0.89	3.52	I've been doing this a lot
10.I've been getting help and advice from other people.	0.83	3.10	A medium amount
12.I've been trying to see it in a different light, to make it seem more positive.	1.09	3.28	I've been doing this a lot
14.I've been trying to come up with a strategy about what to do.	0.90	3.23	A medium amount
17.I've been looking for something good in what is happening.	1.06	3.00	A medium amount
23.I've been trying to get advice or help from other people about what to	0.92	2.77	A medium amount
25.I've been thinking hard about what steps to take.	0.94	3.29	I've been doing this a lot
Composite	0.96	3.18	A medium amount

The table 2.1 shows the different response of the respondents' problem-focused-coping style, item no.7 “I've been taking action to try to make the situation better. Got the highest weighted mean of 3.52 (SD=0.89) and describes as I' doing this a lot which means that the respondent is active coping under the problem-focused coping style. On the other hand, item no 23, I've been trying to get advice or help from other people about what to do, got the lowest weighted mean of 2.77 (SD=0.92) and describe as medium amount which means less in Use of informational support from other as their coping style.

Table 2.2 illustrates the response of the respondent's emotion-focused coping styles, item no. 27 “I've been praying or meditating got the highest weighted mean of 3.61 (SD=0.76) and describes as I doing this a lot which means the coping mechanism comes from faith and religion under the emotion-focused style. It's relative with of the resiliency of the people as provided by the respondents would often be faith-based and reliant on

traditional support systems such as the family and the community. Filipino resiliency would also be described as founded on Filipino sense of humor and positivity towards life. On the other hand item no.26, I've been blaming myself for things that happened, got the lowest ranked with the weighted mean of 1.23 (SD=0.56) and describe as I haven't been doing this at all which means that the respondents show lowest blame to the situation.

Table 2.2: Emotion-Focused Coping Style

Coping Styles	SD	Mean	Descriptive Rating
<b>Emotion-Focused Coping</b>			
5.I've been getting emotional support from others.	0.90	2.29	A little bit
9.I've been saying things to let my unpleasant feelings escape.	0.98	2.65	A medium amount
13.I've been criticizing myself	0.70	1.32	I haven't been doing this at all
15.I've been getting comfort and understanding from someone.	1.00	2.60	A medium amount
18.I've been making jokes about it.	0.99	2.39	A little bit
20.I've been accepting the reality of the fact that it has happened.	0.95	3.39	I've been doing this a lot
21.I've been expressing my negative feelings.	0.96	2.48	A little bit
22.I've been trying to find comfort in my religion or spiritual beliefs.	0.76	3.23	A medium amount
24.I've been learning to live with it.	0.92	3.23	A medium amount
26.I've been blaming myself for things that happened.	0.56	1.23	I haven't been doing this at all
27.I've been praying or meditating.	0.76	3.61	I've been doing this a lot
28.I've been making fun of the situation.	0.93	2.55	A medium amount
Composite	1.12	2.58	A medium amount

Table 2.3: Avoiding-Focused Coping Style

Coping Styles	SD	Mean	Descriptive Rating
<b>Avoidant Coping</b>			
1.I've been turning to work or other activities to take my mind off things	1.12	2.58	A medium amount
3.I've been saying to myself "this isn't real."	1.00	2.00	A little bit
4.I've been using alcohol or other drugs to make myself feel better.	0.54	1.10	I haven't been doing this at all
6.I've been giving up trying to deal with it.	0.86	1.71	I haven't been doing this at all
8.I've been refusing to believe that it has happened.	1.13	2.00	A little bit
11.I've been using alcohol or other drugs to help me get through it.	0.54	1.10	I haven't been doing this at all
16.I've been giving up the attempt to cope.	1.02	1.97	A little bit
19.I've been doing something to think about it less, such as going to movies watching TV, reading, daydreaming, sleeping, or shopping.	1.00	2.16	A little bit
Composite	1.03	1.83	A little bit
Overall	1.17	2.54	A medium amount

Table 2.3 reveals the response of the respondents' avoidant coping style, item no.1 “I've been turning to work or other activities to take my mind off things” got the highest weighted mean of 2.58 (SD=1.12), and describe as a medium amount of coping style which means the respondent has minimal Self-distraction as coping mechanism. While item no.11 “I've been using alcohol or other drugs to help me get through it” got the lowest ranked with the weighted mean of 1.10 (SD=0.54) and described as I haven't been doing this at all, which means that the respondent never uses substance as coping mechanism of the situation.

Table 3: Overall Coping Style

Coping Styles	SD	Mean	Descriptive Rating
Problem-Focused Coping	Composite 0.96	3.18	A medium amount
Emotion-Focused Coping	Composite 1.12	2.58	A medium amount
Avoidant Coping	Composite 1.03	1.83	A little bit
	Overall 1.17	2.54	A medium amount

Table 3. illustrates the coping style in terms of the following; Problem-Focused Coping Style, Emotion-Focused Coping Style and Avoidant Coping Style is present among the respondent which common deceptive rating of a medium amount with an overall mean of 2.54 (SD=1.17) which means the respondent has a moderate engagement among the three coping styles. Where in the Problem-Focused Coping Style was ranked first with the mean of 3.38 (SD=0.96) and described as a medium amount of coping style which interpreted as A high score among indicates coping strategies that are aimed at changing the stressful situation. High scores are indicative of psychological strength, grit, a practical approach to problem solving and is predictive of positive outcomes. These relative to some findings of a study on community coping mechanisms for social aspects showed that the warung cagak community's strong social and family ties were an important source of strength in dealing with the problems caused by floods and landslides [4].

### Concerns

The respondent after the horrible experience from the what so-called bad dreams, these are the consolidated shared action plan aftermath of the super typhoon Odette towards their family, as member of BSVAWA and community. According to the respondents most of them want to retrieve their livelihood and fine job to for survival and aiming to rebuild their damage houses. Despite of the fact that the respondent facing with difficulties yet they still commit themselves to cooperate and participate for the group, and mostly they hope the replacement of their lost utensil (all their utensil washes out) due to the recent calamity. The respondents also are hoping for “ayuda” and assistance for the materials in building their houses.

### V. CONCLUSION

The study revealed the experiences, coping style and concerns of the BSSVAWA with the super-typhoon Odette. The researcher concluded the dominating shared experience were terrible fear due to very strong wind and

first time experienced of high-flood that damage thoeir home and properties. It was concluded the identified coping style among the BSVAWA members is the Problem-Focused Coping Style was ranked first with the mean of 3.38 (SD=0.96) and described as a medium amount of coping style which interpreted as A high score indicates coping strategies that are aimed at changing the stressful situation. It was also found out that most major concerns of the respondents were in need of a job and livelihood for survival, and most importantly an aid to rebuild their home as one of the physiological needs and safety. The researcher recommends a program and activities that help respondent holistic recovery from the unpleasant experiences, program to mitigate stress in every natural disaster, and improve their mental wellness. As our governor said “Let’s find whatever we can use in the future, as we study what we can do as a province, (after) "Odette". We cannot just rely always on others. We have to build our own capability and resiliency,” as he attended a water purifying demonstration by a team from the Metropolitan Manila Development Authority (MMDA) in Loboc town, one of the most badly hit areas by the typhoon [8].

### REFERENCES

- [1] <https://www.unhcr.org/ph/typhoon-rai-odette>
- [2] Philippines, Asia Pacific: Typhoon Rai (Odette) - Emergency Appeal No. MDRPH045 - Operation update #3 retrieved from <https://reliefweb.int>
- [3] Disaster Technical Assistance Center Supplemental Research Bulletin Greater Impact: How Disasters Affect People of Low Socioeconomic Status. retrieved from <https://www.samhsa.gov/>
- [4] Anga, Maria Celina C, Diazb Lily Beth L. Perception, Resiliency and Coping Strategies of Filipinos amidst Disasters retrived from <https://www.bulsu.edu.ph/>
- [5] Zahara Farhan1 , Sulastini Sulastini2 , Devi Ratnasari2 , (2022) Gingin Sugih Permana, Community Coping Mechanisms Affected by Natural Disaster. Retrieved from [upm.edu.my](http://upm.edu.my)
- [6] Yvonne Su and Ladylyn Lim Mangada, Bayanihan after Typhoon Haiyan: are we romanitcising an indigenous coping strategy? (2016) Retrieved from [academia.edu](http://academia.edu)
- [7] Carver, C. S., Scheier, M. F., & Weintraub, J. K. (1989). Assessing coping strategies: a theoretically based approach. *Journal of personality and social psychology*, 56(2), 267.
- [8] Saavedra, John Rey, (2022) Bohol strives for post-‘Odette’ self-sufficiency, resiliency retrieved from <https://www.pna.gov.ph/articles/>



# Citation difficulties in nonnative undergraduate English teachers' monographs

Wilmar Salazar Obeso

PhD professor at Human Sciences Faculty, Universidad del Atlántico, Colombia

Received: 10 Apr 2023; Received in revised form: 08 May 2023; Accepted: 16 May 2023; Available online: 23 May 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— Citation use is a significant challenge for Colombian undergraduate English teachers. Continuing the line of inquiry on citation difficulties in nonnative novice writers, the present study aims at describing the main difficulties this group of students have in citing external sources. The analysis was carried out on 30 theoretical framework chapters from their monographs. Findings indicate that (1) Some undergraduate English teachers lack further textual elaboration since they just cite but do not explain or make a comment to complement the external authors' idea; (2) These undergraduate English teachers lack citation type variety because the predominant citation type is integral citation, turning the discourse monotonous; (3) These teachers highly employ attribution as the main citation function which indicates an epistemological dependency on key disciplinary authors since external authors' ideas are duplicated. This study can be used to raise awareness on nonnative undergraduate English teachers towards better citation practices in their disciplinary academic papers, which can be supported by (a) formal direct instruction in writing composition courses, in research tutoring sessions, etc., and in institutional research hotbeds; (b) analysis of experts' texts to identify and understand the important features of academic English; (c) incorporation of studies like the present one and others in the university syllabus of research and writing composition courses.

**Keywords**— citation, monograph, theoretical framework, undergraduate English teachers

## I. INTRODUCTION

Academic writing is a distinctive feature of disciplinary texts. It is also used in university papers through which undergraduate students not only learn their discipline, but also share their own understanding of specialized content. As a social practice (Street, 2015), academic writing entails the presence of some key components in the undergraduate students' writing production, being citation one of them. When an undergraduate student cites source texts, his or her writing follows conventionalized features, accepted and validated by the discourse community, in this case, ELT community.

Citation studies on academic writing have been carried out in past decades over experts and novice writers' written production in order to understand and define important elements related to the practice and role of citation on both

groups. The point of departure for this tradition was Swale's (1990) citation distinction between integral and nonintegral citations in which the position of the cited author marks the main syntactical difference. Previous works have centered on citation patterns and verbs used in citations (Bathia, 1993; Hyland, 1999; Pecorari, 2006; Thompson, 2005, among others). Furthermore, citation practice has also been studied in doctoral thesis (Nguyen & Pramoolsook, 2015; Soler-Monreal and Gil-Salom, 2011; Dong, 1996; Thompson, 2000; Thompson & Tribble, 2001; Jomaa and Bidin, 2017), master's thesis (Jalilifar & Dabbi, 2012; Loan and Pramoolsook 2016; Samraj, 2013) and published journals (Harwood, 2009; Hewings et al., 2010; Hyland, 1999, 2000; Hu and Wang, 2014; Zhang, 2022).

In the last two decades, difficulties on nonnative writers, when using citation, has been a major concern from

scholars (Buckingham and Nevile, 1997; Sun, 2008; Hyland, 2002; Jalilifar and Dabbi, 2012; Manan and Noor, 2014, among others). For instance, Sun (2008) found four principal difficulties on Chinese MA students: 'lack awareness of employing citations', 'lack variety of citation forms', 'lack a critical eye towards references' and 'choosing the correct tense forms'. Even though these studies show important aspects in these nonnative writers, which open pedagogical actions for the teaching and learning of citation, few studies have focused on the line of inquiry of nonnative undergraduate students' writing (see for example Ramoroka, B.T., 2014; Lee, Hitchcock & Casal, 2018; Nesi, 2021; Kongpetch, 2021). For instance, Nesi (2021) found out that the more college students advanced in their career, the more progress is shown in the use of citation. This is an important reason to study citation practice and citation difficulties so as to increase the understanding and contribute to undergraduates' academic writing and change, to some extent, this neglected area of study (specially nonnative undergraduate English teachers whose research spectrum is scarce) into a more active one and draw the attention on local undergraduates' academic practices beyond more powerful and influencing cultural contexts.

For nonnative undergraduate English teachers, citation must be presented in their monographs, specially in the theoretical framework chapters, since they represent one of the most important academic endeavors which require a great amount of source texts. To some extent, this faculty paper assignment influenced the sources they choose to include (Knight-Davis and Sung, 2008) in order to support their arguments. This has been a neglected line of inquiry which requires to be researched to widen the scope of citation as a broad research topic whose results can help this group of students understand the conventionalized use of the academic writing within the scope of ELT.

Following the line of inquiry of citation difficulties in nonnative undergraduates' writing, this study aims at describing the citation difficulties Colombian undergraduate English teachers have in the theoretical framework chapters of the monographs.

### Citation

Citation is a rhetorical device that refers to the relationship established between a writer and other authors' disciplinary contribution (Swales, 2014). This rhetorical device is a predominant element in academic writing, found out in experts and novices' writing. Throughout citation, a network of knowledge is created within the disciplinary field of study in which both of them belong to. The practice of citation, on the other hand, allows the construction of solid arguments to promote readers' persuasion (Bennet,

2015) which is one of its main roles. Thus, good citation practice can enact an effective social relationship between writers and the audience the text targets (Alramadan, 2023) to the point of validating authors' epistemological conceptions (Fazilafar et al., 2018). Related to undergraduate students, the creation of meaning in university contexts is facilitated by the practice of citation (Shi, 2008) since external sources are connected to their own ideas which are entangled in the disciplinary knowledge.

### Types of citation

Citation has been distinguished between integral and non-integral citation (Swales, 1986, 1990). When using integral citation, the writer uses the author's name and a reporting verb to create a syntactic function. To this respect, "the integral citations show the name of the writer as subject, passive agent, as part of possessive noun phrase and as an adjunct of reporting" (Nugrahaningtyas, 2021, p. 118). On the other hand, when employing non-integral citation, the author's integration to the sentence has no syntactic function. Thus, parentheses are used to refer them.

### Functions of citation

Citation aids in defining a particular area of study or issue, to which the present work contributes, and as a result, more references are now covered in great depth throughout the piece (Hayland, 1999). This is one of the reasons citation is crucial for attributing knowledge to the external author while the writer advances in the mastery of citation as well. Related to this important aspect of academic writing, some specific rhetorical functions of citation have been identified (Thompson & Tribble, 2001; Petric, 2007, among others). Attribution, exemplification, and further reference were functions identified by Thompson & Tribble (2001). However, five extra functions complemented the previous ones: statement of use, application, analysis and evaluation, establishing links between sources, and comparison of one's own findings or interpretation with other sources (Petric, 2007). This typology of rhetorical functions have been used as framework to explore the reasons expert writers and novice writers cite external sources.

## II. METHOD

The current study is empirical and makes use of citation analysis in 30 theoretical framework chapters of monographs, written by undergraduate English teachers from Colombia at Universidad del Atlántico. One of the requirements for graduation from the Education Faculty for these teachers is to present a monograph. To be accepted as a research outcome that came from a research



process, occurred at the practicum location, the monograph must be assessed and assessed. The overview of the corpus is provided in Table 1. The information was gathered to investigate the main citation issues these non-native English speakers face in the theoretical frameworks.

The majority of the monographs were chosen at random from the university's open library throughout the years 2018 to 2023. The major focus of the investigation was to identify the challenges this team of novice writers had while acknowledging external sources in the aforementioned chapter of the monograph.

Table 1. Overview of the corpus

Corpus	Number of pages	Numbers of paragraphs	Amount of words	Number of citation
30 theoretical framework chapters	333	800	69.200	1085

### III. ANALYSIS AND DISCUSSION

The analysis derived from the present study showed the citation difficulties in the theoretical framework chapters of the monographs written by Colombian undergraduate English teachers. The principal aspects to highlight are: Lack of further textual elaboration, lack of citation type variety and the predominant use of attribution function.

#### *Undergraduate English teachers lack further textual elaboration*

When Colombian undergraduate English teachers build paragraphs around a borrowed idea (integral citation, Swales, 1986;1990), further textual elaboration is not perceived. In order to write paragraphs of the theoretical framework chapters, these writers need to employ their literacy skills repertoire so as to construct meaning (Flower, Stein, Ackerman, Kant, McCormick & Peck, 1990). This meaning construction is an institutional academic practice which is situated within the disciplinary knowledge of ELT. However, limitations on this knowledge field tends to affect the textual elaboration that is required to develop ideas, which are triggered by the source text, undergraduate teachers' prior knowledge and textual experience (Ackerman, 1991).

As it is seen in samples 165 and 177, the undergraduate teachers started the paragraphs with external authors' ideas ('Brown (1994) and Richards (2008)', the former and 'Moya (2003)', the latter). None of them shows any epistemological contribution to the author's thought. Thus, the borrowed idea diminished the undergraduate writer's writing potential to develop the idea towards their own thought.

#### *Sample 165*

*Brown (1994) and Richards (2008) claim that some of the difficulties of linguistic order that students present during a communicative act are: speaking at a slow pace, make many pauses, use too many buzzwords, delay in organizing ideas, express incomplete sentences, not connect ideas in an organized and coherent way, grammatical mistakes*

*regularly, lack the vocabulary to communicate, do not use reduced forms of language as contractions, and syllabic elision reductions, not pronouncing words correctly with proper intonation.*

#### *Sample 177*

*Moya (2003) argues that the author Krashen says that a second language is not consciously learned through explicit study of grammar, but is acquired using it in real communication situations naturally and unconsciously, like language maternal principle of this that, although it has sparked controversy and discussion since its formulation between linguists and methodologists, must be taken into account in the process of teaching and learning a foreign language at an early age, where the main objective is to sensitize the child to other forms of oral communication and contribute ultimately to their development and their basic training.*

#### *Undergraduate English teachers lack citation type variety*

Besides the lack of further textual elaboration in the paragraphs of the theoretical framework chapters of the monographs, the results showed that Colombian undergraduate English teachers employed all types of citation proposed by Swales (1984; 1990). It was identified a total amount of 1085 citations. Out of 1085 citations, 770 citations corresponded to integral citation whereas 315 citations were non-integral ones. This study confirmed a previous study done by Jalilifar & Dabbi (2012). Jalilifar, (2012) states that integral citation is a simpler form of citation, demanding fewer source texts cited as input. Thus, when Colombian undergraduate English teachers put the cited author as the point of departure of the sentence, there is an epistemological dependency since the author's idea guides the textual construction of the paragraph. This dependency also reveals a disciplinary knowledge limitation on ELT. These undergraduate teachers mainly base, to some extent, their discourse on external sources. However, throughout this novice discourse practice, they are not able to build their own



identity (Hyland, 2002), which can be related to the knowledge community they try to be part of.

On the other one, the results also confirmed a previous study carried out by Sun (2008). In this study, Sun (2008) found out that MA thesis students showed preferences for integral citation which was determined as 'lack variety of citation forms'. Undergraduate English teachers are novice writers who are learning to write academic texts which followed the conventionalized discourse practices of the ELT discipline. However, the overuse of one type of citation (integral citation) over the other one (non-integral citation) can be due to a lack of citation type awareness since they just acknowledge the cited author through a syntactical function. The balance of both types of citation can bring a dynamic flow of the discourse in the paragraphs these teachers write. Since "in any scientific field the existing 'body of knowledge' is an accumulation of distilled insight, theoretical constructs, experimentally derived data and empirical observations" (Cronin 1984, p. 26), these undergraduate teachers textually announce their beliefs on the disciplinary knowledge of ELT by citing leading and key authors that require to be located in a predominant position within the paragraphs. Nevertheless, they are not aware of the fact that by putting the cited authors as a subject position of the sentence, the citation style tends to be monotonous and unbalanced as well. Sample 6, sample 90 and sample 98 show this citation form:

#### **Sample 6**

*In this point, Er (2014) claims that teachers should reflect about the proper methodologies to teach a foreign language to young children because it is essential to wake up the willingness among learners and help them to understand that learning a foreign language is not as difficult as it seems.*

#### **Sample 90**

*On the other hand, Sowell et al. (1996) focused on studying the areas of the brain that are needed to develop the process of writing, stating the importance of the memory in the procedure.*

#### **Sample 98**

*Daniels (1996) defines writing as a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the utterer.*

#### **Predominant use of attribution function**

Another difficulty found out in Colombian undergraduate English teachers' citation was the predominant use of attribution function. This result confirmed a previous study by Karamina and Wachidah (2021) in which attribution was a common function of citation in the analysed corpus.

These undergraduate English teachers did not establish any relationship between the cited author and a research background. They just presented the author's idea without any evaluation process. Again they trusted key disciplinary authors of ELT since there was no intention to validate or criticize the external source. Not having a wide scope of disciplinary knowledge interferes with the possibility of contributing to ELT discipline. Such limitation shows a lack of creativity (Kamyabi, Ghonsooly and Mahdavi, 2014) since the information is presented but not appraised. Some samples (1, 10 and 15) are shown to illustrate this:

#### **Sample 1**

*According to Cameron (2001), children are more enthusiastic and lively as learners, moreover, they tend to be more curious about the knowledge and they like proactive tasks which keep them motivated to continue with their learning.*

#### **Sample 10**

*According to Collier (1992) bilingual literacy is enhanced by a strong development of literacy in the first language because the academic and linguistic skills are transferred to the second language, even in the case of languages with dissimilar writing systems.*

#### **Sample 15**

*In fact, Thomas and Collier (2012) state that dual language acquisition allows deeper understanding of language and how to use it effectively.*

## **IV. CONCLUSION**

The intention of this study was to describe the citation difficulties Colombian undergraduate English teachers had in the theoretical framework chapters of the monographs. The analysis showed three areas of difficulties, demonstrating that citation is still an issue within nonnative undergraduate English teachers:

#### **Lack of further textual elaboration**

Colombian undergraduate English teachers locate external authors, in syntactical role, as the point of departure in sentences to elaborate a fully idea to create meaning in their disciplinary knowledge. Though most of the sentences start with the cited author, they do not explain or comment about such author's idea. Instead, they mainly paraphrase previous authors' ideas. To some extent, they do not know the conventionalized academic writing features experts use to disseminate ELT knowledge through discursive artifacts. In other words, they have some epistemological limitations of their discipline and do not

understand the social background of the nature of academic writing.

### **Lack of citation type variety**

In spite of the fact that Colombian undergraduate English teachers can employ integral and non-integral citation in their theoretical framework chapters, they lack variety in citation type. They tend to overuse integral citation which indicates an epistemological dependency with the key disciplinary authors. This dependency is also marked by a limitation in the disciplinary knowledge which lead them to organize the discourse around cited authors, creating an imbalance in the voices presented in the text. Furthermore, they are not aware that the discourse is monotonous when the cited author performs a syntactical role within the sentence that initiates the paragraph.

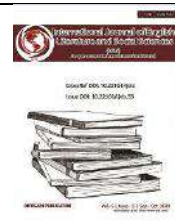
### **Predominant use of attribution function**

Colombian undergraduate English teachers employ attribution as the principal citation rhetorical function. They pile external authors in most of the paragraphs without evaluating the impact of such sources on the idea that is intended to be conveyed, but these undergraduate teachers fail to create a discourse poliphony in the theoretical framework chapters. On the other hand, there is not any intention in critisizing the cited authors' ideas since these teachers trust the certainty that key disciplinary authors can provide for them when creating arguments.

## **REFERENCES**

- [1] Ackerman, J. M. (1991). *Reading, Writing, and Knowing: The Role of Disciplinary Knowledge in Comprehension and Composing*. Research in the Teaching of English, 25(2), 133–178. <http://www.jstor.org/stable/40171186>
- [2] Alramadan, M. (2023). *Citation behavior, audience awareness, and identity construction in Arabic and EFL research*. Heliyon, Volume 9, Issue 2.
- [3] Bhatia, V. K. (1993). *Analyzing genre: language use in professional settings*. London: Routledge.
- [4] Bennett, R. E. (2011). *CBAL: Results from piloting innovative K-12 assessments*. ETS Research Report Series 2011(1). Princeton, NJ: Educational Testing Service.
- [5] Buckingham, J., and Nevile, M. (1997). *A model of citation options*. ARAL, 20(2): 51-66.
- [6] Cronin, B. (1984). *The Citation Process: The Role and Significan of Citations in Scientific Communication*. London: Taylor Graham.
- [7] Dong, Y. R. (1996). *Learning how to use citations for knowledge transformation: non-native doctoral students' dissertation writing in science*. Research in the teaching of English, 30(4), 428-457.
- [8] Fazilatfar at al. (2018). *An investigation of the effects of citation instruction to avoid plagiarism in EFL academic writing assignments*. Sage open April-June, 1–13. doi: 10.1177/2158244018769958journals.sagepub.com/home/sg
- [9] Harwood, N. (2009). *An interview-based study of the functions of citation in academic writing across two disciplines*. Journal of Pragmatics, 41, 497–518.
- [10] Hewings, A., Lillis, T., & Vladimirov, D. (2010). *Who's citing whose writings ? A corpus based study of citations as interpersonal resource in English medium national and English medium international journals*. Journal of English for Academic Purposes, 9(2), pp.102–115. doi:10.1016/j.jeap.2010.02.005
- [11] Hu, G., & Wang, G. (2014). *Disciplinary and ethnolinguistic influences on citation in research articles*. Journal of English for Academic Purposes. 14, pp.14–28.
- [12] Hyland, K. (1999). *Academic Attribution: Citation and the Construction of Disciplinary Knowledge*. Applied Linguistics 20-3, 341-367.
- [13] Hyland, K. (2000) *Disciplinary Discourses: Social Interactions in Academic Writing*. Harlow: Longman.
- [14] Hyland, K. (2002). *Authority and invisibility: authorial identity in academic writing*. Journal of Pragmatics 34, 1091–1112.
- [15] Jalilifar, A. (2012). *Academic attribution: citation analysis in master's theses and research articles in applied linguistics*. International Journal of Applied Linguistics, 22: 23-41. <https://doi.org/10.1111/j.1473-4192.2011.00291.x>
- [16] Jalilifar, A. & Dabbi, R. (2012). *Citation in applied linguistics : Analysis of introduction sections of Iranian master theses*. Linguistik online, 57(7), 91-104.
- [17] Jomaa, N. & Bidin, S. (2017). *Perspectives of EFL Doctoral Students on Challenges of Citations in Academic Writing*. Malaysian Journal of Learning and Instruction. 14. 10.32890/mjli2017.14.2.7.
- [18] Kamyabi A., Ghonsooly, B. Hezareh and Mahdavi, H. (2014). *A Contrastive Study of Rhetorical Functions of Citation in Iranian and International ELT Scopus Journals*. Linguistics and Literature Studies 2(6): 155-165. DOI: 10.13189/lis.2014.020601
- [19] Karamina, P., Wachidah, S. (2021). *The Rhetorical Functions of Citations in the Discussion Sections of Two Articles in Journal of English for Academic Purposes*. STAIRS: English Language Educational Journal.
- [20] Knight-Davis, Stacey and Sung, Jan S., (2008). *"Analysis of Citations in Undergraduate Papers"*. Faculty Research & Creative Activity. 2. [http://thekeep.eiu.edu/lib\\_fac/2](http://thekeep.eiu.edu/lib_fac/2)
- [21] Kongpetch, S. (2021). *Use of Citation Forms in Academic Writing of Thai Undergraduates*. Vol. 9, No. 1, pp. 1-10. London: Longman.
- [22] Lee, J., Hitchcock, Ch., and Casal, J. (2018). *Citation practices of L2 university students in first-year writing: Form, function, and stance*. Journal of English for Academic Purposes 3, 1, 11. <https://doi.org/10.1016/j.jeap.2018.01.001>
- [23] Loan, N., and Pramoolsook, I. (2016). *Citations in Literature Review Chapters of TESOL Master's Theses by Vietnamese Postgraduates*. GEMA Online Journal of Language Studies. Volume 16(2).
- [24] Manan, N. A., & Noor, N. M. (2014). *Analysis of reporting verbs in master's theses*. ICLALIS 2013, Procedia - Social and Behavioral Sciences, 134, 140–145.

- [25] Nesi, H. (2021). *Sources for courses: Metadiscourse and the role of citation in student writing*. *Lingua*, Volume 253, 103040
- [26] Nguyen, Thi Thuy Loan & Pramoolsook, Issra. (2015). *Citations in Literature Review Chapters of TESOL Master's Theses by Vietnamese Postgraduates*. 16. 18-32. 10.17576/gema-2016-1602-02.
- [27] Nugrahaningtyas A. (2021). *Types of Citations in Indonesian Exemplary Theses*. Jurnal penelitian dan karya ilmiah. June. DOI: 10.33592/pelita.v2i1i1.1220
- [28] Pecorari, D. (2006). *Visible and occluded citation features in postgraduate second language writing*. *English for Specific Purposes*, 25, 4-29.
- [29] Petriç, B. (2007). *Rhetorical functions of citations in high- and low-rated master's theses*. *Journal of English for Academic Purposes* Volume 6, Issue 3, P. 238-253. <https://www.sciencedirect.com/science/article/abs/pii/S1475158507000379>.
- [30] Ramoroka, B. (2014). *Integration of sources in academic writing: A corpus-based study of citation practices in essay writing in two departments at the University of Botswana Affiliation*. *Reading and Writing*. 5. 10.4102/rw.v5i1.41.
- [31] Samraj, B. (2013). *Form and function of citations in discussion sections of master's theses and research articles*. *Journal of English for Academic Purposes* 12, 299–310.
- [32] Shi, L. (2008). *Textual appropriation and citing behaviors of university undergraduates*. *Applied Linguistics*, 31, 1-24.
- [33] Soler-Monreal, C., Carbonell-Olivares, M., y Gil-Salom, L. (2011). *A contrastive study of the rhetorical organisation of English and Spanish PhD thesis introductions*. *English for Specific Purposes*, 30 (1), 4-17
- [34] Street, B. V. (2015). *Academic Writing: Theory and Practice*. *Journal of Educational Issues*, v1 n2 p.110-116 2015
- [35] Sun, Y. (2008). *Citation problems of Chinese MA theses and pedagogical implications*. *The Journal of ASIA TEFL*, 5 (1), 1-27.
- [36] Swales, J. (1986). *Citation analysis and discourse analysis*. *Applied Linguistics*, volume 7, issue 1, 39–56. <https://doi.org/10.1093/applin/7.1.39>
- [37] Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press: Cambridge.
- [38] Swales, J. M. (2014). *Variation in Citational Practice in a Corpus of Student Biology Papers: From Parenthetical Plonking to Intertextual Storytelling*. *Written Communication*, 31, 118-141.
- [39] Thompson, P. (2000). *Citation practices in PhD theses*. In L. Burnard & T. McEnery (Eds.), *Rethinking language pedagogy from a corpus perspective*. Frankfurt: Peter Lang.
- [40] Thompson, P. (2005). *Points of focus and position: Intertextual reference in PhD Theses*. *Journal of English for Academic Purposes*, 4, 307-32.
- [41] Thompson, P. & Tribble, C. (2001). *Looking at Citations: Using Corpora in English for Academic Purposes*. *Language Learning and Technology*, 5(3), 91–105.
- [42] Zhang, G. (2022). *The citational practice of social science research articles: An analysis by part-genres*. *Journal of English for Academic Purpose*. Volume 55, 101076



# Tracing the Predicament of Refugees in Mohsin Hamid's *Exit West*

Mausumi Pattanayak<sup>1</sup>, Dr. Mukesh Tiwari<sup>2</sup>

<sup>1</sup>Ph. D. Scholar in English, Dept. of HSS, C. V. Raman University, Bhubaneswar, India

<sup>2</sup>Assistant Professor, C.V. Raman Global University, Bhubaneswar, India

Received: 13 Apr 2023; Received in revised form: 09 May 2023; Accepted: 17 May 2023; Available online: 24 May 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— A refugee is a person who is forced to leave his or her home country due to war, violence or persecution and seeks safety by crossing public borders, with no intention of returning home. The number of refugees has increased due to major crises around the world as the conflict in Syria, Afghanistan and South Sudan, etc. In Mohsin Hamid's *Exit West*, the impact of refugees is explored, with a focus on the challenges of exile such as language barriers, racism, financial difficulties and ongoing health of a young couple, Saeed and Nadia, as they flee their country due to civil war and start a new life through magic doors. The major themes in the novel are refugees, migration and terrorism. The advantages of refugees include economic growth, new ideas and artistic impact, but it also brings social, economical, political problems. *Exit West* by Mohsin Hamid is a book that sheds insight on the current global refugee issues. The book was released in the year of 2017.

**Keywords**— refugees, displacement, migration, terrorism, magic doors.

## I. INTRODUCTION

According to numerous experimenters, refugees are people who force to leave his or her own country because of war, violence and persecution. It follows a process of moving from one place to another place. Humans, animals and birds are also involved in the process. Starting from the ancient times, people have been left from one place to another for better agreement. As specially, for food, water, jobs, etc. In the current script, people leave their own land for safety, good jobs, education and better openings, etc. It's added with to global issues including poverty, status in politics, profitable economic growth and human rights. Now-a-days, refugees are getting numerous social and provident benefits and the present challenges too. The advantages are increasement of profitable growth, new ideas and inventions artistic impact, etc. On the other hand, it includes the problem of social, economic and political. It increases the population, the demand for food, religious problems in an entering country. Mohsin Hamid was born in Pakistani. After that he is settled in British and become a writer and novelist. Hamid's fourth novel is *Exit West*. In 20017 the

novel was shortlisted for the Booker Prize. The novel presents an idea about the contemporary global refugee crises.

## II. LITERATURE REVIEW

The novel is a work of tremendous sensitivity and restraint, according to Omar El Akkad in *The Globe and Mail* (2017). Its relationship to the ongoing Syrian refugee crisis was exalted by Time Magazine's Sarah Begley. It has been referred to as a "magical vision of the refugee crisis" by The Guardian. *Exit West* was on Barak Obama's list of the finest books he read in 2017 as a former president of the United States.

In "Mohsin Hamid's *Exit West*: Co-Opting Refugees into Global Capitalism" (2019), Sercan Hamza Baglama focuses on the depoliticisation of refugee problems and examines the social, artistic and economic status of refugees in a Western country.



Mir's (2018) "Refugee Crisis" identifies social and economic instability as the driving force behind migration in search of a better life. He sees Hamid's *Exit West* as a contemporary illustration of the necessity of intercountry mobility. Mir clarifies *Exit West's* portrayal of the unfavorable circumstances facing migrants in an unidentified megacity that has been decimated by internal conflict.

*Exit West*, Pakistaniaat – A Journal of Pakistan Studies (2018), written by Anum Aziz, focuses on the metamorphoses, migration, and identity struggle of the battle metropolis. Aziz explains how magic realism is used to depict the predicament of displaced people.

Muhammed Salahudeen in his review on *Exit West* entitled "An analysis in the light of global migration crisis: *An international referred English e-journal*" (2017), discusses the global migration crisis and the issues of religions, immigration and refugees.

In "Waiting in Motion: Mapping Postcolonial Fiction, New Mobilities and Migration through Mohsin Hamid's *Exit West*" (2019), Amanda Laji offers a fresh viewpoint on postcolonial literature and mobility studies.

Michael Perfect explores how the novel depicts the tragedies of migrants and their suffering in "Black Holes in the Fabric of the Nation: Refugees in Hamid's *Exit West*" (2019). The image of migrants is one of a vast mass, with muddled individual identities.

Under the backdrop of the civil wars in Syria and Yemen, Oana-Celia Gheorghiu focuses on how *Exit West* portrays the extremeness of refugees on both a personal and a political level. In her essay "As if by magical realism: A refugee crisis in fiction. *Cultural interactions*" (2018). The author employs magical realism to depict the calamity of migrant refugees.

In "In *Exit West*, Mohsin Hamid Mixes Global Trouble with a Bit of Magic," Michiko Kakutani (2017) discusses how *Exit West* is no exception, relating the story of the migrants Saeed and Nadia, who leave an unnamed country in the middle of a civil war and their trip to Greece, England and the United States of America in a trouble to construct new lives for themselves.

Jaspreet Singh presents his idea on migration in "Envisioning Co-Existence: Exploring Responses to Migration in Mohsin Hamid's *Exit West*" (2019). He states that "Hamid through designating migrants experience, their hassles with new cultures, societies and responses of natives surfaced out of these hassles provides a comprehensive understanding of the migration in our contemporary times."

Bilal Mushtaq highlights in "Reading Mohsin Hamid's *Exit West* as a World Novel" (2020) that "It appears that for

Hamid, the source of irreconcilability between migration and republic is the institution of the nation-state and that this irreconcilability will remain undetermined as long as the freedom of movement is regulated by nation-states."

In an interview with Amina Yaqin, Hamid described that, "Human beings are coming to recognize the vision that nations are out there as empty spaces, they are beginning to work against those vision, whether it's migration of people across places, terrorists who strike across countries, whether it's global capitalism, whatever it is."

### III. THE REFUGEES' SITUATION IN MOHSIN HAMID'S *EXIT WEST*

*Exit West* (2017), a book, takes reader on a psychological trip from the East to the West. The novel's plot centers on how someone feels after leaving their own country. The novel presents a story of two protagonists, Saeed and Nadia, who are left their own land by force and how they are suffered for identity in a new place. As Saeed and Nadia are forced to flee their unidentified cities, their migration begins. The major reason for the departure of the both characters is searching for safety and they try hard to find out their separate living places in the new land. The war causes them to witness their help vulnerability and it force them to move to another place. Their individualities form and diverge from one another. Hamid views migration as a state of being in the world as opposed to only the time between leaving and arriving. *Exit West* shows how identity is changeable and migration is a common way of life. With his characters, Hamid illustrates this as they relocate from their native country to Mykonos, London, and San Francisco. The connections between Saeed and Nadia are impacted by each place. The challenges of a stranger in a foreign country are highlighted in a number of modern novels on emigration and immigration. Hamid, though, envisions a scenario in which migration is accelerated by magical entrances, allowing people to freely pass national boundaries. Many writers steer clear of generalizing migration out of concern that doing so will minimize the emigrant's suffering. However, Hamid gets around this by giving each of his characters a unique set of feelings. Many authors avoid universalizing migrancy, fearing that it diminishes the emigrant's struggle. Yet, Hamid gets around this by giving each of his characters their own unique feelings as they deal with war and migration. We are all time migrants, according to Hamid (2019) and, by way of illustrations, supports this claim. The story of Saeed and Nadia is interrupted by a contemporary occurrence in every chapter. Although they have had extremely distinct migration experiences, any person who migrates through time will go through changes in both the landscape and their



identity. This indicates that as time goes on, an immigrant can no longer rely on their native country to prove who they are, in addition to fact that they are moving.

The characters move between new locales by use of doors throughout the book. Via one of these doorways, Saeed and Nadia flee the war-torn cities they were living in and arrive on Mykonos. Then, knowing that the locations of the doors cannot be predicted, they travel to London and San Francisco. In his book *Exit West*, Hamid describes rumors of doors that can transport people to distant and safer places. Some claim to know people who have gone through these doors, which can appear suddenly and without warning. Every time they enter a door in the book's characters, they take a gamble because they do not know where they will finish up. In order to make the point that some suffering is too impossible to depict in narrative fiction, Hamid accentuates the blackness of the doors. The doors also make it more difficult for migrants to return home because they do not know where they are going and it can take hours to locate an unsecured door. The doors stand in for the rise in migration on a worldwide scale, not just for refugees but also for those who freely choose to relocate. Hamid tells the story of an accountant who discovers a door in his bedroom and steps through it to see what is on the other side. The magical doors symbolize the passage of time and the inability to return to a former life. As Saeed and Nadia travel from their homeland to various cities, their individualities change in response to the different settings.

*Exit West* emphasizes the myriad personal problems that displaced individuals today confront in an effort to shift attention away from the idea of a single, distinct geopolitical boundary, as Perfect notes. Hamid underlines how migration can result in a lack of awareness of one's own experiences and connections. The relationship between Saeed and Nadia becomes more complex as they move from one place to another. While they were complementary to one another in their home country, migration made them yearn for stability, which led Saeed to rely less on Nadia and more on his recollections of his past. Although Nadia's native nation makes her think of a time of war, she grows stronger as she develops her independence and explores her sexuality. As they move to different places, Saeed and Nadia's relationship changes, affecting their individual identities. Initially, their relationship was suitable, but as their environment changed, their desire for each other faded, and they became more independent. They were initially focused on finding a safe place to live, but as they adapted to new surroundings, they began to seek comfort. Eventually, they both find their own homes in San Francisco. As Nadia exhibits her uniqueness and sexuality, which she was unable to do in her native country, Saeed finds comforts in a community of people from his nation

who practise his religion. Saeed and Nadia prioritise various facets of their lives, including kindship, religion, and family, depending on where they are. Their freedom is restricted by war conditions in their own country, and fear has an impact on how they see each other in their relationship.

According to Hamid, although Nadia was dubious of her sentiments but acknowledged their intensity, Saeed was certain he was in love. The circumstances surrounding their relationship, similar to those of other new lovers in the city, tend to evoke strong emotions (Hamid 54). As their relationship progresses, Nadia seeks Saeed's company for physical intimacy not because she is extremely excited but rather to take her mind off the horrible event that happened outside the bank. She does not express her want to Saeed directly, implying that she is afraid but also craves intimacy (Hamid 64-65). While premarital sex is not permitted by his religious convictions, Saeed finds comfort in simply being in Nadia's company.

Saeed and Nadia turn to familiar parts of their lives as they grow more concerned about their safety. In difficult circumstances, Saeed turns to his family and his religious beliefs, praying with his father and seeking solace in their presence (Hamid 51-52). The same reason Saeed spends time with Nadia is the same reason he prays with his family: Saeed finds comfort in both Nadia and his family. Saeed invites Nadia to move in with him, his parents, and himself out of concern that he won't leave any of them alone (Hamid 74). He establishes a secure environment for himself in which he may express his worries and pray for his loved ones by doing this. Nadia, on the other hand, takes comfort in her ability to exercise freedom and make her own decisions. Wartime constraints including curfews, militant checkpoints, and the suspension of cellphone connections limit her independence. Nadia tells Saeed that she wears a black robe so that "guys don't bother her" rather than as a religious practice when they first meet (Hamid 17). The black robes serve as a covering and symbolize a decision she made for herself. Saeed and Nadia's romance evolves while they tour Mykonos. Saeed develops nostalgia for his childhood home, while Nadia takes solace in putting her war-torn city in the past. Their personal ties to their homes evolve, and their care for one another does too. By extending an invitation to Saeed, Nadia makes a statement. "Nothing is going to happen," she made it clear. "Let me say that clearly. When you come over, I don't want your hands on me (Hamid 26). This demonstrates her need to feel significant in a country that largely governs her action. Nadia is more at ease since she moved to Mykonos. She consents to a nanny caring for her: "An incompletely shaven local lass who was not a nurse or nanny but was just a volunteer... Nadia's arm was delicately cleansed and

bandaged while she held it almost sheepishly, as if it were something valuable. When asked what Nadia and Saeed needed, the youngster responded she wanted to help them. They underlined the need for a way off the island most of all (Hamid 117). For the same reason that she was first drawn to Saeed, Nadia is fascinated towards the nanny because both make her feel secure while she is feeling helpless. *Exit West* by Mohsin Hamid explores how the yearning for home can hinder one's ability to adapt to new surroundings. The novel depicts how immigrants often struggle to adjust to their new society due to their constant longing for their homeland (Hamid 9). Saeed meets a fellow countryman in Mykonos who calls himself a "people smuggler" (Hamid 113). Saeed considers this to be good fortune and offers to pay the man, but the stranger leaves and Saeed feels misled. Nadia realizes that Saeed's desire for familiarity has clouded his judgment, causing him to make poor decisions and strain their relationship. As they settle in London, they begin to see each other in a new light and their relationship evolves as they interact with other migrants. Nadia finds solace in a group of Nigerians, despite being the only non-Nigerian present (Hamid 147). The group accepts her, and she feels a sense of belonging. Eventually, Saeed and Nadia go their separate ways, with Nadia working at food cooperatives and Saeed devoting himself to religion. Fifty years later, they meet again, and Saeed promises to take Nadia to the deserts of Chile. The novel ends with their journey yet to be taken.

#### IV. CONCLUSION

Therefore, refugees are faced numerous hardships in a new place. While thousands of people force to leave their native place. It's an unwelcome process. The terrible aspect of the world is shown in Mohsin Hamid's *Exit West*. The book addresses the issues associated with exile and emigration. It also provides hope for better settlement in a new place. Now-a-days, the migrants are living their lives freely in a new place, indeed getting better openings in a new place. In the novel, Saeed and Nadia first move their own land for safety. But latterly, they choose comfort. By the time the requirements of humans are changed. Presently, many associations in the globe take many steps to give good living to the migrants in a new place. It helps them to ameliorate their particular capability as well as they contribute commodity towards the host country.

#### REFERENCES

- [1] Aziz, Anum. (2018). *Exit West*, Pakistaniaat. A Journal of Pakistan Studies, 6.

- [2] Baglamo, S. H. (2019). Mohsin Hamid's *Exit West*: Co-Opting refugees into global capitalism, New Middle eastern Studies. 9(2), pp. 149-158.
- [3] Begley, Sarah. (2017) "Love in the Time of Refugees". Time: 56.
- [4] Bila, Mushtaq. "Reading Mohsin Hamid's *Exit West* as a World Novel." *Journal of World Literature*. Vol-5, issue-3 2020 PP. 410-427. <https://doi.org/10.1163/24056480-00503006> web.
- [5] Christou, Anastasia. "The Significance of Things: Objects, Emotions and Cultural Production in Migrant Women's Return Visits Home." *The Sociological Review*, vol. 654, no. 671, 2018, pp. 654-71.
- [6] El Akkad, Omar. (2017). "Mohsin Hamid's *Exit West*, reviewed: A master of humility and restraint." *The Global and mail*.
- [7] "Figures at a Glance." The UN Refugee Agency, [www.unhcr.org/figures-at-a-glance.html](http://www.unhcr.org/figures-at-a-glance.html). Accessed 20 Nov. 2019.
- [8] Gheorghiu, Oana - Celia. (2018). As if by magical realism: A refugee crisis in fiction. *Cultural interactions*, 8(8), pp. 80-93
- [9] Hamid, Mohsin. *Exit West*. Riverhead Books, 2017.
- [10] Kakutani, Michiko (2017). "In *Exit West*, Mohsin Hamid Mixes Global Trouble with a Bit of Magic." *The New York Time*
- [11] Laji, A. (2019). Waiting in motion: mapping postcolonial fiction, new mobilities and migration through Mohsin Hamid's *Exit West*, *Mobilities*, 14(2), pp. 218-232.
- [12] Liao, P. Conclusion: "The Precarious Life of the other in post 9/11 South Asian Diaspora Friction London: Plagrove Macmilan, 2013.
- [13] Mastud, Shahaji. (2021). "Migration: Version of Displaced World in Mohsin Hamid's *Exit West*." *International Journal of humanities, Law and Social Sciences*, vol-8, issue-I, 2021
- [14] Mir, A.M. (2018). Refugee crisis. 03(1), pp. 15-16
- [15] Obama, Barak. (2017). "During my Presidency, I started a tradition of sharing my reading lists and playlist..."
- [16] Pequeña, April Joy. Representations of Home and Identity for the Migrant Woman in Mohsin Hamid's *Exit West* (2017). 2019. U of Stavanger, MA thesis.
- [17] Perfect, Michael. "Black Holes in the Fabric of the Nation': Refugees in Mohsin Hamid's *Exit West*." *Journal for Cultural Research*, vol. 23, no. 2, 2019, pp. 187-201. Taylor & Francis Online, doi.org/10.1080/14797585.2019.1665896. Accessed 17 Nov. 2019.
- [18] Salahundeen, Muhammad. (2017). An analysis in the light of global migration crisis: *An international referred English e-journal*, 3(4)
- [19] Sandhu, Sakhdev. (2017). "*Exit West* by Mohsin Hamid: magical vision of the refugee crisis." *The Guardian*. Retrieved 27 March 2017.
- [20] Singh, Jaspreet. "Envisioning Co-Existence: Exploring Responses to Migration in Mohsin Hamid's *Exit West*." *International Journal of English Literature and Social Science (IJELS)*, vol-4, issue-6, Nov-Dec, 2019.
- [21] Slaughter, Joseph. Human Rights, Inc.: The World Novel, Narrative Form, and International Law. Fordham UP, 2007.
- [22] Yaqin, Amina. "Mohsin Hamid in conversation." *Wasafiri*, 23:2, 44-49, DOI:10.1080/02690050801954344



## Late Modernism in Literary Works

Rishika A.

Department of English, Sahyadri Commerce & Management College, University in Shimoga, Karnataka, India

Received: 11 Apr 2023; Received in revised form: 10 May 2023; Accepted: 18 May 2023; Available online: 24 May 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— *This writing highlights relatively the writings of late modernism in literature. It gives an overview of the development of late modernism and writers responded to it. The second half of the 20<sup>th</sup> century writings created its own genre in the literary field. There is a study to conceptualize and historicize late modernism with greater precision. We can put our attentions to the writings 1930's, 1940's and 1950's. Each of these sections serves a double function. First, they offer close readings of late modernism writings that deal how the society witnessed changes after II World War. Second, it focuses on the aesthetic dimensions of late modernism and the writers who contributed to this through their works. Many poets responded to late modernism and highlighted the features of late modernism in their writings.*

**Keywords**— *Literary Works, modernism, World War, 20th century*

In literature, the term late modernism refers to the works produced after World War II that is 1930 – 1950. The early period of 21<sup>st</sup> century has its own impact on the writers Katherine Mansfield, W.H Auden, Wallace Stwens and E.E. Cummings adopt new style in their writing and highlighted the post war settings in their writings. The main themes of late modernity can be witnessed in their thoughts such as modernity failed as in many ways, notion of progress can lead to change, science no longer holds all the answers, social institutions are changing, cultural debates and ideas growing and intensifying with all these thinking and awaking many writers responded to the conditions after 1950. However there are modernists such as Basil Bunting and T.S. Eliot writing later than 1945 and Samuel Beckett has been described as a later modernist. The writers of the second half of the 20<sup>th</sup> century who have been described as late modernists.

There is the further question as to whether late modernist literature differs in any important way from the modernist works produced before 1930. To confuse matters, more recently the term late modernism has been redefined by at least one critic and used to refer to works written after 1945 rather than 1930. With this usage goes the idea that the ideology of modernism was significantly reshaped by the events of World War II, especially the holocaust of the Second World War.

Late modernist poetics from Pound to Prynne have influenced late writers J.H. Prynne is possibly the most significant English poet of the late 20<sup>th</sup> century. A lyrical experimentalist his work has mesmerized the readers of his age. The works were characterized by the reductive philosophies of minimalism and the spontaneous improvisation and expressivity of abstract expressionism. One of Millers's most valuable contributions then, is the typology he develops from particular writers, his version of late modernism describes a response to early modernism. Here the writer expresses, he does not communicate, meanwhile the noted voices of the literary thirties predominantly reflect a young constituency. In 1930 George Orwell, Graham Greene and W.H. Auden the writers focused on Great War. Orwell sums up the change well in his essay "Inside The Whale".

The writings of the many authors have sometimes been characterized as antimodernist, decidedly realist with a preference for the importance of subject matter and little concentration on innovation, other young writers follow the footsteps of late modernist writers.

Modernism also sought to signal a change in human subjectivity to make new identities and make a new idea of the self. The modernist subject is generally seen to be alienated and fragmented, but lamenting the loss of self that was once self-sufficient. This is the view of the

modernist self as dualistic or divided, but lamenting the loss of an older, integrated ego.

Here we recall Eliot's *prufrock*, Conrad's secret sharers or Woolf's Mrs. Dalloway before the mirror composing her fragments of self into a whole for the party. In many modernists works from Joyce's *Ulysses* to Ford's *The good soldier*, it requires only one voice to conduct a conversation or even any argument. Modernism is often summarized by its manifestoes which is worthwhile genre itself says something important about modernism. Modernism refusal of obligations and traditions linked to an ostensibly prior generation. Whether as creative destruction or education, modernist style is a question of distinctiveness. The great modernisms were predicated on the invention of a personal, private style. But this means that the modernist aesthetic is in some way organically linked to the conception of a unique self and private identity, a unique personality and individuality.

All of the factors went on to inform late modernist works in the 1930's and beyond. However, the foremost reason for a change in literary dominant around 1930 is arguably social and cultural concerned. Orwell in his writings sums up the change well in his essay "Inside the Whale". The writing of the authors sometimes reflects anti-modernism.

Another notable modernist was the Russian-American Vladimir Nabokov 'Pale Fire' has made experiments with language. Lawrence Durrell produced highly innovative and experimental fiction. In American poetry, the modernist baton was by the concept of late modernism. There are other examples of Anglo American writer's promulgating the legacy of modernism. American modernists, sought to exercise a history of enslavement and the ahistorical positivizing of colonial subjectivity.

Edward Said has pointed out that the high point of modernism marks the beginning of the end for the European Grand narratives that reinforced patriarchy and empire. He argued that modernism as an international web of innovative aesthetic and textual practices. Caribbean writers such as Harris and George Lamming have shown the new modernism in their writings. The Scottish writers highlighted war poem with epic published a modernist free verse epic poems. We can witness the legacy of modernism in 1940's and 1950's writers. A unified human touch and basic strings of human feeling reflects the genre of literary legacy.

There are the allusions to Indian subjects and imagery in the poetry of Yeats. Eliot's use of African-American references and Conrad's questioning of the prevailing assumptions of racial superiority justifying European imperialist. Which is to say that, increasingly,

even the mainstream canon of modernism writing seems to critics as in some ways a consequence of the growing awareness of different cultures as anthropology as well as travel and trade brought the traditions of other people into contemporary western thinking.

In conclusion late modernism, like the resurgence of realism that has been seen as a reaction to the rise of fascism, the creeping shadow of the Second World War, the great depression, the rise of mass media and a fading imperialism. The imperial contraction has allowed a way of reading English literature between modernism and post-modernism as the late modernism. Late modernist writing appears as distinctly self-conscious manifestation of the aging and decline of modernism in both its institutional and ideological dimensions. More surprising, however, such writing also strongly anticipates future developments. So that without forcing, it might easily fit into a narrative of emergent post-modernism. Late modernism is positioned and it is noted that the works themselves deals a reaction to changing social forces. There is also arcading that sees the legacy of modernism as both a bridge between modernism and postmodernism in literature.

## REFERENCES

- [1] Eliot. T. S. (1923) *Ulysses*, order and myth.
- [2] Eliot. T. S. (1972) *Tradition and the individual talent*.
- [3] Belsey. Catherine. (1980) *Critical practice*. London. Methven.
- [4] Bochmer Elleke. (2002) *Empire, the national and the post colonial*.
- [5] Williams. Raymond (1989) *When was modernism?*
- [6] Smith. Stan (1983) *20<sup>th</sup> century poetry*. London Macmillan.
- [7] Sovid Edward (1993) *Culture and imperialism*.





# School Management System and Governance of Elementary School Heads as Perceived by the School Community

Jude Martin P. Alvarez, Rachelle C. Mempin, Robert Jayson G. Morales, Angelica A. Ocampo

Department of Education, Schools Division of Bulacan, Philippines

Received: 16 Apr 2023; Received in revised form: 11 May 2023; Accepted: 19 May 2023; Available online: 25 May 2023  
©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license  
(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**– The role of school management and governance is increasingly acknowledged as important for providing effective services at all education levels. It is important to acknowledge since it is considered as the strong foundation of quality education. With this the researchers of this study aimed to determine the students' and teachers' perceptions toward school governance; to know the significant influence of instructional leadership towards the effectiveness of school management system and governance; and to identify if there is a significant relationship between students' and teachers' perceptions towards various areas of school management system and governance. Using the sequential explanatory mixed-methods design strategy in which both descriptive quantitative and qualitative research design, and cluster random sampling method, 341 students and 243 teachers as respondents were selected from 15 elementary schools from San Miguel North District, Schools Division of Bulacan, Philippines. After the analysis using both descriptive and inferential statistics, the results shows that school community perceived that the school heads provide leadership in the improvement of the instructional program as "always" in terms of instructional leadership, clear mission, parent and community involvement, teacher involvement, safe and orderly environment, frequent monitoring, positive school climate, opportunities for learning, and budget allocation. Accordingly, the results revealed that instructional leadership has highly significant relationship to school management system and governance and students' teachers' perceptions toward school management system and governance indicated that highly significant to significant difference were acquired in areas of instructional leadership and parent and community involvement. Therefore, school community perceived almost the same perspectives in accordance with leadership behavior and effective parent and community participation. To sum up, results implied that students and teachers were strongly agreed that instructional leadership influenced almost all the areas of school management system and governance in obtaining school's effectiveness. Also, the respondents' answers suggested that school community has almost similar perceptions when it comes to principal's instructional leadership and involvement of parent and community with the school administrators.

**Keywords**— Budget Allocation, Clear Mission, Elementary School Head, Frequent Monitoring, Instructional Leadership, Opportunities for Learning, Parent and Community Involvement, Positive School Climate, Safe and Orderly Environment, School Management System and Governance, Sequential Explanatory Mixed-Method, Teacher Involvement.



## I. INTRODUCTION

Governing a specific institution whether locally or nationally is not an easy thing to do. Thinking and implementing of rules that would bring change and orderliness are nothing but important responsibilities that a certain leader must polish until the end. If not dealt properly, it may result to variety of problems.

School governance is considered as a major factor in school's growth and development. It is an essential recipe that occupies a big part in generating and attaining proper unity inside and outside the school organization. Primarily, principals play a key role in school's innovation process through serving as a supporter and facilitator of quality instructional practices and provide strategic directions in the school system. Their obligations include ensuring educational strategies, teacher evaluation, imposing policies and procedures, assessing teaching methods, overseeing facilities, encouraging parent involvement and ensuring students' proper discipline. However, it is indeed true that many school heads vary on how they would govern their constituents and what factors they would prioritize more.

Leadership is the vital element of an organization. It has been depicted as the process of social influence in which one person can affiliate the aid and help of others in the completion of a certain task. Leadership behavior is crucial to success. In the educational institutions, the head as a leader possesses an important role in elevating their effectiveness. The principal is responsible for exercising the expertise in the time management and leadership of school affairs. The school is a web of interactions among people who work and live together in a common way.

According to the research conducted by Bandur (2012), devolving power and authority to school level has created several changes in schools, including in-school culture changes, and increased participation of school communities. These factors have led to improvements in the teaching-learning environment and student achievement.

The task of the head as a leader is urgent in building a school environment that leads to higher level of school effectiveness. Setting high standards and goals, having cordial relationship with the staff and management, planning and co-coordinating with staff, providing an orientation toward innovation and creativity, regular monitoring of staff and involving parent, regular parent teacher meetings, displaying students' performance will add to the effectiveness of the schools. Though, negative effects of unenthusiastic and unconstructive leadership behaviors of some heads of schools, cultivate negative attitudes and keep the students from being unmotivated in their performance.

The research is clear when stating that school-based management can provide an alternative model for managing schools in order to achieve autonomy, participation, effectiveness, productivity, and accountability. As the educational tasks have become more complicated and changeable educators and researchers detected growing dissatisfaction with the pattern of governance that centralizes authority in the district office, concepts such as decentralized management and shared decision-making began to be applied in schools (Oswald, 2014).

Education has a great significance particularly in the modern, complex innovative world. It is a means to empower the students to become active companions in the transformation of the society in which they live. It is a powerful tool of social, economic and political change. Schools are the formal agencies of education and play an important role molding a child's life and lay a strong foundation for their future by giving quality education. However, quality education can be obtained only in those school organizations which work efficiently and effectively.

Kang (2016) asserted that the leader helps create the conditions within which teachers and students take responsibility for their quality of teaching and learning and engage in leadership activities. Some scholars assert that distributed leadership contributes to a sustainable improvement of schools in terms of achieving higher levels of student achievement and teacher accountability.

In today's time, it is not unknown to us that school is one of the primary foundations of the society that plays valuable functions in giving students maximum opportunities for learning and in achieving a higher quality education.

According to Stone, Bruce and Hursh (2017), the basic framework of a quality education system is one that succeeds in meeting the individual school desired goals and outcomes; one that is relevant to the needs of students, communities and society; and one that fosters the ability of students to acquire knowledge and the needed 21st century skills. However, this quality education requires a well-organized school management practices starting from the principal to its constituents.

In similar sense as mentioned above, quality is not the only element that keeps students out of school, but when effective school governance is not taking place in school. When this happens, several factors may be viewed as reasons: poor teaching-learning experience given by teachers, having incompetent faculty in the rosters of teachers, mismanaged school system by school heads, and poor leadership potential and misguided governance of the school administrator (Arum, Ford, & Velez, 2012). All of these would reflect to how the schools actualize and

practically adopt the proper school-based management (Edge, 2000).

Anderson (2016) explained that many scholars also affirm the movement toward school-based management is often assumed as the approach to serve students better by enhancing the school practices in meeting the diverse expectations of the stakeholders in a changing environment toward increasing student performance and achievements. Bandur (2018) concluded that greater school autonomy has a positive impact on the teaching-learning environment and students' achievement.

To sum up, as Lindgerg and Vanyushyn (2013) suggested on their study on Swedish school principals, the combination of school-based management and instructional leadership facilitate school success.

The results of the study may establish deeper understandings and insights on how school management system and governance in Elementary Schools from San Miguel North District can be made more effective and more efficient. Specifically, the results will convey as a realization to make productive adjustments that will drive the school heads, for continuous improvements with their leadership aspects, school management practices and processes, and giving quality education; the results may serve as an inspiration and motivation for students to become active companions and participants in attaining a potential growth and development in the school organization. The results may convey as an eye opener for teachers to act and to give their very best, serving and building the school toward effectiveness in terms of delivering a higher quality of basic education. The results may serve as a guide for parents to continuously strengthen and lengthen their involvement regarding school management system and governance.

To cite, this study aimed to determine students' and teachers' perceptions when it comes to the school management system and governance in Elementary Schools from San Miguel North District. Specifically, the objectives of this study were as follows: 1) to determine the students' and teachers' perceptions toward school governance; 2) to know the significant influence of instructional leadership towards the effectiveness of school management system and governance; and 3) to identify if there is a significant relationship between students' and teachers' perceptions towards various areas of school management system and governance. Based on the problem above, this investigation was guided and tested by the following hypotheses: 1.) Instructional leadership does not significantly influence school management system and governance; and 2.) There is no significant relationship between the students' and teachers' perceptions toward the school management system and governance.

## II. METHOD

This study utilized the sequential explanatory mixed-methods design strategy (Creswell, 2013) in which both quantitative and qualitative techniques were used. On the quantitative part, the descriptive method was applied to describe the extent of how students, teachers, and parents perceived the school management system and governance specifically, in terms of instructional leadership, clear mission, parent and community involvement, teacher involvement, safe and orderly environment, frequent monitoring, positive school climate, opportunities for learning, and budget allocation. The descriptive correlational research was used where it determined the instructional leadership if it significantly influences the school management system and governance. The design was quantitatively driven study with qualitative method added to back up and enhance the quantitative phase by providing an added essence and deeper answer to research questions.

The student and teacher-respondents were selected using cluster random sampling technique. The respondents were composed of 341 students and 243 teachers selected from 15 elementary schools from San Miguel North District, Schools Division of Bulacan, Philippines.

The data on first part was collected through a questionnaire developed and used by Kang (2016). The first set was the Likert scale, a common scaling technique which consists of 45 items of declarative statements that express a viewpoint on a topic. The respondents were asked to indicate how much they perceive the school management system and governance using the scaling method of 1= Never, 2= Sometimes, 3= Often, and

On the second part, the survey questionnaire was composed of 4 items of open-ended questions which require more thought and more than a simple one-word answer. After collecting all the questionnaires, these were analyzed using thematic analysis. The study was designed to determine school community's perceptions toward the school management system and governance.

Prior to the conduct of the study, the researchers sought permission from the school heads of 15 respondent-schools. Upon permitted, coordination with the students and teachers at the school respondents were done. The researchers personally administered the questionnaire to the respondents so that if clarifications regarding the questions are needed, they can easily explain everything about it. The researchers rest assured that external biases were prevented from the start until the end of the study. All the data gathered were kept in full confidentiality during and after the analysis and

interpretation of data and that was grounded on the result of the study. The data collected were deleted or destroyed to protect the privacy and confidentiality of the participants after the study has been completed.

After collecting all the questionnaires, these were tabulated, tallied, and analyzed using some statistical tools. This study was designed to determine school community's perceptions toward the effectiveness of school management system and governance.

Descriptive statistics such as mean and standard deviation were utilized to describe how students and teachers perceive the school management system and governance in terms of instructional leadership, clear mission, parent and community involvement, teacher involvement, safe and orderly environment, frequent monitoring, positive school climate, opportunities for learning, and budget allocation.

Inferential statistics such as Pearson r Correlation was applied to determine if the independent variables school management system and governance specifically, in terms of instructional leadership, clear mission, parent and community involvement, teacher involvement, safe and orderly environment, frequent monitoring, positive school climate, opportunities for learning and budget allocation have significant effect or influence on school community's perceptions. Moreover, independent samples t-test was used to find the significant difference on means between students' and teachers' perception

*Table 1. Overall Mean and Standard Deviation of Students' and Teachers' Responses on School Management System and Governance*

Areas of School Management System and Governance	Students			Teachers		
	M	SD	VD	M	SD	VD
Instructional Leadership	3.31	0.65	A	3.69	0.47	A
Clear Mission	3.31	0.65	A	3.51	0.56	A
Parent and Community Involvement	3.33	0.73	A	3.56	0.60	A
Teacher Involvement	3.42	0.64	A	3.47	0.62	A
Safe and Orderly Environment	3.28	0.64	A	3.14	0.56	A
Positive School Climate	3.34	0.70	A	3.14	0.69	A
Frequent Monitoring	3.38	0.67	A	3.40	0.62	A
Opportunities for Learning	3.55	0.59	A	3.73	0.42	A
Budget Allocation	3.65	0.55	A	3.53	0.57	A

Legend: Rating Scale Verbal Description (VD)  
3-25-4.00 Always (A)  
2.50-3.24 Often (O)  
1.75-2.49 Sometimes (S)

towards the various areas of school management system and governance.

The responses given to the open-ended questions were qualitatively analyzed through content and thematic analysis.

### III. FINDINGS

#### *Students' and Teachers' Perceptions Toward School Governance*

Results of the study aimed to showcase how students and teachers perceive the school in various areas such as instructional leadership, clear mission, parent and community involvement, teacher involvement, safe and orderly environment, frequent monitoring, opportunities for learning and budget allocation.

Table 1 shows the overall mean and standard deviation of students' and teachers' responses on school management system and governance. According to the students and teacher-respondents, Instructional Leadership, Clear Mission, Parent and Community Involvement, Teacher Involvement, Safe and Orderly Environment, Positive School Climate, Frequent Monitoring, Opportunities for Learning, and Budget Allocation of elementary school heads from San Miguel North District have positive feedback and it was a good indicator of positive School Management System and Governance.

1.00-1.74

Never (N)

### ***Elementary School Heads' Instructional Leadership***

Elementary school heads' Instructional Leadership always provides leadership in the improvement of the instructional program, they always know the school and district curriculum, and principal and teachers always make instructional effectiveness the highest priority in the school. Therefore, school community believed that our principal initiated a good leadership towards valuable breakthroughs of the instructional programs in school. It implied that students, teachers, and head teachers have positive perceptions in terms of providing leadership pursuant to the improvements of the instructional programs.

### ***Elementary School Heads' Clear Mission***

In terms of Clear Mission, according to students and teacher-respondents, the school plan is always revised, monitored, and reviewed periodically; important social trends are always considered in school planning; the school plan is always developed with participation by administrators, teachers, and community members; and the goals of teachers are always consistent with school goals. The results inferred that clear mission of school was indeed developed and planned by the administrators in which the school's goals, objectives and policies, and procedures, means of assessment and ways of delivering services are clearly stated and administered.

### ***Elementary School Heads' Parent and Community Involvement***

In Parent and Community Involvement initiated by the elementary school heads, they always have an effective and frequent communication occurs with parents and administrator; parent and parent groups always have a voice in school policies; parents are always aware of school purposes and goals; parents always actively participate in school activities; the school always gives parent news about their children's accomplishment; and the school always gives parent news about their children's accomplishments. To highlight, it inferred that students and teachers have positive responses toward the school keenly seeks parent and community participation particularly, in terms of giving an update and news about students' accomplishment whether academically or curricular activities as well as having a voice in school policies. Thus, effective, and frequent communication really occurs between parents and administrators of the school. Overall, the respondents answered "always" to all items that pertain to school management system and governance in terms of parent and community involvement. It implied that parent and community involvement has prioritized by the school administrators which means that they give importance to the presence of the parents within the school.

### ***Elementary School Heads' Teacher Involvement***

Students and teachers answered "always" to all items that pertain to school management system and governance in terms of teacher involvement. It revealed that teacher involvement is mostly observed and administered in school management system and governance. Teachers are important components of the school team. They are involved in decisions related to school planning and budgeting and developing the school's mission and goals as well as developing and implementing school policies and procedures. Teachers are involved in developing and reviewing the school's purposes and goals and teachers are involved in planning and evaluating professional development.

### ***Elementary School Heads' Safe and Orderly Environment***

Overall, students' and teachers' responses to school management system and governance in terms of safe and orderly environment attained the verbal description of "always". It meant that safe and orderly environment is always observed in the school in which there is a conducive environment in the school that is favorable for educational experiences. Teachers' and students' function in an orderly and safe condition of learning. Parents are also involved in supporting the disciplinary practices and students are taught to act in a safe and responsible manner. Disciplinary procedures are always implemented in a fair and consistent manner; parents are always involved in and support the school's disciplinary procedures; and appropriate safe principles are always taught and practiced.

### ***Elementary School Heads' Positive School Climate***

Generally, students' and teachers' responses to school management system and governance in terms of positive school climate attained the verbal description of "always". It implied that positive school climate rated always which signifies a good school climate with an ambiance of trust, respect, and caring amongst administrators, teachers, parents, and students such as teachers, students and administrators always assume responsibility, as appropriate, for the physical appearance of the school; teacher attendance is either often or always high; and teachers often have a positive attitude toward their school.

### ***Elementary School Heads' Frequent Monitoring***

The result shows frequent monitoring was always exercised in the school in which it gives importance to the students' welfare and success. Accordingly, student's progress is regularly reported to parent; student performance is always evaluated in a variety of ways; and assessment data are always used to improve the school's curriculum.

### ***Elementary School Heads' Opportunities for Learning***



Altogether, students' and teachers' responses to school management system and governance in terms of opportunities for learning attained the verbal description of "always". It implies that a maximum opportunity for learning is prioritized more by the school administrators which gives a chance for the students to gain and acquire more knowledge in the field of education such that instruction time is always used efficiently, so that students cover the expected curriculum content with satisfactory understanding and retentions and school heads and teachers always prioritize high quality education for students.

### Elementary School Heads' Budget Allocation

Generally, all the responses regarding budget allocation acquired a verbal description of "always" which means that school's budget and resources were properly administered in school activities. Therefore, school's budget was really allotted for educational and purposive aspects. At the end of the day, it is the school head who is accountable for standards being met in his or her school such as teachers, administrators, and students are always take good care for the management of school resources; school's budget is used effectively and efficiently; school's resources are allotted only for teachers and students' use; and school's resources are used to provide support for students.

Table 2. Correlation Coefficients of Instructional Leadership and Areas of School Management System and Governance

Areas of School Management System and Governance	Instructional Leadership			
	r	p	Interpretation	Decision
<i>Clear Mission</i>	.407**	.000	Highly Significant Relationship	Reject
<i>Parent and Community Involvement</i>	.514**	.000	Highly Significant Relationship	Reject
<i>Teachers Involvement</i>	.299**	.001	Highly Significant Relationship	Reject
<i>Safe and Orderly Environment</i>	.539**	.000	Highly Significant Relationship	Reject
<i>Positive School Climate</i>	.161	.086	No Significant Relationship	Accept
<i>Frequent Monitoring</i>	.284**	.002	Highly Significant Relationship	Reject
<i>Opportunities for Learning</i>	.604**	.000	Highly Significant Relationship	Reject
<i>Budget Allocation</i>	-.098	.300	No Significant Relationship	Accept

Legend:

\*\* *P-value* less than or equal to 0.005 has Highly Significant Relationship (HSR)

\* *P-value* less than or equal to 0.05 has Significant Relationship (SR)

*P-value* greater than 0.05 has No Significant Relationship (NSR)

Instructional leadership is a vital aspect of a school to function well. Through effective leadership, frequent communication and clear chain of command have been happening in the school in which teachers, students and even parents are involved. They work as a team to promote quality developments in the overall performance of the school specifically, in facilitating high quality of instructional programs and monitoring its implementation by getting involved actively. Thus, instructional leadership is a significant factor that has a great influence in generating school effectiveness. Based on the study conducted by Berkovich and Eyal (2018) it indicated that the most frequent behavior of the principal contributing to the effectiveness of the school was placed in the category exhibits administrative leadership and governance.

Bandur (2012) assert that several studies have found that school-based management can empower schools in order to develop a better-quality educational process, healthier teaching-learning environments, stronger parental and community involvement, and improved student outcomes. Berkovich, and Eyal, (2018) found that parental involvement within SBM has been the most efficient intervention in improving the quality of education and has a positive effect on academic achievement of students.

Differently, analysis shows a no significant relationship correlation between instructional leadership and positive school climate (i.e.,  $r=.161$ ,  $p=0.86$ ) and budget allocation (i.e.,  $r = -0.98$ ,  $.300$ ). It denotes that null hypotheses were not rejected which means that instructional leadership does not significantly influence the school



management system and governance in terms of positive school climate and budget allocation.

### Relationship between Students' and Teachers' Perceptions Towards Various Areas of School Management System and Governance.

Table 3 presents the independent samples t-test of students' and teachers' perception towards the various areas

of school management system and governance such as instructional leadership, clear mission, parent and community involvement, teacher involvement, safe and orderly environment, frequent monitoring, positive school climate, opportunities for learning, and budget allocation. It entailed the df, mean difference, F-value, Sig. (2-tailed), interpretation, and decision to null hypotheses with regards to the analysis.

Table 3. Independent Samples T-Test Of Students' and Teachers' Perception Towards the Various Areas of School Management System and Governance

Areas of School Management System and Governance	df	Mean Diff.	F	Sig. (2-tailed)	Interpretation	Decision
<i>Instructional Leadership</i>	112	.201	7.189	.001	Highly Significant Relationship	Reject
<i>Clear Mission</i>	112	.153	2.522	.085	No Significant Relationship	Do not Reject
<i>Parent and Community Involvement</i>	112	.149	3.921	.023	Significant Relationship	Reject
<i>Teacher Involvement</i>	112	.170	.890	.413	No Significant Relationship	Do not Reject
<i>Safe and Orderly Environment</i>	112	.154	.798	.453	No Significant Relationship	Do not Reject
<i>Positive School Climate</i>	112	.223	.241	.786	No Significant Relationship	Do not Reject
<i>Frequent Monitoring</i>	112	.100	1.308	.274	No Significant Relationship	Do not Reject
<i>Opportunities for Learning</i>	112	.124	2.791	.066	No Significant Relationship	Do not Reject
<i>Budget Allocation</i>	112	.112	1.665	.194	No Significant Relationship	Do not Reject

It revealed that seven out of nine registered “no significant difference” which means that there is no significant difference between students' and teachers' perceptions in terms of clear mission, teacher involvement, safe and orderly environment, positive school climate, frequent monitoring, opportunities for learning and budget allocation. To simplify, the null hypothesis was therefore accepted. Furthermore, the findings suggested that school community has distinct insights and perception when talking about school's goals and mission, teachers' participation, disciplinary procedures, attitudinal aspects, assessment methods, teaching-learning process, and allocation of school's resources.

On the other hand, two out of nine acquired “highly significant difference” and “significant difference” which denotes that there is significant difference between students' and teachers' perceptions as such to instructional leadership and parent and community development. In simpler terms, the null hypotheses were therefore rejected. Likewise, the results say that school community has almost the same perspectives in accordance with leadership

behavior of the principal and communication with the parents and community.

### Qualitative Analysis

This part discusses the qualitative analysis regarding how instructional leadership of the principal is perceived by the school community.

### Instructional Leadership perceived by the School Community

Table 4 circulates around the emergent theme ‘Governance and Influence’, and Consistency and Development’. Upon analysis, the theme clusters that were recovered signify the respondents' perception towards the effectiveness of instructional leadership. After assigning significant responses from the school community, the following four theme clusters have emerged: ‘Good Governance’, ‘Principal influences both students and teachers’, Consistency on Management’, and ‘Improvement and Innovation’. Table 4 describes how school community perceived the effectiveness of instructional leadership by the principal.

Table 4. Emergent Themes and Sub-themes on Instructional Leadership of Principal perceived by the Students and Teachers

Theme and Theme Clusters	Formulated Meanings
<b>Theme 1. Governance and Influence</b> <b>1.1 Good Governance</b> <b>1.2 Principal influences both students and teachers</b>	Provides good care for the school and administers what is needed by the school members. Influences both students and teachers to be well-disciplined members of the school through following the rules and regulations.
<b>Theme 2. Consistency and Development</b> <b>2.1 Consistency on Management</b> <b>2.2 Improvement and Innovation</b>	Prioritizes effective instructions to promote and ensure that the school is consistently obtaining its purposes and effectiveness. Governs the school to develop and to facilitate new valuable changes both in school members and physical appearance of the school

#### IV. CONCLUSION

Pursuant to the findings, it generally revealed that there is a significant relationship between the students' and teachers' perceptions toward instructional leadership and parent and community involvement.

Meanwhile, instructional leadership has a highly significant relationship and therefore influences the various areas of school management system and governance in terms of having a clear mission, parent and community involvement, teacher involvement, safe and orderly environment, frequent monitoring, and opportunities for learning. Thus, the success of schools would depend on how school leaders use their authority and leadership to manage the organization.

This study intended to determine the school community's perception towards school management system and governance. As stated by Bandur (2008), School-Based Management (SBM) enable the schools to create healthier school climates and enhanced school system environments and that provide better teaching and learning environments, in which teachers would be more committed to improve student achievements.

Schools should always be prepared to participate with the community and stakeholders in order to facilitate whatever problems in schools' plant facilities and resources. It is accepted by the majority that schools cannot exist alone in the community. Hence, in order to be progressive and achieve its goals, community linkages should be strengthened and lengthened.

The study of Bandur (2008) believed that school management system and governance is an effective system for empowering local schools in decision-making by which school stakeholders are given greater power and authority to manage a school.

Research over the past decades also revealed that the school management system and governance has

contributed to significant improvements in student achievements and betterment of the school. Proper school governing has an impact on the improvement of student and school outcomes.

Lastly, the role of school management system and governance is increasingly acknowledged as effective at all education levels. Leadership is a very vital component to mention because it serves as a primary tool that initiates and drives a school towards effectiveness. School that promotes effective instruction, focused objectives, connections with parents and teachers, well-disciplined school community, high-quality education, and proper accommodation of school resources. When these happen, it can therefore be said that there is an effective and efficient functioning of school management system and governance.

#### REFERENCES

- [1] Anderson, W. (2016). Site-based management. In S. C. Smith, & P. K. Piele, *School Leadership: Handbook for Excellence in Student Learning* (pp. 223-244). London: SAGE Publications
- [2] Arum, R., Ford, K., & Velez, M. (2012). *School Discipline, Student Achievement, and Social Inequality. Improving Learning Environments*, 141doi:10.11126/stanford/9780804778039.003.0001
- [3] Bandur, A. (2018). *A STUDY OF THE IMPLEMENTATION OF SCHOOLBASED MANAGEMENT IN FLORES PRIMARY SCHOOLS IN INDONESIA*. Newcastle, Australia
- [4] Bandur, A. (2012). School-based management developments: challenges and impacts. *Journal of Education Administration*, 50 (5), 845-873.
- [5] Berkovich, I., & Eyal, O. (2018). Principals' emotional support and teachers' emotional b. reframing: The mediating role of principals' supportive communication strategies. *Psychology in the Schools* , 55 (7), 867-879. doi:10.1002/pits.22130

- [6] Creswell, J. W. (2013). *Qualitative Inquiry & Research Design: Choosing among Five Approaches* (3rd ed.). Thousand Oaks, CA: SAGE.
- [7] Edge, K. 2000. Decentralization and School-Based Management (SBM)
- [8] Hanson, D. (2013). Ensuring strong primary school governance. *Headteacher Update*, 2013 (5). doi:10.12968/htup.2013.2.5.98280
- [9] Hariri, H., Monypenny, R., & Prideaux, M. (2012). Principalship in an Indonesian school context: can principal decision-making styles significantly predict teacher job satisfaction? *School Leadership & Management*, 32 (5), 453-471. doi:10.1080/13632434.2012.723617
- [10] Jawas, U. (2017). The influence of socio-cultural factors on leadership practices for instructional improvement in Indonesian schools. *School Leadership & Management*, 37 (5), 500-519. doi:10.1080/13632434.2017.1366440
- [11] Kang, K. (2016). The Relationship between Distributed Leadership, Teachers' Learning Community, and Teachers' Commitment to Teaching. *Teacher Education Research*, 55(3), 350-362. doi:10.15812/ter.55.3.201609.350
- [12] Leithwood, K., & Day, C. (2018). The impact of school leadership on pupil outcomes. *School Leadership & Management*, 28 (1), 1-4. doi:10.1080/13632430701799718
- [13] Lindgerg, E., & Vanyushyn, V. (2013). School-Based Management with or without Instructional Leadership: Experience from Sweden. *Journal of Education and Learning*, 2 (3), 39 50. doi:10.14738/assrj.31.1740
- [14] Minadzi, V. M., & Boadu, K. (2016). The Leadership Styles of Basic School Head Teachers: What Teachers Say. *Advances in Social Sciences Research Journal*, 3 (1). doi:10.14738/assrj.31.1749
- [15] Mirfani, A. M. (2017). The Innovativeness and The Decision-Making Skills of Primary School Principals. *Proceedings of the 9th International Conference for Science Educators and Teachers (ICSET 2017)*. doi:10.2991/icset-17.2017.86
- [16] Nancy, S. (2017). Introduction. *Building Executive Function*, xii-xiii. doi:10.4324/9781315208497-1
- [17] Normand, R. (2015). French Principals in Secondary Education: Towards New Roles and Responsibilities? *ECPS - Educational, Cultural and Psychological Studies*, (11), 135-152. doi:10.7358/ecps-2015-011-norm
- [18] Oswald, L. J. (2014). *School-Based Management: Rational and Implementation Guidelines* Palmer, AK: Wordsworth LLC Publishing. Perceived quality of overall infrastructure has been improving, 2007-16. doi:10.1787/888933550725
- [19] Stone, J.E., Bruce, G.S. and Hursh, D. 2017. *Effective Schools, Common Practices: Twelve Ingredients of Success from Tennessee's Most Effective Schools*. Virginia: Education Consumers Foundation. Table B1.6. Relationship between low-performing students' experience in schools, school attributes, background characteristics and students' PISA reading scores. doi:10.1787/888932733849



# Finding out why Bram Stoker Wrote Dracula

Dr. P. Rebecca

HOD English, BSK College, Maithon, Dhanbad, Jharkhand, India

Received: 11 Apr 2023; Received in revised form: 09 May 2023; Accepted: 18 May 2023; Available online: 25 May 2023  
©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license  
(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— The paper entitled 'Finding Out Why Bram Stoker Wrote 'Dracula' is actually a research work inspired by the circumstances surrounding the publication of the book. The article proposes to find out what inspired Bram Stoker to write a novel of the stature of 'Dracula'. Reading through several manuscripts, journals and online materials one can conclude that Bram Stoker took a lot of trouble to publish his work. He researched widely and went to a lot of places before finally deciding on the location, characters and plot of 'Dracula'. A peep into his biography, his friends and influences has also been provided in the paper. Besides, his readings are also referred to. There is a detail about how the first hundred pages went missing, how and where they were ultimately found and how they were again republished. There is a look into the Journal entries of Jonathan Harker, the main character in the novel as well. These entries corroborate the findings of Bram Stoker about the legend called 'Dracula' and the true elements in the book as per the stories or folk lores read by him.

**Keywords**— Devil, Dracula, Harker's journal, Icelandic, Wallachian

## I. INTRODUCTION

The chill that the presence of Count Dracula inspires can be experienced only if one reads the description of Bram Stoker of him. The shimmering speckles of light that herald the coming of the three bloody sisters, the Castle itself, the coffins laden with earth...all these make us wonder about what could possibly have inspired the writer of the novel. Biographically, we are aware of the fact that Bram Stoker was born in Dublin, Ireland, on November 8, 1847 and that he was the third son of seven children. As a child he was sickly and bedridden but Stoker eventually grew to well over six feet in height and became athletic and muscular, having a head of thick, red hair. He is referred to by biographer Farson as a "red-haired giant."<sup>1</sup> Coming to his novel Dracula we find that he dedicated it to one of his close friends, Hall Caine, who was also a novelist. A very interesting fact worth being noted here is that few people know that the "dear friend Hommy-Beg" of the dedication is Hall Caine, "Hommy-Beg" being an affectionate childhood nickname for Caine, which means "little Tommy."

The author whom he most admired was Walt Whitman, whose controversial book of poetry, *Leaves of Grass*, Stoker publically defended. In 1876, when Stoker was twenty-nine years old, he met the famous and talented actor Henry Irving, a meeting which became of great value to both men since Stoker and Irving became close friends. Stoker soon became the actor-manager of Irving's theatre. Since Stoker held the position for twenty-seven long years (1878 to October 1905) without taking a break, it is apparent that he must have enjoyed the position.

In 1878, Stoker married Florence Balcombe, who had had the choice of marrying either Bram Stoker or Oscar Wilde. At the time, Stoker was thirty-one years old, Wilde only twenty-four. Stoker and Wilde remained friends, however, and Stoker was admitted into Wilde's literary circle. During his life Bram Stoker met many leading artistic and prominent figures of his day; in addition to Oscar Wilde, he had close associations with Arthur Conan Doyle, Alfred Lord Tennyson, Mark Twain and once he even met Theodore Roosevelt. Bram Stoker's son and only child, Noel, was born in 1879 and in 1882 Stoker published his first substantial literary effort, *Under the Sunset*, a collection of tales for children. His first novel, a romance

entitled *The Snake's Pass*, was published in 1890. Then, written over a period of several years, beginning in 1890, Stoker's masterpiece, *Dracula*, was published by Archibald Constable in 1897.

During his recovery from a stroke which occurred soon after Irving's death, Stoker wrote a book of non-fiction which he called *Personal Reminiscences of Henry Irving* (1906), a volume about both the famous English actor and Stoker himself. Meanwhile, Stoker had earlier published *The Mystery of the Sea*, in 1902, and he produced another romantic novel, *The Man* in 1905. Both novels make an interesting reading primarily for their examination of the roles of women in society as well as for Stoker's characterization of women.

After *Dracula*, his novels of mystery and horror include *The Jewel of Seven Stars* (1903), a tale of adventure and romance set in Egypt, *The Lady of the Shroud* (1909), and *The Lair of the White Worm* (1911), both of which are interesting novels and deserve more than a passing glance, though they are nowhere close to *Dracula*. Some of Stoker's short tales of horror, particularly *Dracula's Guest* an episode cut from the final version of *Dracula* as well as *The Judge's House* are very good and well worth reading.

Regardless of which novel Stoker himself considered his best, *Dracula* remains his most popular work, and it has inspired countless adaptations and plays, novels and movies as well as comic books. Critical analyses and psychological interpretations of *Dracula* abound.

In his last years, Stoker's health declined rapidly, and the cause of his death, though clouded by mystery, has generated some substantial amount of discussion. His biographers have been reticent to discuss it. Recently, though, Daniel Farson, Stoker's grandnephew, in his biography, cites Stoker's death certificate, which has as the cause of death the medical phrase *Locomotor Ataxy* — also called *Tabes Dorsalis* — known in those days as general paralysis of the insane, which implies, therefore, that Stoker had contracted syphilis, presumably around the turn of the century, and died of it. Stoker died on April 20, 1912, at the age of sixty-four.

From what we read in Harker's journal, it is clear that the young lawyer is a very logical, organized sort of man. Clearly, Stoker is setting up his protagonist as a very rational individual; in this way, the horror of the melodrama which will occur later will be encountered by a man who will try to combat it with common sense and logic. As a result, the terror of Stoker's narrative will become heightened and will seem more believable and less excessively hysterical. Had Stoker chosen a nervous, emotional type of man for his hero, his gothic melodrama would have become, or could have become laughable.

However by the carefully calculated way in which Stoker indicates and unravels the mystery of Count Dracula, he achieves a mastery over his subject matter that mitigates the raw horror and instead intensifies each chapter's sense of anxiety and portentous dread.

One of the first devices that Stoker uses to let us know that Harker is sensible and rational (in addition to the fact that he is a lawyer) is by having Harker recall in his journal that he spent quite a bit of time prior to his journey in the British Museum; there, he read as much as he could about the provinces through which he would be travelling (provinces originally occupied by Attila and the Huns); Harker tried his best to locate the exact locality of Castle Dracula, but unfortunately, he was not able to pinpoint the location precisely, because the castle is located in one of the "wildest and least known portions of Europe." Yet even this ominously mysterious fact does not worry Harker unduly; because he is able to use his smattering of German, he is enjoying his adventuresome trip — thus far — and his notes become more minutely descriptive and confessional as he continues; the purpose for recording as much as he can, he says, is so that he can later refresh his memory when he is telling his fiancée, Mina, about the journey.

One of the first clues in Harker's journal that suggests to us something about the terror that will soon commence concerns Harker's reaction to Transylvania itself. He notes that "every known superstition in the world is gathered into the horseshoe of the Carpathians"; he also records, again matter-of-factly, the minor annoyance of his having had "all sorts of queer dreams" recently; in addition, he heard a "dog howling all night under [his] window." He wonders, rather naively, if perhaps it was the excessive paprika in the chicken casserole which he ate for dinner that could have been responsible for his bad dreams.

"There are mysteries that man can only guess at which age by age may only solve in part."<sup>2</sup> — Bram Stoker

In the summer of 1890, a 45-year-old Bram Stoker entered the Subscription Library in Whitby, England, and requested a specific title — *The Accounts of Principalities of Wallachia and Moldavia* by William Wilkinson. This wasn't a title found readily on the shelves or typically made available to the general public. The library didn't even make it known they possessed the rare book. Access was only granted to those who asked for it. Patrons handled the title only under the watchful eye of the librarian, and it was returned to its resting place the moment business concluded. Upon receipt of the book, Stoker didn't read it cover to cover or browse the text — he opened the pages to a specific section, made notes in his journal, and returned it to the librarian.



He stopped next at the Whitby Museum, where he reviewed a series of maps and pieced together a route beginning in the heart of London and ending upon a mountaintop deep within the wilds of Romania — a latitude and longitude previously noted in his journal and confirmed again this very day. From the museum, Bram then made his way to Whitby Harbor where he spoke to several members of the Royal Coast Guard. They provided details of a sailing vessel, the *Dmitri*, that ran aground a few years earlier on the beach inside the protective harbor with only a handful of the remaining crew alive. The ship, which originated in Varna, an eastern European port, was carrying a mysterious cargo — crates of earth. While investigating the damaged ship, rescue workers reported seeing a large black dog, consistent with a Yorkshire myth of a beast known as Barghest, escape from the hull of the ship and run up the 199 steps from Tate Sands beach into the graveyard of St. Mary's Church. Stoker looked up at the church, at Whitby Abbey looming beside it on the cliff. In his mind's eye, he pictured the dark chamber at the top of the central tower.

Dracula in Wallachian language means DEVIL. Wallachians were accustomed to give it as a surname to any person who rendered himself conspicuous either by courage, cruel actions, or cunning. Four months earlier, at a dinner at the Beefsteak Club of the Lyceum Theater in London, Bram Stoker's friend Arminius Vambery told him of the book, told him what to look for and told him to visit the library in Whitby. The final piece of a decades-old puzzle, a story, slowly taking shape. On another page of his notes, the name Count Wampyr had recently been crossed out, replaced with Count Dracula and to Bram, it all made sense now. For fans of the novel *Dracula*, the information above takes on a familiar note. We all know the name. There's the graveyard, the Abbey, the dog, and of course, the ship which was called *The Demeter* not *Dmitri* in the book but in real life it was *Dmitri*. And there sure was a "real life." Bram had found a blurry place between fact and fiction and that surely put a smile on his face.

When Bram Stoker wrote his iconic novel, the original preface, which was published in *Makt Myrkanna*, the Icelandic version of the story, included this passage: *I am quite convinced that there is no doubt whatever that the events here described really took place, however unbelievable and incomprehensible they might appear at first sight. And I am further convinced that they must always remain to some extent incomprehensible.* <sup>3</sup>

He went on to claim that many of the characters in his novel were real people: *All the people who have willingly — or unwillingly — played a part in this remarkable story are known generally and well respected. Both Jonathan Harker and his wife (who is a woman of character) and Dr. Seward are my friends and have been so for many years, and I have never doubted that they were telling the truth...*<sup>4</sup>

Bram Stoker did not intend for *Dracula* to serve as fiction but as a warning of a very real evil, a childhood nightmare all too real. Worried of the impact of presenting such a story as true, his editor, Otto Kyllman, of Archibald Constable & Company, returned the manuscript with a single word of his own: *No*. He went on to explain that London was still recovering from a spate of horrible murders in Whitechapel — and with the killer still on the loose, they couldn't publish such a story without running the risk of generating mass panic. Changes would need to be made. Factual elements would need to come out, and it would be published as fiction or not at all.

When the novel was finally released on May 26, 1897, the first 101 pages had been cut, numerous alterations had been made to the text, and the epilogue had been shortened, changing Dracula's ultimate fate as well as that of his castle. Tens of thousands of words had vanished. Bram's message, once concise and clear, had blurred between the remaining lines. In the 1980s, the original *Dracula* manuscript was discovered in a barn in rural northwestern Pennsylvania. Nobody knows how it made its way across the Atlantic. That manuscript, now owned by Microsoft cofounder Paul Allen, begins on page 102. Jonathan Harker's journey on a train, once thought to be the beginning of the story, was actually in the thick of it. This raises a question: what was on the first 101 pages? What was considered too real, too frightening, for publication?

## II. CONCLUSION

Bram Stoker left breadcrumbs; you need only know where to look. Some of those clues were discovered in a recently translated first edition of *Dracula* from Iceland titled *Makt Myrkanna*, or *Power of Darkness*. Within that first edition, Bram left not only his original preface intact, but parts of his original story — outside the reach of his U.K. publisher. More can be found within the short story *Dracula's Guest*, now known to have been excised from the original text. Then there were his notes, his journals, other first editions worldwide. Unable to tell his story as a whole, he spread it out where, much like his famous vampire,

it never died, only slept, waited for the appropriate time.

#### REFERENCES

- [1] The Man Who Wrote Dracula: a Biography of Bram Stoker by Daniel Farson ISBN 13: 9780718110987
- [2] ISBN 10: 0718110986
- [3] Hardcover; London: Michael Joseph, 1975; ISBN-13: 978-0718110987
- [4] <https://time.com/5411826/bram-stoker-dracula-history/>
- [5] [https://www.cracked.com/article\\_33139\\_bram-stokers-dracula-tried-to-sell-itself-as-a-true-story.html](https://www.cracked.com/article_33139_bram-stokers-dracula-tried-to-sell-itself-as-a-true-story.html)
- [6] [https://www.cracked.com/article\\_33139\\_bram-stokers-dracula-tried-to-sell-itself-as-a-true-story.html](https://www.cracked.com/article_33139_bram-stokers-dracula-tried-to-sell-itself-as-a-true-story.html)



# Young Learners' Attitudes towards Learning English as a Foreign Language: A Study at a Primary School

Do Thi Bich Hue<sup>1</sup>, Le Van Tuyen<sup>2</sup>

<sup>1</sup>Nguyen Van Triet Primary School-Ho Chi Minh City, Vietnam

<sup>2</sup>Ho Chi Minh City University of Technology (HUTECH University)-Vietnam

Received: 14 Apr 2023; Received in revised form: 11 May 2023; Accepted: 18 May 2023; Available online: 26 May 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— *In recent years, English has been taught as a compulsory subject in Vietnamese primary schools. It is necessary for all EFL teachers and educators at primary schools to understand young learners' attitudes towards EFL learning. The aim of this study is to explore the young learners' attitudes (YLS) towards learning EFL at a public primary school (Henceforth called PPS) in Ho Chi Minh City, Vietnam with the participation of 133 fifth grade students. Both quantitative and qualitative data were collected through the employment of the questionnaire and interviews. For data analysis, descriptive statistics and thematic analysis were used. The results of the study revealed that most YLS have a positive attitude towards learning EFL. In addition, several pedagogical implications are provided for EFL teachers and YLS in order to improve the quality of teaching and learning English in PPS in particular and in other similar EFL contexts in general.*

**Keywords**— *young learners, attitudes, EFL, primary school, Vietnamese context*

## I. INTRODUCTION

There is no denying that attitude plays an important role in enhancing language learning (Gardner, 1985), and according to Brown (2000), high achievement in foreign language learning depends not only on the intelligence of the learners but also on their attitudes. In addition, there is a positive relationship between learning outcomes and attitudes toward learning a second or foreign language. Attitudes stem from the values assigned to objects or ideas and "values are the foundation of attitudes" (Wright, 1987, p. 21). Learners may have a positive or negative attitude based on values. According to (Wright, 1987), if a learner believes in the importance of mastering a second or foreign language and acts accordingly, it shows that the learner values language learning and therefore has a positive attitude towards it. On the other hand, if a learner does not believe in the importance of mastering a second or foreign language and acts accordingly, it indicates that he or she does not value learning that language and therefore has a negative attitude towards it; and it cannot be avoided that negative attitudes will contribute to learners' low

achievement in learning. It, therefore, cannot be denied that investigating the attitudes of foreign language learners to improve the quality of English learning for young learners (Maviş & Bedir, 2015), especially primary school learners, is considered to be a "must".

So far, a variety of studies on learners' attitudes toward English learning have been conducted at secondary and high schools, colleges and universities, but there have been very few studies on YLS' attitudes toward English learning at primary schools. Therefore, this study is considered a necessary study in the context with the aim of learning more deeply about YLS' attitudes towards learning English in a public primary school (PPS) in particular and in primary schools in general. This study attempted answer the following research question.

What are the attitudes towards learning EFL of the young learners in PPS?

## II. A BRIEF LITERATURE REVIEW

### 2.1. Definition of Attitudes

So far attitudes have been defined by researchers in several ways. Gardner (1980) defined attitude as "an inference made based on a complex of beliefs about the object". In addition, according to Ajzen (2005), attitude is considered a beneficial or unfavorable response to an object, person, organization, or event; or, Baker (1992) defined attitude as a constitutive hypothesis used to explain the direction and persistence of human behavior. Another way of defining this term was given by (Hogg & Vaughan, 2005), showing that an attitude is a relatively persistently organized belief, emotion, and behavioral disposition toward objects, groups, events, or symbols. Similarly, Allport (2009) defined "an attitude is a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual response to all objects and situations with which it is related." Regarding attitudes towards language learning, Gardner (1985) stated that attitudes are part of what motivates people to learn a language. He claims that "motivation" is the "combination of effort, desire to accomplish the objective of learning the language. Language learning is inextricably linked to attitudes (Starks & Paltridge, 1996). "Positive language attitudes enable learners to have a positive perspective toward learning", as claimed by Karahan (2007). As a result, attitudes may be very important in language acquisition as they seem to have an impact on student's success or failure in their studies. Based on the above definitions, it can be confirmed that in this study attitude is the way in which young learners view and evaluate their opinions, emotions and behavior to respond negatively or positively to their learning EFL at school. It is structured with three aspects: cognitive, affective and behavioral.

### 2.2. Aspects of attitudes

Wenden (1991) argued that attitudes consist of three aspects: cognitive, affective, and behavioral. The *cognitive aspect* deals with a person's beliefs or knowledge about an object. As for the cognitive aspect of attitudes towards languages, it is language learners' beliefs about the knowledge they receive and their understanding during language learning. Cognitive attitudes can be classified into four steps including connecting previous and new knowledge, generating new knowledge, testing new knowledge, and applying new knowledge in many different situations. Another part of attitudes is the *affective aspect* which refers to a person's feelings and emotions towards an object. They may express their likes or dislikes towards surrounding objects or situations. According to Choy and Troudi (2006), it is believed that the inner feelings and

emotions of language learners affect their views and attitudes towards the target language. Feng and Chen (2009) stated that "learning is an emotional process" in terms of emotional attitude. It is influenced by a variety of emotional elements." In it, the teacher and learners participate in a variety of emotional activities, with a variety of emotional effects." Finally, the *behavioral aspect* refers to how the individual behaves and reacts to an object in specific situations. In the field of language learning, an individual with positive attitudes will determine positive behavior towards learning a second language. Having positive attitudes may lead to the demonstration of positive behavior toward learning, and making more efforts to learn among learners. Obviously, one of the most important elements in learning a new language is attitude (Gardener, 1985). That is why numerous research in the field of language learning attitudes has previously been conducted since attitude is one of the main variables for success in language acquisition (Saidat, 2010).

## III. METHODOLOGY

### 3.1. Research site and participants

The study was conducted in a public primary school (PPS) in Ho Chi Minh City, Vietnam. The school has around 1,800 learners, ranging from grade 1 to grade 5. This is a large-scale school with a total number of 9 English teachers who are enthusiastic, responsible and highly qualified. Each teacher is in charge of 5 or 6 classes. In PPS English is taught to learners when they enter grade 3. The school is equipped with modern facilities for teaching and learning. In addition, it also has an English club that operates once a week for learners to improve their speaking skills and become more confident in communication.

Convenience sampling was employed in the study with the participation of 133 fifth graders coming from 5 classes. They are the 5<sup>th</sup> grade learners who have the longest study time at the school; therefore, the information they provided is accurate and suitable for the requirements of the study. Although they are YLs, most of them started learning English in kindergarten. Among 133 learners, 74 of them (55.6%) are female, and 59 (44.4%) are male. Their ages range from 10 (84.2%) to 12 years old (15.8%). They have been learning English at least for 3 years, and especially 48 of them (36.1%) have studied English for 6 years. Regarding English learning time in class, 53 of them (39.8%) study 6 hours a week (regular English classes), and 80 of them (60.2%) study 8 hours a week in intensive English classes.

### 3.2. Research instruments

Two research instruments were used in this study, including the questionnaire and interviews. The questionnaire consists of two parts. Part 1 asks questions about the demographic information of the participants, including gender, age, grade level, studying English time, and hours of learning English per week. Part 2 consists of 24 items used to ask about YLs' attitudes towards English learning in the context concerning cognitive, affective and behavioral aspects. Furthermore, the questionnaire items are based on a four-point Likert scale: 1 = Strongly disagree (SD) 2 = Disagree (D) 3 = Agree (A) 4 = "Strongly agree (SA). The Cronbach's alpha index of the questionnaire is .910, so the reliability of the questionnaire is high. In addition, to deeply understand the YLs' attitudes towards EFL learning, interviews were also employed in the current study.

### 3.3. Procedures for data collection and analysis

Before the official data collection, the questionnaire was piloted with the participation of 20 YLs and the interview questions were piloted with 2 learners. That is because it is important to ensure that learners understand and feel comfortable to answer all the questions. After some changes were made to the questionnaire items and interview questions, the questionnaire copies were administered to 133 5<sup>th</sup> grade learners to complete and interviews were conducted with 10 young learners who volunteered to participate. It took about 30 minutes for each learner to complete the final questionnaire and 15 minutes to answer the final interview questions.

In terms of data analysis, for quantitative data collected from the questionnaire, descriptive statistics were used. Mean scores and standard deviation were carefully calculated via the use of SPSS Statistics software version 22.0. Gass et al. (2005) asserted that descriptive statistics are not only used to describe the basic characteristics of the data but also allow the researcher to better understand the

data set. Based on calculated interval coefficient for three intervals in four points ( $4-1=3$ ), intervals with the range of 0.75 (3/4) were arranged. The following criteria in the Likert type scale were used to interpret the data: strongly disagree (1.00 -1.75); disagree (1.76 - 2.50); agree (2.51- 3.25); strongly agree (3.26 - 4.00). To analyze the data collected from the interviews, "thematic analysis" was used. Students' answers are coded from S1, S2, S3 to S10.

## IV. RESULTS AND DISCUSSION

### 4.1. Results of the Study

The study attempted to explore the YLs' attitudes towards EFL learning. Both quantitative and qualitative data related to three aspects of attitudes collected through the employment of the questionnaire and interviews are presented in the table below.

#### 4.1.1. Cognitive aspect

The data displayed in Table 4.1 are descriptive statistics of the cognitive aspect of attitudes. The findings revealed that most of the 5<sup>th</sup> grade learners had positive attitudes towards EFL learning. More specifically, most of them **agreed** with three items of cognitive aspect, including "learning more English every day is necessary" (item 2) with  $M = 3.15$  &  $St. D = .657$ , "learning English needs a lot of efforts" (item 5) with  $M = 3.20$  &  $St. D = .649$ , and "learning English makes them able to watch cartoons in English" (item 6) with  $M = 3.21$  &  $St. D = .798$ . More interestingly, most of them **strongly agreed** with the rest 4 items, including "learning English is really important" (item 1) with  $M = 3.33$  &  $St. D = .612$ , "learning English to please parents" (item 3) with  $M = 3.35$  &  $St. D = .729$ , "learning English helps communicate with foreigners", (item 4) with  $M = 3.56$  &  $St. D = .701$ , and "when knowing English, learners can widen understanding and knowledge" (item 7) with  $M = 3.58$  &  $St. D = .606$ .

Table 4.1: Descriptive statistics of cognitive aspect

No	Items	N	Mean	St.D
1	Learning English is really important to me.	133	3.33	.612
2	Learning more English every day is necessary for me.	133	3.15	.657
3	I learn English just to please my parents.	133	3.35	.729
4	Learning English helps me communicate with foreigners.	133	3.56	.701
5	Learning English needs a lot of efforts.	133	3.20	.649
6	Learning English makes me able to watch cartoons in English.	133	3.21	.798
7	When I know English, I can widen my understanding and knowledge.	133	3.58	.606



Regarding qualitative data collected from the interviews, several learners also reported their positive attitudes towards learning English as follows: *"I learn English because it is fun and I want to learn English well to become an English teacher in the future (S1)"; "I learn English because I was encouraged and encouraged by my parents, growing up for me to study abroad, every time I spoken English, my parents were very proud and happy (S2)"; "I learn English to know more languages (S4), communicate with international friends and dream of becoming a tour guide, traveling to many countries around the world." (S3)*

#### 4.1.2. Affective aspect

Regarding the affective aspect of attitudes, it can be seen in Table 4.2 that the majority of young learners participating in the study **agreed or strongly agreed** with

this aspect. More specifically, over half of the learners **agreed** with 4 items, including "feeling very proud to learn English" (item 8) with  $M = 3.25$  &  $St. D = .732$ , "Learning English makes them have good feelings" (item 10) with  $M = 3.23$  &  $St. D = 0.692$ , and "like to participate in activities in English" (item 11) with  $M = 3.23$  &  $St. D = .724$ . "Being interested in their English learning" (item 14) with  $M = 3.16$  &  $St. D = .649$ . Especially, most of the learners **strongly agreed** with the remaining 5 items, including "feeling proud to speak English with others" (item 9) with  $M = 3.35$  &  $St. D = .640$  "enjoying learning English with their teachers and classmates" (item 12) with  $M = 3.51$  &  $St. D = 0.755$ , "speaking English so well makes them excited", (item 13) with  $M = 3.56$  &  $St. D = 0.667$ , and "learning English makes them feel more confident" (item 15) with  $M = 3.29$  &  $St. D = .774$ , and "enjoying their English class" (item 16) with  $M = 3.46$  &  $St. D = 0.680$ .

Table 4.2: Descriptive statistics of affective aspect

No	Items	N	Mean	St.D
8	I feel proud when I learn English.	133	3.25	.732
9	I feel excited when I speak English with others.	133	3.35	.640
10	Learning English makes me have good feelings.	133	3.23	.692
11	I enjoy doing activities in English.	133	3.23	.724
12	I really like learning English with my teacher and friends in class.	133	3.51	.755
13	Speaking English well makes me excited.	133	3.56	.667
14	I'm interested in learning English.	133	3.16	.649
15	Learning English makes me feel more confident.	133	3.29	.774
16	I really have interest in my English class.	133	3.46	.680

Regarding the qualitative data collected from the interviews, 8 out of 10 students also reported that they have a positive attitude towards learning English. For example: *"I find learning English very easy, very fun and interesting; it helps me relax after stressful hours with other subjects" (S1); "English has many fun activities, so I really enjoy learning English, I find English not difficult" (S2); "I feel very confident when speaking English" (S3). Besides, (S4) replied that: "I am looking forward to learning English because it is an interesting subject and my favorite subject is English."*

#### 4.1.3. Behavioral aspect

Displayed in Table 4.3 below are the behavioral aspect of the attitudes towards EFL learning of YLs. The results showed that 100% of 5th graders either **agreed or strongly agreed** with 8 items. Specifically, most 5th graders **agreed**

with 3 items, including "learning English helps have a good relationship with their friends" (item 18), "want friends to pay attention to during English lessons" (item 20), and "they wish they can speak English well with friends and teachers" (item 23) with  $M = 3.17$  &  $St. D = .751$ ;  $M = 2.80$  &  $St. D = .952$  and  $M = 3.25$  &  $St. D = .690$  respectively. More interestingly, most of the learners **strongly agreed** with the remaining 5 items, consisting of: "not wanting to miss any English classes" (item 17) with  $M = 3.32$  &  $St. D = .774$ , "concentrating on all activities in English classes" (item 19) with  $M = 3.26$  &  $St. D = .735$ , "spending more time on English subject than other subjects", (item 21) with  $M = 3.47$  &  $St. D = .702$ , and "considering learning English well is necessary" (item 22) with  $M = 3.35$  &  $St. D = .676$  and "coming to the English class regularly in the future" (item 24)  $M = 3.41$  &  $St. D = .836$ .

Table 4.3: Descriptive statistics of behavioral aspect

No	Items	N	Mean	St. D
17	I don't want to miss any English classes.	133	3.32	.774
18	Learning English helps me to have good relationships with friends.	133	3.17	.751
19	I concentrate on all activities during English classes.	133	3.26	.735
20	I want my friends to pay attention to me during English classes.	133	2.80	.952
21	I always spend more time on English subject than other subjects.	133	3.47	.702
22	I consider learning English well is necessary.	133	3.35	.676
23	I always wish that I can speak English well with friends and teachers.	133	3.25	.690
24	I will come to the English class regularly in the future.	133	3.41	.836

Considering the qualitative data gathered from the interviews, a number of learners also indicated positive attitudes towards EFL learning, for instance: *"I'm eager and look forward to learning English (S1); S2 stated, "I am very happy, excited, and looking forwards to the English class."* Similarly, stating the same view when it came to behavioral aspect, *S5 said, "I am eager to come to English class to do group assignments and speak English with friends".* Interestingly, S5 and S7 both had similar viewpoints. *"I listened attentively to the teacher and completed all of my homework", "I am highly disciplined, and I do not play if I do not complete my homework."* (S7)

In conclusion, the data collected from the questionnaire and interviews showed that young learners at PPS had positive attitudes towards EFL learning. Most of them agreed and strongly agreed with the three aspects of attitudes. It can be seen that both quantitative and qualitative data are consistent. Young learners had very clear views towards EFL learning; they were aware of the importance of English and the benefits that it could bring to them, leading to having goals and orientations for their EFL learning.

#### 4.2. Discussion

The finding of the study showed that the young learners have very positive attitudes towards EFL learning. The research findings are consistent with those of the study by Nikolov (1999) showing that young learners have a more positive attitude to learning English. In terms of the cognitive aspect, the majority of young learners are aware of the importance of English because it helps them be able to watch cartoons and read stories written in English. Some of them have also answered that English is very important for their future, or some others have confirmed that they want to use English in other countries. They also want to learn English well to be praised by their parents and to be

allowed to study abroad, which is completely consistent with the conclusion of the study by Nguyen (2016) reporting that cognitive aspects of attitudes affect their achievements or learning outcomes. Students who have positive attitudes will be able to take appropriate actions, retain their attention, and build cognitive skills (Schunk & Zimmerman, 2007).

Concerning the behavioral aspect, according to Maio and Haddock (2009), behavior is influenced by students' attitudes and positive attitudes toward learning may help learners learn English more effectively. The findings show that the young learners in the study might recognize the importance of learning English. That is why most of them have positive behaviors towards learning English. It is evident that there is a relationship between their behavior and their actions. They always concentrate on their learning in classes and come to class regularly.

And finally, in terms of the affective aspect, the findings of the study showed that most of the participants gave positive emotional attitudes towards learning English. Learners have favorable views about learning English when they claim that they are interested, confident, and excited when they learn English with friends and teachers. The findings of this study are consistent with the results of Nguyen et al. (2022), which implies that learners' confidence and emotions are the top concerns in foreign language teaching and learning and that attitudes are important factor supporting learners' language acquisition.

## V. CONCLUSION

This study aims to investigate young learners' attitudes toward learning English at a primary school in Ho Chi Minh City, Vietnam. Based on the findings of the study, it can be concluded that young English learners have positive

cognitive, affective, and behavioral attitudes towards learning English. This study demonstrates that most young learners are well aware of the importance of English. They know what to do to acquire the language, and their attitudes go together with actions. The findings may prove that loving English and making effort in learning are fantastic motivators to develop a positive attitude that leads to success. Teachers play an important role in teaching EFL to young learners, and have a significant impact on children's attitudes. Both teachers' teaching methods and behaviors are factors that may positively influence learners' attitudes. It is advisable that teachers should use appropriate and effective teaching strategies to maintain an even higher quality of instruction to young learners. Teachers should learn about psychological factors and attitudes of learners to help them establish a positive attitude towards learning English. Only when learners have this positive attitude can their academic performance improve and can they achieve the goals of English courses.

The current study was conducted in the context of only one public primary school, which may be considered as a small-scale study. The findings may not be generalizable to other public and private primary schools. Therefore, it is suggested that other studies be carried out in other contexts at the same level to gather more evidence to prove that positive attitudes are extremely helpful for English language learning outcomes, especially for younger learners.

## REFERENCES

- [1] Ajzen, I. (2005). *Attitudes, personality, and behavior*. Open University Press.
- [2] Allport, A. (2009). *Demobbed: Coming home after World War two*. Yale University Press.
- [3] Baker, C. (1992). *Attitudes and language* (Vol. 83). Multilingual Matters.
- [4] Brown, H. D. (2000). *Teaching by principles: an interactive approach to language pedagogy* (2<sup>nd</sup> ed.). San Francisco Public University.
- [5] Choy, S. C., & Troudi, S. (2006). An Investigation into the changes in perceptions of and attitudes towards learning English in a Malaysian. *International Journal of Teaching and Learning in Higher Education*, 18 (2), 120-130. <http://www.isetl.org/ijtlhe/>
- [6] Feng, R., & Chen, H. (2009). An analysis on the importance of motivation and strategy in post-graduates English acquisition. *English Language Teaching*, 2, 93-97. <http://www.ccsenet.org/journal/index.php/elt/article/viewFile/3700/3301>.
- [7] Gass, S., Mackey, A., & Ross-Feldman, L. (2005). Task-based interactions in classroom and laboratory settings. *Language learning*, 55(4), 575-611.
- [8] Gardner, R. C. 1980. On the validity of affective variables in second language acquisition: Conceptual, contextual and statistical considerations. *Language learning*, 30 (2). 225-270.
- [9] Gardner, R. C. (1985). *Psychology and Second Language Learning: The Role of Attitude and Motivation*. Edward Arnold Publisher.
- [10] Hogg, N. & Vaughan, G. (2005). *Social psychology* (4<sup>th</sup> ed.). Prentice-Hall.
- [11] Karahan, F. (2007). Language attitudes of Turkish students towards the English language and its use in Turkish context. *Çankaya University Journal of Arts and Sciences*, 1(7), 73-87.
- [12] Maio, G. R., Haddock, G., & Verplanken, B. (2009). *The psychology of attitudes and attitude change*. Sage.
- [13] Maviş, Ö. F., & Bedir, G. (2015). 2nd year students' and their teacher's perspectives on English language program applied for the first time in 2012-2013 academic year. *International Journal on New Trends in Education and Their Implications*, 4, 205-215.
- [14] Nguyen, C. D. (2016). Metaphors as a window into identity: A study of teachers of English to young learners in Vietnam. *System*, 60, 66-78.
- [15] Nguyen, P. T., Nguyen, Q. L. H. T. T., Nguyen, L. T., & Huynh, V. D. B. (2022). Factors affecting Vietnamese higher education quality in the context of industry 4.0. *Vietnam Journal of Education*, 6(3), 225-237.
- [16] Nikolov, M. (1999). 'Why do you learn English?' 'Because the teacher is short.' A study of Hungarian children's foreign language learning motivation. *Language Teaching Research*, 3(1), 33-56.
- [17] Saidat, A. M. (2010). Language attitude: The case of Jordan. *International Journal of Academic Research*, 2, 235-243.
- [18] Schunk, D. H., & Zimmerman, B. J. (2007). Influencing children's self-efficacy and self-regulation of reading and writing through modeling. *Reading & Writing Quarterly*, 23(1), 7-25.
- [19] Starks, D., & Paltridge, B. (1996). A note on using sociolinguistic methods to study non-native attitudes towards English. *World Englishes*, 15(2), 217-224.
- [20] Wenden, C. W. (1991). Immigration policy and the issue of nationality. *Ethnic and Racial Studies*, 14(3), 319-332.
- [21] Wright, T. (1987). *Roles of teachers and learners*. Oxford University Press.



# Breaking the Caste Ceiling: Dalit Feminism in Bollywood

Jyoti Mehta<sup>1</sup>, Dr. Anil Adagale<sup>2</sup>

<sup>1</sup>Research Scholar, MA English, Symbiosis College of Arts and Commerce, S B Road, Pune, Maharashtra, India

<sup>2</sup>Associate Professor, Department of English, Symbiosis College of Arts and Commerce, S.B Road, Pune, Maharashtra, India

Received: 18 Apr 2023; Received in revised form: 12 May 2023; Accepted: 19 May 2023; Available online: 26 May 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**"Dalits are not a problem to be solved, but they are a people to be embraced." - Kancha Ilaiah Shepherd, " Kancha Illiah**

**Abstract**— Given that the use of Dalit feminist theory in Bollywood films is a relatively new area of study, an article on this topic may have significant implications for both academics and the Indian film industry. Growing the intersectionality dialogue: Intersectionality, which recognises how many forms of oppression, such as caste, gender, class, and race, interact and have an impact on people's lives, is a central concept in feminist theory. By utilising Dalit feminist theory in Bollywood films, it may be possible to better understand caste and gender intersections in the Indian setting and how they emerge in the film business. This research could deepen feminist theory and broaden the intersectionality debate. It is important to highlight that Dalits are disproportionately underrepresented in both on-screen and behind-the-scenes professions in the film industry.

**Keywords**— *Dalit, Feminism, Dalit Feminism, Dalit Feminist Theory, Exploitation, Bollywood feminism and Dalit Bollywood*

## I. INTRODUCTION

The caste system in India constitutes one among oldest and tightest social stratification systems in the world, and it has resulted in the marginalization and subjugation of some groups of people, mainly Dalits. The aim of Dalit feminism is to combat caste and gender intersectionality, as well as the difficulties Dalit women face in a patriarchal and casteist culture. Dalit Feminism, a theoretical framework intended to combat caste- and gender-based oppression in India, has emerged as a result of the feminist theory's application to Dalit realities.

This research examines how Dalit feminist theory may be applied to Bollywood films, with an emphasis on how Dalit women are portrayed. The project will examine how Dalit women are portrayed and explore how they are portrayed in relation to the junction of caste and gender in a few recent Bollywood films. The study aims to advance our knowledge of how Bollywood films uphold or subvert repressive standards through this methodology. The article aims to contribute to the body of information currently accessible on the topic by providing a critical analysis of how Dalit

feminism is depicted in Bollywood films. An outline of Dalit feminist theory and its applicability to the Indian context will be presented at the start of the article . After that, a brief history of Bollywood and its influence on Indian culture will be given.

*Masaan, Gulaal, Sadgati, Parched, and Article 15* are among the five Bollywood films examined in this article for their use of Dalit feminist ideology. In both rural and urban settings, the experiences of Dalit women are shown in each of these films. This article examines how the use of Dalit feminist theory might lead to a more complex and inclusive depiction of Dalit women in Bollywood through a thorough examination of these films. The connection of caste, gender, and class is highlighted by feminism, and Dalit women's particular experiences in Indian society are acknowledged.

## II. CENTRAL ANALYSIS

An article on this subject might have important ramifications for both academics and the Indian film industry because Dalit feminist theory use in Bollywood films is a relatively new field of research. The following are



some possible implications of this study: Developing the intersectionality conversation: A key idea in feminist theory is intersectionality, which acknowledges how several types of oppression, including caste, gender, class, and race, interact and influence people's lives. Caste and gender intersections in the Indian setting and how they appear in the film industry may be better understood by using Dalit feminist theory in Bollywood films. This study may expand the conversation on intersectionality and strengthen feminist theory.

In conclusion, article on how Dalit feminist philosophy is applied in Bollywood films may have huge ramifications for both Indian academics and the film business. This study might promote the conversation on intersectionality, address the underrepresentation of Dalits in the film business, draw attention to Bollywood's influence on public image, help Dalit feminism gain ground, and offer useful advice for the film industry.

## INTRODUCTION

### A DALIT DEVI - MASAAN

A highly praised Bollywood film called "*Masaan*" examines how caste, gender, and sexuality connect in modern India. Two ladies from different caste origins who experience prejudice and persecution in various ways are shown in the movie. Through the lens of Dalit feminist theory, which focuses on the experiences of Dalit women and emphasizes the interconnectedness of caste and gender in their lives, the movie may be examined. Here are a few instances where the film employs Dalit feminist theory:

1. Intersectionality of caste, gender, and sexuality: The film emphasizes how Dalit women experience particular types of oppression as a result of the confluence of caste, gender, and sexuality. Devi, a young woman from a low-caste household, for instance, experiences prejudice. And stigma as a result of her marriage to an upper-caste man. She is made to go through an embarrassing questioning and is the target of moral policing by the police and the general public.

Representation of Dalit women as complex and empowered individuals: The film challenges the widespread perception of Dalit women as helpless victims of oppression by portraying them as sophisticated, independent people. The movie's female protagonists are shown as unique people with agency and the capacity to challenge tyranny in their own ways. For instance, Shalu, a young woman from a low-caste household, defies the expectations of her family and society by going to school and following her dreams of a better life.

Importance of allyship and solidarity: The movie places a strong emphasis on the need of cooperation and camaraderie in the struggle against oppression. It is depicted that Devi

and Shalu's friends and family members understand their problems and stand by them in their battle for justice, giving Devi and Shalu's characters encouragement and support.

Critique of dominant cultural narratives: Analysis of the prevailing cultural narratives

The film criticizes the prevalent gender and caste tropes in culture that uphold Dalit systematic injustice. The film, for instance, demonstrates how upper-caste males participate in caste violence and how the police force likewise participates by ignoring or covering up such violence. In conclusion, "*Masaan*" utilizes Dalit feminist theory by stressing the interconnectedness of

caste, gender, and sexuality, criticizing prevalent stereotypes about Dalit women, emphasizing the significance of allyship and solidarity, and opposing caste- and gender-specific prevailing cultural narratives.

### GULAAL, NOT A COLOR OF HAPPINESS FOR ALL- GULAAL

Anurag Kashyap's "*Gulaal*" is a Bollywood film that examines caste, politics, and power in contemporary India. Although there isn't a major female character in the film, Dalit feminist theory may be used to examine it since it emphasizes how caste and gender are intertwined in the lives of Dalit women. Here are a few instances where the film employs Dalit feminist theory:

1. Intersectionality of caste and gender: The film emphasizes how Dalit women experience particular types of oppression as a result of the intersection of caste and gender. For example, the Dalit girl Kiran is raped by an upper-caste guy who exploits his position and authority to avoid punishment. When she tries to pursue justice, she is also the target of more abuse and humiliation.

Critique of dominant cultural narratives:

The film criticizes the caste and power-based dominant cultural narratives that uphold Dalit systematic inequality. The film, for instance, depicts how individuals from the upper caste manipulate and take advantage of those from the lower castes, which results in murder and violence.

Importance of allyship and solidarity: The movie places a strong emphasis on the value of unity and allyship in the struggle against injustice. A student leader named Prithvi advocates for the rights of marginalized groups like Dalits, and he gains backing and solidarity from other like-minded people.

Representation of Dalit women as complex individuals: Although there isn't a dominant female character in the film, the female characters are presented as multidimensional people who have their own goals and agencies. One such



example is the portrayal of Kiran's mother as a strong, resolute lady who strives for justice for her daughter.

In conclusion, "Gulaal" implements Dalit feminist theory by emphasizing the intersections of caste and gender, challenging prevalent cultural narratives of power and caste, underlining the significance of allyship and solidarity, and portraying female characters as multifaceted people. The film depicts the intricate realities of politics and power in contemporary India and demonstrates how these realities impact various groups in various ways.

#### **DUKHI DALIT WIFE'S LAST RITES - SADGATI**

The Satyajit Ray-directed movie "Sadgati" explores issues of caste and class discrimination in rural India. Dalit feminist theory, which emphasizes the interconnectedness of caste, class, and gender in the lives of Dalit women, may be used to analyze the movie. Here are a few instances where the film employs Dalit feminist theory:

**Intersectionality of caste, class, and gender:** In the lives of Dalit women, caste, class, and gender are all intertwined. Due to her caste, gender, and socioeconomic standing, the Dalit lady who plays the role of Dukhi experiences several sorts of discrimination. Her husband is portrayed as a harsh and domineering person, and she is used as slave labor by the upper caste people.

**Representation of Dalit women as complex individuals:** The film shows Dalit women as complicated people with independent wills and goals. Dukhi is shown as someone who is working to better her situation and secure a better future for her children despite the hard reality of her existence.

**Critique of dominant cultural narratives:** Movie critique of dominant cultural narratives: The film criticizes the caste and class-based dominant cultural narratives that uphold Dalit systematic inequality. The upper-caste villagers are shown to be exploitative and hypocritical, utilizing their position of authority and influence to uphold the status quo.

**Importance of solidarity and resistance:** Solidarity and resistance are important in the face of persecution, and this is something that the film emphasizes. A loving Brahmin priest learns of Dukhi's suffering and attempts to assist her in his own manner. But in the end, it is Dukhi who takes charge and makes an impactful and surprising claim about her autonomy.

**Critique of patriarchy:** The film also criticizes patriarchy, which is another kind of discrimination experienced by Dalit women. The husband of Dukhi is portrayed as a patriarchal man who mistreats his wife and kids. It is demonstrated that the larger cultural and societal systems that promote patriarchal norms are what led to his toxic masculinity.

In conclusion, "Sadgati" implements Dalit feminist theory by emphasizing the intersectionality of caste, class, and gender, portraying Dalit women as complex individuals, challenging prevailing cultural narratives of power and caste, highlighting the significance of solidarity and resistance, and criticizing patriarchy. The film depicts the difficult realities of life for Dalit women in rural India and demonstrates how these realities are influenced by several overlapping types of oppression

#### **A STORY OF A DALIT SEX WORKER(BIJLI) AND A DALIT YOUNG BRIDE(RANI) - PARCHED**

The subject matter of Leena Yadav's film "Parched" concerns caste, gender, and sexual persecution in rural India. Dalit feminist theory, which emphasizes the interconnectedness of caste, class, and gender in the lives of Dalit women, may be used to analyze the film. Here are a few instances where the film employs Dalit feminist theory:

**Intersectionality of caste, class, and gender:** In the lives of Dalit women, the interplay of caste, class, and gender is depicted in the film. Due to their gender and caste, the characters of Rani, Lajjo, and Bijli, who come from various castes, experience various sorts of discrimination. They are denied access to fundamental human rights and subjected to sexual assault and discrimination.

**Representation of Dalit women as complex individuals:** The film shows Dalit women as complicated people with independent wills and goals. Rani, Lajjo, and Bijli are depicted as women who, despite the terrible reality of their existence, are working to change their situation and express their agency in a patriarchal culture.

**Critique of dominant cultural narratives:** The film criticizes the gender and caste stereotypes that continue to systematize oppression against Dalits. The characters are depicted facing their own biases and prejudices as well as challenging the societal standards that restrict their autonomy.

**Importance of solidarity and resistance:** Solidarity and resistance are important in the face of persecution, and this is something that the film emphasizes. The three women unite to oppose the current quo and fight for their rights, forging a close relationship and mutual support network.

**Critique of patriarchy:** The film also criticizes patriarchy, which is another kind of discrimination experienced by Dalit women. The male characters in the film are portrayed as abusive patriarchal individuals who support violence and prejudice against women. These conventions are depicted as being resisted and challenged by the women, who also affirm their own autonomy and agency.

The film also criticizes patriarchy, which is another kind of discrimination experienced by Dalit women. The male

characters in the film are portrayed as abusive patriarchal individuals who support violence and prejudice against women. These conventions are depicted as being resisted and challenged by the women, who also affirm their own autonomy and agency.

### **SEXUAL EXPLOITATION? BUT THEY BELONGED TO DALIT CASTE -ARTICLE 15**

The Bollywood film "Article 15" received high marks for its complex portrayal of caste and its links with gender, class, and other oppressions. The film follows a young IPS officer when he is sent to a rural area in Uttar Pradesh, where he is confronted with the reality of caste discrimination and brutality against Dalit women. Here are a few instances where the film employs Dalit feminist theory:

**Intersectionality of caste and gender:** The film emphasizes how Dalit women experience particular types of oppression as a result of the intersection of caste and gender. For instance, the Dalit laborer Jyoti is depicted as being mistreated not only because of her caste but also because she is a woman. Her spouse is powerless to defend her due to his low caste standing as her male boss harasses her sexually.

**Representation of Dalit women as complex and empowered individuals:** The film challenges the widespread perception of Dalit women as helpless victims of oppression by portraying them as sophisticated, independent people. The movie's female protagonists are shown as unique people with agency and the capacity to challenge tyranny in their own ways. Gaura, a Dalit girl who is raped and killed, for example, is not just a victim but also a representation of resistance to caste violence.

**Importance of allyship and solidarity:** The movie places a strong emphasis on the value of unity and allyship in the struggle against injustice. Ayushman Khurrana portrays the lead character, an upper caste man who at first has a limited awareness of the systemic prejudice experienced by Dalits. However, he learns the value of allyship and unity in the battle against oppression from his experiences with the Dalit characters in the movie.

**Critique of dominant cultural narratives:** The film criticizes the gender and caste stereotypes that continue to systematize oppression against Dalits. The film, for instance, demonstrates how upper-caste males participate in caste violence and how the police force likewise participates by ignoring or covering up such violence.

The "Article 15" summarizes Dalit feminist ideology. In conclusion, "Article 15" employs Dalit feminist theory by emphasizing the experiences of Dalit women, underlining the interconnectedness of caste and gender, highlighting the

significance of allyship and solidarity, and challenging prevalent cultural narratives of caste and gender.

### **III. CONCLUSION**

A greater understanding of the intersections of caste and gender in India has been made possible by the application of Dalit feminist theory to the analysis of Bollywood films. "Masaan," "Gulaal," "Parched," "Sadgati," and "Article 15," which are among the films this article has examined, have brought to light the ways in which Dalit women are frequently the targets of violence and persecution because of their caste and gender identities. The films have also shown the fortitude and tenacity of Dalit women, who still struggle against prejudice and ostracism.

It is evident from the examination of these films that the caste system supports violence and injustice against Dalit women. The films have shown the terrible reality of caste prejudice and how it affects Dalits' daily lives. Dalit Feminist theory has offered a lens through which to evaluate Dalit women's experiences, stressing the ways in which they are frequently denied access to positions of authority, are sexually assaulted and exploited, and are compelled to do physical labour. The films have also shown the manner in which caste and patriarchy interact to perpetuate oppression and violence against Dalit men and women. Patriarchal standards limit women's agency, access to resources, and ability to make decisions. This is especially clear in the movie "Parched," which shows the challenges of caste- and patriarchy-bound women in rural Rajasthan. While the films have emphasized the brutal realities of caste- and gender-based violence, they have also shown the Dalit women's tenacity and power. For instance, Devi's character in "Masaan" finally takes charge of her life and pursues justice. Similar to this, the ladies in "Parched" band together to support one another and resist sexism. These depictions of tenacity and toughness are crucial in displacing the victimization narrative frequently attached to Dalit women.

Overall, a greater knowledge of the interconnectedness of caste and gender in India has resulted from the application of Dalit feminist theory to the examination of Bollywood films. In addition to highlighting the ways that the caste system supports violence and discrimination against Dalit women

In conclusion, this research examined how Dalit feminist theory can be applied in relation to Bollywood films. It has been shown that Dalit feminist theory offers a helpful framework for comprehending the ways in which gender, caste, and class interact in Indian society and the ways in which these intersections are mirrored in popular culture through a critical examination of a number of films. According to the research, Bollywood movies frequently

mimic dominant caste and gender narratives, reinforcing stereotypes and repressive institutions. There are, however, other films that contradict these stories and depict different images of Dalit women. We may better comprehend the complexity of caste and gender dynamics by analyzing these films through the prism of Dalit feminist theory.

## REFERENCES

- [1] Ghaywan, Neeraj, director. *Masaan*. Netflix, 2015, [www.netflix.com/in/title/80059331](http://www.netflix.com/in/title/80059331).
- [2] Kashyap, Anurag, director. *Gulaal*. YouTube, Zee Studios, 2009, [www.youtube.com/watch?v=KCRjpslHfng&ab\\_channel=CrimemasterGOGO](http://www.youtube.com/watch?v=KCRjpslHfng&ab_channel=CrimemasterGOGO).
- [3] Sinha, Anubhav, director. *Article 15*. Netflix, Zee Studios, 2019, 1981, Yadav, Leena, director. *Parched*. Amazon Prime 2016, [www.youtube.com/watch?v=rRpaPV3QayY&ab\\_channel=PrasarBharatiArchives](http://www.youtube.com/watch?v=rRpaPV3QayY&ab_channel=PrasarBharatiArchives). [www.netflix.com/in/title/81154455](http://www.netflix.com/in/title/81154455).
- [4] Ray, Satyajit, director. *Sadgati*. YouTube, [www.primevideo.com/detail/Parched/0HX3D3LEJK2NO46F31M9RZBSWC](http://www.primevideo.com/detail/Parched/0HX3D3LEJK2NO46F31M9RZBSWC).
- [5] Arya, Sunaina, and Aakash Singh Rathore, editors. *Dalit Feminist Theory: A Reader*. Routledge, 2020. Accessed 19 March 2023.
- [6] Deshpande, anirudh. "Indian Cinema and the Bourgeois Nation State." *Economic and Political Weekly*, vol. 42, 2007, pp. 95-103.
- [7] Gopal Guru. "Dalit Women Talk Differently." *Economic and Political Weekly*, vol. 30, no. 41/42, 1995, pp. 2548-50. JSTOR, <http://www.jstor.org/stable/4403327>. Accessed 24 Apr. 2023.
- [8] K.N., roopa. "Politics of identity formation, a case study of Dr Rajkumar's movies." 2015. <http://hdl.handle.net/10603/92014>.
- [9] Raghavendra, M. K. *The Politics of Hindi Cinema in the New Millennium: Bollywood and the Anglophone Indian Nation*. Oxford University Press, USA, 2014. Accessed 19 March 2023.
- [10] Shaji, jeena. "Being and Becoming Women: A study of Select Bollywood Movies by Women Directors." 2019. <http://hdl.handle.net/10603/448268>.
- [11] Sundar, Pavitra. "Meri Awaaz Suno: Women, Vocality, and Nation in Hindi Cinema." vol. Vol. 8, No. 1, *Representin': Women, Hip-Hop, and Popular Music* (2008), pp. 144-179.



# Incredulity of Grand-Narratives: Dystopic, Alternative, and Suppressed Narratives in Paul Auster's *Man in the Dark*

Faramarz Elyasi<sup>1</sup>, Ehsan Hassani<sup>2</sup>

<sup>1</sup>Department of English Literature, Tehran

<sup>2</sup>College of Fine Arts, University of Tehran

Received: 14 Apr 2023; Received in revised form: 10 May 2023; Accepted: 18 May 2023; Available online: 26 May 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— Paul Auster habitually uses multiple narrative structures in his novels and situates the reader in a mesh of narratives in which neither a real narrator is discerned nor the protagonist's identity is distinguishable. In *Man in the Dark*, Auster uses two dystopic narrative lines in the novel with undistinguished characters' identity to question the credulity of grand-narrative. In Lyotard's theory of postmodernism, credulity of grand narratives is questioned since it disregards different voices in the novels. Brill and Brick are one character but with two functions in the novel. Brill tells a story consciously and tries to recreate a self-made story about Brick who is a semi-fabricated story of Brill who tries to deconstruct alternative America, though political decisions were different. The idea of dystopia, identity confusion, and temporal and spatial confusion in the novel reveals the possibility of a narration in one way or the other. Temporally, the past and present are connected through reinterpretations and imaginations which disproves the credulity of narratives in the present novel. Auster constructs and deconstructs identities and narratives in American setting and implies that most of the unspoken and suppressed aspects of narratives reduce the credulity of grand-narratives.

**Keywords**— alternative, dystopia, suppressed, grand-narrative, incredulity, identity, narrative

## I. INTRODUCTION

Paul Auster (1947- ) is an American writer and director who incorporates the elements of detective fiction in a matrix of shattered narratives. His notable detective fiction *The New York Trilogy* (1987) introduced him as a postmodern novelist and reached prominence in *The Music of Chance* (1990) and *Man in the Dark* (2008). "American postmodern critics quickly adopted Auster's as manifestations of one form or another of postmodern and poststructuralist theories (Dimovitz 613). Auster concerns dilemma of his time and the fragmented soul of human being amid the catastrophes shaping his/her identity and self. In his metafictional story in story of *Man in the Dark*, Auster places a fabricated story of a man called Owen Brick who is caught in a hole and forced to assassinate a man who created the war civil war they engaged, but the man who is believed to be the cause

of this fighting is August Brill the old man shattered and lame by a car accident who is living in a dark room. The parallel narratives in the novel are divided into the two stories: Brill's story and Brick's story. Brick has forgotten his identity in the story of Brill and strives to discover it and the meaning of events around him. According to Jahshan "Auster, as writer, haunts a text where reader and critic alike hopelessly strive to catch an equally elusive meaning" (389).

Auster's enigma of the main narrative and the periphery narrative as well as identity confusion in *Man in the Dark* by recreating another parallel America, another possibility, questions the main narrative and identity formations because of political orientations and actions. Besides he suffocates a grand narrative in his story who tries to suppress in his unconscious mind, but the memories and



his conscience overwhelmed that narrative enough to replace superficial narrative of his life and an alternative one. In the micro level, Auster's demand possibilities and chance of alternative conditions can be discussed in terms of Lyotard's postmodern theoretical ideas for deconstructing another grand-narrative. In the macro level, a political dystopia has been depicted that in each alternative version is the reflection of individual's political acts and contribution that revealed as a weapon against one's own existence. However, in light of Lyotard's disavowing the grand-narratives this study reflects upon Auster's preoccupation with the man's involvement in destruction of his own self as the source of the entire worldly dilemma. In Benziman's terms Auster deals with "construction/deconstruction of the self through writing" (462).

Jean-Francois Lyotard (1924-1998), is a French theorist whose contribution on postmodern philosophy introduced him as pioneer who challenged credulity of grand-narratives. In *The Postmodern Condition* (1979), Lyotard's postmodern debate is "incredulity toward metanarratives" and believes that "our incredulity is now such that we no longer expect salvation to rise from these inconsistencies" (xxv). Lyotard's theoretical understanding of the postmodern condition emphasizes on the condition of knowledge and paradigm shift in knowledge especially among sociologists and critics, which brought forth "transformations in the context of the crisis of narratives" (Lyotard xxiii). The discourse of the science and its appeal to the truth as a legitimate narrative in science raises the question that the "scientific knowledge does not represent the totality of knowledge; it has always existed in addition to, and in competition and conflict with, another kind of knowledge, which I will call narrative in the interests of simplicity" (7).

Significantly, in subjective fields of the study, the grand-narratives are illegitimate more than science narratives, since metrics of the social narratives are immeasurable. Hi[story] for instance, in postmodern narrative is interpreted as the product of the mind of narrators or ideological institutes that influenced the production of the text. When Lyotard refers to "postmodern as incredulity toward metanarratives" (xxiv), he explicitly indicates that established narratives are not legitimate necessarily, because "there is nothing to prove that if a statement describing a real situation is true, it follows that a prescriptive statement based upon it will be just" (Lyotard 40).

In postmodern narratives, "the narrative function is losing its functors, its great hero, its great dangers, its great voyages, its great goal" (Lyotard xxiv). It implies that in

postmodern narratives the writer decenters hero and legitimized values in grand narratives. It "refines our sensitivity to differences and reinforces our ability to tolerate the incommensurable" (Lyotard xxv). Accordingly, in postmodern narratives we experience legitimization of personal or individual narratives that are off-centered and no single narrative is worthwhile, unless it constitute one narrative in a mesh of many other narratives. This is in Lyotard's terms "dissolution of the social bond and the disintegration of social aggregates into a mass of individual atoms[...] each exist in a fabric of relations that is now more complex and mobile than ever before" (15).

Lyotard's approach of postmodernism can properly explain the Auster's preoccupation with narrative and identity confusion since in Auster's *Man in the Dark*, individuals either try to discover their identity or to escape of it. Some identities are suppressed and some are constructed and deconstructed to question the instability of grand-narratives as those of mental constructed narratives. In the following discussion the ideas of identity and narrative confusion, political dystopia, alternative America, temporal and spatial confusion are discussed and substantiated.

## II. DISCUSSION

In *Man in the Dark*, Auster intentionally exhibits a collage plot of two main stories. The first is told by August Brill about himself and his family. All live quietly with pain haunted by the past. The second story appears through a kind of twisted storytelling that goes hand-in-hand with the first one. This is an abnormal, intense dream of Owen Brick when lost in the world of the Second Civil War of the United States. In fact, the second story is a fake story; it is told by the narrator on his sleepless nights. Auster proceeds the two narrative lines in a parallel and interrupted way: events that occur in New York are the first narrative of the protagonist which are perceived as the real narrative of the story; the second narrative refers to some realistic events such as the Iraq War and 11 September issues without revealing the setting of events.

The most serious challenge in the novel is to discover the profound understanding of narratives and meaning of the text. For the way to build two storylines in parallel, mainstreaming other stories into the main story through collage, quotations, dialogue makes the plot no longer monolithic, no longer moving according to traditional organizational principles, but becoming chaotic and loose. It is one of the persuasive pathways for the existence of randomness in the real world and the human mind.

The confrontation of reality and utopia is depicted in the novel to imply that none of them exists and the novel's



theme is dystopia. The spatial reality of Brill's current position is his room at New York at the home of her daughter, his novel of a parallel America is in fact a fabricated story, the possibility in which a different present exists if political election was different. However, the story of Brill is revealed a narrative in the main story of Brill in which Titus is killed in Iraq and twin towers are destroyed.

The novel opens with seemingly the real story of the narrator; an old man released from hospital whose daughter and granddaughter have died lately, the man who suffers insomnia and hallucination. The man cannot concentrate and cannot collect his stories logically. He says, "I lie in bed and tell myself stories. They might not add up to much, but as long as I'm inside them, they prevent me from thinking about the things I would prefer to forget" (16). The narrator claims that the story he is fabricating is his own story and had roles in the stories that prevent him from going in a wrong way. He indicates that "concentration can be a problem, however, and more often than not my mind eventually drifts away from the story I am trying to tell to the things I don't want to think about" (Auster 16). He tries to convince the reader that he is narrating a story he suppressed and did not like to think about. Accordingly, he tries to remind cognitively and consciously the events that most of them are unconscious and tries to bring them into existence consciously. Here three stories are imagined: the entire story as a whole; the story of the protagonist; and the story that the man is narrating. Accordingly, the three stories belong to the author, narrator, and protagonist (first person story) can be discerned.

The story revealed to be the story of a man caught in a hole with army clothes, but he cannot remember serving any army. He remembers someone with the rank of corporal in the army whose name is Owen Brick, but it is interesting that his own name is Owen Brick. It suggests that though the protagonist claims to be a reliable narrator, he is unreliable, because he is daydreaming and has no concentration due to insomnia. The narrators, however, changes the voice in the story to "he" and narrates the story of a man with double personality. He reminds that the "he" in the novel is himself as a narrator of the second story. Accordingly, the narrator is the protagonist of his own story.

Later he confesses, "The possibility that he is asleep in his bed at home, trapped inside some supernaturally lucid dream, a dream so lifelike and intense that the boundary between dreaming and consciousness has all but melted away" which reveals that he is the same character in the hole since he looks at the identity cards and finds that he is "Owen brick born June, 1977 [...] he is married to a woman named Flora [...] worked as a professional magician (Auster 17). In addition to narratives

that are in flux, identity of the protagonist in fluid and changing in-between the person he has been, the person he is, and the person he is creating.

The war and the puzzle that Brick is caught in is nothing more than a fabricated story. When Sarge Serge finds him in the hole and lifts him up it is indicated "you are saying it's a story, that a man is writing a story and we are all part of it" (21). It seems that Brick is both a fictional character and a participant of the real war that happened. Therefore, we have two stories in the novel: one is the story of Brill and the other is the story of Brick. Ugo Panzani indicates that "the reader meets the first 'man in the dark', the narrator August Brill, an aged literary critic who, following a car accident, secluded himself in the dark of his bedroom" (79). But, Brick's story is implied to be a mysterious and fabricated one, while the writer tries to convince that the story of Brill is a real one; however, the inclusion of one story in another, and the narrative structure of the novel indicates that no unique grand narrative can be reliable.

Since the novel represents the war on terror dilemma and reflects upon political affairs of post 11/9, he incorporates the subjects of narratives and identity to the same extent. In the country on war, citizens are living for moment and the next moment they are at war; therefore, they are rightful to forget their identity after a sudden struck. When Brick finds himself in military uniforms, he is unaware of his identity and condition he lives and asks Sargent Serge about it. He replies, "that's the way it is. One minute you're living your life, and the next minute you are in the war" (20).

The concepts of sleep, insomnia and nightmare along with the two narrative lines of the story intermingles the reality with fantasy, but fantasies are subverted. In the narrative of Brick, the America is a fictional America with an alternative condition. It indicates how America was if AlGore was president? It talks about possibilities and imaginations as if it is a sleep or nightmare. According to Panzani "Brill operates a specular operation, recovering the nightmare of the American Civil War (1861-1865) from the past" (79) that is a war in America against America. The parallel condition is Brick against Brill, creator of his fictional character. It represents the idea of suicide and self-destruction. Does Auster believe that American war policy is a self-destruction? How it is represented in the novel? and to what extent identity confusion of the characters represents the war policy a self-destructive plan? In Rogobete's view "in 2000 when the presidential elections turned into a national scandal when the Supreme Court decided that George W. bush and not Al Gore was the real winner of the elections...huge disappointment inspired the

creation of an alternative history, another present moment placed in parallel universe" (281). Finally, in a response to the question why Auster interested in creating an alternative American Gonzalez indicates, "we can find common themes and structure as well as a similar protagonist: an old man creating imaginary worlds to try to find a cure for his physical and psychological decline" (30).

There are some sub-narratives in the novel left uncompleted, especially when Brik and Katya are watching DVD films, narrate the story, and analyze them. The sporadic selection of movies in the story are sub-narratives half-narrated. When he narrates *The Bicycle Thief*, he tells the story shortly and then goes on to another movie called *The World of Apu* that is the life of an Indian person engaged in unexpected marriage and consequent dilemmas. In fact, the incomplete narratives are told to soothe the pain and unspoken memories that Brik is not interested to reveal.

In effect, there is a narrative in the novel that is untold and it is the concern of the study. In the beginning Brick says "I begin to remember the story I started last night. That's what I do when sleep refuses to come. I lie in bed and tell myself stories. They might not add up to much, but as long as I'm inside them, they prevent me from thinking about a thing I would prefer to forget" (Auster 16). Brick intends to suppress one important narrative of his life in which he prefers to forget about it. Concluding with the unspoken side of the narrative in the novel, González believes that "we learn the truth about August's relationship with his recently deceased wife Sonia. He had cheated on her and then abandoned Sonia for a younger woman and, although they got back together after nine years, he hasn't forgiven himself for that betrayal (30). And again Brik is suffering from the memories of Titus and depicts it as "the disaster I've been struggling to avoid all night (Auster 168). Titus gives immature reasons not to go to Iraq war and Brick thinks he was responsible for his fate. Accordingly, the alternative American and the real aspects of Brik's life are the surface structure of narrative flouting above his real narrative that he suppresses to hid in unconscious mind.

The idea of temporal and space confusion dominates the story. When Brick finds himself on the unknown road and no one pays any attention to him, the conversation with the old woman assures him that for others it is not important where he is, but he tries to know and discover. In addition, when he wants to reside in Wellington, he does not know how much he is going to settle there. "I don't know. Maybe a night, maybe a week, maybe forever" (Auster 34) and in response he is replied by Molly in the restaurant "you are pretty vague about it" (Auster 34) and even he does not know the time of the year. The idea of time in the novel reveals that temporal and place

position is not a significant subject. The war in which Brick has caught is parallel with the US war in Iraq in reality, while in the Story of Brick, Molly reveals that New York claimed independence and started war against other states. The story of Brick, however, represents the war among US states and the way people of color or parties are at war, while in the real world the war of nationalities is ongoing between American and Iraqi people. Accordingly, the idea of war matters, not its place and time, because when there is war, people are against each other, and even themselves. In Lyotard's terms one "aspect of narrative knowledge meriting careful examination is its effect on time" (21). In addition to time confusion of the Brick in the novel, Auster manipulates the time sequence of the novel in a non-linear process by shifting from one story to another.

In the story of Brick the idea of time represents another America that is different from its current one in real world. Brick asks Molly,

if I said the words *September eleventh* to you, would they have any special meaning?

Not particularly.

And *the World Trade Center*?

The twin towers? Those tall buildings in New York?

Exactly.

What about them?

They're still standing?

Of course they are. What's wrong with you? (Auster 35)

The idea of another America is, however, a country with different dilemma, while the real world story or narrative of the world that brick knows is war against Iraq, but in the story that Brick is its protagonist the war between different states implies the idea of dystopia and the world with other unfair possibilities.

Brick asks Molly about the Iraq war,

Lifting his head and looking Molly straight in the eyes, Brick asks her a final question:

And there is no war in Iraq, is there?

If you already know the answer, why ask you?

I just had to be sure. Forgive me. (Auster 35)

It reveals that Brick is conscious of the grand-narrative of the world, if not, his questions were irrelevant. The parallel fiction of the war among American states is another alternative or possibility for the fate of the US, even if, American was governed by another president; therefore, the novel indicates that no utopian world can be imagined and grand-narratives of the world were shaped differently if

there was another America based on alternative possibilities. Accordingly Auster's dealing with time and place in the novel implies challenging "rational modes of knowledge because they confuse the spatial (inner/outer) and temporal (past/present) dimensions of reality" (Eckhard 10).

In general, what the main concern of the novel is when there are grand-narratives of the world such as war and catastrophic issues the alternatives are also imaginable which implies deconstructing the idea of dominant grand-narratives by possible narratives of the world. It is believed that the "idea of Infinite God, almighty possessor of infinite powers able to generate an infinite number of worlds, Auster accordingly multiplies any possible level of his fiction, by even doubling his metafictional discourse with a meta-cinematographic one, by constantly enriching a major narrative line within other stories-within stories" (Rogobete 280). However, several small narratives in the novel are left open and the main narrator switches from one story to the other, meantime he did not lose his own narrative the is reflection of event occurred to himself.

### III. CONCLUSION

Auster's *Man in the Dark*, is a narrative of two intermingled stories and one unspoken and suffocated grand-narrative of the main narrator's life. The novel depicted the life of August Brill in New York and his challenge with insomnia so that to relief from overwhelming memories tells another story whose protagonist is Brick, a young man who does not remember his own identity less through his documents. The study concerned the subjects of narrative and identity confusion as well as dystopia, temporal and spatial confusion meshed in the two narratives that are proceeding in a parallel narrative and life ahead of America.

The political dystopia that Auster fictionalized in the novel signifies preoccupation with wholesome dissatisfaction with political trends and the potentiality of raising dilemma in any condition. The claim that Auster's personal life and dissatisfaction with the real world and the alternative is reemphasized in Rogobete indicating that "this narrative already existed in Auster's mind, some of them triggered by personal incidents, the only problem consisting in finding the proper device to connect intimate situations and memories with war and politics" (281). Accordingly, through different narratives of America, Auster implies he is disappointed with the proclaims of policy makers whose utopian decisions always leads to dystopia.

Identity confusion and the idea of several uncomplete narratives, reveals Auster's main character, Brill's tiresome with imagination and concentration and the

shattered 'self' of the protagonist through the life and experience. Identity of Brick, the constructed personality and his uncomplete story indicates that Auster denies the "conventional expectations of fiction- linear movement, realistic representation, and closure-Auster's novels also deconstruct logocentrism" (Russell 71). The identity of Auster's characters and their attribution to real life emphasizes human consciousness of events and attempts to suppress them to unconscious.

The temporal and spatial confusion in the novel, especially in case of Brick and Brill's life, are used as possible or alternative narratives that could happen and Auster implies that what would occur if the events happened in one or another way. Accordingly, situating characters in different stories is the product of the mind of the writers in either way. Therefore, no utopian world can be depicted out of the participants that construct the world and no unique narrative or grand-narrative can be honored. Since the narrative suppressed by Brill is revealed as the third narrative leading the story to contest the other narratives as grand-narrative, implying that the entire narratives are sub-narratives.

### REFERENCES

- [1] Auster, Paul. *Man in the Dark: A Novel*. Henry Holt and Company, 2008.
- [2] Benziman, Galia. "Author, father, president: Paul Auster's figures of invisibility." *Canadian Review of American Studies* 43.3 (2013): 462-479.
- [3] Dimovitz, Scott A. "Public personae and the private I: de-compositional ontology in Paul Auster's The New York Trilogy." *MFS Modern Fiction Studies* 52.3 (2006): 613-633.
- [4] Eckhard, Petra. *Chronotopes of the Uncanny: Time and Space in Postmodern New York Novels. Paul Auster's » City of Glass «and Toni Morrison's» Jazz «*. transcript Verlag, 2014.
- [5] González, Jesús Ángel. "'Another History': Alternative Americas in Paul Auster's Fiction." *Comparative American Studies An International Journal* 9.1 (2011): 21-34.
- [6] Jahshan, Paul. "Paul Auster's Specters." *Journal of American Studies* 37.3 (2003): 389-405.
- [7] Panzani, Ugo. "The insistent realism of Don DeLillo's 'Falling Man' and Paul Auster's 'Man in the Dark'." *Altre Modernità* (2011): 76-90.
- [8] Lyotard, Jean-François. *The postmodern condition: A report on knowledge*. Vol. 10. U of Minnesota Press, 1979.
- [9] Rogobete, Daniela. "Political Dystopias and Hyperreal Alternatives in Paul Auster's *Man in the Dark*." *ANALELE UNIVERSITĂȚII DIN CRAIOVA*: 280.
- [10] Russell, Alison. "Deconstructing The New York Trilogy: Paul Auster's Anti-Detective Fiction." *Critique: Studies in Contemporary Fiction* 31.2 (1990): 71-84.



# Apprehending the Contemporary Indian Society through the Lens of Social Realism- A Study of Shashi Tharoor's 'The Five Dollar Smile And Other Stories'

Priyanka Marwaha

Research Scholar, CT University, Ludhiana, Punjab, India

Received: 16 Apr 2023; Received in revised form: 12 May 2023; Accepted: 20 May 2023; Available online: 28 May 2023  
©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license (<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— The emergence of Indian novels in English was not purely a literary phenomenon. Rather than a historical romance, it began as a novel of social realism. Social realism is the faithful representation of reality. It limns familiar real-life places and mundane, everyday stories of ordinary people, primarily society's middle and lower classes. The depiction of different shades of modern Indian life is one of the principal sources of appeal in Shashi Tharoor's fiction and non-fiction works. Tharoor's writings predominantly deal with India's historical, social or political aspects, and the characters are the central focus of the narratives. Tharoor's *The Five Dollar Smile And Other Stories* (1990) is a collection of short stories and a farce based on his childhood and early adulthood anecdotes. The stories reflect themes like love, hate, loss, deceit, and many other social evils. The paper attempts to explore and critically analyse Tharoor's collection of short stories in the light of social realism in modern India from an adolescent's perception.

**Keywords**— Social Realism, Modern Indian English Literature, Shashi Tharoor, *The Five Dollar Smile, Short Stories*

## I. INTRODUCTION

Literature is a document of contemporary happenings and conscious actions of social dissemination written by someone to read and convey something to someone else. It emerges from life and records dreams and ideas, motives and passions, failures and disappointments, hopes and aspirations, experiences and observations etc. Therefore, literature is believed to represent the highest forms of development of human sensibility and serves as a bridge, linking the writer with society not merely at a specific time frame but somewhat beyond the time and social divisions. As Sánchez Adolfo Vázquez in *Art and Society* writes-

The relationship between art and society cannot be ignored ... art itself is a social

phenomenon...because the artist... is a social being... his work, however deeply marked by his primary experience... however unique or unrepeatable its objectification or form might be, it is always a bridge, a connecting link between the artist and other members of the society... because a work of art affects people- it contributes to the reaffirmation or devaluation of their ideas, goals or values... and is a social force which has its



emotional or ideological weight, shakes or moves people. Nobody remains the same after having been deeply moved by a true work of art. (Vázquez 112-113)

Every generation is born with its own set of aspirations, logics, fears, and tensions that inspire the writers, who then produce a responsive work to societal changes. For instance- Indian English fiction, right from its beginning, has been responsive to the changes in society. The Indian English Novel's emergence was not an absolutely literary phenomenon; rather, it began as a novel of social realism. The solid fascination of Indian writers towards the changing scenarios of the country and country life motivated them to portray the Indian people with a rustic background. Thus, they have explored the various dimensions of the relationship between man and Indian society over all these years.

"... contemporary novels are mirrors of the age... a mirror that reflects not merely the external features of the age but also its inner face, its nervous system, the coursing of its blood and the unconscious promptings and conflicts which sway it." (Allen 16)

Over recent years, writers have addressed the prevalent social issues in several outstanding works of Indian literature under realism. For instance, at the primitive stage, the fictional works of Indian writers such as Mulk Raj Anand, R. K. Narayana, and Raja Rao were mainly concerned with the oppressed society, the Indian middle-class life, and the reflection of tradition, culture, and ethos of India. Then, writers like Kamala Markandaya, Arundhati Roy, Bhabani Bhattacharya, Khushwant Singh, Ruth Pawar Jhabvala, Chaman Nahal, Nayantara Sahgal, Arun Joshi, Shashi Tharoor etc., wrote about the themes related to the social realities post-Indian independence such as nation-building, partition effects, patriotism, social ills, etc.

## II. REALISM

Literature is like a canvas- a combination of thousands of colours paints a beautiful piece of art, with each colour important in that masterpiece. Similarly, different narrative techniques in literature add to the quality of a literary work. Among the narrative techniques, realism

is an approach that presents life as it is, omitting nothing- ugly or painful and without any idealisation or romantic subjectivity. As Ngugi wa Thiong'o remarks, "... literature cannot escape from the class power structures... a writer... whether or not he is aware, his works reflect on aspects of the ideological struggles in society." (Thiong'o 6)

Literary realism is a slice of the Realist Art Movement that emerged in 19<sup>th</sup>-century France and lasted until the early 20<sup>th</sup> century. The realist writers published their works on realism in novels or serial form in periodicals. It began as a reaction to 18<sup>th</sup>-century works of Romanticism that were considered way too exotic and had lost touch with actuality. One of the earliest realist writers, Honoré de Balzac, infused his works with complex characters and detailed observations about the world. On the other hand, Gustave Flaubert initiated realist narration as we know it today.

Ambrose Bierce, in his satirical Devil's Dictionary, defines realism as "The art of depicting nature as seen by the toads... the charm suffusing a landscape painted by a mole or a story written by a measuring worm." (Bierce 36) Despite its satirical intent, this definition is quite insightful when assessing a work of literary realism, where a writer transfers one's own identity or real-life experiences to some of the characters. Realism, therefore, is chiefly concerned with the ordinary day-to-day life among the middle and lower classes, as Henry James describes it- "...the drama of a broken teacup", where a character is the result of social factors, and environment is an integral part of the dramatic complications in literature.

The novel is a fiction. The fiction and realism are strikingly opposite concepts that cannot exist together; if they do, it is not easy to separate them. However, several classic elements of literary realism help distinguish it from other literary works- First, it renders reality closely and in complete detail. Second, there's a selective representation of reality with a great deal of attention on verisimilitude. Third, the character is more important than the action and story; complex ethical choices made by characters are often the subject. Characters develop in their real complexity of temperament and motive; they are inexplicable to their past, to their social class, to each other and nature. Fourth, class is essential; realism works traditionally serve the aspirations and the interests of an insurgent middle class. Fifth, events are usually plausible and avoid the dramatic or sensational elements of naturalistic novels and romances. Sixth, language is natural vernacular, not heightened or poetic; tone could be satiric, comic, or matter-of-fact. And lastly, interior or psychological realism is present in a variant form.

Therefore, a realistic novel is not merely for the sake of art but the sake of an individual's life or society.



Presented by a typical character -as one finds in R.K Narayan's *Swami and Friends* or Mulk Raj Anand's *Untouchable*- a person can easily relate to, making reality even more real. Thus, Realism "... is a genre that is concerned with showing the tension in a society between man as an individual entity and the man as social phenomenon, and ultimately to resolve that tension by allowing its characters to achieve a balance between the two modes of existence, thus ensuring a harmonious survival of society." (Lukács 1054-1055)

## SOCIAL REALISM

The word 'social' is omnibus, covering all aspects of human activity. "Social Realism" is an exceptional understanding of social life. It involves personal, social and cultural changes in all the spheres of life with their intricacies and nuances, such as the details relating to family, class, marriage, educational standards, religion, morality, politics, and economy. However, it relates to social maladjustments or readjustments, like unemployment, industrial indiscipline, youth unrest, and crime- their causes and consequences. George Parsons Lathrop, in *The Novel and its Future*, describes social realism-

...it sets itself at work to consider characters and events which are the most ordinary and uninteresting, to extract from these their full value and true meaning. It would apprehend in all particulars the connection between the familiar and the extraordinary and the seen and unseen of human nature. Beneath the deceptive cloak of outwardly uneventful days, it detects and endeavours to trace the outlines of the spirits that are hidden there, to measure the changes in their growth, to watch the symptoms of moral decay or regeneration, to fathom their histories of passionate or intellectual problems... where we thought nothing worth of notice, it shows everything to be rife with significance." (Lathrop 24)

Social realism evolved as a reaction against idealism and the overstated ego encouraged by Romanticism. The ramification of the industrial revolution became an apparatus; urban centres grew, and slums proliferated on a scale contrary to the display of wealth of the upper classes with an advanced sense of social consciousness. The social realists pledged to confront beautiful art and any style which appealed to the eyes or emotions. They instead focused on the ugly realities of contemporary life and sympathised with the labour or working class, particularly the poor. They documented what they saw as it existed, for instance, Charles Dicken's *Hard Times*.

The primary goal of social realism is not to amuse the reader or observer but to convince him of societal evils. It aims at the unadorned depiction of contemporary social life in various aspects. Social realism thus mirrors the human experience in varied forms and shapes. It reflects society, its virtues or ethical values, and its corrective function also reflects society's ills to make people realise their mistakes and amend them.

## III. SOCIAL REALISM IN THE FIVE DOLLAR SMILE AND OTHER STORIES

*The Five Dollar Smile And Other Stories* is a collection of fourteen stories and a farce by Shashi Tharoor, published in 1990. The book consists of his early writings, although chronologically, it is his third fiction. The stories were written during his adolescent years, except for the two, 'The Five Dollar Smile' and 'The Death of the Schoolmaster', and published in mass-circulation magazines in India and abroad. Tharoor deals with the part of Indian society he knows the best, which entails leaving out the stereotypes of poor peasants, godmen etc. In the foreword to the book, he explains-

The stories largely reflect an adolescent sensibility... their concerns, their assumptions, their language all emerge from the consciousness of an urban Indian male in his late teens... I presume to inflict them years later on a new public... not because I think they represent an enduring contribution to literature, but... in their own modest way, they might be fun to read... they reflect the aspects of

modern Indian life which  
are still relatively ignored  
in more serious writing.  
(Tharoor 10)

As Whitman describes it, India is a vast country that "contains multitudes." Tharoor's fascination for India's remarkable diversity in almost everything is reflected through his explorations in his literary works. Despite his international career in the U.N., all his books are set in India simply because of the formative years he spent growing up in India- "India shaped my mind, it anchored my identity, influenced my beliefs, and made me who I am ... India matters immensely to me, and in all my writings, I would like to matter to India. Or, at least, to Indian readers."

While writing *The Five Dollar Smile* and other short stories, the readers that Shashi Tharoor had in mind were that of the Indian magazines written in English. His main intention was to entertain and reflect upon the aspects of modern Indian life which are relatively ignored in more serious writings: "I wrote essentially for a specific audience, the readership of Indian magazines in the English language; most of these stories do not aspire to do more than entertainments."

The most moving piece in the anthology is the title story- '**The Five Dollar Smile**', in which a lonely orphan is used as the poster child of an organisation that raises money for charity. Joseph, the central character in the story, recalls the colonial ambience surrounding the missionary school system on his way to America to meet his foster parents.

Through the story, Tharoor presents India post-independence as a land full of underfed children who need money and help to remain alive and outlines the living conditions at an Indian orphanage. Joseph is handpicked as the face for a charity drive, for he is thought to be a perfect fit- a tribal child with infant malnutrition who lost his mother in his early childhood, and his father left him with the nuns. Joseph was hardly seven years old when the photographer took his snap. His photograph was in every significant and famous magazine and paper to ensure that the organisation attracts more donors to get money to help the other children. "MAKE THIS CHILD SMILE AGAIN", the black type on the crumpled, glassy newsweekly page read. 'All it takes is five dollars a month' (Tharoor 13).

A few years later, Joseph's foster parents send him a ticket to visit America during the vacations, and this incident somehow boosts new confidence in him.

He was given a little  
suitcase for his clothes...  
he swelled with pride at his  
tangible evidence of  
possessions. He had things;

he was somebody ... With  
a passport, a suitcase, a  
ticket, he was not just a  
little brown face in a crowd  
around the gruel bowl; he  
was Master Joseph  
Kumaran, and he was going  
somewhere. (Tharoor 24)

Joseph feels a sense of pride for visiting a foreign land that no other child at his orphanage ever got. For an Adivasi lad like him, America was a land of magic and dreams.

On his way to America, on a flight filled with strangers, his mind returns to all the minor incidents at the orphanage that left him feeling neglected. He thinks of the day the foreign photographer clicked his picture and how he was deprived of *papadams* that day and had to sleep empty stomach-

But I wanted the *papadams*,  
he wanted to scream in rage  
and frustration. And why  
did you need to take me  
away from my *papadams*?  
What was so important  
about that man with the  
camera that you had to  
deprive me of something  
I've been waiting a month  
to enjoy? But he did not say  
all that. He could not.  
Instead, the lump in his  
throat almost choking him,  
he flung the tin plate of  
gruel to the ground and  
burst into tears. (Tharoor  
17)

He is reminded of yet another incident with sister Eva that made him question his mere existence-

They had sent Joseph their  
picture so he would  
recognise them, but they  
had not asked for his.  
'We're sure we'll spot him  
as soon as he gets off the  
plane,'... Then one day, in a  
fit of temper, sister Eva had  
threatened to replace  
Joseph with another little  
dark-skinned boy from the  
orphanage. 'Do you think  
they'd be able to tell the

difference?' she had demanded. In silent, desperate misery, Joseph had not known what to say. (Tharoor 25)

Through this story, Tharoor points out the harsh realities of the orphanage and the lives of the orphans. In addition, this story deals with the psychology of a young boy Joseph who is deprived of the love he deserves. On his way to a foreign land filled with strangers, he reminisces about the intense orphanage experiences of inexplicable loneliness that leave him thoroughly dispirited.

Tharoor's fascination for P.G. Wodehouse's writing style during his teenage years is reflected in his next story, 'The Boutique'. In this story, he tries to paint and confront the Calcutta of his adolescence. In the short introduction to his story, he writes-

"The Calcutta I wrote about as a teenager- the Calcutta of the short stories I published in urban English language magazines at the time was not the Calcutta of politics and poverty, of foetid slums and flowery songs, of Coffee House communism and vibrant culture, that later occupied my concerns... I grew up in a Calcutta of ex-colonial clubs and Vintage Car Rallies, imbibing the brittle sophistication of ad world parties and the surreal decadence of air-conditioned salons where shirts were sold at a price that could have fed the neighbourhood. (Tharoor 27)

The story is based on class discrimination embedded in Indian society and is a perfect example of social realism. As the writer points out, "The Boutique depicted an ambience I had felt at first hand, and it is practically social realism-I had a very specific basis for every image, every face, every article of clothing, every character in the story." (Tharoor 27)

'The Boutique' gives us an accurate picture of the attitude and behaviour of snobbish people in Indian society. The story is about an Indian boy and his mother's visit to an inaugural ceremony of a posh boutique at the Plaza Lounge

in Calcutta city. The aura of this magnificent five-star building is meant only for the rich, the famous and the glamorous. As a result, the mother-son duo feels like alienated outsiders. Their way of dressing displays their middle-class status compared to the other guests, wearing branded clothes and making a fashion statement:

Amma in her plain cotton sari with her slightly greying hair done up traditionally at the back... me in my loose kurta that fell awkwardly from bony shoulders, in narrow trousers that went out of fashion five years back, sporting an unshaved under-chin, looking more unkempt than dashing. (Tharoor 27)

At the very outset, they were humiliated while entering the Plaza Lounge when the liftman looked at them disrespectfully, "he lifted an eyebrow ever so slightly" (Tharoor 27). The second instance of insult is when a waiter who serves coffee passes them without a look-

The waiter passed us, looking through us without pausing his stride. I thought at first that the coffee had to be paid for, then saw him offering steaming hot cups of it to all the visitors. Anyone who chose to could take a cup of coffee... We had been insulted. (Tharoor 29)

And then there's another instance when Amma begins to fondle a jacket she likes, and the salesgirl curtly reminds her of the 'Please don't touch' sign-

'Here, you can't touch the articles,' the salesgirl said, coming up behind Amma suddenly. 'can't you see the sign?' she pointed to a PLEASE DON'T TOUCH card among the clothes. 'don't you know English?' Amma flushed a deep red. 'I'm sorry,' she mumbled in confusion, hastily trying to put it back. (Tharoor 30)

However, when a celebrity guest arrives and casually flips through the ties on the rack without disapprobation from the salesgirl, the momentary hurt soon subsides into resignation, and the duo decides to walk out. The writer comments- "Quietly we walked to the door. No one noticed our exit; it was as if an insect had been removed from the cup of tea, something which ought not to have been there in the first place... We used the stairs." (Tharoor 32)

This story is about the alienation and isolation faced by middle-class people like Amma and her son amidst the glittering yet smothering aura created by the rich men and women who form the cream of society. And though the liftman, the waiter and the salesgirl belong to the lower stratum of Indian society, they do not hesitate to discriminate between the people belonging to the middle and the upper class.

Tharoor's fondness for P.G Wodehouse continues in his third story- '**How Bobby Chatterjee Turned to Drink,**' as he dedicates the story to him. In the introduction of the story, he writes-

I was introduced to the world of P.G. Wodehouse at the age of eleven by an otherwise wholly unpleasant schoolteacher who read a passage from the Master as part of a dictation test. Five years later, I sought to pay inimitable humourist homage by writing a Wodehouse story set in Calcutta- more specifically, in the Saturday Club, of whose dread committee my father was a member, and whose fabled Light Horse Bar I was too young to enter myself. (Tharoor 33)

'How Bobby Chatterjee Turned to Drink' is the emulation of the literary world of P.G. Wodehouse. The Light Horse Bar was a go-to place for Bobby Chatterjee, and he was a regular visitor there. The narrator said the bar crowd constituted the people whose beloveds had dumped them. Such people took a resort in heavy boozing there. However, Bobby was never fond of drinking "... alcoholic liquor, the one vice or so he had assiduously maintained- that he had not yet succumbed to." (Tharoor 35). The other day the narrator is surprised to see Bobby Chatterjee boozing, and Cedric, another regular visitor and Bobby's friend, tells him, "... 'the one cause of all the world's ills,

etc., in short, love. Love came to poor Bobby Chatterjee's heart and broke it too'" (Tharoor 35). He muses over the anecdote of how he fell in love with model Myra and how he learned that she was in love with another man called Au, an IAF officer.

The drunken conversation between Cedric and the narrator is just a ploy for the former to get himself free drinks. Thus the latter refuses to believe it- "Bobby in love? But why, the fellow's a confirmed misogynist!" (Tharoor 35). So he finally approaches Bobby Chatterjee on the other side of the table, and to his utter surprise, it is not a matter of love and betrayal. Still, he drank to overcome his frustration of losing 1000 bucks on his favourite horse, 'Happy Boy', who was seventh in a seven-horse race.

The inborn literary genius of Shashi Tharoor is also visible in the stories like 'The Village Girl' and 'The Professor's Daughter'. '**The Village Girl**' is a commentary on the marriage institution in India. On his annual trip to his native village, Sunder meets Sunita, a seventeen-year-old girl, and learns about her plans to marry instead of going to college.

I did well in SSLC, but my father does not believe in college education for me.' She shook her head violently. 'It is not his fault, he can only afford the fees for one child, and my brother is more important'... 'He says a girl has to graduate from homework to housework. (Tharoor 52)

Ironically, Sunita's father, a schoolteacher, wants his daughter to marry as soon as possible because he cannot afford the dowry. "... his family is not asking for any dowry. They are only wanting a good, homely bride who can cook and look after the house and the little girl... everyone is saying we are very lucky" (Tharoor 53). Thus, it is evident that the villagers enjoy their primitivism and are utterly impervious to urban modernity. Moreover, the conditioning of their girls and women in the village shapes them into reticent, passive, and shy women.

Sunder cannot comprehend how a seventeen-year-old girl can agree to marry a widower with a two-year-old baby and be happy. His reaction to such rural customs fuels anger in him. Unfortunately, he cannot do anything about it since these marriage transactions happen nationwide.

Similar is the situation of Jaswinder, known as Jazzy, in '**The Professor's Daughter**', who is denied her rights and freedom. When H.B. tries to initiate a

conversation with her, she admits she is forbidden to talk to boys. "... I'd better not call you anything... my parents won't like it... I'm not supposed to talk to you" (Tharoor 78). Tharoor brings out the unspeakable misery of Jazzy despite being a daughter of a highly educated man. These two stories represent the condition of millions of girls across the country, with no exception to the rural or urban setting.

In the introduction to his next story, 'The Temple Thief,' Tharoor writes, "the central idea opportunistic, for the papers at that time, were full of stories about valuable temple artefacts being stolen and smuggled to rich collectors in the west" (Tharoor 56). The story questions the person's faith in God and religion. It is the story of Raghav, a devout Hindu and how he falls into stealing from temples. He justifies his actions as an economic necessity based on the fact that "...if God could not fill his belly by divine action, Raghav was surely justified in using God to fill his purse and his belly..." (Tharoor 57)

The first line of 'The Simple Man', "Have you ever received a letter from someone who is dead?" (Tharoor 61), points to the famous railway strike in 1974. The story is about an unsuccessful novelist sitting in a bar and sharing his most profound secret of murdering his best friend and wife. Through this story, Tharoor shows how indulgence and fantasy concoct imaginary characters, and narrating a masterful incident that has never occurred helps people cope with disappointments in life through escapism.

'**Friends**' is a story based on the love and friendships of college days. The story revolves around two best friends, VV and PM, who have never fought with each other since they met. As PM explains- "... we never fought over anything... as soon as one displayed interest in a female, the other turned to look for fresh pastures for himself... girls didn't matter enough for us to quarrel over then" (Tharoor 84). However, they fall for the same girl, Rekha, and this girl becomes the very reason for the end of their beautiful friendship.

Through stories like 'Auntie Rita' and 'The Other Man', Tharoor presents different approaches to human relations. '**Auntie Rita**' has been spun around an adulterous relationship shared by Auntie Rita and her husband's nephew Arjun. This plot is an example of contradictions within Indian society. Tharoor psychologically unweaves the fabric of sensuality shared by an older woman and a young boy very minutely and intricately. However, the difference lies in the aftermath of their sensual encounter. Tharoor beautifully elucidates the unaffected psyche of Rita, who is well past her prime, and for her, it was nothing more than a physical attraction. Thus, she has neither remorse nor guilt on her part. However, Arjun is drowning

in the river of remorse and emotional loss, for adolescents take their first sexual experience very seriously.

On the other hand, '**The Other Man**' is a story of a woman impregnated by her lover, who later bid her goodbye forever. The story is a scathing satire on social realities and how they die under the rock of societal codes due to social taboos. The girl was eighteen and pregnant when she married off to the story's narrator. Although his wife is in love with some other man, he promises to look after her and her child and wait for the day when she'll love him as much as he loves her.

Tharoor doesn't romanticise the idea of the husband's sacrifice. For an Indian male, it is highly unacceptable to tolerate the intrusion and encroachment of another man in his wife's life. Although the story's theme is magnanimous, the husband waits for his wife to return to him, but the climax of the tale gives the readers a jolt from a complacency that comes from traditionality-

"... that the ring she wears in the second finger is not yours but mine. That the surname she bears today is not the one you wrote on the airmail you addressed to her, but the one I signed on our marriage register. That she chose at all to marry me when she was still yours. For there is one thing I know that you will never learn and that the world will never tell you. That six months after she became my wife, she bore me your son." (Tharoor 116-17)

'**The Solitude of a Short-Story Writer**' is a story of Jennings, who contributes his short stories to serially published newspapers. His story-writing skill has earned him popularity in America; as the author writes- "Jennings learned to measure his success by the number of calls he no longer had the courage to make. Each brilliant, honest, revelatory short story proved apocalyptic for some friend, ruined some relationship, shattered some illusion" (Tharoor 131)

Jenning's technique of story writing was that his works were not fictional but somewhat real-life experiences or encounters with people around him that later formed the substance of his stories. The projection of the characters' negative image that the real world people found impossible



to accept led to his distancing from the people who once were close to him.

The Americans believe in seeking psychiatric help while dealing with the issues of isolation, dejection and loneliness. Thus, Jennings visits a psychiatrist and shares that he has already written a story about his current girlfriend. Although the doctor advises him not to publish the story, he gets it published anyway. And to Jennings' surprise, his girlfriend is neither embarrassed nor upset. Instead, she's glad the story would lead her to success.

Even as a teenager, Tharoor has sensibly dealt with a mature subject like death in his stories like- 'The Pyre', 'The Death of a Schoolmaster', and 'The Political Murder'. 'The Pyre' is a story highlighting the issue of the caste system prevalent in Indian society and how lower-caste people have to fight for what they are worthy of. The story is about a Harijan boy Sujeet who dreams of getting into the Indian Administrative Services, regardless of his background. But unfortunately, he falls victim to a road accident and dies on the spot.

'The Death of the School Master' is a satire of how well-meaning attempts at land reform need not always have good results and paints the picture of the political realities in India.

And lastly, 'The Political Murder' is a story of how police during the emergency concocted the urgency to justify the political murders and those who solved them were rewarded with high positions.

#### IV. CONCLUSION

Shashi Tharoor's 'The Five Dollar Smile' is a compilation of multiple stories, perspectives, tellers and truths of modern India. A comprehensive evaluation of his short stories indicates that the writer has dealt with the different shades of human experiences, such as love, hate, loss, ego, deceit, hypocrisy, pride, flattery, immorality, etc. Even as a teenager, he sensibly deals with mature subjects like death, loss, deceit, hypocrisy, and honour throughout his collection of short stories. He has also pointed to the social evils in our society, like women's education, early marriage, unmatched unions, dowry system, caste system, corruption etc. Thus, all his stories, in one way or another, stress human life's peculiarities and are infused with social realism.

#### REFERENCES

- [1] Tharoor, Shashi. *The Five-Dollar Smile: Fourteen Early Stories and a Farce in Two Acts*. Penguin Books, 2015.
- [2] Allen, Walter. *Reading a Novel*. London: J.M. Dent & Sons, 1969, pp.16.

- [3] Bierce, Ambrose, et al. *The Devil's Dictionary*. Bloomsbury, 2003, pp.36.
- [4] Lathrop, George Parson. "The Novel and its Future." *Americans on Fiction 1776-1900*. Edited by P. Rawlings, Routledge, 2002, pp.24.
- [5] Lukács, György. "Realism in the Balance." *The Norton Anthology of Theory and Criticism*. Edited by Vincent B. Leitch. New York: Norton, 2001, pp.1054-1055.
- [6] Rai, Manjeet Kumar. "Indian Culture Through an Adolescent's Eye: Reading Shashi Tharoor's The Five-Dollar Smile." *Research scholar- An International Refereed Journal of Literary Explorations*, vol. 4, no. 1, Feb. 2016, pp.369–381.
- [7] Thiong'o, Ngũgĩ wa. *Writers in Politics: A Re-Engagement with Issues of Literature & Society*. Currey U.A., 1997, pp.6.
- [8] Vázquez Sánchez Adolfo. *Art and Society: Essays in Marxist Aesthetics*. Merlin Press, 1974, pp.112-113.
- [9] Campbell, D. M. (n.d.). Realism in American literature. <https://public.wsu.edu/~campbelld/amlit/realism.htm>
- [10] Dr. Shashi Tharoor's Official Website. (n.d.). [https://shashitharoor.in/books\\_details\\_non\\_fictions/16](https://shashitharoor.in/books_details_non_fictions/16)
- [11] Jain, Madhu. "Book Review: Shashi Tharoor's 'The Five Dollar Smile'." *India Today*, 24 Sept. 2013, [www.indiatoday.in/magazine/society-the-arts/books/story/19910228-book-review-shashi-tharoors-the-five-dollar-smile-814127-1991-02-28](http://www.indiatoday.in/magazine/society-the-arts/books/story/19910228-book-review-shashi-tharoors-the-five-dollar-smile-814127-1991-02-28).



# Strategies used in Learning English Reading Comprehension among Students at Vocational College

Nguyen Ngoc Dang

Ho Chi Minh City University of Technology (HUTECH) – Vietnam

Received: 18 Apr 2023; Received in revised form: 13 May 2023; Accepted: 21 May 2023; Available online: 29 May 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— English has long been recognized as a worldwide language. English is also regarded as one of the most essential educational goals at colleges and universities in Vietnam. It is vital to teach students how to enhance their English reading comprehension skills as well as how to deal with potential problems that may arise throughout their EFL learning process in the future. As a result, the purpose of this study was to investigate non-English majored students' perceptions of strategies in learning English reading comprehension at a vocational college in Ho Chi Minh City, Vietnam. The study included 123 non-English-majoring students who were studying English at the vocational college. Two instruments, a questionnaire, and an interview, were used to collect both quantitative and qualitative data. Descriptive statistics and content analysis were used to analyze the acquired data. The study's findings revealed that most students employ metacognitive reading strategies more frequently when studying English reading comprehension, and more than half of students use cognitive reading strategies very often. The study also presented many recommendations for both teachers, with the goal of making a little contribution to the teaching of English at the vocational college. This research will offer information on the execution of teaching English reading comprehension skills in the vocational college's environment and other similar contexts.

**Keywords**— EFL, reading comprehension, non-majored English students, strategies, Vietnamese context.

## I. INTRODUCTION

Reading is one of the essential English skills that students must master. Reading comprehension is required for students to acquire new knowledge and information. Reading, according to Brown (2003), is the most important skill in the educational context because it can be used to assess students' general language ability. One of the determinants of learning reading comprehension will be the use of appropriate strategies. According to O'Malley and Chamot (1990), both cognitive reading strategies were essential methods to improve students' English comprehension skills. These cognitive reading strategies, such as resourcing, note-taking, summarizing, skimming and scanning, inferring, imagery, and guessing the meaning, enable students to thoroughly understand the comprehension texts. Moreover, according to Oxford (2006) and Brown (2003), metacognitive techniques are actions taken by students to direct and evaluate their own

reading process. Strategies such as figuring out what's most crucial about a text, understanding and keeping on reading, and evaluation were employed. Both cognitive and meta-cognitive reading strategies support and enhance students' ability to achieve the best results in their English reading comprehension. Nevertheless, based on the author's experience in teaching practice, the reality in the field is still not as expected. The teacher's strategy or method is still conventional, and the teacher simply teaches conventionally. Some students struggle to answer the question based on the text's contents. Students are still struggling to find the main idea in the texts. Aside from that, students have a low vocabulary, which causes them to be confused about the texts.

The purpose of this study is to improve students' reading comprehension skills at Long An Vocational College, where the author teaches English, because when students graduate from high school, they have to reach the A2 level.

This thesis seeks to investigate difficulties in reading English and the reading strategies used by non-English major college students at the vocational college in order to help students become better students in the future.

## II. A BRIEF LITERATURE REVIEW

According to Brown (2003), reading is a process that helps one comprehend and retain the reading's information. They further state that reading is the process of comprehending written material, which entails quickly and effectively collecting the necessary information from it. Depending on the student's intent, there are many forms of reading. Brown (2003) emphasized the importance of three different forms of reading: academic, professional, and personal. Textbooks, themes, essays, papers, reference materials, editorials, and other types of reading fall under the category of academic reading. Memos, applications, timetables, letters or emails, reports, and other documents are examples of the kinds of reading that are linked to your employment. Newspapers, magazines, invitations, novels, short tales, and other types of reading are among the genres that fall under the heading of personal reading. In order to comprehend and complete academic assignments, students need reading comprehension skills. However, students cannot complete all of that work without reading comprehension abilities (Clarke, Truelove, Hulme, & Snowling, 2010). This means that applying appropriate strategies for learning English reading comprehension is essential and useful to enable students to achieve the best results.

Students employ a variety of reading strategies to ensure they understand what they read. Brown (2003) categorizes these methods of language acquisition as follows: cognitive and metacognitive. Students can employ variations on each of these types of strategies. O'Malley and Chamot (1990) defined that both cognitive reading strategies were necessary to advance students' English comprehension. Students can gain a deep understanding of comprehension texts through the use of cognitive reading strategies such as resourcing, note-taking, summarizing, skimming and scanning, inferring, visualizing, and predicting the meaning. In addition, students use metacognitive strategies when they guide and assess their own reading, as described by Oxford (2006) and Brown (2003). Evaluation, summarizing key points from a text, and maintaining interest in the reading process were among the methods used. English language learners can greatly benefit from the use of both cognitive and meta-cognitive reading skills.

## III. METHODOLOGY

### 3.1. Research site and participants

The study was conducted at a vocational college in Long An Province, Ho Chi Minh City, Vietnam. The institution was established in 2007 with 12 disciplines, including mechanical, electrical, and automobile repair, among others. Approximately one thousand students attend the school, and there are four English instructors. Per semester, each instructor has 700 hours of English instruction. Despite its limited resources and rural location, the school consistently places students at the center of a dynamic educational environment. This study's sample consisted of 123 students from three courses at the vocational college who did not major in English. Due to their eight to twelve years of EFL study, all the students are mature enough to comprehend and independently complete the questionnaire. 79 (64.2%) of them are male, while 44 (35.8%) are female. Their ages range between 16 (8.9%) and greater than 16 (91.1%). 33 of them (21.7%) have studied English for three to five years, 55 of them (36.2%) have studied English for six to eight years, and 64 of them (42.1%) have studied English for nine to eleven years. All of them devote 12 hours per week to English study at school.

### 3.2. Research instrument

Two research instruments, a questionnaire, and an interview, were utilized in the current study. The questionnaire has two primary parts: Part A contains five questions regarding participant demographics. Students were required to provide their personal information, including their gender, age, grade, number of years spent learning EFL to date, and number of classroom hours spent learning English each week. Part B consists of eleven questions that delve deeper into students' English-learning and comprehension strategies. This section employs a five-point Likert scale that ranges from 1 (not at all true for me) to 5 (always true for me). Cronbach's alpha for the questionnaire was .773, indicating its high reliability. Finally, the interview responses used as qualitative data revealed students' enhanced comprehension of reading comprehension strategies in English.

### 3.3. Procedures for data collection and analysis

Students were not involved in the study. It is necessary to ensure that students understand all questions and feel comfortable answering them. As a result, changes were made to make it more appropriate for and consistent with research criteria, as well as easier to understand for students. Second, 123 students participated in the study and 10 students volunteered to join the semi-structured interview. It took the students around 15 minutes to complete the final version of the questionnaire and 10 minutes to answer the final interview questions. For

questionnaire data analysis, "descriptive statistics" with the calculation of mean scores and standard deviation through the use of SPSS Statistics version 20.0 were employed. The mean scores for the students' level (extent) of using strategies for LA development were interpreted as follows:  $M = 1.00$ – $1.80$  (very low);  $M = 1.81$ – $2.60$  (low);  $M = 2.61$ – $3.40$  (moderate);  $M = 3.41$ – $4.20$  (high);  $M = 4.21$ – $5.00$  (very high). For interview data analysis, "content analysis" was employed. The students' responses were coded as S1, S2, S3, etc. to S10, and the interview questions were coded into IQ1, IQ2, IQ3, IQ12, etc.

#### IV. RESULTS AND DISCUSSION

##### 4.1. Results

In this section, both qualitative and quantitative data collected to address the research question are presented. Quantitative data are presented first and are followed by qualitative data to obtain triangulation. It can be seen in Table 1 below that revealed the fact that the extent of using meta-cognitive strategies was highest ( $M = 3.92$ ,  $SD = .540$ ) and is followed by the extent of using cognitive strategies with ( $M = 3.72$ ,  $SD = .448$ ). Students were able to use both cognitive and metacognitive strategies to proceed their English reading comprehension processes.

Table 1: Descriptive Statistics of Cognitive and Metacognitive strategies

No	Items	N = 123	
		Mean	SD
1	Cognitive strategies	3.72	.448
2	Metacognitive strategies	3.92	.540

For more details, in terms of the category of "cognitive strategies" in learning English reading comprehension, they usually used many strategies such as skimming, scanning, summarizing, taking notes, guessing meaning, repeating main ideas, and using many resources to support their reading processes. More specifically, the majority of students agreed that three strategies that were applied the most were "using many resources such as online dictionaries, books, etc. to support my reading comprehension" (item 5), "skimming the text to catch the general meaning of the text" (item 1), and "taking notes of general ideas of each paragraph and new words in the whole text" (item 4), with  $M = 3.84$ ,  $SD = .717$ ,  $M = 3.78$ ,  $SD = .608$ ,  $M = 3.77$ ,  $SD = .755$ , respectively. Furthermore, the following strategy was also frequently employed in the reading processes by these students, which was "repeating the main ideas or new words in the text to memorize them" (item 6), with a little bit lower mean score ( $M = 3.74$ ,  $SD = .857$ ). In addition, there are three reading strategies that hold the same mean score, which means that they were used by all students at the same frequency level  $M = 3.67$ : "scanning each paragraph to understand specific information needed in the text" (item 2) ( $SD = .709$ ), "trying to guess the meaning of new words by finding out other clues in the text (words, grammar, etc.) to understand them" (item 7) ( $SD = .754$ ), and "having an image of facts in mind based on what I read in the text, so that they could use my knowledge to understand the text meaning" (item 8) ( $SD = .765$ ). Last but not least, the only strategy that came with the lowest mean score ( $M = 3.61$ ,  $SD = .743$ ) was "summarizing the general idea after I finish reading the text"

( $M = 3.74$ ,  $SD = .857$ ). In addition, there are three reading strategies that hold the same mean score, which means that they were used by all students at the same frequency level  $M = 3.67$ : "scanning each paragraph to understand specific information needed in the text" (item 2) ( $SD = .709$ ), "trying to guess the meaning of new words by finding out other clues in the text (words, grammar, etc.) to understand them" (item 7) ( $SD = .754$ ), and "having an image of facts in mind based on what I read in the text, so that they could use my knowledge to understand the text meaning" (item 8) ( $SD = .765$ ). Last but not least, the only strategy that came with the lowest mean score ( $M = 3.61$ ,  $SD = .743$ ) was "summarizing the general idea after I finish reading the text"



(item 3). However, it was also a strategy that was often carried out by students to study English reading comprehension.

In terms of the data collected from the interview, it was found that students all agreed that eight cognitive strategies were often used among non-English-majoring students. For example, "using many resources such as online dictionaries, books, etc. to support my reading comprehension", "skimming the text to catch the general meaning of the text," and "taking notes of general ideas of each paragraph and new words in the whole text" were reported to be used frequently as below:

*"When I start a reading comprehension text, I know that I have to read it many times. First, I skim the text to catch general ideas and note out new words. Secondly, I have to use a dictionary to look up new words, or I often trace their meanings from previous and after sentences. I think background knowledge can also help a lot in my understanding a reading comprehension text" (S6), "I skimmed the text once or twice. Then I read each paragraph thoroughly. I carefully take notes of the general meaning of the whole text and of each paragraph through the opening sentences. I also write down new words to learn by heart later" (S9).*

The other frequently used strategies such as "repeating the main ideas", "scanning each paragraph", "having an image of facts in my mind based on what is read in the text," and "trying to guess the meaning of new words by finding out other clues in the text (words, grammar, etc.)" were also reported to be employed often by students during interviews:

*"I read each paragraph more carefully and scan new words of difficult ideas or sentences in order to find the deep meaning of them and the author's will in the reading comprehension" (S1). "In fact, it takes me a lot of time to complete a long reading comprehension text because of my limited vocabulary." However, I try to take note of new words, look them up in the dictionary, and repeat the new words and main ideas to memorize them better" (S7); "I try to guess the meaning of a new word by reading the previous and later sentences" (S3); "I also create a chain of information, images, or facts in my mind when reading texts so that I can get its true and deep meaning" (S4).*

Last but not least, the last strategy, which is "summarizing the general idea after I finish reading the text," was also recorded by students in the interview as below:

*"I often summarize the whole text's meaning so that I can deeply understand and memorize it for a longer time" (S10).*

From questionnaires and interviews, it can be concluded that the extent of using cognitive strategies was quite high, especially the strategies such as "using many resources such as online dictionaries, books, etc. to support my reading comprehension", "skimming the text to catch the general meaning of the text" and "taking notes of general ideas of each paragraph and new words in the whole text". The other strategies of "repeating the main ideas", "scanning each paragraph", "having an image of facts in my mind based on what is read in the text," and "trying to guess the meaning of new words by finding out other clues in the text (words, grammar, etc.)" were also reported to be employed frequently during students' English reading comprehension processes.

Table 4.1: Descriptive Statistics of cognitive strategies

No	Items	N = 123	
		Mean	SD
1	I skim the text to catch the general meaning of the text	3.78	.608
2	I scan each paragraph to understand specific information needed in the text	3.67	.709
3	I summarize the general idea after I finish reading the text	3.61	.743
4	I take notes of general ideas of each paragraph and new words in the whole text	3.77	.755
5	I use many resources such as online dictionaries, books, etc. to support my reading comprehension.	3.84	.717
6	I repeat the main ideas or new words in the text to memorize them.	3.74	.857
7	I try to guess the meaning of new words by finding out other clues in the text (words, grammar, etc.) to understand them.	3.67	.754
8	I have an image of facts in my mind based on what I read in the text, so that I could use my knowledge to understand the text meaning	3.67	.765



Table 4.2 showed that all students admitted that they all used meta-cognitive strategies such as "trying to figure out what is the most important meaning of the text" (item 9), "keeping on reading the process and trying to understand it until completion of the text" (item 10), and "trying to make a self-evaluation of how much they understand the text" (item 11) at a high level of frequency. More specifically, the highest  $M = 4.46$  and  $SD = .750$  belong to the strategy of "trying to make a self-evaluation of how much they understand the text" (item 11). This means students always evaluate themselves to see how well they understand the reading text. The next strategy, "keeping on reading and trying to understand it until completion of the text" (item 10), follows with the second highest mean score ( $M = 3.99$ ,  $SD = .621$ ). Finally, yet importantly, the last meta-cognitive strategy with  $M = 3.59$  and  $SD = .712$  was reported to be often used among students. That means it was agreed to be a frequent strategy in students' processes of learning English reading comprehension.

Table 4.2: Descriptive Statistics of Metacognitive strategies

No	Items	N = 123	
		Mean	SD
9	I try to figure out what is the most important meaning of the text	3.59	.712
10	I keep on my reading process and try to understand it until I complete the text	3.99	.621
11	I try to evaluate myself of how much I understand the text	4.46	.750

In conclusion, data displayed in table 4.3 revealed the fact that the extent of using meta-cognitive strategies was highest ( $M = 3.92$ ,  $SD = .540$ ) and is followed by the extent of using cognitive strategies with ( $M = 3.72$ ,  $SD =$

The responses of students in the interviews revealed the same opinions about using meta-cognitive strategies in learning English reading comprehension as below:

*"I can evaluate my reading skill. In fact, it is still slow, and it often takes me 30 minutes to read a text with at least 500 words" (S3); "In fact, my reading skill is not at an advanced level as I still face many new words and need more social background knowledge to be able to understand more reading comprehension texts" (S6); "Although it still takes me time to complete a reading text, I try to finish text reading and understand the meaning" (S7); and "I try to guess the author's will for the reading as I think it is the most important meaning of the text" (S2).*

To conclude, the frequency level of using meta-cognitive strategies was quite high among students. The data's results showed that students are good readers as they know what to do and are controllers of English reading comprehension processes.

.448). Students were able to use both cognitive and metacognitive strategies to proceed their English reading comprehension processes

Table 4.3: Descriptive Statistics of Cognitive and Metacognitive strategies

No	Items	N = 123	
		Mean	SD
1	Cognitive strategies	3.72	.448
2	Metacognitive strategies	3.92	.540

## 4.2. Discussion

This study aims to discover difficulties that non-English majored students face in English reading comprehension at a vocational college and to explore strategies used by the non-English majored students in learning English reading comprehension at a vocational college through the use of questionnaires and interviews as the main research instruments. The study's findings using the questionnaire found that the majority of students who learned English as a second language agreed that they had numerous difficulties learning English reading

comprehension abilities, including challenges connected to the students themselves and the curriculum. However, students used a variety of cognitive and metacognitive strategies when learning English and reading comprehension texts.

### 4.2.1. Students' strategies used to learn English reading comprehension:

This quantitative and qualitative study aims to explore strategies used by the non-English majored students in learning English reading comprehension at the vocational college. The findings from questionnaires and semi-

structured interviews revealed that students used both cognitive and meta-cognitive strategies during the process of learning English reading comprehension. These findings are consistent with the theoretical foundation related to strategies in the research of O'Malley and Chamot (1990) and Williams & Burden (2000), as those researchers found that both good readers were those that controlled their reading processes through meta-cognitive and cognitive strategies.

For more details, in terms of cognitive strategies, it was explored that those strategies were employed at a high level by students. The findings are compatible with those of Asmara (2017). Students are good readers when they acknowledge and use many cognitive strategies in their reading comprehension process, such as skimming, scanning, summarizing, taking notes, using resources such as dictionaries, books, etc. to support their reading, or repeating main ideas, making in-mind images of facts based on the reading, and guessing meaning. These strategies could be employed frequently because they are college students and have spent at least 8 years learning EFL. However, the strategy of "summarizing the general idea after finishing reading the text" should be applied as much as the others to maximize the efficacy of students' English reading comprehension skills.

With the concern of meta-cognitive strategies, the findings revealed that meta-cognitive strategies had higher mean scores than cognitive strategies. The three metacognitive strategies, including "trying to figure out what is the most important meaning of the text", "keeping on their own learning process and trying to understand it until text reading completion," and "trying to evaluate themselves of how much they understand the text," were used at the high level. This means that students were good controllers of their own reading comprehension process thanks to the instruction and support from teachers. The study's results are consistent with those of a study by Nabilah (2021). This means that students are mature enough individuals to know what they do and try to achieve what they want in their learning of EFL, especially the English reading comprehension skill.

In conclusion, although both cognitive and meta-cognitive reading strategies were applied at a high level by students, they should always be employed in their learning English reading comprehension processes, and there should be more reading strategies to be trained for students in order to achieve better results.

## V. CONCLUSION

The study aims to explore strategies used by the non-English majored students in learning English reading

comprehension at the vocational college. The following is a synopsis of the findings, followed by suggestions for moving forward and directions for future research. The findings revealed that most students agreed on using 11 strategies, including 8 cognitive strategies and 3 meta-cognitive strategies, at a high level in their learning of English reading comprehension, particularly the strategies of skimming, scanning, using extra resources, guessing meaning, and evaluating. This is a positive finding because it shows that students can be autonomous learners who can proceed and control their English reading comprehension learning as well as the learning process of other skills. Improving reading comprehension in English requires an understanding of the difficulties and strategies involved. Students should be more engaged in their learning in the classroom, communicate difficulties directly with teachers and classmates, and investigate appropriate reading strategies to improve their reading comprehension in class and outside of class. Teachers can only assist students who are motivated and have a genuine desire to learn. It is suggested that students be responsible for their own reading development.

## REFERENCES

- [1] Asmara, N. I. (2017). An Analysis of cognitive reading strategies used in reading comprehension. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 82, Atlantis Press.
- [2] Brown, H.G. (2003). *Teaching by Principles, an Interactive Approach to Language Pedagogy*. Longman.
- [3] Nabilah, A. N. (2021). The correlation between students' cognitive reading strategies and their reading comprehension. *English Language Teaching in Indonesia* 9(2), 93-101.
- [4] Oxford, R. (2006). *Word Power Dictionary*. New York: Oxford University Press.
- [5] Clarke, P. J., Snowling, M. J., Truelove, E., & Hulme, C. (2010). Ameliorating children's reading comprehension difficulties: A randomized controlled trial. *Psychological Science*, 21, 1106–1116. doi:10.1177/0956797610375449.
- [6] O'Malley, J.M. & A.U. Chamot. (1990). *Learning strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- [7] Williams, M. & Burden, R. L. (1997). *Psychology for language teachers: A social constructivist approach*. Cambridge.



# Spatio Temporality and Subjectivity in James Joyce's 'Araby'

Anik Samanta

Assistant Professor in English, Govt. General Degree College Kushmandi, WBES, West Bengal, India

Received: 13 Apr 2023; Received in revised form: 12 May 2023; Accepted: 20 May 2023; Available online: 29 May 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— This paper looks briefly at the configuration of spatio-temporality and subjectivity in James Joyce's short story 'Araby' from the thematic perspective of courtly love and chivalric romance and through Mikhail Bakhtin's concept of the chronotope and elements of Heideggerian phenomenology and Lacanian psychoanalysis.

**Keywords**— *Araby, courtly love, chivalric romance, chronotope, blindness, desire, fantasy.*

North Richmond Street is blind. Love, too, is said to be blind. Love makes one blind. It can also afford an insight (a subject's reflexive sight into himself) that appears blinding. Love can also draw as well as lift a blind between lover and beloved, but also within the ontological register of the self-divided subject itself.

James Joyce's 'Araby' is a story of blind but also luminously blinding love. It is an object lesson in the phenomenology of courtly love, that medieval paradigm of modern love such that the (imagined?) space of union is always different from and temporally deferred, even kept indefinite, from the space of the encounter.

While commenting on the chivalric romance in his essay on the chronotope<sup>1</sup> in the novel Mikhail Bakhtin says that it involves a 'testing of the identity of heroes (and things)—basically, their fidelity to love and their faithfulness to the demands of the chivalric code,' which plays an organizing role. (Bakhtin 151). James Joyce's short story 'Araby' is a chivalric romance, albeit a romance that fails in its realization. In this story, which is psychologically founded on and framed by the structure of courtly love, the unnamed hero's identity is tested. This testing takes the form of a travail through certain key conjunctures of time and place, which are psycho-socially significant.

To reduce the story to its perhaps absurd minimal kernel, an adolescent boy, unnamed in the story, promises a girl, named in the story merely as Mangan's sister, to bring her a

gift from the bazaar *Araby* if he goes there. He does go, but he is late and comes away without a gift, a victim of great anguish.

The temporality of the subject, i.e. the narrator-protagonist, in 'Araby' makes itself felt by waves of anticipation followed by a possible retrospection, poised on the knife-edge of a perceived stoppage of time when confronted with the bazaar *Araby*. I shall leave aside the question of the adolescent protagonist's story being tempered by the temporal focalization of an adult narrator. At the beginning of the story, which firmly places the narrator in his psycho-social element, time hangs heavy with death. We are told of the young narrator's expeditions in the rooms where a former tenant, a priest, had died. The season is winter. Days are short. Dusk falls early. When the protagonist and his friends met in the street 'the houses had grown sombre (Joyce, 17).' Their play included 'running the gauntlet of [...] rough tribes' 'through dark muddy lanes (Joyce, 17).' Darkness is established early in the story as a rhetorical dominant.<sup>2</sup> When Mangan's sister came to call her brother in to tea the boys watched her from the shadow. 'Her figure was defined by the light from the half-opened door.' Mangan's sister thus appears in the half-light, toward dusk. The narrator watched her door every morning, protected by a blind that was pulled down. The romance thus is framed by the play of light against dark. Each morning he followed her to school and passed her silently where their paths diverged. '[H]er name was like a summons to all my foolish

blood. Her image accompanied me even in places most hostile to romance (Joyce, 18).' The image and the name of the unnamed object of devotion have inundated the protagonist's being within the matrix of time and space. The ordinary and the miraculous are juxtaposed. Like a knight errant the hero imagines bearing his chalice through a throng of philistine foes. 'Her name sprang to my lips at moments in strange prayers and praises which I myself did not understand. [...] I thought little of the future (Joyce, 18).' The magnetic influence of the beloved mistress's name has rendered the time of the loving-knight an endless stretch of present—predicated upon the past (im?)perfect and projected into the future indefinite—wherefrom the future proper, however, is erased, or is left in abeyance. The romance-time of the eternal now also marks a stasis of everyday time; thus, a subjective disjunction is instituted in the subject consequent upon the fantasy of an end-less love without the horizon of finality.

The topic (in both senses) of *Araby* introduces this moment of finality and thus disturbs the fantasy, but this takes place, that is, is given to the protagonist's consciousness, only retroactively.

One evening the narrator goes into the back-drawing room where the priest had died. It was dark. He was thankful he could see so little. The refusal (or inability) to think about the future, always already abutting on the past, here translates into the refusal (or inability) to see. He does not know if he can ever speak to his beloved or no, or if he spoke how to speaks about his 'confused adoration (Joyce 18).' The refusal to think about the future ties in with the refusal to know, that is to think, and above all the refusal (or inability) to act. The protagonist is stuck in fantasy-time. Feeling as though to slip away from his body, he presses his palms together and trembling, murmurs 'O love, O love (Joyce, 18)!' The place of death becomes the place of love, the protagonist taking the place of the dead priest as a devout priest of love. Love, like death, appears (for it only appears) to abstract and absent itself from time. From the future. At last she speaks to him. 'She asked me was I going to *Araby* (Joyce, 18).' He forgot whether he answered yes or no. It is not *Araby*, yet, that places itself into a scheme of the near future but the overwhelming, dis-placing present of the presence of Mangan's sister. He asks her why she herself cannot go. She cannot go owing to a retreat in her convent. Thus, the time of the hero and the time of Mangan's sister intersect, and Mangan's sister seems to transfer her own fantasy onto the protagonist.<sup>3</sup> 'While she spoke she turned a silver bracelet round and round her wrist (Joyce, 18).' This action becomes the emblem of self-consuming passage of circular time, an eternal presence, in which the destinies of the lover and also perhaps of his beloved seemed to be locked at the moment. For Mangan's sister *Araby* is 'a

splendid bazaar (Joyce 18).' For the protagonist this bazaar becomes a site of fantasmatic heterotope.<sup>4</sup>

Mangan's sister appears, again, in the half-light. Her words, '[i]t's well for you (Joyce, 19),' seems to suggest that the protagonist had answered her question in the affirmative. "'If I go," I said, "I will bring you something (Joyce, 19)."' The word 'if' is operative here. No firm commitment is made. The future is qualified with a conditional. At the same time, instead of a profession of love the young hero comes up with a promise made to his mistress. It is this, that firmly inscribes the scene within the structure of courtly love. The succeeding moments are spent by the hero in breathless anticipation. He suffers from a confusion of categories: the serious business of life, which stood between him and his desire, appearing to be child's play. Just as the name of Mangan's sister had been a summons, the 'syllables of the word *Araby*, 'a metonym for Mangan's sister, call forth an Eastern enchantment. A visit to a bazaar has become a chivalric adventure. He asks permission to go to *Araby* on Saturday morning. As he leaves home in the morning, he has a misgiving. Owing to the presence of his uncle he is denied his morning glimpse of his mistress. He spends his time staring at the clock, then looking at the dark house where the girl lived, and where her image, cast by his own imagination, comes to meet him—halfway, as it were. It is nine before his uncle comes home, and his journey is delayed. His anticipation is met by a concomitant retardation of time. It is as if time is being solidified. The train he takes moves 'slowly' after 'an intolerable delay (Joyce, 20).' In the meantime, he had almost forgotten his purpose for the journey. He reaches 'the large building' with 'the magical name (Joyce, 20) when it is ten minutes to ten. When he gets there '[n]early all the stalls were closed and the greater part of the hall was in darkness (Joyce, 20).' Silence hung heavy, as in a church after service. He remembers with difficulty why he had come. A saleswoman asks him if he wanted to buy something. 'The tone of her voice was not encouraging; she seemed to have spoken to me out of a sense of duty (Joyce, 21).' This accounts for the hero's misgivings and forgetfulness regarding his purpose of visit. He had come to *Araby* out of a sense of (chivalric) duty; having come, his fantasy, face to face with itself, falls apart. Time comes out of joint. The image of the young woman talking to two young men presents a vision of femininity far different from the chiaroscuro appearances of Mangan's sister who had embodied, for him, the prototypical image of ~~Woman~~.<sup>5</sup> The hero knows his presence—his being present—has been rendered useless. A voice calls out and the light goes out. The hero, qua subject, is divided and left destitute by the (de-)realization of his desire, a desire formed and framed by the fantasmatic assumption of another's, an other's, desire.<sup>6</sup> The intersection of the times



of lover and beloved reveals itself as an intersection along a void, emptied of both everyday and adventure time,<sup>7</sup> with a destitute subject faced with a receding world. 'Gazing up into the darkness I saw myself as a creature driven and derided by vanity; and my eyes burned with anguish and anger (Joyce, 21).' The light had gone out. The world confronting the burning eyes was no longer in half-light but was dark. Blind. Time had come to a stand-still. Time had become blind.

Bakhtin makes mention of a chronotope of the road which is associated with the chronotope of the encounter (Bakhtin, 243). He points out that 'heroes of medieval romances set out on the road (Bakhtin, 244).' The chronotope of the road is governed by chance. Much of the 'action' in 'Araby' takes place on the road; or to be more precise, at the blind ends of roads, between Richmond Street and *Araby*, in such a way that space becomes fused with time and saturated with significance. The visit to *Araby* is prompted by a chance conversation and its frustrating result is precipitated by a chance delay.

Bakhtin mentions a chronotope of the threshold, which he says can be compared with the motif of encounter but whose most precise articulation is as the 'chronotope of crisis and break in life (Bakhtin, 248).' This chronotope involves '[a] moment of crisis, the decision that changes a life (or the indecisiveness that fails to change a life [...]) [...]' In this chronotope time is essentially instantaneous.' He says further, that in Dostoyevsky these moments of crisis, which in Dostoevsky are moments of decision, 'become a part of the great all-embracing chronotopes of mystery- and carnival- time (Bakhtin, 249).' Such is the case with *Araby*. *Araby* is a carnival and its attraction is precisely due to the fact that it is shrouded at least partly in mystery. *Araby* operates as a threshold in the hero's subjective trajectory. Once there, when confronted with the shopgirl, the hero decides on the spur of the moment, instantaneously, not to buy anything. It is a moment when time seems to empty itself out, and the world seems to fall away. The boy's decision, negative and (self-)negating, shades nearly but not quite into indecision.

We recall here that when the protagonist spoke to Mangan's sister about *Araby* the latter's frame too was shrouded in half-light. Thus *Araby* is associated with Mangan's sister metonymically as object of desire in the protagonist's fantasy. Similarly, North Richmond Street, the marketplace where the young adolescent knight bears his chalice and the bazaar *Araby*, essentially a market, become metonymically linked into a trajectory of blind journey affording, perhaps, an insight. The moment at which time empties itself out is also the moment at which what was placed by fantasy as somehow outside time—whose future realization was put

off, deferred—re-inscribes itself as belonging to the ordinary, non-mysterious matrix of everyday time, a time that could potentially disabuse the subject of his timeless fantasy of courtly love.

'*Araby*' is a chivalric romance. It is a failed chivalric romance. This very failure tells a truth about the genre and the phenomenon of chivalric romance itself. The romance is sustained along interior adventure-time. This time leaves a mark on the narrator's own subjectivity, including his perception of and being within time, but has no ostensible effect of the social and historical world, the world dominated by what Heidegger calls the public 'they', that he inhabits. The conclusion of this abortive adventure-time takes the form of an emptying out of time itself where the subject is faced with anxiety and with the recession of the accustomed co-ordinates of time and space, confronted with an effect of subjective destitution. The progression of the unnamed hero's adventure-time takes the form of anticipation, whose fulfilment is deferred, and its significance put on hold, until the moment of realization which makes a rent in the imaginary universe of the hero. Not only North Richmond Street—*Araby* too reveals itself to be blind, the journey from North Richmond Street to *Araby* being a blind journey from blindness to blindness. A blindness that nevertheless illuminates, if only by casting a blinding light.

#### Notes:

1. Bakhtin discusses the chronotope, a condensed circuit or telescoped trajectory of narrative space-time as a formal and thematic categorical determinant in narrative fiction. Bakhtin's definition in *The Dialogic Imagination* is 'intrinsic connectedness of temporal and spatial relationships...in literature.'
2. I use 'dominant' as a conceptual category qua tropic binder in Roman Jakobson's sense. In Jakobson's own words, 'The dominant may be defined as the focusing component of a work of art.'
3. Jacques Lacan gives the following formula for fantasy which is implicated with desire:  

$$S \diamond a$$
4. Michel Foucault enumerates several classes and principles of heterotopia in 'Different Spaces' amongst which is the bazaar, carnival, or fairground.
5. I write Woman under erasure following Jacques Lacan's lesson in his Seminar XX *Encore!*
6. In Lacan's formulation desire is always desire of the Other where the preposition indexes both



subjective and objective genitive and the Other is distinct from an other.

7. Bakhtin discusses threshold, adventure and romance times over against everyday time.

### REFERENCES

- [1] Bachtin, M., Holquist, M., Emerson, C., & Bachtin, M. (2011). *The dialogic imagination: Four essays* (18. paperback printing). Univ. of Texas Press.
- [2] *Being and Time*. (2008). Heidegger, M., Macquarrie, J., & Robinson, E. S. (2008). *Being and time*. Harper Perennial/Modern Thought.
- [3] Foucault, M., & Faubion, J. D. (2000). *Essential works of Foucault. 2: Aesthetics: method and epistemology / ed. by James Faubion*. Penguin Books.
- [4] Joyce, J., & Davis, L. (2001). *Dubliners* ([Nachdr.] with an introd. and notes, complete and unabridged). Wordsworth Editions.
- [5] Lacan, J. (2019). *Desire and its interpretation: The seminar of Jacques Lacan, book VI*. Polity.
- [6] Lacan, J., & Fink, B. (1999). *On feminine sexuality: The limits of love and knowledge*. W. W. Norton & Company.
- [7] Lacan, J., & Miller, J.-A. (2016). *Anxiety*. Polity.
- [8] Lacan, J., Miller, J.-A., & Fink, B. (2015). *Transference*. Polity.
- [9] Lacan, J., Porter, D., Miller, J.-A., Lacan, J., & Lacan, J. (1992). *The ethics of psychoanalysis: 1959 - 1960*. Routledge [u.a.].
- [10] Matejka, L., & Pomorska, K. (Eds.). (2002). *Readings in Russian poetics: Formalist and structuralist views* (1st Dalkey Archive ed). Dalkey Archive Press.



# Why Do People Choose Watching Adaptations of English Literature Over Reading It?

Abin Mathew

Kalluvettamkuzhy (H) Punchavayal P.O., Kottayam (District) Kerala, India

Received: 19 Apr 2023; Received in revised form: 15 May 2023; Accepted: 21 May 2023; Available online: 29 May 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— Nowadays people prefer to watch movie adaptations of a work rather than reading it. The main reason is the novel of around two fifty to n number of pages will finish within one and a half to three hours of duration. Even students of literature follow this trend of watching movies rather than reading books. The positive and negative of this trend are different for a student or academia of literature and people from other professions. Through this research paper, I am analyzing what are the positive and negative sides of this trend? How can we acquire the habit of reading books? What are the limitations of film adaptations? How can some directors overcome these limitations? Theresearch is based on my view on five movies from multiple languages including Malayalam, English, Swedish, Hindi and Italian that are adapted from famous novels and plays. The movies are Joji (2021), The Colour Purple (1985), A Man Called Ove (2015), 2 States (2014) and Canterbury Tales (1972)

**Keywords**— literature, film adaptation, novels, joji, the colour purple, 2 states

## I. INTRODUCTION

Nowadays you can find lots of used book sellers in most parts of the country. If you have an experience in buying books from any of this shop you may be able to realize what I am going to say, most of the books that are sold by them are new and you will realize that it hasn't been read by its previous owner. I know many people who buy books with great interest. After turning the pages for sometimes they keep the book aside and they completely forget about it. When I used to ask them about their reading habits most of the students who are between 15-25 said that, once they used to read books including Novels, stories, or at least comics and now they stopped reading, the reason that most of them unanimously tells is the usage or addiction of phone. Most of them are using phones especially due to the recent Covid – 19 pandemic most of the students had to study from their homes and they all got a smartphone for study purposes, in most cases after the study period they used to play games in the phone or spent time in social media platforms or video streaming platforms and this trend took the beautiful worlds that a book gives them and took to the darkest corners of their houses.

The role of smartphones is noticeably big in taking a reader away from the book. Since most students possess a laptop or at least a smartphone nowadays to study a novel or a drama they first search on Google whether there is a movie adaptation of that work if they find one, they watch that movie adaptation and later read the plot, summary and the themes of that novel, story or drama from any online resources. It is quite helpful for them to pass the exam, but this method has many pitfalls. Research on both the positive and negative aspects of this trend of wholeheartedly trusting adaptations of a literary work is a cardinal need of this age.

Watching a movie adaptation after reading the book is really good, you will be able to realize the changes the director and the scriptwriter made in the movie, and you will be able to distinguish which one is best for you. It is only through reading your imagination grows, the movie adaptation is the representation of someone else who read the book. When it comes to a student of literature or a literature enthusiast it is important to read the book, it is only through reading books you will be able to know the writing style of the author, the way he describes each situation and write a critical review on the book. If you are depending just on the adapted movie

in most cases your views and assumptions are wrong. On behalf of reading drama in most cases, if you are able to watch the enactment of the drama then it will help you to relate to the scenes in a better way especially when you are reading classic dramas like Spanish Tragedy, Doctor Faustus, The Shoemaker's Holiday, Way of the World, etc.

If you watch a film adaptation after reading the book you will be able to see the characters, the things, the dresses, and the places you imagined in your mind, sometimes it may be the same as you imagined in your mind and sometimes it may be completely different. While making film adaptations some directors even change the name of the characters, in the film adaptation of Bret Easton Ellis's *American Psycho*, Paul Owen and Timothy Price in the novel become Paul Allen and Timothy Bryce in the film. If you are watching a movie considering it as an effective way to judge the novel, then you are making a mistake for which you will repent for sure.

Film adaptations are blessings to those people who want to know the story or plot but do not know the language. Maybe these people do not want to read the novel because sometimes they do not know how to read or the language of the classic dramas like *Doctor Faustus*, *King Lear*, etc. must be not as easy as the English language that we use right now so watching a drama or a film adaptation will help them to possess a knowledge on that particular drama. There are many films that are adapted from great classic dramas, for example, the 1997 Jayaraj movie *Kaliyattam* is an adaptation of William Shakespeare's *Othello*, Kannaki is another Jayaraj film that was released in 2001 is a loose adaptation of William Shakespeare's *Antony and Cleopatra*, *Iyobinte Pusthakam* by Amal Neerad which released in 2014 reportedly a loose adaptation of *King Lear* and *Joji*, which released in 2021 is a loose adaptation of *Macbeth*.

These movies will help the common man to get the basic knowledge about the drama at least they will be able to know the plot of the drama but, a student of literature overcomes these limitations.

### Objectives

Every study is conducted with some objective. The present study is taken with an objective.

- To study the positive and negative side of depending on a film adaptation of a literary work.
- To compare and analyze the characters, plot, and content between novels and movies.

### Hypothesis

According to Oxford Reference Hypothesis, is a statement of the expected relationship between things being studied, which is intended to explain certain facts or observations or an idea to be tested. A research Hypothesis is an assumption

or the outcome of a study. It is a prediction or speculation by the researcher which may prove or may be disapproved. The hypothesis of this study is:

1. People from all streams consider watching film adaptations rather than reading books.
2. You cannot trust a movie adaptation, if you want to know about a book or its author you must read the book.

## II. RESEARCH METHODOLOGY

This research is conducted because of my interest in literary works and their film adaptations, for this, I have read many books and watched their film adaptations. For the successful completion of this research, I have read many books which I am going to explain in the upcoming parts of this paper. It gave me a direct experience in this subject with which I am dealing. For the sake of my studies, reading these books and watching their film adaptations were particularly important. By reading and watching I came to a conclusion which I would like to prove through this research.

## III. LITERATURE REVIEW

According to Wikipedia Literary adaptation is the adaptation of a literary source for example a novel, short story, or poem to another genre or medium, such as film, stage play, or videogame.' While I was doing my research, I found an interesting fact that a game named *Assassin's Creed II* portrays Renaissance Italy as its open-world playground so playing this game will give you a valuable experience and you will feel that you are in Italy during Renaissance. So, this game gives us the idea that even video games can be adapted from literary works or literary backgrounds. Seth Schiesel wrote in *Assassin's Creed II* In New York Times that now the teachers who teach Italian history will be surprised when the students tell them that they have already visited Renaissance Italy, which is the effect of adaptations, people trust them, and they depend on them more than getting direct knowledge through literary works.

**The India Today** in its report **Joji Movie Review: Fahad Fasil's Macbeth adaptation is exceptional** states that Power corrupts. So does greed. This is what Shakespeare's *Macbeth* has taught those who read it. They are also asking who better than Fahad Fasil can show greed in his eyes.

The New York Times in its report **Film 'The Colour Purple' by Steven Spielberg** states that the characters in the movie adaptation are big and vibrant but beyond that they resemble Miss Walker barely at all.

**The Times of India** in its edition that came out on May 13, 2014, reported that “**2 States crosses the 100-crore mark at the box office**” It states that people are very excited to watch the movie.

### **Differences between a literary work and its film adaptation**

The first thing that we have to keep in our mind is that both novels and movies are two different forms of art, both are independent in their sense. The usual page of a novel is between 200-380, in some cases especially when it comes to long novels it goes in between 750-10000 or more. In most cases, this gives an inconvenience for the person who just wants to know the story or plot of the book. In these cases, people depend upon film or any other literary adaptations. In most cases, the duration of a film is between 90-120 minutes. This is one of the main reasons people depend upon film adaptation rather than reading a physical or soft copy of a literary work.

Another major difference is that films give us a clearer picture than a book gives us. While film directly stimulates our perceptions, literary works indirectly stimulate them. While reading a book sometimes we find ourselves sinking into the imagination and spending time thinking or visualizing a situation in our mind but on the contrary, a film is fast-paced it will start at a specific time and end at a specific time, we don't have to think all that we have to do is just to watch the movie and understand the story, plot, and theme.

Regarding the visual imagination of the novel we read, it varies from person to person and their purpose of reading. Some people skim books, they just read fast and complete the text but that is unimaginable for some people, they turn each page very slowly reading each sentence by imagining that in their mind like a movie. We will be unsure about whether they will like the movie or not especially when they watch the film adaptation of their dearest book. Sometimes when the film is released, they will come to know that their favorite scene is cut. In most cases it happens because of the limitation of time. The 1972 Italian movie *Canterbury Tales* directed by Pier Paolo Pasolini is an example of this; the film is an adaptation of Geoffrey Chaucer's *Canterbury Tales*. *Canterbury Tales* is a collection of twenty-four stories that have over 17000 lines, but the film portrays only a few stories among them, and it shows just the important scenes. If you need to get a clear understanding of the work, you must read the book. This short information that the movie gives you will not help you.

The film adaptation has many limitations; it varies from person to person, culture to culture, and place to place. In some places people will not understand the direct adaptation of a literary work, for example for a common man in Kerala,

*Macbeth* is something that they are not able to relate to. The crew of a film can't introduce a film to a group of audiences who will not be able to relate what they are trying to present before them, in this situation the movie will become a flop. The Malayalam movie *Joji* is a loose adaptation of William Shakespeare's *Macbeth*. Through some of the events that any Kerala man can relate to, the director tells us how greed destroys a person's life. The female character who acted as the sister-in-law resembles the Shakespearean character, Lady *Macbeth*.

But adaptation is always a big question for academia. Choosing the literary work over the adaptation needs a strong will. It is a literary work that will give a person a good understanding of the subject. Indian film has its audience always waiting for entertainment. All they want is entertainment, so a director cannot give a direct adaptation of a foreign literary work. Even though this is a fact many films including, Satyajit Ray's *Pather Panchali*, *Apur Sansar*, and *Shatranj Ke Khiladi* were made from great Bengali works and audiences received it with both hands.

### **Data Collection**

The data collection is based on my view of five movies from multiple languages including Malayalam, English, Swedish, Hindi, and Italian that are adapted from famous novels and plays. The movies are *Joji* (2021), *The Colour Purple* (1985), *A Man Called Ove* (2015), *2 States* (2014), and *Canterbury Tales* (1972)

## **IV. SUMMARY**

*Joji* is inspired by William Shakespeare's famous play *Macbeth*. *Joji* was released through the OTT platform Amazon Prime on 7 April 2021 since the covid forced lockdown forced people to sit in their homes many people watched the movie. Critics praised the movie relating it to the play *Macbeth*. The plot of the movie consists of a father and his three children. The father is 74 years old and still he oversees the family affairs. He is like a dictator in the family. His three children include Jomon a divorcee, Jaison and his wife Bincy, and *Joji* the youngest son who is also an engineering dropout. All three sons are leading a life of fear under their father's domination. An unexpected event occurred in the family and gave hope to *Joji* that the death of his father will give him a fortune. His greed turns him into a modern *Macbeth* and by supporting him and motivating his greed Bincy becomes the modern Lady *Macbeth*.

### **The novel 'The Colour Purple' v/s Movie 'The Colour Purple'**

#### **Similarities**

*Colour Purple* is an epistolary novel in which Celie writes

fifty-six letters to God and fourteen to her sister Nettie. To make an epistolary novel into a film is possible only with a man with a strong will. The famous director, producer, and screenwriter Steven Allan Spielberg did the direction of the movie. The name 'Steven Spielberg' itself gives us a reason to watch this film adaptation because he is such a promising director in Hollywood. The movie and novel have more similarities than dissimilarities. One of the similarities is Celie's stepfather raped her and she gave birth to two children named Adam and Olivia they were later given to Samuel and Corrine who were unable to have children. Another similarity is that in the novel Celie is afraid of men.

### Differences

There are a few differences. One notable difference is in the novel Celie writes back letters to Nettie, but she does not write back letters in the movie. There are differences in some dialogues, in the novel Shug ask, "How is your god?" and in the movie, Shug and Celie do not even talk about God.

### Novel 'A Man Called Ove' v/s Movie 'A Man Called Ove'

#### Similarities

Both in the book and the movie the character of Love is presented as the same stereotypical character. Most of the important scenes including the death of Ove's father is shown in the movie.

#### Dissimilarities

Even though the novel gives a long description introducing Ove's life, the movie shows Ove's life after his wife's death. The movie repeatedly shows Ove's various attempts of suicide and his visit to his dead wife's tomb alike it somehow forgets to portray the whole life of Ove as it is in the novel.

### Novel 2 States: The Story of My Marriage v/s Movie 2 States

#### Similarities

2 States tells the story of Krish, who is a Punjabi, and Ananya who is a Tamilian who meets in IIM-A a prestigious institution in India, and become friends later fall in love, and eventually get married. The whole plot is about how they both are convincing their parents to agree to the marriage. The main reason for their parents opposing their marriage is that their language and culture are different.

#### Differences

Notable differences are hard to find but the second part of the movie seems hurriedly taken. As the novel is a lengthy version there are many limitations, so people are forced to make the movie shorter and more convenient for the audience. A few scenes like the scene which was shown in

the promo were cut off. Some parts of the novel like Krish's transfer and his work environment in Chennai were omitted. The name of the company where they both are working is also changed.

### Canterbury Tales book v/s Canterbury Tales Movie

#### Similarities

The Canterbury Tales movie is a movie that came out in 1972. We will realize the talents of the director of this movie Paolo Pasolini when we think about the limitations that any director and crew members of a film face especially when it comes to the technical side.

#### Differences

The movie retells only eight stories from The Canterbury Tales that are, The Merchant's Tale, Friar's Tale, Miller's Tale, Wife of Bath's Tale, Reeve's Tale, Pardoner's Tale, and Summoner's Tale. Even though this film adaptation is largely faithful, Pasolini expands some stories.

## V. CONCLUSION

Nowadays people adhere to the trend of watching film adaptations of literary works rather than reading the work. Trusting film adaptations is not a good trend. We will get first-hand knowledge and all the relevant knowledge about the book from the original literary work itself. Due to its heterogeneous audience, the film is more popular than the book. Due to the limitation of time, many directors and scriptwriters are forced to shorten the movie, which lets many of the important parts go missing, this scenario may not affect a common man who watches the movie for the sake of entertainment but it will definitely affect a student or academia of literature who watch the movie for the sake of learning the novel or the literary work. As we have seen in Paolo Pasolini's The Canterbury Tales many important scenes were cut off and many stories also cut off, so depending on this will not be helpful.

Some of the major limitations that a filmmaker will face while he adapts a story are casting, he should find casts that exactly fits the character in the work, and this will decide the success of the work. Another limitation is the technology, the imagination of a writer will go on and on to create an exact visual effect for this is a challenge for a director. In most cases, people do not read books because they feel lazy or bored after turning a few pages. That is why they depend on film adaptations. Depending on film adaptation is not a good trend for a student or researcher who works in literature even though it somehow helps them.

Only reading the original text will help a person to know about the author, his work, his writing style, and the limitations he faced during his period, it will also sharpen



the imaginative skills of the writer, and reading will give a reader more empathetic experience while he or she goes through each page.

## REFERENCES

- [1] Kaur M, Kapoor DR. A Study on Screen Adaptations from Literature with Reference to Chetan Bhagat's Novel. *J Adv Res Jour Mass Comm* 2018; 5(1&2): 1-6.
- [2] Janani K **Joji Movie Review: Fahadh Faasil's Macbeth adaptation is exceptional** April 7, 2021 <https://www.indiatoday.in/movies/regional-cinema/story/joji-movie-review-fahadh-faasil-s-macbeth-adaptation-is-exceptional-1788111-2021-04-07>
- [3] BY M. BIJMAN SEPTEMBER 1, 2017 When the film is better than the book – A Man Called Ove [https://sevincircumstances.com/2017/09/01/when-the-film-is-better-than-the-book-a-man-called-ove/#aoh=16505424453449&ct=1650542520961&csi=1&referrer=https%3A%2F%2Fwww.google.com&tf=From%20%251%24s&agsa\\_csa=46731810&share=https%3A%2F%2Fsevincircumstances.com%2F2017%2F09%2F01%2Fwhen-the-film-is-better-than-the-book-a-man-called-ove%2F](https://sevincircumstances.com/2017/09/01/when-the-film-is-better-than-the-book-a-man-called-ove/#aoh=16505424453449&ct=1650542520961&csi=1&referrer=https%3A%2F%2Fwww.google.com&tf=From%20%251%24s&agsa_csa=46731810&share=https%3A%2F%2Fsevincircumstances.com%2F2017%2F09%2F01%2Fwhen-the-film-is-better-than-the-book-a-man-called-ove%2F)
- [4] sesh schesils NY times On the Scenic Trail of Intrigue: Adventures in 15th-Century Italy <https://www.nytimes.com/2009/12/08/arts/television/08asassin.html>
- [5] By Janet Maslin Dec. 18, 1985 FILM: 'THE COLOR PURPLE,' FROM STEVEN SPIELBERG <https://www.nytimes.com/1985/12/18/movies/film-the-color-purple-from-steven-spielberg.html>
- [6] Relationship between books and films: the pros and cons of book to film adaptations! <https://www.virtualacademy.com/relationship-between-books-and-films-the-pros-and-cons-of-book-to-film-adaptations/>
- [7] Gamar, K. J., & Prasad, K. R. A Study on Differences and Similarities Between Novels and Movies of Chetan Bhagat.
- [8] Priya, C. S. Influence Study in Chetan Bhagat's 2 States as film and fiction—A Comparative Study. *INTERNATIONAL JOURNAL OF RESEARCH INSTINCT*.



# Curbing National Insecurity through Effective use of Language

Felicia Tomi Obadare Ph.D.

Department of Languages and Linguistics, School of Multidisciplinary Studies, College of Education, Bamidele Olumilua University of Education, Science and Technology, Ikere, Ekiti State, Nigeria  
Email ID: [obadare.felicia@bouesti.edu.ng](mailto:obadare.felicia@bouesti.edu.ng)

Received: 19 Apr 2023; Received in revised form: 15 May 2023; Accepted: 21 May 2023; Available online: 29 May 2023  
©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license (<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— This study investigated curbing of national insecurity through effective use of language. The study assessed the present state of insecurity in Nigeria, language as a panacea to the insecurity ill that plague our nation, Nigeria and the role of language in ensuring peaceful co-existence in the nation. The study adopted a descriptive research design of survey type. The sample size of 100 respondents which included lecturers and students was drawn from the population of 345 members of Academic Staff Union of Universities (ASUU), Bamidele Olumilua University of Education, Science and Technology, Ikere chapter. The instrument for data collection was a self-structured questionnaire tagged “Language as a Panacea to Curbing Insecurity in Nigeria (LPCIN) Questionnaire”. The three research questions raised to guide the study were answered using descriptive analysis of simple frequency count, percentage, mean and standard deviation. The two (2) research hypotheses formulated for the study were tested using Chi-square ( $\chi^2$ ) statistic of independent sample at 0.05 level of significance. Analysis of the study revealed that there was significant influence of language on the state of insecurity in Nigeria. It was also revealed that there was significant influence of appropriate use of language on the improved peaceful co-existence in Nigeria. The study concluded that the problem of national security is not that of the government alone but what every Nigerian should collaborate to ensure thorough effective and appropriate use of words of the accepted language communication. The study recommended that Nigerian government should create communication channels to effectively disseminate information, create awareness and give the people a sense of belonging and inclusion.

**Keywords**— Curbing; Language; Insecurity, Panacea, Nigeria

## I. INTRODUCTION

Security is a state of being secured or a state of being free from fear and tension. No nation or society can develop amidst tension and insecurity. Security is paramount, and to think of advancing a nation socially or economically, without tackling her prevailing security challenges, is like building castle in the air. Insecurity is the state of being opened to danger, threat or lack of protection. In a similar assertion, Oyinloye (2022) submits that insecurity is a serious challenge to education and development of the nation. Without the security of lives and property, the level of growth and development that may be recorded in other

sectors of our socio-economic life, as a nation state, can never be sustained. Olakunle (2011) asserts however, that security is just like food and infrastructure, like power and health care facilities that can improve standard of living and bring comfort, as well as longevity. Apart from loss of lives and property, insecurity stunts growth in all ramifications as it even scares foreign investors.

In a similar development, Salami, Adeyemo and Adeyemo (2019) opine that the current security challenges confronting the Nigerian nation, which range from insurgency in the North East, armed banditry, to endless kidnapping for ransom, have assumed a level termed

unprecedented in Nigerian history, since the end of civil war in 1970. Also, Nwinee (2019) submits that thuggery and cultism are considered professions in Nigeria and regarded as more profitable and influential than medicine, law or engineering. Thugs and cultists are patronized by political leaders and they are well paid for their efforts, particularly during election seasons. Nwinee (2019) further affirms that the (2018) global terrorism index rates Nigeria as the third most terrorized country in the world for the fourth consecutive time. This 'exalted' position, however, is not unconnected with increase in violence in almost every area of our life; ritual murder, kidnapping, herders' extremism and according to Nwinee (2019) thousands of deaths, committed by the deadly terrorist group, Boko Haram.

In a similar assertion, Odita (2012), states that security is the foundation on which any meaningful project is anchored. It also adds that our constitution clearly states that the reason for any government, is the provision of security for lives and property of the citizens. The country belongs to everyone, irrespective of ethnicity, religious or political diversity but when there is an attack on anyone under any of these three, it then becomes a calamitous phenomenon, which makes the integrity of our dear nation questionable, hence, Jonathan (2012), states that it is when Nigerians are secured that they can enjoy a robust economy.

### **Nigeria and its Multilingual Nature**

Nigeria is bedecked with a chaotic language situation. Bamigbose (1976) asserts that as of today, nobody knows specifically how many languages are used in the country. He however claims that there are about 200 languages, Hansford (1976) claims 395 and Aguiyi (2009) claims 513. The language problem resulting from the existence of many languages in Nigeria has been very unfavorable to the country's efforts to achieve national peace and unity hence, Yusuf (2009), posits that in most African countries including Nigeria, language is a problem. Rather than use language to forge friendship and cultural ties, mutual suspicion and hostility borne out of ethnicity abound. Bokova (2012), affirms that the language of our thought and our emotions is our most valuable asset. Multilingualism incurably is in ensuring quality Education for all, in promoting inclusion and in combating discrimination. There is the English language, which is our lingua franca but it is only spoken among the few educated and they also have the privilege to use it orthographically. Many of the indigenous languages on the other hand, are yet to be reduced to writing.

They do not have materials to sustain the teaching and learning of the language and they also do not enjoy the profusion of pedagogical materials that English language enjoys. It is observed that only few of the Nigerian

population are literate while the majority of Nigerians are left in the dark as far as the use of language for communication is concerned. As Adebayo (2010), opines that the day we sincerely choose to place great value on our mother tongue, marks the genesis of our exodus from all forms of neocolonialism.

### **The Importance of Language**

The use of language, whether first language, indigenous language, mother tongue language, native language, second language, foreign language, national language, official language, regional language, trade language or lingua franca cannot be over emphasized. Obadare (2006), succinctly asserts that language helps us to verbalize our thoughts, joy, feelings and even sadness. According to Adedigba and Adeniran (2020), the capacity for language is one of the greatest endowments of humans. It is a unique attribute that serves ubiquitous functions and uses Okafor (2005), highlights the use of language to help promote peace in Nigeria, that inability to understand a language, which is the result of differences in language, is a major factor that have been making the task of nation building a herculean task. In a multilingual country like Nigeria, with over 513 languages being spoken, it is very dangerous to focus only on English language for means of communication to the utter neglect of the indigenous languages that have a wider usage. All these different languages can be used to communicate on the evil effect of insecurity in our dear country as Iwuagwu (2011), succinctly opines that the ascendancy given to English language to the detriment of Nigerian languages may lead to extinction of some of these languages. Language and culture can never be dichotomized. Language is a reflection of image, tribe, feelings, emotions, activities and direction, hence the language policy recommends the teaching and use of indigenous language in addition to the use and teaching of English language.

In an illuminating assertion, Olagoke (2017) highlights that if only 79 million (53- 34%) people out of the total population of 156, 493,000 million Nigerians can speak and understand English, then many people are still excluded from adequate information. No wonder Olatunji (2020) posits that languages that can serve to promote national development are indigenous languages but the Nigeria elites have not really seen the need to disentangle themselves from the imperialists, as evident in the fact that the educational policy of Nigeria is still the reflection of the colonial policy. Similarly, Olagoke (2017) explains that without the use of indigenous languages for educating the masses, many of whom are not literate in English, sustainable development then remains a mirage.

### **Some Security Challenges Facing the Nation**

Nigeria is bedecked with a lot of security challenges, like robbery, road accidents, rape, cultism, bank robbery, kidnapping, ritual killing, political violence, drivers' violence, miscreants' violence, human trafficking, women trafficking, child trafficking, religious conflicts and lately Boko Haram, which novel action in the history of Nigeria has brought untold hardship and loss of scores of lives of unimaginable magnitude. These and more, are the many ugly security challenges that Nigerians have to live with every day. Obadare (2021) submits that in Nigeria, insecurity has become a daily occurrence, as hardly a day passes without a terrorist killing an innocent person, a person is murdered, revenge killings, churches bounded, bombed, people kidnapped, cattle herders fighting with farmers over grazing fields, youths' killing or kidnapping.

Reacting to the orgy of violence that has become part and parcel of our polity, Okonwo (2011), emphasizes that there is so much insecurity, violence, bloodshed and destruction of property and infrastructure going on in the country, and it appears that people do not have an answer to the problem. In a similar assertion, Ojo (2019) posits that the chaotic situation in the country calls for a quick and lasting solution due to the incessant feuds and emotional instability caused by activities of the hoodlums, criminals, cult members, and Boko Haram in the Northern part of the country. Bello (2017) explains that insurgency has resulted in kidnapping and killing of students, teachers, parents and destruction of schools.

## II. RESEARCH PROBLEM STATEMENT

This study attempts to investigate the use of language to curb the perennial insecurity challenges bedeviling our dear country, and in doing this, the researchers attempt to find answers from language lecturers to the following research questions.

### Research Questions

The following research questions were raised to guide the study.

1. What is the present state of insecurity in Nigeria?
2. Is language a panacea to the insecurity ill that plague Nigeria?

3. Can adequate use of language be able to improve peaceful co-existence in Nigeria?

### Research Hypotheses

The following hypotheses were formulated for the study.

**H<sub>01</sub>:** There is no significant influence of language on the state of insecurity in Nigeria.

**H<sub>02</sub>:** There is no significant influence of appropriate use of language on the improved peaceful co-existence in Nigeria.

### Significance of the study

The results of the study will inform our leaders of the urgency in providing the right environment for the adequate use of language to curb our various security challenges

## III. METHODOLOGY

The study adopted a descriptive design of the survey type. The population of the study consisted of 345 members of Academic Staff Union of Universities (ASUU) and 3570 students of Bamidele Olumilua University of Education, Science and Technology (BOUESTI), Ikere chapter. Simple random sampling technique was used to select 50 academic staff and 50 students in BOUESTI from the 3 Colleges of study totalling 100 respondents. The sample for the study consisted of 55 female and 45 male respondents in the institution. The research instrument for the study was a 20-itemed self-structure questionnaire. The questionnaire titled; "Language as a Panacea to Curbing Insecurity in Nigeria (LPCIN)" was constructed and subjected to validity and reliability test. A degree of internal consistency of 0.82 was obtained using Spearman-Brown split-half method. Data was analyzed using frequency count, percentage, and mean to answer the three (3) research questions raised for the study. The two (2) research hypotheses formulated for the study were tested using Chi square statistic of independent sample at 0.05 level of significance.

## IV. RESULTS AND DISCUSSION

### Descriptive Analysis

**Research Question 1:** What is the present state of insecurity in Nigeria?

*Table 1: Responses to the present state of insecurity in Nigeria.*

S/N	Items	SA (%)	A (%)	D (%)	SD (%)	Mean	Decision
1	Insecurity in Nigeria is a recurring phenomenon that threatens the well-being of its citizens	69 (69.0)	23 (23.0)	7 (7.0)	1 (1.0)	3.60	Agreed
2	The South part of Nigeria is plagued by a surge in cybercrime, armed robbery, kidnapping, domestic crime,	39 (39.0)	51 (51.0)	9 (9.0)	1 (1.0)	3.28	Agreed

	extrajudicial killings, herder-farmer conflicts, ritual killings, and banditry						
3	The Northern part of Nigeria is beleaguered by a surge in religious intolerance, youth restiveness, insurrection, and kidnapping for ransom	60 (60.0)	35 (35.0)	5 (5.0)	0 (0.0)	3.55	Agreed
4	The Eastern part of Nigeria is plagued by a surge in oil bunkering, kidnapping, ritual killings, drug pushing, secessionist, militancy, and commercial crime	39 (39.0)	44 (44.0)	14 (14.0)	3 (3.0)	3.19	Agreed
5	Nigeria's present state of insecurity is fueled by ethnicity and language diversity	63 (63.0)	25 (25.0)	12 (12.0)	0 (0.0)	3.51	Agreed
6	Poor state of Nigeria roads stimulates insecurity in the highways and other road trunk network	46 (46.0)	31 (31.0)	22 (22.0)	1 (1.0)	3.22	Agreed
7	Nepotism, ethnocentricity, corruption with impunity are the bane on the state of Nigeria's insecurity	70 (70.0)	20 (20.0)	6 (6.0)	4 (4.0)	3.56	Agreed
Mean score equals or above 2.50 is Agreed, Mean score below 2.50 is Disagreed							

Table 1 showed the mean scores of items 1 to 7 regarding the responses to the present state of insecurity in Nigeria. The table showed the mean scores ranging from 3.19 -3.60. This implies that majority of the respondents are in agreement with all the statements. Analysis of statement revealed that (92.0%) of the respondents believed that insecurity in Nigeria is a recurring phenomenon that threatens the well-being of its citizens, while the remaining (8.0%) held contrary view.

It was further held that (90.0%) of the respondents indicated that the South part of Nigeria is plagued by a surge in cybercrime, armed robbery, kidnapping, domestic crime, extrajudicial killings, herder-farmer conflicts, ritual killings, and banditry, (95.0%) of the respondents equally believed that the Northern part of Nigeria is beleaguered by a surge in religious intolerance, youth restiveness, insurrection, and kidnapping for ransom, (83.0%) of the respondents agree that the Eastern part of Nigeria is plagued by a surge in oil bunkering, kidnapping, ritual killings, drug pushing, secessionist, militancy, and commercial crime, (88.0%) of the entire respondents held that Nigeria's present state of insecurity is fueled by ethnicity and language diversity, (77.0%) of the entire respondents held that poor state of Nigeria roads stimulates insecurity on the highways and other road trunk network while (90.0%) of the entire

respondents held that nepotism, ethnocentricity, and corruption with impunity are the bane on the state of insecurity in Nigeria. .

In summary, Table 1 showed the response to the present state of insecurity in Nigeria. It revealed that the state of insecurity in Nigeria is a recurring occurrence which in all ramifications threaten the well-being of Nigerians. It was observed that plethora of insecurity challenges traversed all over the country, ranging from the Southern part of Nigeria which are plagued with cybercrime, armed robbery, kidnapping, domestic crime, extrajudicial killings, herder-farmer conflicts, ritual killings, and banditry, the Northern part which are plagued with a surge in religious intolerance, youth restiveness, insurrection, and kidnapping for ransom to the Eastern part of the country, which is plagued with oil bunkering, kidnapping, ritual killings, drug pushing, secessionist, militancy, and commercial crime. It was further revealed that ethnicity and language diversity, as well as poor state of road played significant role in the present insecurity state of Nigeria while nepotism, ethnocentricity, and corruption with impunity were believed to be the bane on the state of Nigeria's insecurity.

**Research Question 2:** Is language a panacea to the insecurity ill that plague Nigeria?



Table 2: Responses to whether language is a panacea to the insecurity ill that plague Nigeria.

S/N	Item	SA (%)	A (%)	D (%)	SD (%)	Mean	Decision
1	National integration through indigenous languages will play an integral role in curbing insecurity in Nigeria	73 (73.0)	25 (25.0)	2 (2.0)	0 (0.0)	3.71	Agreed
2	The multifarious languages in Nigeria improve tolerance of other persons with different indigenous languages and promotes intercommunity relations	36 (36.0)	56 (56.0)	8 (8.0)	0 (0.0)	3.28	Agreed
3	The survival of the Nigeria nation depends largely on many factors such as language, religious tolerance, employment, etc.	52 (52.0)	30 (30.0)	18 (18.0)	0 (0.0)	3.34	Agreed
4	The problem of national security is not that of the government alone but what every Nigerian should collaborate to ensure through effective and appropriate use of words of the accepted language communication	54 (54.0)	32 (32.0)	11 (11.0)	3 (3.0)	3.37	Agreed
5	The insecurity in Nigeria has taken a shape that needs, more than any other thing, effective and appropriate use of language as a more comprehensive measure to address it	49 (49.0)	38 (38.0)	11 (11.0)	2 (2.0)	3.34	Agreed
6	Jingles in the language of the immediate environment on mass and social media will help in great deal to curb insecurity in Nigeria	55 (55.5)	31 (31.0)	11 (11.0)	3 (3.0)	3.38	Agreed
7	Effective language usage can proffer a lasting solution to the plethora of insecurity challenges that beleaguer Nigeria	69 (69.0)	23 (23.0)	7 (7.0)	1 (1.0)	3.6	Agreed

Mean score equals or above 2.50 is Agreed, Mean score below 2.50 is Disagreed

Table 2 showed the mean scores of items 1 to 7 regarding the responses to whether language is a panacea to the insecurity ill that plague Nigeria. The table showed the mean scores ranging from 3.28 – 3.71. All the mean scores in the Table 2 are greater than cut off point of 2.50 which means that majority of the sampled respondents agreed with the statements. Analysis of statement revealed that (98.0%) of the respondents believed that national integration through indigenous languages will play an integral role in curbing insecurity in Nigeria while the marginal remaining (2.0%) held contrary view.

It was further held that (92.0%) of the respondents indicated that the multifarious languages in Nigeria improve tolerance of other persons with different indigenous languages and promotes intercommunity relations, (82.0%) of the respondents indicated that the survival of the Nigeria nation depends largely on many factors such as language, religious tolerance, employment, amongst others, (86.0%) of the respondents agree that the problem of national security is not that of the government alone but what every Nigerian should collaborate to ensure through effective and appropriate use of words of the accepted language

communication, (87.0%) of the entire respondent held that the insecurity in Nigeria has taken a shape that needed, more than any other thing, effective and appropriate use of language as a more comprehensive measure to address it, (86.0%) of the entire respondents held that jingles in the language of the immediate environment on mass and social media will help in great deal to curb insecurity in Nigeria while (92.0%) of the respondents held that effective language usage can proffer a lasting solution to the plethora of insecurity challenges that beleaguered Nigeria.

In summary, Table 2 showed the response to whether language is a panacea to the insecurity ill that plagued Nigeria. It was revealed that national integration through indigenous languages will play an integral role in curbing insecurity in Nigeria while multifarious languages in Nigeria was believed to improve tolerance of other persons with different indigenous languages and promotes intercommunity relations. It was further revealed that

survival of the Nigeria nation depends largely on many factors such as language, religious tolerance, and employment, amongst others, and that the problem of national security is not that of the government alone but what every Nigerian should collaborate to ensure through effective and appropriate use of words of the accepted language communication. The insecurity in Nigeria was believed to have taken a shape that needed, more than any other thing, effective and appropriate use of language as a more comprehensive measure to address it, while Jingles in the language of the immediate environment on mass and social media was believed to help in great deal to curb insecurity in Nigeria, effective language usage can proffer a lasting solution to the plethora of insecurity challenges that beleaguered Nigeria.

**Research Question 3:** Can appropriate use of language be able to improve peaceful co-existence in Nigeria?

*Table 3: Responses to whether appropriate use of language could be able to improve peaceful co-existence in Nigeria.*

S/N	Item	SA (%)	A (%)	D (%)	SD (%)	Mean	Decision
1	Language has the capacity to spark off conflict and chaos; it also has the capacity to calm or douse a raging storm depending on how it is used	70 (70.0)	20 (20.0)	6 (6.0)	4 (4.0)	3.56	Agreed
2	Appropriate use of language by all people in all quarters of Nigeria will improve peaceful co-existence among the citizens	40 (40.0)	42 (42.0)	17 (17.0)	1 (1.0)	3.21	Agreed
3	The political class and the elites in Nigeria ought to be mindful of the choice of their speeches to guide against civil unrest	71 (71.0)	21 (21.0)	8 (8.0)	0 (0.0)	3.63	Agreed
4	People have to be conscious of linguistic choices they make and ensure that they are used in appropriate contexts to avoid violent reactions that can lead to insecurity in the country.	47 (47.0)	40 (47.0)	13 (13.0)	0 (0.0)	3.34	Agreed
5	Proper use of language can usher in the needed change; the restoration of peace and security in Nigeria	49 (49.0)	32 (32.0)	12 (12.0)	7 (7.0)	3.23	Agreed
6	Lasting peace, progress and security can come from dialogue, mediation and negotiation (which are language based) and not through armed combat and a general atmosphere of fear and intimidation	58 (58.0)	21 (21.0)	18 (18.0)	3 (3.0)	3.34	Agreed

Mean score equals or above 2.50 is Agreed, Mean score below 2.50 is Disagreed

Table 3 showed the mean and standard deviation of items 1 to 6 regarding the response to whether appropriate use of

language could be able to improve peaceful co-existence in Nigeria. The table showed the mean scores ranging from

3.21 – 3.63. Since all the mean scores in Table 3 are greater than 2.50, it indicates that the respondents coincided with statements. Analysis of statement revealed that (90.0%) of the respondents held that language has the capacity to spark off conflict and chaos and it also has the capacity to calm or douse a raging storm depending on how it is used while the remaining (10.0%) held contrary view.

It was further held that (82.0%) of the respondents agreed that appropriate use of language by all people in all quarters of Nigeria will improve peaceful co-existence among the citizens, (92.0%) of the respondents held that the political class and the elites in Nigeria ought to be mindful of the choice of their speeches to guide against civil unrest, (87.0%) of the respondents agreed that people have to be conscious of linguistic choices they make and ensure that they are used in appropriate contexts to avoid violent reactions that can lead to insecurity in the country, (81.0%) of the entire respondent held that Proper use of language can usher in the needed change; the restoration of peace and security in Nigeria while (79.0%) of the entire respondents believed that lasting peace, progress and security can come from dialogue, mediation and negotiation (which are language based) and not through armed combat and a general atmosphere of fear and intimidation.

In summary, Table 3 showed the response to whether appropriate use of language could be able to improve peaceful co-existence in Nigeria. It was revealed that language has the capacity to spark off conflict and chaos and it also has the capacity to calm or douse a raging storm depending on how it is used, and that appropriate use of language by all people in all quarters of Nigeria will improve peaceful co-existence among the citizens. It was further believed that the political class and the elites in Nigeria ought to be mindful of the choice of their speeches to guide against civil unrest in the country. It was also believed that people have to be conscious of linguistic choices they make and ensure that they are used in appropriate contexts to avoid violent reactions that can lead to insecurity in the country, and that proper use of language can usher in the needed change; the restoration of peace and security in Nigeria. Lasting peace, progress and security can come from dialogue, mediation and negotiation (which are language based) and not through armed combat and a general atmosphere of fear and intimidation.

### Hypotheses Testing

#### Hypothesis 1

There is no significant influence of language on the state of insecurity in Nigeria.

Table 4: Chi square analysis of the relationship between languages and the state of insecurity in Nigeria.

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.034 <sup>a</sup>	4	.003
Likelihood Ratio	8.884	4	.0002
Fisher's Exact Test	9.404		
Linear-by-Linear Association	6.973 <sup>b</sup>	1	.000
N of Valid Cases	100		

The result of the analyses in table 4 showed the effectiveness of language on the state of insecurity in Nigeria. The chi-square test revealed that calculated  $\chi^2$  (.003) was less than the significant level at the 0.05. This implies that there is significant relationship between

languages and the state of insecurity in Nigeria, hence the null hypothesis was not upheld.

#### Hypothesis 2:

There is no significant influence of appropriate use of language on the improved peaceful co-existence in Nigeria.

Table 5: Chi square analysis of the appropriate use of language on the improved peaceful co-existence in Nigeria.

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.439 <sup>a</sup>	6	.000
Likelihood Ratio	36.958	6	.001
Fisher's Exact Test	32.033		
Linear-by-Linear Association	8.648 <sup>b</sup>	1	.001
N of Valid Cases	100		

The result of the analyses in table 5 showed the analysis of appropriate use of language and its significant influence on the improved peaceful co-existence in Nigeria. The chi-square test revealed that calculated  $\chi^2$  (.000) was less than the significant level at the 0.05. This implies that the appropriate use of languages significantly influence the improved peaceful co-existence in Nigeria, hence the null hypothesis was not upheld.

### Discussion of Findings

In view of hypothesis one, the stated null hypothesis that there is no significant influence of language on the state of insecurity in Nigeria was rejected. This result implies that there is effectiveness of language on the state of insecurity in Nigeria. The findings corroborated the assertion of Obadare (2006) who succinctly asserts that language helps us to verbalize our thoughts, joy, feelings and even sadness. The language problem resulting from the existence of many languages in Nigeria has been very unfavorable to the country's efforts to achieve national peace and unity. This position supported Yusuf (2009) who asserts that in most African countries including Nigeria, language is a problem.

On the second hypothesis, the stated null hypothesis that there is significant influence of appropriate use of language on the improved peaceful co-existence in Nigeria was equally rejected. This implies that the appropriate use of language has significant influence on the improved peaceful co-existence in Nigeria. This finding supported the position of Okafor (2005) who highlights the use of language to help promote peace in Nigeria, that inability to understand a language, which is the result of differences in language, is a major factor that has been making the task of nation building a herculean task.

### V. CONCLUSION

Insecurity in Nigeria has recently assumed a dangerous dimension that even threatens the very existence of the nation. Something urgently needs to be done, either to stamp it out or to reduce it to the barest minimum. Insecurity poses a threat to life and property. It hampers business activities and discourages local and foreign investors. National security is a cherished value to many Nigerians yet, many do not care any longer about new development but go about igniting fire to consume the existing development. This they do through their ineffective use of language. It is important that our political players, and indeed Nigerians in general, should try to maintain continuity as well as achieve peace and success in language use by constantly, and strategically figuring out what to say, how to say things and how to understand what others say in the process of interacting with others.

The problem of national security is not that of the government alone but what every Nigerian should collaborate to ensure through effective and appropriate use of words of the accepted language communication. A thought should therefore be given to what one wants to say, his receiver, the effect of his utterance on the receiver, the possible interpretations that might be given as his intended meanings. These are necessary because the insecurity in Nigeria has taken a shape that needs more than any other thing, effective and appropriate use of language as a more comprehensive measure to address it.

This paper therefore advocates for the use of language as a plausible mechanisms that can be adopted in solving security challenges. The paper submits that lasting peace, progress and security can come from dialogue, mediation and negotiation (which are language based) and not through armed combat and a general atmosphere of fear and intimidation.

### VI. RECOMMENDATION

For any meaningful democracy to exist, there must be peace to be enjoyed by every citizen. Nigeria needs peace and concentration for its continued existence, development and security. It is in view of this that this paper recommends the following in order to enhance national security:

- Government should create communication channels to effectively disseminate information, create awareness and give the people a sense of belonging and inclusion.
- Political office should be mindful of the linguistic choices they make as they engage in communication transactions.
- People should strengthen their feedback mechanism and improve on their communicative competence.

### REFERENCES

- [1] Adebayo, D.O. (2010): Owo dialect. Akure: Millennium Publishers.
- [2] Adedigba, J. O. & Adeniran, F. I. (2020) Language education, civic competence and sustainable development: Implications for classroom practices. *Journal of International Association of language Educators (JIALE)* 537 – 545
- [3] Aguiyi, A. I. (2009): Language as a tool in eradicating human trafficking and child labour in eradicating human trafficking and child abuse in Nigeria *JOWICE* 13.
- [4] Ahmed, S. (2011 Sept, 11): Terrorism is Evil Sunday Sun
- [5] Bamgbose, A. (1976): Mother Tongue Education, the West African experience, paris, Hodder and Stonguston, UNESCO PRESS

- [6] Bello, A. O. (2017) Leaders of tomorrow Education, insurgency and the future of children in North Eastern Nigeria. A PhD Seminar Paper submitted to the Institute of peace, security and Governance, Ekiti State University Ado Ekiti Nigeria.
- [7] Daniels, I. C. (2005): Language as an instrument of promoting peace culture in Nigeria *JOWICE* 9 311-315
- [8] Ekhomu, O. & Adedayo, T. (2011, December 8). Insecurity, what is the way out? Sunday Sun Pg 34
- [9] Gonsing, M. L. (2005): Language of Peace in the Family and role in national stability *JOWICE*. 131-135
- [10] Hansford, (1976): An Index of Nigeria language Accra, Summer Institution of Linguistics
- [11] Iwuagwu, S. C. (2011): Political dispensation: Its Effect on language policy A Paper presented at the 16th Annual National Conference of Women in Colleges of Education Held at Federal College of Education (Special Oyo) 8th - 12th Nov. 2011
- [12] Idowu, S. O. (2004): Mother tongue interference, A perceived negative influence utilized for positive second language learning in the domestication of English in Nigeria. Lagos: University of Lagos Press.
- [13] Jonathan, G. (2012, January 7): Boko Haram Television Broadcast
- [14] Mamman, A. (2004): Comparative analysis of sex difference in the personality attributes of a leader *JOWICE* 8
- [15] Nwinee, B. F. (October, 2019) A lead paper presented on curbing emerging challenges in contemporary Nigeria at the 24th Annual National conference/ workshop of women in colleges of Education (WICE) at Isaac Jasper Boro College of Education, Sagbama Bayelsa State 7th – 11th
- [16] Obadare, F.T. (2009): Curbing women trafficking through education and effective use of language *JOWICE* 402-407
- [17] Obadare, D.W. (2021) Insecurity and its effect on the educational sector in North East, Nigeria. A project submitted to the Department of Political Science and International Relations, Landmark University, Omu Aran, Kwara State
- [18] Oditia, F. (2012, Jan 29) Talking Security Sunday Sun Pg 37
- [19] Olakunle, (2011 October 2) Boko Haram. Television Commentary
- [20] Ojo, O. O. (2019) peace Education. A neglected aspect of teacher education
- [21] programme. *African Journal of studies in Education* (i) 66 – 75
- [22] Oritsejafor, A. (2011 October 30) The future is Troubling. Sunday Sun Pg 34
- [23] Okafor, S .O. (2005): Need for an indigenous language education for the promotion of peace culture in Nigeria *JOWICE* 37-40
- [24] Oyinloye, G. O. (2022) resolving the burden of illiteracy through Language education curriculum. Inaugural lecture delivered in Ekiti State University Ado Ekiti
- [25] Okonkwo, M. (2012 Jan 29): Security Sunday Sun Pg 9
- [26] Salami, J. N., Adeyemo, S. B. & Adeyemo, R. A. (2019) State policing or community policing. A search for a right strategy to combat insecurity in south west Nigeria. Book of Abstract on
- [27] Yusuf, J.C. (2005): Language as a vehicle for promoting peace culture in Nigeria *JOWICE* 9 54-57
- [28] Website Bokova, I. (2012) International Mother Language Day Retrieved February 2, 2012. website [www.un.org/eii/events/motherlanguageday](http://www.un.org/eii/events/motherlanguageday).





# The Language of social media: A Structuralist Inquiry

Revathy S.

Thiruvananthapuram, Kerala, India

Received: 09 Apr 2023; Received in revised form: 13 May 2023; Accepted: 22 May 2023; Available online: 31 May 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract** — Kevin Kelly, a futurist, puts forth the idea of a seventh kingdom to add to the six-kingdom classification. He labels this kingdom as the “technium.” It refers to all things invented by humans and includes, but is certainly not limited to, such phenomena as the Internet (Lobo, 2017). The language that has developed as a result of the emergence of some phenomena of the technium (for instance, social media) is now integrating into, and sending shockwaves through human languages, especially English. The latter of the two languages is one with a long history of change and unfailing adaptation. As such, the steady burgeoning of this unhackneyed technological vocabulary may not hold serious consequences for the English language which, as it has done numerous times before, will reorient itself around the insurgence of new words and abbreviations. However, for the first time in centuries (taking into consideration the cave paintings of old), there is an alarming increase in the substitution of words and phrases by visual equivalents, all of which seek to literalize the adage that a picture can speak a thousand words. This hybrid language however is still just that — a language, a system of signs as Swiss linguist Ferdinand de Saussure put it. This paper seeks to conduct an analysis of this fairly new language using the methodology of structuralism, employing various theories put forth by critics associated with this umbrella term. Such an analysis would be directed towards facilitating an understanding of this new technological language in its various manifestations.

**Keywords**— Language, structuralism, technology, social media

## I. INTRODUCTION

Any innovation that is introduced into the world must and should be subjected to an analysis in order to have an estimate of how it might possibly affect existing structures. The language of social media has proven that it is capable of altering the status quo and it has done so in unprecedented ways. Given the speed with which this fledgling language has taken over our lives, there have been many studies conducted on it. The present paper hopes to add a new dimension of analysis in the form of structuralism. Accordingly, this language has been subjected to an analysis using, primarily, the theories offered by the prominent proponent of structuralism, Ferdinand de Saussure, and also by other known structuralists like Claude Levi-Strauss, Mikhail Bakhtin and Roland Barthes.

## II. EMPLOYMENT OF STRUCTURALISM IN SOCIAL MEDIA LANGUAGE ANALYSIS

Ferdinand de Saussure saw a sign as being composed of a signifier (which is a sound image) and a signified (which is the corresponding concept). According to Saussure, the relationship between the signifier and the signified is always arbitrary in the sense that there is no inherent relationship between the two. That is, the same signified can be conveyed using different signifiers, and the same signifier can represent different signifieds. The visual icon of the emoji evinces this aspect of the sign. The emotion of happiness can be conveyed using different emojis — the grinning face emoji, the grinning squinting face emoji, the rolling on the floor laughing emoji and the slightly smiling face emoji, to name just a few. At the same time, a single emoji may convey different emotions to different people. For example, the folded hands emoji is often confused as conveying the meaning of being engaged in prayer. It can

also be used as an expression of gratitude, as a greeting, or, even as a high five.

The interesting thing to note here is the similarities that this language seems to share with other languages where a single idea or concept will often be represented by different words in different countries. According to the change in geographical boundaries, a tree may be called by different names. For example, in Dutch it is called “boom”, in German it is called “baum” in Hindi as “ped” and in Malayalam as “vriksham.” Similarly, emojis also exhibit this variation according to cultural usage. To study this, we can consider two emojis: the waving hand emoji and the thumbs up emoji.

In most countries the waving hand emoji can signify either hello or goodbye. However, this is not so in the case of countries like China, South Korea or Pakistan. In China, using this emoji can lead to the end of friendships or relationships, while in Pakistan and South Korea it is considered as extremely rude, and akin to cursing or demeaning someone. The OK hand emoji has also come to acquire far more problematic connotations; in the US, it has been linked to racism and in Turkey to sexism (Kalaba, 2022).

At the same time, according to Saussure, the relationship between the signifier and the signified is also fixed in that the members of society have come to a common agreement to assign a particular meaning to a particular word. The quality of arbitrariness does not hold true for all visual representations seen in social media. Some of them do have fixed meanings. For example, gifs often have the message which they intend to convey written on the top or bottom half of the picture. There is very little, if no chance, of there being confusion about the intended meaning of a gif. Moreover, despite geographical and cultural variations, the language of social media very often also eliminates differences among people worldwide, bringing in the aspect of commonality. For example, while age might be a factor affecting the vocabulary of a common language user (which has been termed as age-graded variation), this might not be the case for a user of social media language. For instance, abbreviations introduced by social media such as ‘smh’ (shaking my head), ‘lol’ (laugh out loud), ‘brb’ (be right back), ‘tlyl’ (talk to you later) and such are often used indiscriminately by people of all age groups.

In the case of the syntagmatic and paradigmatic axes there is a slight yet noticeable difference of this language as against, for instance, the English language. The syntagmatic axis reveals the relationship among the constituents of a sentence construction. The paradigmatic axis shows the relationship between words that can act as substitutes for one another. Whereas both these axes are possible for other languages, we cannot see a clear

syntagmatic or paradigmatic representation of the language of social media. For instance, a sentence in English such as “The boy ate the apple” could be syntagmatically analyzed. The sentence has an article (“the”), nouns (“boy” and “apple”), and a verb (“ate”). It can also be paradigmatically analyzed. For example, the word “apple” in the sentence can be replaced by words like “orange,” “grapes,” “carrots,” or any other noun. However, while communicating to someone using online media, an entire sentence can be possibly constructed with the help of images alone. In this case, there is the clear breakdown of grammar and hence a syntagmatic analysis of such a construction would be rendered impossible. Even a paradigmatic analysis would be difficult as some emojis are clearly designed to convey one specific emotion. For instance, if one wants to convey the emotion of drowsiness or sleepiness there is only one possible emoji which can be employed (the sleepy face emoji). There are no possible replacements in which case there could be no scope for the construction of a vertical or paradigmatic axis. Moreover, even in an online correspondence comprised entirely of words, users do sometimes omit words for the sake of ease or convenience. In this case too even though the sentence may be sufficient to convey the meaning the user intended, the words that are omitted would again lead to a breakdown in syntax; hence a syntagmatic analysis would be difficult. However, in the case of such sentences, the important thing to note is that the construction of a paradigmatic axis would indeed be possible. For example, in such a simple sentence as “Going to work” there is the essential conveyance of meaning — in this case a missive from a person informing the receiver of his/her intention to go to his/her place of work. However, such a sentence construction also ostensibly lacks the personal pronoun “I” and the simple present form of “to be,” that is, “am.” Here, a syntagmatic analysis would prove challenging. On the other hand, along the paradigmatic axis, the word “going” can have substitutes such as “driving,” “walking,” “travelling,” “commuting” and so forth. Similarly, the noun “work” may have such substitutes as “bakery,” “restaurant,” “cinema,” “park,” and so on.

If one were to go still deeper into the syntactic component of social media language, it would become clear that this language could be examined for the possible possession of a langue (the abstract system of rules of a language) and also how it gives plenty of examples of parole (individual utterances). Now, the language of social media seems to have no defined langue as there seems to be no particular convention amongst its users of any strict, unbreakable rules. For example, the philosoraptor (which has a picture of a velociraptor contemplating philosophical questions) has been used in different contexts ranging from questions about the universe and illegal immigration to

Pinocchio. Similarly, as discussed earlier, most emojis though intended for a specific purpose, are often interpreted loosely by the majority of users and are adopted for conveying meanings which differ from the original. Thus, the parole component of this language is far stronger than its langue. In fact, one could argue that this language completely lacks the concept of langue.

Bricolage is another structuralist concept that can be applied here. Bricolage, a concept introduced by Claude Levi Strauss, is “the skill of using whatever is at hand and recombining them to create something new” (Mambrol, 2016). For instance, the smiley face initially had a very different purpose than merely conveying an emotion. It was first drawn by an American graphic artist Harvey Ross Ball in order to serve as a morale booster to some insurance company employees (Stamp, 2013). Social media culture adopted this face and molded and developed it in different ways to convey a variety of emotions. Movie scenes and excerpts from popular videos have likewise been extracted from their context and have been manipulated to convey certain humorous messages in the form of memes, gifs and trolls. Thus, any social media user who creates such trolls or gifs essentially becomes a bricoleur, that is, a person who employs the method of bricolage.

The concept of polyphony introduced by Mikhael Bakhtin can also be applied to social media language. An online communication, of course, necessitates the presence of multiple voices. There will inevitably be a sender and a receiver, the latter of which will transmit a message back as a reply, thus opening a communication channel. Social media also often provide platforms for conference calls and group chatting. Platforms such as Skype, WhatsApp, and the chat rooms offered by Facebook, facilitate and ensure the presence and participation of multiple voices simultaneously.

Bakhtin’s theory of the readerly and writerly texts can also be introduced here. Readerly texts often have fixed meanings and the reader has very little role in the interpretation and construction of meaning of the work. In the case of a writerly text, on the other hand, the reader now “in a position of control, takes an active role in the construction of meaning” (*Readerly & Writerly Texts*, n.d.). Websites like Wattpad provide an easily-accessible space for stories to be published. Such sites also offer a comments section on the stories, thus ensuring an open-ended discussion between the authors and readers — an option that is not nearly as easily available in the case of printed books published using traditional modes of publishing. Apart from print media, multimedia such as videos published on YouTube can also be considered as writerly texts in a way, as these have an invested and participatory audience, the vast majority of which leave comments on the videos. Many

YouTubers take the opportunities provided by the comments section to create a healthy rapport with their subscribers by replying to their queries and suggestions or responding to them in other sociable ways. In response to suggestions from their subscribers, YouTubers have even been known to alter their videos or content. According to Bakhtin, the ideal text is the writerly text as it blurs the lines between the writer and the reader. In keeping with this, the new forums provided by social media, especially those that entail a comment section, can be seen as platforms which contribute to the achievement of Bakhtin’s ideal text. Sites like Pinterest also open up communication between different people. For example, a drawing or painting posted by a user can be recreated and “pinned” by another user, often at the request of the original creator of the picture. Thus, there is an active perpetuation of materials posted on the site. This is in keeping with Bakhtin’s proposal that a writerly text is ideal because it prevents the commercialization and commodification of literature. The problem with such commercialization is that it would entail a lack of freshness or novelty, thus making such art ephemeral. Websites like Pinterest and YouTube would also contribute to making videos, paintings, photographs, literary quotations, short poems and other works of art more permanent and ensure that they have a steady flow of viewership. As such sites encourage creativity among its users, novelty and originality are always ensured. Moreover, such sites also make sure that the art work reaches a large number of people without any consideration of the economic components of buying, selling and profit-making.

### III. CONCLUSION

Thus, as shown above, there are a number of ways in which the language of social media lends itself to an analysis by structuralism, a theory that peaked in the 1950s and early 60s and was introduced for the express purpose of analyzing a language that was as yet to be touched by the effects of technology. In doing so, this paper has proven that this relatively-new language could possibly be on the way to becoming a fully-recognized language in its own right, just like any other language in the world. Moreover, as this is a constantly-evolving language, the scope for conducting further study on it — not just from a structuralist viewpoint — is immense.

### REFERENCES

- [1] Kalaba, Jelena. (2022, April 08). *How different cultures perceive emojis in workplace communication*. Pumble. <https://pumble.com/blog/culture-emoji/>.
- [2] Lobo, Frank. (2017, July 15). *The Seventh Kingdom: Beyond the natural and the artificial*. Medium.

- <https://medium.com/@sensemakersays/the-seventh-kingdom-5730dd9b00a5>.
- [3] Mambrol, Nasrullah. (2016, March 21). *Claude Levi Strauss' Concept of Bricolage*. Literary Theory and Criticism. <https://literariness.org/2016/03/21/claude-levi-strauss-concept-of-bricolage/>.
- [4] *Readerly & Writerly Texts*. Barthes and Text: Readerly and Writerly Texts. [http://www.arts.uwaterloo.ca/~raha/700\\_701\\_web/BarthesLO/readerly.html](http://www.arts.uwaterloo.ca/~raha/700_701_web/BarthesLO/readerly.html).
- [5] Stamp, Jimmy. (2013, March 12). *Who Really Invented the Smiley Face?* Smithsonian Magazine. <https://www.smithsonianmag.com/arts-culture/who-really-invented-the-smiley-face-2058483/>.



# Niger Delta Literature: Emerging Thematic Preoccupations in Nigerian Literature

Rebecca Ufuoma Davies Ph.D.

Department of Languages and Literature, Lead City University Ibadan, Nigeria  
[ufuomarebecca@gmail.com](mailto:ufuomarebecca@gmail.com)

Received: 14 Apr 2023; Received in revised form: 15 May 2023; Accepted: 24 May 2023; Available online: 31 May 2023  
©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license  
(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— *The Nigeria Delta region has long been a hotbed of literary activity, producing writers of international repute such as Tanure Ojaide, Chris Abani and Ken Saro-Wiwa. However, in recent years, there has been an emergence of new voices from the region, which is bringing to the fore new thematic preoccupations that reflect the changing socio-political realities of the region. Thus, the paper provides an overview of the emerging thematic preoccupations in Nigeria Delta literature, drawing from a range of contemporary literary works from the region. The paper identifies three key themes that are increasingly becoming central to the discourse of Nigeria Delta literature: environmental degradation, political corruption, and youth restiveness. The first theme, environmental degradation, reflects the devastating impact of oil exploration and exploitation on the Niger Delta region. The second theme, political corruption, is a recurring motif in Nigeria Delta literature. The third theme, youth restiveness, reflects the increasing frustration and anger of young people in the Niger Delta region. Overall, this paper argues that the emerging thematic preoccupations in Nigeria Delta literature reflect the changing socio-political realities of the region. By engaging with these themes, Nigeria Delta writers are providing powerful critiques of the problems facing the region, as well as offering new visions for a more just and equitable future.*

**Keywords**— *environmental degradation, Niger Delta Literature, thematic preoccupations, oil*

## I. INTRODUCTION

The lively and ever-evolving corpus of writing known as Niger Delta literature captures the political, social, and cultural aspects of Nigeria's Niger Delta. The writing is beginning to be recognized on a global scale as a significant voice in Nigerian literature. The thematic focus on the locals' experiences is what distinguishes Niger Delta writing from other genres. With reference to some of the works of eminent Niger Delta writers, this paper will examine the new thematic preoccupations in Niger Delta writing. The fight for environmental justice is one of the main themes of Niger Delta literature. Over five decades of oil exploration and production in the area have severely degraded the landscape and polluted the air. Tanure Ojaide, Chris Abani, and Ken Saro-Wiwa, among other authors, have written pieces that emphasize the terrible effects that oil prospecting has had on the local ecology and population. In "The

Activist," by Ojaide (1991), the main character, a young activist, defends the rights of the people in his village against the unethical business practices of international oil firms. Similar to Black in "The Virgin of Flames," the main character of Abani's 2007 novel is haunted by the environmental destruction brought on by the Niger Delta oil sector.

The fight for political independence and self-determination is a major theme in Niger Delta literature. Longtime political and economic marginalization of Niger Delta residents by successive Nigerian administrations has caused a general feeling of despair and disillusionment among the local populace. The authors of "Where Vultures Feast," Ike Okonta and Oronto (2002), examine the political history of the Niger Delta, while exposing the manner in which the Nigerian state has taken advantage of and ignored the area. The ambitions of the locals for autonomy and self-



determination are also explored in the novel. Additionally, emerging themes in Niger Delta writing are gender and sexuality. Writers like Yeibo (2017), Azuah (2010), and Unigwe (2009) examine gender and sexuality issues in the context of the Niger Delta in their own works. The poems in Yeibo's "Of Waters and the Wild" explore the lives of women in the area, stressing their challenges and aspirations. The book "Edible Bones" by Azuah examines a lesbian woman's experiences in the Niger Delta while noting the difficulties she encounters in a culture that is primarily hostile to homosexuality.

The use of language in Niger Delta literature is one of its significant features. Many writers in the area use "rotten English," a pidgin language that combines elements of English with regional slang and dialects. This language option depicts the multilingual Niger Delta region, where English, pidgin, and many regional tongues are spoken. Authors like Ken Saro-Wiwa have been able to reach a larger audience while simultaneously preserving the distinctive linguistic legacy of the area by utilizing "rotten English" in their works. Literature from the Niger Delta has had a big influence on Nigerian literature as a whole. The advent of authors from the area has aided in diversifying Nigeria's literary scene and upending the predominance of authors from the wealthier sections of the nation. Themes from Niger Delta literature have also struck a chord with readers in Nigeria and beyond, bringing attention to the social, economic, and political difficulties marginalized populations confront all over Nigeria. Niger Delta literature has recently attracted more attention nationally as well as internationally. There have been numerous conferences and workshops devoted to the study of Niger Delta literature, and researchers have started to investigate the topics and strategies employed by writers from the area. It is conceivable that the skilled writers in the area will produce even more avant-garde and thought-provoking pieces as the sector expands and changes.

Additionally, significant themes in Niger Delta literature are memory and identity. Years of colonization and exploitation have destroyed the region's rich cultural legacy. In their writing, authors like Okara (1964), Saro-Wiwa (1985), and Ojaide (1991) tackle problems of memory and identity, underlining the significance of maintaining and honoring the Niger Delta's cultural history. In "The Voice," by Okara, the narrator muses on the value of oral tradition in conserving cultural legacy. The protagonist of Saro-Wiwa's "Sozaboy," a teenage Niger Delta resident, tries to balance his cultural legacy with the demands of modernity.

## II. LITERATURE REVIEW

The literary creations by authors from Nigeria's Niger Delta are referred to as Niger Delta literature. The Ijaw, Itsekiri, Urhobo, Isoko, and Ogoni people are among the many ethnic groups who consider this region home. Environmental deterioration, poverty, and political instability have long been problems in the Niger Delta area. These problems have served as motivation for writers to create works that capture regional realities. This review of the literature looks at the newly emerging concerns in Niger Delta literature. Since writers from the area started using their writing to address the social, political, and environmental challenges affecting their communities, the literature of the Nigerian Niger Delta region has been drawing more attention. The literature of the Niger Delta, according to Ifowodo, a poet and scholar from Nigeria, is "distinct from other forms of Nigerian literature in its preoccupation with the degradation of the environment, the exploitation of oil resources, the struggle for social justice, and the quest for identity and cultural authenticity" (Ifowodo, 2004). The rich oral culture of the Niger Delta, which includes music, dance, and storytelling, can be linked to the origins of Niger Delta literature. Writing emerged as the primary method for preserving history and culture when the area was colonized by European nations before eventually becoming a part of Nigeria. Gabriel Okara, whose poetry draws on the oral traditions of the Ijaw people and explored issues of identity, culture, and tradition, was the first Nigerian author to concentrate heavily on the Niger Delta (Oyebade, 2010).

Other writers from the area have arisen since Okara's ground-breaking work, covering a variety of themes and approaches. Themes like governmental corruption, social injustice, and the fight for human rights were tackled in Saro-Wiwa's works, such as his novel "Sozaboy" and his play "Basi and Company." (Gikandi, 1999). The rich tradition of the Niger Delta's literary heritage has recently been tapped by a new generation of authors who are exploring fresh themes and literary genres. These authors include Kaine Agary, whose novel, *Yellow Yellow*, examines the sexual experiences and social discrimination of women in the region, Tanure Ojaide, whose poetry examines the effects of oil exploration on the environment and the people of the Niger Delta, and Ebi Yeibo, whose poetry examines themes of marginalization and social justice. Overall, the complex social, political, and environmental issues that the people of the region face are reflected in the rising theme preoccupations in Niger Delta literature. By giving voice to these challenges, Niger Delta literature plays an important role in shaping the discourse around these issues and promoting social change.

### Historical Overview:

The oral tradition of the local population is where the literature of the Niger Delta got its start. Before writing was invented, the Niger Delta's inhabitants used music, dance, and storytelling to share their culture and traditions. Writing evolved to become a preeminent tool for preserving history and culture with the advent of colonization. The Niger Delta was first described in writing by European explorers and missionaries who chronicled their interactions with the locals and the area. Gabriel Okara, a Nigerian poet and novelist, who released his debut collection of poems, was the first to write extensively about the Niger Delta. "The Fisherman's Invocation" was written in 1978. Okara's works, drew inspiration from the oral tradition of the Ijaw people, explored the themes of identity, culture, and tradition. Since then, several other writers have emerged, drawing inspiration from the rich cultural heritage of the Niger Delta.

### Discussions on Emerging Thematic Preoccupations:

#### Environmental Degradation

Environmental destruction is one of the most prevalent themes in Niger Delta literature. Nigeria's oil and gas industry, which has significantly harmed the environment, is located in the Niger Delta. Oil spills, gas flare-ups, and other operations have contaminated the land, water, and air, causing ecosystems to be destroyed and local inhabitants to lose their means of subsistence. The repercussions of environmental degradation have been extensively covered by writers. For instance, "Sozaboy: A Novel in Rotten English" by Ken Saro-Wiwa (1985) examines how oil drilling affects the Niger Delta's ecosystem and the local population. Similar to this, Helon Habila's 2010 book *Oil on Water* is a fictional story of the hunt for an oil executive's kidnapped wife in the Niger Delta. The novel describes how the oil industry has destroyed the ecosystem and how conflicts over resources have led to bloodshed in the area. Writers have raised awareness of the environmental and social impacts of the Niger Delta's oil industry through their works.

#### Social Justice and Human Rights

The themes of social justice and human rights are also prevalent in Niger Delta literature. The Niger Delta region has long been neglected by the Nigerian government, and its residents suffer from poverty, a lack of basic infrastructure, and other problems. The literature created by Niger Delta writers reflects the region's yearning for social justice and human rights as a result. A nonfiction account of his arrest by the Nigerian government for his activity on behalf of the Ogoni people is found in Ken Saro-Wiwa's "A Month and a Day: A Detention Diary" (1995). The incarceration conditions he was subjected to and the fight

for Ogoni's justice, are also covered in the novel. Similar to this, Tanure Ojaide's 2006 book "The Activist" is a fictionalized portrayal of the life of a Niger Delta activist. The struggle for social justice in the area is one of the subjects covered in the novel, along with political corruption and violations of human rights.

#### Identity and Belonging

In the literature of the Niger Delta, themes of identity and belonging are also prevalent. There are many different ethnic groups in the area, and each has its own distinct cultural traditions and practices. This diversity is reflected in the literature written by authors from the Niger Delta, with many of their works delving into the intricacies of identification and belonging there. The 1976 novel "The Last Duty" by Isidore Okpewho, which explores themes of identity and belonging in the Niger Delta, serves as one illustration of this. The novel centers on a young man who struggles to reconcile his allegiance to his people with his desire to fit in with Nigerian culture as a whole. Similar themes of identity and belonging are explored in Gabriel Okara's "The Voice" (1964) through the use of imagery and symbolism.

#### Gender and Feminism

Emerging themes in Niger Delta literature include feminism and gender. Numerous difficulties have been faced by women in the Niger Delta, such as poverty, discrimination, and gender-based violence. Women have started to demand gender equality in the area and have increased their activity over the past few years. The literature written by authors from the Niger Delta reflects this. The 2011 novel *Edible Bones* by Unoma Azuah, which examines issues of gender, sexuality, and identity in the Niger Delta, serves as an illustration of this. In a world that is hostile to difference, the young woman in the novel tries to understand her sexuality and identity. Azuah draws attention to the struggles and experiences of queer women in the Niger Delta through her work.

#### Post colonialism and Identity Politics

Identity politics and postcolonialism are other themes that appear in Niger Delta literature. The complex history of colonialism and resistance in the area has influenced the way its inhabitants see themselves. The legacy of colonialism and the struggle for identity and independence have both been highlighted by Niger Delta writers as they have addressed these subjects in their writing. For instance, Ken Saro-Wiwa's 1989 book *On a Darkling Plain* is a compilation of articles and speeches that explore colonialism, identity, and resistance in Nigeria. The book chronicles Saro-Wiwa's activism and his battle for the rights of the Niger Delta's Ogoni people. Similar to this, Tanure Ojaide's 2003 publication "Poetry, Performance, and Art:

Udje Dance Songs of the Urhobo People" examines these songs. The book investigates how these songs contribute to the formation of community and identity in the Niger Delta.

### **Theoretical Frameworks and Nigeria Delta Literature**

The rising thematic preoccupations in Niger Delta literature have been examined using a variety of scholarly frameworks. One of the most well-known, focuses on how literature responds to and reflects the legacy of colonialism and imperialism, and it is called a postcolonial theory. Literature, according to postcolonial theorists, may be a potent tool for upending established narratives and fostering social change. Ecocriticism theory is another one, which emphasizes the connection between literature and the environment. Ecologists contend that literature can foster environmental activism and environmental consciousness by illuminating the ways in which people interact with the natural world, Okoye, (2013)

Feminist theory which emphasises how gender impacts our experiences and our social and political institutions is the third theoretical framework that has been used to analyse Niger Delta literature. Literature, according to feminist theorists, may be a potent weapon for advancing gender equality and challenging patriarchal conventions. The article "Oil, Hegemony, and the Language of Resistance in Ken Saro-Wiwa's *Sozaboy*" by Chukwuma Okoye is an illustration of how postcolonial theory has been used to analyze Niger Delta literature. In this article, Okoye makes the case that Saro-Wiwa's novel subversively uses the English language to undermine colonialism's hegemonic authority and encourage resistance to foreign businesses' exploitation of the Niger Delta.

The novel "The Poetry of Tanure Ojaide: An Ecocritical Perspective" by Christopher Anyokwu is an illustration of how ecocriticism is applied to the analysis of Niger Delta literature. Anyokwu (2015) makes the case in this article that Ojaide's poetry encourages environmental action and awareness since it depicts the disastrous effects of oil development on the ecosystem and the Niger Delta's inhabitants. A cultural study, which concentrates on the connections between culture and society, is another theoretical framework that has been applied to the analysis of Niger Delta literature. Literature, according to cultural studies experts, can be an effective instrument for comprehending the intricate interactions between culture, society, and power. The article "The Politics of Space in Ken Saro-Wiwa's *Sozaboy* and Zulu Sofola's *Wedlock of the Gods*" by Simon Akindes is an illustration of how cultural studies have been used to analyze literature from the Niger Delta. Akindes (2002) makes the case in this piece that Saro-Wiwa and Sofola use literary representations of

space to subvert prevailing cultural and political narratives and advance social change.

Trauma theory, which focuses on the psychological effects of traumatic experiences, has also been used to analyze Niger Delta literature. According to trauma theorists, literature can be an effective instrument for examining how trauma affects people individually and collectively, as well as for fostering healing and social justice. Ada Uzoamaka Azodo's article, "Trauma, Memory, and Identity in Uzo Njoku's *The Forest Dames and Other Stories*", serves as an illustration of how trauma theory is applied to the study of Niger Delta literature. This article by Azodo (2012) makes the case that Njoku's tales address the psychological effects of violence and displacement on the Niger Delta's residents and that through examining memory and identity, they foster healing and resilience.

Globalization theory, which focuses on how local cultures and societies are shaped by regional economic and cultural dynamics, has also been used to analyze Niger Delta literature. Globalization theorists contend that literature may be an effective tool for fostering cultural variety and resistance as well as for comprehending the intricate connections between local and global cultures. The article "Globalisation and the Struggle for Identity in the Poetry of Tanure Ojaide" by Emmanuel Oritsejafor serves as an illustration of how globalization theory is used in the study of Niger Delta literature. According to Oritsejafor (2010), Ojaide's poetry encourages cultural resistance and the assertion of regional identity while also illustrating how globalization has affected the people of the Niger Delta. The article "African Women in Diaspora: The Novels of Chimamanda Ngozi Adichie and Chika Unigwe" by Adaku T. Ankumah is a last illustration of the application of feminist theory to the analysis of Niger Delta literature. Ankumah (2013) contends in this article that by giving voice to the experiences of African women and examining the effects of migration on their lives, the novels of Adichie and Unigwe challenge patriarchal conventions and advance gender equality.

### **III. CONCLUSION**

In conclusion, Niger Delta literature is an important voice in Nigerian literature that is gaining recognition worldwide. The literature is characterized by a thematic preoccupation that revolves around the experiences of the people of the region. Environmental justice, political autonomy, gender and sexuality, and memory and identity are emerging as important themes in Niger Delta literature. Through their works, Niger Delta writers are highlighting the challenges faced by the people of the region, while also celebrating the rich cultural heritage of the Niger Delta. Niger Delta

literature is an important and dynamic field that reflects the diverse cultural, social, and political realities of life in the Niger Delta. Through their works, authors from the region have brought attention to issues such as environmental degradation, political marginalization, and cultural identity, challenging readers to think critically about the challenges faced by marginalized communities across Nigeria and beyond. As the field continues to evolve, it is likely that we will see even more innovative and powerful works from the talented writers of the Niger Delta. The literature reflects the complex realities of the region, including environmental degradation, social justice and human rights, identity and belonging, gender and feminism, postcolonialism, and identity politics. Through their works, Niger Delta writers have brought attention to these issues and have contributed to a better understanding of the region and its people. As the region continues to grapple with these challenges, these themes will likely continue to be explored in the literature produced by Niger Delta writers.

## REFERENCES

- [1] Abani, C. (2007). *The virgin of flames*. Penguin.
- [2] Akindes, S. (2002). "The politics of space in Ken Saro-Wiwa's *Sozaboy* and Zulu Sofola's *Wedlock of the Gods*". *Research in African Literatures*, 33(4), 19-34.
- [3] Ankumah, A. T. (2013). 'African women in diaspora: The novels of Chimamanda Ngozi Adichie and Chika Unigwe'. *Research in African Literatures*, 44(2), 23-40.
- [4] Anyokwu, C. (2015). The poetry of Tanure Ojaide: *An ecocritical perspective*. *International Journal of Humanities and Social Science Research*, 5(1), 1-12.
- [5] Azodo, A. U. (2012). Trauma, memory, and identity in Uzo Njoku's *The Forest Dames and Other Stories*. *African Identities*, 10(4), 445-457.
- [6] Azuah, U. (2010). *Edible bones*. Pearson Education.
- [7] Azuah, U. (2011). *Edible Bones*. Pearson Education
- [8] Emenyonu, E. (2006). *Emerging Perspectives on Ken Saro-Wiwa*. Trenton, NJ: Africa World Press.
- [9] Ezeigbo, C. (2016). "Oil exploration and environmental degradation in contemporary Nigerian literature". *Research in African Literatures*, 47(1), 122-139.
- [10] Gikandi, S. (1999). Reading Ken Saro-Wiwa. *Africa Today*, 46(3), 93-106.
- [11] Ifowodo, O. (2004). "Poetry and politics: The case of the Niger Delta". *Wasafiri*, 20(1), 64-73.
- [12] Oha, O. (2013). "Helon Habila's *Oil on Water* and the Representation of Environmental Catastrophe in Niger Delta". *International Journal of Humanities and Social Science Research*, 3(2), 107-118.
- [13] Ojaide, T. (1991). *The activist*. New Horn Press.
- [14] Ojaide, T. (2003). "Poetry, Performance, and Art: Udje Dance Songs of the Urhobo People". African World Press.
- [15] Okara, G. (1964). *The voice*. Heinemann.
- [16] Okonta, I., & Douglas, O. (2002). *Where vultures feast: Shell, human rights, and oil*. Verso.
- [17] Okoye, C. (2013). "Oil, hegemony, and the language of resistance in Ken Saro-Wiwa's *Sozaboy*". *Journal of Postcolonial Writing*, 49(2), 171-181.
- [18] Okoye, I. (1994). *Men without Ears*. Malthouse Press.
- [19] Oritsejafor, E. (2010). "Globalization and the struggle for identity in the poetry of Tanure Ojaide". *Research in African Literatures*, 41(1), 147-162.
- [20] Oyeade, A. (2010). "In search of identity: A reading of Gabriel Okara's *The Fisherman's Invocation* and *The Dreamer, His Vision*". *English Academy Review*, 27(1), 33-43.
- [21] Saro-Wiwa, K. (1985). *Sozaboy: A novel in rotten English*. Longman.
- [22] Saro-Wiwa, K. (1992). *Sozaboy: A Novel in Rotten English*. Saros International Publishers.
- [23] Udofia, O. (2015). "Oil and Insurgency in the Niger Delta Region of Nigeria: Causes, Effects and Remedies". *Journal of Political Science and Leadership Research*, 1(2), 38-48.
- [24] Yeibo, E. (2017). *Of waters and the wild*. Kraft Books.





# Correlates on Job Performance, Job Satisfaction, and Demographics of State University Employees

Ramil S. Bulilan

Bohol Island State University, Clarin Campus, Clarin, Bohol, Philippines

Received: 04 Oct 2022; Received in revised form: 19 Nov 2022; Accepted: 15 Dec 2022; Available online: 31 May 2023  
©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license  
(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— This survey looked into the significant relationship between employees' job performance and satisfaction levels, and the demographic profile of the employees of Bohol Island State University in Bohol, Philippines. Towards this end, using the descriptive-survey method of research with a quantitative-correlational approach, and the universal sampling technique, it surveyed 345 permanent employees. Specifically, the study identified the respondents' age, sex, educational attainment, and length of service in the institution; the relationship between their demographics and their level of job performance, and the extent of job satisfaction. Findings revealed that the respondents were in their young adulthood stage, dominated by females, experienced employees in the institution, and had high educational credentials. Moreover, they performed well in their duties and were somewhat satisfied with their jobs. Despite the insignificant results of almost all of the null hypotheses tested, the respondents considered their length of service as a contributory factor that would influence their level of job performance and extent of job satisfaction, which implies that the longer their work experience, the better their work performance would be expected from them, and the more satisfied they are with their jobs. It indicates, therefore, that high levels of job satisfaction did not necessarily lead to employee performance. There may be other must-be studied factors that influenced one's job performance and satisfaction.

**Keywords**— Job performance, employees' demographics, job satisfaction, descriptive-correlation

## I. INTRODUCTION

The main consideration why the study was conceived was the account of positing that indeed employees are one of the important tools of any organization (Gabčanová, 2011) and their development is considered an important factor for organizational growth (Mutonga, 2012).

Secondly, this was subsidiary to one of the accreditors' major recommendations during their previous evaluation of the institution's Education program.

Although a plethora of studies have been conducted on job performance and job satisfaction that showed significant results (Hajiali, Muhammad, Budiandriani, Prihatin, & Sufri, 2022; Chirchir, 2016; Inuwa, 2016; Angeles, Saludo, Virtus, & Win, 2015; Satar, Nawaz, &

Khan, 2012; Anuar, 2011), there were also studies that yielded on the contrary (Ezeamama, 2019; Ram, 2013). Hence, there is a need to conduct more studies on job satisfaction and performance of employees since an employee is believed to be an indispensable part of an organization. More so, this study also posited that a high level of satisfaction would lead to high performance among employees.

Job performance is probably the most important and studied variable in industrial management and organizational behavior (Carpini, Parker, & Griffin, 2017 as cited by Cabarcos, Rodriguez, & Piñeiro, 2022). It can be defined as individual behavior, something that people do and can be observed, that generates value for the organization (Campbell, McCloy, Oppler, & Sager, 1993 as cited by Cabarcos, Rodriguez, & Piñeiro, 2022), and contributes to the organization's goals (Campbell &



Wiernik, 2015 as cited by Cabarcos, Rodriguez, & Piñeiro, 2022).

Sonnentag, Volmer, and Spychala (2008), as cited in Alromaihi, Alshomaly, & George, (2017) claimed that understanding the job performance of each employee is essential as organizational decisions are based on individual performance that leads to organizational success. As found out, performance ratings by supervisors, peers, subordinates, or by oneself are ubiquitous (Campbel & Wierneck, 2015); hence, this study used the 2018 Individual Performance Commitment and Review ratings which were rated by the individual employees, checked by their supervisors/immediate heads, verified by the Campus Directors, and approved by the University President.

On the other side, job satisfaction is a psychological phenomenon that is highly complex and subjective. It describes how contented a person is with their job or assignment (Chirchir,

2016). It is an important factor in an organization's success (Tan & Waheed, 2015). It is a topic that has received considerable attention from researchers and practitioners (Bhatnagar, & Srivastava, 2012). It is simply how people feel about their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. It can also be a reflection of good treatment and an indicator of emotional well-being (Spector, 1997). It is the level to which workers like their work, and the difference between what employees expect and what they receive, and for Omori & Bassey, (2019), it is a reflection of good treatment and an indicator of emotional well-being.

Subsequently, this study is based on the theories by Super, Adams, and Herzberg. Donald E. Super's Life Career Rainbow Theory in 1980 described career development in terms of life stages and life roles that reflected a rainbow. The life roles were shown in the colored stripes of the rainbow where age was written with numbers under these stripes. The size of the dots in the colored stripes indicated the time that took a life role up. Career development can be analyzed based on the career stages. There are five career development stages through which most of us have gone through or will go through (Mulder, 2019). Further, according to Super et al. (1996) as cited by Kosine, and Lewis, (2008), this theory is a combination of stage development and social role theory (Super et. al, 1996), which posits that people progress through five stages during the career development process, including growth, exploration, establishment, maintenance, and disengagement.

Adam's Equity Theory in 1963 posits that people maintain a fair relationship between performance and rewards in comparison to others. In other words, an

employee gets demotivated by the job and his employer in case his inputs are more than the outputs (Business Jargon). Thus, an individual's level of motivation depends on the extent he feels being treated fairly, in terms of rewards, in comparison to others. Thus, Al-zawahreh, and Madi, (2012), equity theory predicts that low rewards produce dissatisfaction; this would in turn motivate people to take action and reduce the discrepancy between their ratio and the ratio of the comparison other.

In addition, Herzberg's Two Factor Theory Herzberg in 1976 holds that job satisfaction and dissatisfaction are driven by different determinants (Hewstone & Stroebe, 2001). According to this theory, factors such as recognition, accomplishment, responsibility, and promotion were treated as motivator factors, while policy and administration, supervision, interpersonal relationship, working conditions, salary, status, and security were treated as hygiene factors. The motivating factors are those aspects of the job that make people want to perform well and thus provide them with job satisfaction (Tan & Waheed, 2011).

In a study by Inuwa (2016), results showed a positive relationship between job satisfaction and employee performance which means that employee job satisfaction has a positive impact on their performance. Anuar (2011) examined the level of job satisfaction performance and identified the relationship between job satisfaction components and job performance among employees of Trade Winds Group of companies. The study proved that the job satisfaction dimension can contribute to an increase the job performance. However, at Anambra State University, Nigeria, the result of the study suggests that job satisfaction is not a

contributor to employee productivity. It further indicates that the institution does not cue its goals towards satisfying the need of the employee (Ezeamama, 2019). Much more, in the Kingdom of Saudi Arabia, a study conducted showed no association between overall job satisfaction and overall job performance, and there was also no association between age and overall job satisfaction (Ram, 2013).

This present endeavor attempted also to delve into exploring whether or not demographic characteristics on age, sex, educational attainment, and length of service components of employees have something to do with their job performance and satisfaction. Ugwu and Ugwu, (2017) found that work experience was significant and positively correlated to the job performance of librarians in Nigeria; whereas, a study by Shrestha, (2019), and Barotik, (2016) indicated a positive relationship between the length of service and job performance.

Gender had a negative significant relationship with workers' performance (Omori, et al., 2019). Following this result, both males and females trained on the same job do perform alike. It, therefore, means that if males and females are given equal opportunities on any task's performance in the public service, there is bound to be a progressive improvement as both can deliver as same. Ng and Feldman (2009) argued against the age as a determinant factor in performance. They say that age is a very weak predictor of performance.

The original description of the relationship of job satisfaction to age was provided by Herzberg et al. (1957). According to them, global job satisfaction was high among young workers, as under 20 years old. It declined during the next 10 years and then increased steadily up to the age of retirement. Although this curvilinear relationship has not always been found, there is a general agreement that job satisfaction is related to age (Spector, 1997). In reviewing the pertinent literature Rhodes (1983) concludes that, in general, overall job satisfaction increases with age, with the relationship appearing to be linear at least up to age 60. The hypothesis that there is a relationship between job satisfaction and employee experience is true to a lot extent (Barotik, 2016). Meanwhile, Gaki, Kontodimopoulos, and Niakas, (2012) reported in their study that most participants were women, married, between 36 years and 45 years old, and higher education graduates.

Education level refers to the academic credentials or degrees an individual has obtained (Ng and Feldman, 2009), in which they predicted that education level was positively related to task performance. The Human Capital Theory of Becker in 1964 suggested that the abilities and knowledge acquired by individuals are likely to be rewarded with higher earnings in the labor market and that an educational attainment is a form of human capital and so must be appropriated with enough compensation. It must be noted that the core of the human capital theory is that education provides knowledge and skills that have a direct influence on the productivity of workers. Thus, this present endeavor wants to determine whether the educational attainment of employees has an impact on their job satisfaction.

This study used descriptive-correlational research utilizing a set of structured and closed-ended questionnaires administered to the 345 regular employees from the six campuses of Bohol Island State University – Balilihan, Bilar, Calape, Candijay, Clarin, and Tagbilaran City, the Main Campus. A universal sampling technique was employed. However, the problem in the retrieval of the duly accomplished questionnaires occurred in Bilar

and Tagbilaran campuses where the respondents failed to return said questionnaires, refused to answer them, without Individual Performance Commitment and Review (IPCR) ratings, and had some unlikely responses.

The results of their IPCR ratings in 2018 were considered for the job performance of employees. A total of 345 regular BISU employees across its six campuses comprise the respondents of this study. They were broken down as follows: 261 faculty members, 68 nonteaching personnel, and 16 management personnel. Management personnel here, as research respondents, refer to the six (6) Campus Directors of each campus, five (5) Administrative Officers, and five (5) other heads of departments from Tagbilaran City-Main Campus. They were further broken down as follows: Balilihan Campus with 24 respondents (7%), Bilar Campus with 73 (21%), Calape Campus with 35 (10%), Candijay Campus with 66 (19%), Clarin Campus with 47 (14%), and Tagbilaran City-Main Campus has 100 (29%) respondents. The instruments used for data collection were the Respondents' Demographic Survey, the summary results of ratings of the 2018 Individual Performance Commitment and Review, and the Job Satisfaction Survey (JSS) from Spector in 1994. These tools were devised and used in order to address all the problems under investigation.

The Job Satisfaction Survey by Paul E. Spector in 1994 was used in determining their job satisfaction level. The tool has 36 items with a nine-facet scale to assess employee attitudes about the job and aspects of the job. Each facet is assessed with four items. Using the 6-point Likert scale, 6 as "strongly agree" down to 1 as "strongly disagree", the respondents were asked to rate the extent of their satisfaction based on the nine facets - pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication. As a preliminary activity and part of the research protocol and ethics, the researcher secured informed consent from the respondents prior to the administration of the tools to the six campuses of BISU. A letter of request approved by the University President regarding the administration of the research tools was attached to the informed consent. Then the actual personal distribution of questionnaires commenced which lasted for about a week. The researcher was able to retrieve enough valid and duly accomplished questionnaires.

All computations were done using Microsoft excel. For job performance, it used the scale based on Civil Service Commission Memorandum Circular No. 06, s. 2012 which set the guidelines for the establishment and implementation of the Strategic Performance Management System (SPMS) in all government agencies.

For job satisfaction, the respondents were told to use these scales, responses, and interpretations, such as 6 described as “Strongly Agree” and interpreted as extremely satisfied; 5 as “Moderately Agree” MA, meaning, very satisfied; 4 as “Slightly Agree” which means somewhat satisfied; 3 as “Slightly Disagree” interpreted as somewhat dissatisfied; 2 as “Moderately Disagree” meaning, very dissatisfied; and 1 as “Strongly Disagree” interpreted as extremely dissatisfied. The Job Satisfaction Survey, high scores on the scale represent job satisfaction, so the scores on the negatively worded items were reversed first before computing using the said formula assuming with the positively worded into facet or total scores. A score of 6 representing strongest agreement with a negatively worded item is considered equivalent to a score of 1 representing strongest disagreement on a positively worded item, allowing them to be combined meaningfully. Thus, this means that scores with a mean item response (after reverse scoring the negatively-worded items) of 4 or more represent satisfaction, whereas mean responses of 3 or less represent dissatisfaction. Mean scores between 3 and 4 are ambivalent (Spector, 1994).

## II. OBJECTIVES

The main goal of this study was to determine the correlations between the employees’ level of job performance, the extent of job satisfaction levels, and their demographic characteristics. Specifically, it sought answers to the following questions:

1. What are the respondents’ demographic profiles in terms of age, sex, educational attainment, and length of service in this institution?
2. What is the level of the job performance of the respondents? and the extent of job satisfaction of the respondents?
3. What is the extent of job satisfaction of the respondents?
4. Is there a significant relationship between their demographic profile and their job performance?
5. Is there a significant relationship between their demographic profile and their job satisfaction?
6. Is there a significant relationship between their level of job performance and the extent of job satisfaction?

## III. RESULTS AND DISCUSSION

Table 1. Demographic profile of respondents

N=345		
Age	Frequency	Percentage
21 and below years old	136	79.53
22-25 years old	35	20.46
26-29 years old	49	14.20
30-33 years old	38	11.01
34-37 years old	46	13.33
38-41 years old	42	12.17
42-45 years old	38	11.01
46-49 years old	29	8.41
50-54 years old	21	6.09
55-61 years old	23	6.67
62 and up years old	9	2.61
<b>Total</b>	<b>345</b>	<b>100</b>
Sex		
Male	150	43.48
Female	195	56.52
<b>Total</b>	<b>345</b>	<b>100</b>
Educational Attainment		
Bachelor’s Degree holder	41	11.88
With MA/MS units	41	11.88
Master’s Degree holder	86	24.93
With Doctoral units	88	25.51
Doctorate	73	21.16
Others	16	4.64
<b>Total</b>	<b>345</b>	<b>100</b>
Length of Service/work experience		
Less than a year	7	2.03
1-3 years	66	19.13
4-7 years	65	18.84
8-11 years	73	21.16
12-15 years	34	9.86
16-19 years	37	10.72
20-23 years	13	3.77
24-27 years	16	4.64

28-31 years	13	3.77
32-35 years	11	3.19
36-39 years	6	1.74
40 and up years	4	1.15
<b>Total</b>	<b>345</b>	<b>100</b>

The result shows that most of the respondents, 49 or 14.20% are in their 26-29 years old. This implies that they are in their young adult life stage in career development where an individual is settled, a family is founded, a study program has been completed, and a permanent job has been found. Taking responsibility and personal satisfaction from work are characteristics of this phase (Mulder, 2019). The results concord with Gaki, Kontodimopoulos, and Niakas, (2012) which most participants were women, married, between 36 years and 45 years old, and higher education graduates. As to sex, it reveals that female respondents, 195 or 56.52%, are more in number than males (150 or 43.48%). The result supports

to the study of Sarker, Crossman, and Chinmeteepituck, (2003).

The educational attainment of the respondents showed that the majority of them have doctoral units, 88 or 25.51%, followed by those who are master's degree holders, 86 or 24.93%, and doctorates, 73 or 21.16%. Presumably, these data are the offshoot of CHED's upholding of the issued Revised Manual of Regulations for private schools by the then Department of Education in 1992 which required college faculty members to have a master's degree as a minimum educational qualification for acquiring regular status. Moreover, the above data shows a larger portion of the respondents have spent between 8-11 years in service here in BISU representing about 21.16%, which is followed by 66 (19.13%) who have spent 1-3 years, and 65 (18.84%) with 4-7 years. This implies that the majority are already seasoned employees. This finding is similar to Odhiambo, Gachoka, and Rambo (2018) where the majority of the respondents had worked for organizations between 10 and 14 years which they considered experienced employees.

Table 2. Level of the job performance of respondents

N=345

Job Performance	Management		Faculty Non-teaching			%	Rank	Male Female Male	
	Female	Male	Female	Total					
Outstanding	3	4	3	8	1	0	19	5.51	2
V-Satisfactory	3	6	103	143	34	32	321	93.04	1
Satisfactory	0	0	2	2	1	0	5	1.45	3
Unsatisfactory	0	0	0	0	0	0	0	0	4.5
Poor	0	0	0	0	0	0	0	0	4.5
<b>Total</b>	<b>6</b>	<b>10</b>	<b>108</b>	<b>153</b>	<b>36</b>	<b>32</b>	<b>345</b>	<b>100.0</b>	
<b>Overall Performance: 3.72 = Very Satisfactory</b>									

Data in this table show that 321 respondents or 93.04% are "Very Satisfactory", 19 (51%) are "Outstanding", and the rest (5 or 1.45%) are "Satisfactory". Overall, their job performance level is "very satisfactory" with a weighted mean of 3.72. No one is rated "unsatisfactory" and "poor". This implies that the

performance of BISU employees has exceeded expectations and that all goals, objectives, and targets were achieved above the established standards. In other words, they are performing well in their tasks since this is expected of them as government servants in an institution of higher learning.

Table 3. The extent of job satisfaction of respondents

Items	Weighted Mean	Descriptive Value
1. I feel I am being paid a fair amount for the work I...	4.62	Very Satisfied
*2. There is really too little chance for promotion on my...	4.01	Somewhat Satisfied
3. My supervisor is quite competent in doing his/her job.	4.73	Very Satisfied
*4. I am not satisfied with the benefits I receive.	4.34	Very Satisfied
5. When I do a good job, I receive recognition for...	3.93	Somewhat Satisfied
*6. Many of our rules and procedures make doing a good...	3.31	Somewhat Dissatisfied
7. I like the people I work with.	4.97	Very Satisfied
*8. I sometimes feel my job is meaningless.	4.74	Very Satisfied
9. Communications seem good within this organization.	4.03	Somewhat Satisfied
*10. Raises are too few and far between.	3.55	Somewhat Satisfied
11. Those who do well on the job stand a fair chance of...	4.14	Somewhat Satisfied
*12. My supervisor is unfair to me.	4.83	Very Satisfied
13. The benefits we receive are as good as most other...	4.35	Very Satisfied
*14. I do not feel that the work I do is appreciated.	4.08	Somewhat Satisfied
15. My efforts to do a good job are seldom blocked by...	2.66	Somewhat Dissatisfied
*16. I find I have to work harder at my job because of...	4.34	Very Satisfied
17. I like doing the things I do at work.	4.90	Very Satisfied
*18. The goals of this organization are not clear to me.	4.23	Somewhat Satisfied
*19. I feel unappreciated by the organization when I...	4.37	Very Satisfied
20. People get ahead as fast here as they do in other...	3.47	Somewhat Dissatisfied
*21. My supervisor shows too little interest in the...	4.18	Somewhat Satisfied
22. The benefits package we have is equitable.	4.12	Somewhat Satisfied
*23. There are few rewards for those who work here.	3.54	Somewhat Satisfied
*24. I have too much to do at work.	2.89	Somewhat Dissatisfied
25. I enjoy my coworkers.	4.89	Very Satisfied
*26. I often feel that I do not know what is going on...	3.76	Somewhat Satisfied
27. I feel a sense of pride in doing my job.	4.61	Very Satisfied
28. I feel satisfied with my chances of salary increases.	3.82	Somewhat Satisfied
*29. There are benefits we do not have that we should...	3.18	Somewhat Dissatisfied
30. I like my supervisor.	4.67	Very Satisfied
*31. I have too much paperwork.	3.04	Somewhat Dissatisfied
*32. I don't feel my efforts are rewarded the way they...	3.87	Somewhat Satisfied
33. I am satisfied with my chances for promotion.	4.28	Somewhat Satisfied
*34. There is too much bickering and fighting at work.	4.00	Somewhat Satisfied
35. My job is enjoyable.	4.80	Very Satisfied
<u>*36. Work assignments are not fully explained.</u>	<u>3.63</u>	<u>Somewhat Satisfied</u>
<b>Composite Mean</b>	<b>4.08</b>	<b>Somewhat Satisfied</b>



This table depicts the results of employees' behavior and attitudes toward their job. Results show that their job satisfaction level is "slightly agree" with a composite mean of 4.08. This implies that the respondents are "somewhat satisfied" with their jobs. They are "very satisfied" on 12 items that refer specifically to the nature of work (4.76), supervision (4.60), and co-workers (4.55);

however, they are "somewhat dissatisfied" on 4 items under operating procedures. These results are consistent with the study by Chirchir (2016). Moreover, according to Spector (1994), scores with a mean item response of 4 or more represent satisfaction; hence, the respondents are somewhat satisfied. This result supports the study of Janardhanan, and George, (2011) and of Ram (2013).

*Table 4. Relationship between Profile and the Level of Job Performance*

Variables	Chi-square test	Df	Critical value	Decision	Result
Age	36.636	30	43.77	Insignificant, Ho: Accepted	Not Related
Sex	2.556	6	12.59	Insignificant, Ho: Accepted	Not Related
Educational Attainment	17.474	15	25.00	Insignificant, Ho: Accepted	Not Related
Length of Service	119.241	33	47.37	Significant; Ho: Rejected	Related

Results show that the age and educational attainment of respondents do not yield a positive relationship with their job performance since the computed Chi-square values are much lesser than the critical values; hence, the null hypothesis is accepted. This means that whether the employees are young or old, and got higher educational attainment or not, these do not influence their job performance. In other words, their job performance was not affected by their age, sex, and educational credentials. Nonetheless, their length of work experience is noted to have significantly influenced their job performance. As reflected, the computed value of 119.241 is very much greater than the critical value of 47.37; hence, the null hypothesis is rejected, meaning their length of service here in BISU matters most towards their job performance. It implies further that the higher the length of their service in this institution, the better they

perform in their job. Years of service denotes work attitude maturity, and many skills learned from colleagues and from those experienced ones added to their better work performance. This result is in accord with the study of Omori, et al, (2019) where years of work experience significantly influenced workers' performance. Moreover, as to gender, this table shows that it has a negative significant relationship with workers' performance. This result corroborates with the study of Omori, et al., (2019) where both male and female do perform their duties alike, which means that if males and females are given equal opportunities in any tasks performance, there is bound to be a progressive improvement as both can deliver the same. The age result is corroborated by the study of Hedge and Borman (2012), who argued against age as a determinant factor in performance. They said that age was a very weak predictor of performance.

*Table 5. Relationship between the profile and the extent of job satisfaction*

Variables	Chi-square test	Df	Critical value	Decision	Result
Age	35.841	30	43.773	Insignificant, Ho: Accepted	Not Related
Sex	8.517	6	12.592	Insignificant, Ho: Accepted	Not Related
Educational Attainment	22.448	15	24.996	Insignificant, Ho: Accepted	Not Related
Length of Service	52.156	33	47.3685	Significant, Ho: Rejected	Related

As shown in this table, age, sex, and educational attainment do not result in a significant relationship towards their job satisfaction where each computed chi-square value is much lesser than the critical value; hence, the null hypothesis is accepted. This means that these demographics, whether young or old, male or female, earned the highest degree or not, these do not influence their satisfaction or dissatisfaction with their jobs. This result supports the study of Amarasena, Ajward, & Ahasanul Haque, (2015) wherein gender, age (Sarker, Crossman, & Chinmeteeptuck, 2003; Ram, 2013), academic qualifications (Vasiliki, and Efthymios, 2013). However, their length of service in BISU and their job satisfaction are positively and significantly correlated,

where their computed chi-square test value (52.156) is greater than its critical value (47.3685); hence, the null hypothesis is rejected, which means that their length of service in BISU is a factor towards their job satisfaction. This further implies that the longer their years of service in this institution, the more satisfied they become. It is indicative that experience signifies job promotions and opportunities, and many achievements. Consequently, the employee becomes more satisfied with his chosen profession. This result supports the studies of Barotik, (2016) and Amburgey (2005) who noted a significant relationship between job satisfaction and employee experience.

Table 6. Relationship between the level of job performance and the extent of job satisfaction

Variables	Spearman rho test	p-value	Decision	Result
Job Performance and Job Satisfaction	0.013	0.810	Insignificant, Ho: Accepted	No Relationship

It is reflected here that their job performance is not influenced by their positive or negative feelings about their jobs or their job satisfaction. In short, their satisfaction or dissatisfaction with their jobs has nothing to do with their outstanding or poor performance. This result supports the study of Angeles, Saludo, Virtus, and Win, (2015) who found no significant relationship between job satisfaction and performance of Ajinomoto employees, and so with the study of Ezeamama, (2019), and Ram (2013) implying that high levels of job satisfaction did not necessarily lead to employee performance.

#### IV. CONCLUSION

In the whole scheme, despite the insignificant results of almost all of the null hypotheses tested, BISU System employees consider their length of service as a contributory factor that would influence their level of job performance and extent of job satisfaction, which implies that the longer their work experience here in BISU, the better their work performance would be expected from them, and the more satisfied they are with their jobs. It indicates, therefore, that high levels of job satisfaction did not necessarily lead to employee performance. Perhaps, there may be other must-be studied factors that would influence one's job performance and satisfaction.

#### V. RECOMMENDATIONS

Since the present study was not confined to determining the factors influencing the job satisfaction of

employees, factors on communication, contingent rewards, and supervision are recommended for future researchers to delve into as these were the factors on job satisfaction where the respondents expressed less satisfaction.

#### ACKNOWLEDGMENTS

I acknowledge my indebtedness to the members of the Panel of Referees during the In-house presentation: Dr. Jerome M. Magallen, and Dr. Jasmin M. Sumipo, for their brilliant recommendations and suggestions that really helped polished this manuscript; to Dr. Loreto Lorejo, the Statistician, and Dr. Mary Grace Ramada, the language editor, and all those, who, in one way or another, have contributed to the realization of this study. I also appreciate those big ideas from all authors whose work I have cited.

#### REFERENCES

- [1] Alromaihi, M. A., Alshomaly, Z. A., and George, S. (2017). Job satisfaction and employee performance: A theoretical review of the relationship between the two ariables. *International Journal of Advanced Research Management and Social Sciences*, vol.2, no.1.ISSN: 2278-6236. From garph.co.uk/IJARMSS/Jan2017/1.pdf.
- [2] Al-zawahreh, A. and Madi, F. A. (2012). The utility of equity theory in enhancing organizational effectiveness. *European Journal of Economics, Finance, and Administrative Sciences*. From researchgate.net/publication/267783009\_The\_Utility\_o
- [3] Angeles, V. N. P., Saludo, A. K. M., Virtus, L. M. R., & Win, M. T. (2015). Job satisfaction and performance level of employees of Ajinomoto Philippines Corporation, Lucena branch. *LPU- Laguna Business and Accountancy Journal*, Vol.

- 1 No.2. From <https://lpulaguna.edu.ph/wp-content/uploads/2016/08/Job-Satisfaction-And-Performance-Level-Of-Employees-Of-Ajinomoto-Philippines-Corporation-Lucena->
- [4] Anuar, B.H. (2011). The relationship between job satisfaction and job performance among employees in trade winds group of companies, [prints.oum.edu.my/668/1/relationship-anuar.pdf](https://prints.oum.edu.my/668/1/relationship-anuar.pdf).
- [5] Bakotić, D. (2016). Relationship between Job Satisfaction and Organisational Performance, *Economic Research-Ekonomska Istraživanja*, 29:1, 118-130, DOI: 10.1080/1331677X.2016.1163946. From [tandfonline.com/action/showCitFormats?doi=10.1080%2F1331677X.2016.1163946](https://tandfonline.com/action/showCitFormats?doi=10.1080%2F1331677X.2016.1163946)
- [6] Bhatnagar, K. and Srivastava, K. (2012). Job Satisfaction in Health-care Organizations. *Indian Psychiatry Journal*. Doi: 10.4103/0972-6748.110959
- [7] “Business Jargon”. Adam’s Equity Theory. From [businessjargons.com/adams-equity-theory.html](https://businessjargons.com/adams-equity-theory.html).
- [8] Cabarcos, M.A.L., Rodriguez, P.V., & Piñeiro, M.Q. (2022). An approach to employees’ job performance through work environmental variables and leadership behaviours. *Journal of Business Research*, Volume 140, pages 361-369 from <https://www.sciencedirect.com/science/article/pii/S0148296321008110#!>
- [9] Campbell, J. P., and Wiernik, B. M. (2015). The Modelling and Assessment of Work Performance. The Annual Review of Psychology and Organizational Behavior from [goal lab.psych.umn.edu/orgpsych/readings/8.%20Productive%20Behavior/Campbell%20&%20Wiernik%20\(2015\).pdf](https://goallab.psych.umn.edu/orgpsych/readings/8.%20Productive%20Behavior/Campbell%20&%20Wiernik%20(2015).pdf).
- [10] Chirchir, R. (2016). Demographic factors and job satisfaction: A case of teachers in public primary schools in Bomet County, Kenya, *Journal of Education and Practice*, Vol.7, No.13. From <https://files.eric.ed.gov/fulltext/EJ1102798.pdf>
- [11] Civil Service Commission Executive Order No. 292
- [12] Ezeamama, I.G. (2019). Job satisfaction and employee productivity in Anambra State Nigeria. *European Journal of Research in Social Sciences* Vol. 7 No. 2. Retrieved from [idpublications.org/wp-content/uploads/2019/01/Full-Paper-JOB-STATISFACTION-AND](https://idpublications.org/wp-content/uploads/2019/01/Full-Paper-JOB-STATISFACTION-AND)
- [13] Gabčanová, I. (2011). The employees – The most important asset in the organization. *Human Resources Management & Ergonomics* Vol. V. From [fratel.fri.uniza.sk/hrme/files/2011/2011\\_1\\_03.pdf](https://fratel.fri.uniza.sk/hrme/files/2011/2011_1_03.pdf)
- [14] Gaki, E., Kontodimopoulos, N. & Niakas, D. (2012). Investigating demographic, work- related, and job satisfaction variables as predictors of motivation in Greek nurses, *Journal of Nursing Management* from <https://onlinelibrary.wiley.com/doi/10.1111/j.1365-2834.2012.01413.x>
- [15] Hajiali, Kessi, A.M.F., Budiandriani, B., Prihatin, E., & Sufri, M.M. (2022). Determination of work motivation, leadership style, employee competence on job satisfaction, and employee performance, from <https://goldenratio.id/index.php/grhrm/article/view/160>
- [16] Inuwa, M. (2016). Job satisfaction and employee performance: An empirical approach. *The Millennium University Journal*; Vol. 1, No. 1; ISSN 2225-2533 From [researchgate.net/publication/321966659\\_Job\\_Satisfaction\\_and\\_Employee\\_Performance\\_A\\_n\\_Empirical\\_study](https://researchgate.net/publication/321966659_Job_Satisfaction_and_Employee_Performance_A_n_Empirical_study)
- [17] Mulder, P. (2018). Super’s life career rainbow from ToolsHero: <https://www.toolshero.com/psychology/personal-happiness/life-career-rainbow/>.
- [18] Mutonga, M. W. (2012). Relationship between quality of work life and employees perceptions of performance at Safaricom’s Jambo Contact Center in Nairobi, from repository
- [19] Ng, T. W. H. & Feldman, D.C. (2009). How broadly does education contribute to job performance? *Personnel Psychology*, 62, 89–134, from [homepages.se.edu/cvonbergen/files/2013/01/How-Broadly-Does-Education-Contribute-to-job-performance.pdf](https://homepages.se.edu/cvonbergen/files/2013/01/How-Broadly-Does-Education-Contribute-to-job-performance.pdf)
- [20] Omori, A. E., and Bassey, P. U. (2019). Demographic characteristics and workers’ performance in public service in Nigeria. *International Journal of Research and Innovation in Social Science (IJRISS) /Volume III, Issue II*, ISSN 2454-6186. From [rsisinternational.org/journals/ijriss/Digital-Library/volume-3-issue-2/141-146.pdf](https://rsisinternational.org/journals/ijriss/Digital-Library/volume-3-issue-2/141-146.pdf).
- [21] Ram, P. (2013). Relationship between job satisfaction and job performance in the public sector-A Case Study from India. *International Journal of Academic Research in Economics and Management Sciences*, Vol. 2, No. 2 ISSN: 2226-3624, from [hrmars.com/admin/pics/1676.pdf](https://hrmars.com/admin/pics/1676.pdf).
- [22] Sarker, S.J. Crossman, A. and Chinmeteeptuck, P. (2003). The relationships of age and length of service with job satisfaction: An examination of hotel employees in Thailand. *Journal of Managerial Psychology* 18(7), from [researchgate.net/publication/233508346\\_The\\_relationships\\_of\\_age\\_and\\_length\\_of\\_service\\_with\\_job\\_satisfaction](https://researchgate.net/publication/233508346_The_relationships_of_age_and_length_of_service_with_job_satisfaction).
- [23] Spector, P. E. (1994). Job Satisfaction Survey, JSS, from [shell.cas.usf.edu/~pspector/scales/jssovr.html](https://shell.cas.usf.edu/~pspector/scales/jssovr.html).
- [24] Spector, P. E. (1997). Measurement of human service staff satisfaction: Development of job satisfaction survey. *American Journal of Community Psychology*, Vol.13, No.6, from [shell.cas.usf.edu/~pspector/scales/ajcp85-jss.pdf](https://shell.cas.usf.edu/~pspector/scales/ajcp85-jss.pdf).
- [25] Tan, T. H., & Waheed, A. (2011). Herzberg’s motivation-hygiene theory and job satisfaction in the Malaysian Retail Sector: The Mediating Effect of Love of Money. *Asian Academy of Management Journal*, vol.16, no.1. From <https://core.ac.uk/download/pdf/6474942.pdf>
- [26] Usop, A. M., Kadlong, M. L. & Usop, A. S. O. (2013). The Significant Relationship between Work performance and Job Satisfaction in the Philippines. *International Journal of Human Resource Management and Research (IJHRMR)* ISSN 2249-6874 Vol. 3, Issue 2, © TJPRC Pvt. Ltd. From [researchgate.net/publication/236017106](https://researchgate.net/publication/236017106).
- [27] Vasiliki, B. and Efthymios, V. (2013). Job satisfaction of public administrative personnel in Greece. *International Journal of Academic Research in Business and Social Sciences*, Vol.3, No.11.From [hrmars.com/hrmars\\_papers/Job\\_Satisfaction\\_of\\_Public\\_Administrative\\_Personnel\\_in\\_Greece2.pdf](https://hrmars.com/hrmars_papers/Job_Satisfaction_of_Public_Administrative_Personnel_in_Greece2.pdf)



# Beyond the Ideal: Anne Brontë's Realistic Feminism

Majid Mgamis

Department of Foreign Languages and Translation - University of Agder – Norway

Received: 12 Apr 2023; Received in revised form: 09 May 2023; Accepted: 18 May 2023; Available online: 31 May 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— This article offers a fresh perspective on Anne Brontë's feminist stance in her novels *The Tenant of Wildfell Hall* and *Agnes Grey*. While previous scholars have criticized Brontë's portrayal of her female protagonists in a manner that contradicts her feminist message, this article argues that Brontë's nuanced portrayal of the complexities of female subjectivity within the social, cultural, and historical constraints of her time is essential to her feminist stance. Anne Brontë empowers her female characters with realistic feminine tools to cope with the patriarchal suppression they face and calls for a rethinking of the miserable situation of women in the Victorian patriarchal society. The article argues that Brontë's aim is not to call for an impossible revolution through an ideal feminine figure but rather to promote action based on the reality of the situation. This article's originality lies in its fresh and sophisticated interpretation of Brontë's feminist stance that avoids reducing her characters to mere symbols of resistance and acknowledges the complexities of female subjectivity in a patriarchal society.

**Keywords**— Anne Brontë, Victorian feminism, *Agnes Grey*, *The Tenant of Wildfell Hall*

## I. INTRODUCTION

As a female writer in the patriarchal milieu of nineteenth-century England, Anne Brontë was acutely aware of the restrictions imposed on women's lives by the dominant societal ideology. In her literary works, Brontë eloquently articulated her feminist vision, which challenged the patriarchal norms and aimed to establish a more equitable society. Unlike some of her contemporaries, however, Brontë's critique of patriarchal doctrine is characterized by a subtle, pragmatic approach that reflects her commitment to the practicalities of social change. Her literary style is distinguished by a realistic orientation that emphasizes the complex, multifaceted nature of gender relations. By adopting a more tempered stance that aims to create a bond of mutual benefit between the genders, Brontë's feminist vision is a testament to her sophisticated understanding of the complexities of social change, and her dedication to transforming oppressive societal structures through dialogue and cooperation.

Brontë's feminist vision is brought to life through the characters she creates, who serve as embodiments of the societal constraints placed on women in the patriarchal society of nineteenth-century England. Her female protagonists, Helen in *The Tenant of Wildfell Hall* and

Agnes in *Agnes Grey*, are compelling examples of women who are able to forge a path for themselves, despite the restrictions imposed upon them. By refusing to be confined to the narrow role of domesticity, they assert their independence and create a new sense of self that challenges traditional gender roles. Brontë's skillful depiction of these characters and their interactions with men and the wider public sphere offers a poignant critique of the gendered norms that were deeply entrenched in her society. Through her detailed portrayals of female characters, Brontë showcases her feminist vision, which seeks to dismantle the structures of oppression and create a more equitable society.

Anne Brontë employs her literary prowess to deliver a forceful critique of the patriarchal structures that pervaded nineteenth-century England. Through her depiction of male characters, Brontë highlights the tyranny and violence often associated with the masculine mindset. For instance, in *The Tenant of Wildfell Hall*, Arthur is a cruel husband who deprives Helen of her possessions, talents, and ultimately her identity as a woman. His callous treatment of Helen and indifference to her feelings paint him as an abuser, making him an embodiment of Brontë's condemnation of patriarchal norms. Similarly, Gilbert



shares Arthur's possessiveness, violence, and patriarchal thinking. In *Agnes Grey*, Mr. Bloomfield contributes to the protagonist's struggles through his brutality and lack of understanding. Brontë's depiction of these male characters provides a powerful critique of the patriarchal principles that limit women's freedom and opportunities. As Carol Senf (1990) argues, through the interactions between these male and female characters, Brontë exposes how the "nineteenth-century notions of marriage consigned women to silence" (p. 450).

Although Anne Brontë's literary works are undoubtedly marked by her feminist overtone, it is also clear that her texts do not contain the strong agenda and the feminist politics found in other revolutionary feminist texts of her time. Rather than advocating for a complete overthrow of the patriarchal system, Brontë's approach emphasizes compromise and mutual benefit between the sexes. As noted by Carnell (1998), "Brontë ultimately sought to achieve wholeness and integration between the sexes through an eighteenth-century ideal of the public good in which most women might participate indirectly as instructors and nurturers of their husbands and sons" (p. 20). This unique approach of Anne Brontë has caused her to receive less attention as a feminist writer compared to her sisters and has led some critics to levy criticism against her works on various grounds.

Accordingly, the research problem that this article endeavors to address pertains to the underappreciation of Anne Brontë as a feminist writer in contrast to her sisters, and the criticisms that have been levied against her works on various grounds. The article aims to examine Anne Brontë's nuanced feminist vision and its manifestation in her literary works, particularly in her depictions of female protagonists. Through this analysis, the article seeks to illuminate how Brontë's approach to feminism is characterized by a measured emphasis on compromise and mutual benefit between the sexes, rather than advocating for the complete overthrow of the patriarchal system, which is a feature of other revolutionary feminist texts of her time. As such, the article aims to provide a comprehensive understanding of Anne Brontë's feminist vision, elucidating the ways in which her literary works challenge patriarchal norms, and establish her rightful place in the feminist literary canon. By achieving these objectives, this article seeks to contribute significantly to the scholarly conversation on Anne Brontë's feminist legacy, providing valuable insights into the intricacies of social change and gender relations in nineteenth-century England.

## II. DISCUSSION

### 2.1. Anne Brontë's Feminist Stand

Anne Brontë's literary works have been subject to criticism for their perceived lack of complexity in comparison to those of her sisters. Scholars Nash and Suess (2001) note that this aspect of Brontë's writing resulted in her works being overshadowed until more recently (p. ix). Additionally, Brontë has been criticized for her "extravagant over-coloring" of certain parts of her novels, which were themselves "carefully copied from life" (Brontë, 1998b, p. 15). However, in response to this criticism, Brontë staunchly defended her position, asserting that the so-called "distasteful" subjects in her works were drawn from reality and served to accurately represent the state of affairs within society. As Brontë explained, she preferred to depict her characters "as they really are than as they would wish to appear" (Brontë, 1998b, p. 15). Ultimately, Brontë's dedication to a realistic portrayal of her characters and the world in which they lived allowed her to offer a complex critique of societal structures, highlighting the often-harsh realities faced by women in nineteenth-century England.

The differing approach to feminism between Anne and her sisters may account for the comparative lack of attention paid to her works. While Charlotte and Emily boldly challenged patriarchal dominance in society and the literary field, Anne favored a more understated approach. In contrast to her sisters' novels, Anne's works do not prominently feature the political and social issues found in Charlotte's *Jane Eyre* and Emily's *Wuthering Heights*. Furthermore, Anne's novels lack the intricately woven psychological dramas that make her sisters' works so compelling. Charlotte and Emily address topics such as the plight of women writers, women's madness, and women's sexuality head-on, while Anne's writing is more reserved in its treatment of such subjects. Additionally, Charlotte and Emily expertly craft psychologically rich and complex heroines, a quality that is less prominent in Anne's literature.

It is evident that Anne Brontë's approach to feminism diverges from that of her sisters. Brontë's portrayal of female empowerment is limited to the talents and skills her heroines possess, rather than a broader political agenda or rebellion against the patriarchal system. Brontë's implicit message suggests that women can attain self-actualization by embracing their feminine attributes, rather than seeking revolutionary change. However, despite these tools of empowerment, Anne Brontë's heroines are unable to effectively challenge patriarchal oppression. Helen, for instance, takes a bold step by leaving her husband to pursue her artistic ambitions, and Agnes strives to support herself through her own labor.



Yet, ultimately, both heroines succumb to the dominant patriarchal institution of marriage.

The ultimate fate of her heroines culminating in marriage is a notable feature of Brontë's novels, which raises important questions about the extent of her feminist beliefs. While this trope is not unique to Brontë, it sheds light on the status of Anne as a feminist writer. The marriages that conclude each novel reinforce the fundamental principles of a male-dominated society, apparently contradicting Brontë's condemnation of male hegemony. Paradoxically, her critique of patriarchy can be seen as a validation of it. This trend in Brontë's writing may highlight the ways in which gendered socialization permeated her works and the limits of her feminist vision. Ultimately, the platform intended to voice women's concerns surrenders to entrenched notions of male authority.

Within this context, Brontë's writing may be perceived as serving a paradoxical purpose of simultaneously denouncing and promoting patriarchal ideology. Her novels provide a platform for her to vehemently criticize the oppressive nature of male hegemony, while also ultimately conforming to it by concluding each novel with the marriage of the female characters. Thus, Brontë's heroines enter into the very institution that inhibits women's emancipation, highlighting the tension between her critique of patriarchal society and her own adherence to it. This contradiction illustrates the complexities of Brontë's position as a woman writer, which was both empowering in allowing her to voice her rejection of male hegemony and challenging in terms of the deeply embedded nature of patriarchal ideology within her own psyche.

However, upon analyzing Brontë's feminist stance, Carnell (1998) suggests that her novels present a "nostalgic vision of domestic harmony" (p. 23). In other words, Brontë seems to propose the idea that women's emancipation does not necessarily require the elimination of men or traditional gender roles, but rather the establishment of a society where men and women coexist and respect each other's rights and freedoms. Brontë argues that patriarchy is not an inherent characteristic of men, but rather a social construct that has been imposed upon them. By promoting a marriage based on mutual respect, Brontë suggests that such relationships do not have to be oppressive to women. This view suggests a subtle and complex understanding of gender relations that is not reducible to simple binaries or essentialist categories.

In considering Brontë's contribution to feminist discourse, it is important to acknowledge that although she may be subject to certain criticisms, she cannot be faulted

for her efforts to address the plight of women within a society dominated by patriarchal norms. Her novels continue to serve the purpose of exposing and challenging the male domination of women in Victorian society, and her realistic portrayal of characters and situations – even if confronting for some critics – embodies a true feminist spirit. Brontë's realist style was particularly well-suited to highlighting the oppression of women, as the absence of such a style in female literature only served to reinforce patriarchal domination. In comparison with other female writers of her time, Brontë's perspective on patriarchy was more grounded in reality and avoided the complex portrayal of characters and events that may alienate readers. This may explain why Marion Shaw (1994) describes Brontë as a "Quiet Feminist."

In the face of the daunting obstacles inhibiting women's self-realization within patriarchal societies, Brontë stands out as a prominent and realistic feminist. She undertakes her feminist mission with an understanding of the impossibility of completely eradicating the oppressive circumstances that surround women. As Brontë herself declared, "Let it not be imagined, however, that I consider myself competent to reform the errors and abuses of society, but only that I would fain contribute my humble quota towards so good an aim" (Brontë, 1998b, p. 15). It is this recognition of the harsh realities of her time that distinguishes Brontë's works. Her realism demonstrates a firmer commitment to women's issues than the approaches of some feminists who strive to create highly idealized characters that take revolutionary actions, which are not only impossible in Victorian society but also in the most developed and liberal societies of the twenty-first century.

## 2.2. Anne Brontë's Women Characters

Brontë's feminist message is communicated through her portrayal of female protagonists, who attempt to break free from gender constructs but ultimately succumb to patriarchal norms dictating that marriage is the ultimate goal for women. Although these characters ultimately conform to societal expectations of women, they serve as a testament to Brontë's deliberate representation of women who resist the repressive patriarchal ideology of nineteenth-century England. In essence, Brontë's female characters represent a subversion of societal expectations, as they challenge patriarchal norms, albeit within the constraints of the society in which they exist. It is noteworthy that Brontë's own gender is a crucial factor in the representation of these characters. Additionally, Brontë's characters are not just products of her imagination, but rather an extension of her own life experiences.

Brontë's tumultuous childhood, marked by financial insecurity and the loss of her mother at a young

age, had a profound impact on her writing career (Shaw 1994). For her, writing became not only a form of escape from psychological trauma but also a means of expressing her rejection of the limitations placed on women in her time. Through her female protagonists, Brontë presents empowered women who are capable of combating the oppressive circumstances in which they find themselves. Brontë's personal experiences with the limited options available to women in Victorian England informed her writing and contributed to her feminist message. Her works were a reflection of the societal restrictions she and other women faced, and the empowerment of her female characters served as a critique of the patriarchal system of the time.

### 2.2.1. Agnes Grey

Brontë's method of empowering her female protagonists involves endowing them with a profession or skill that serves to authenticate their personalities and allows them to navigate the oppressive patriarchal atmosphere. In *Agnes Grey*, Brontë's skillful portrayal of the eponymous character illustrates this method. Agnes is a bold and determined woman who believes strongly in her individuality, demonstrated by her decision to leave home and seek employment as a governess. By taking on this employment to help her financially struggling family, Agnes defies patriarchal notions that women are incapable of fending for themselves and making significant contributions to the financial needs of their dependents. Through Agnes, Brontë conveys the message that women possess agency and can take control of their own lives.

Through Agnes's experience with the Bloomfield family at Wellwood house, Brontë depicts the misery of a woman suffering within a drastically materialistic and patriarchal society. Agnes endures a lot under the dominance of Mr. Bloomfield, Mrs. Bloomfield, and their children. Despite this, Agnes refuses to accept the humiliating situation and never succumbs to the role society has assigned to her. She does not lose her wits on finding that she has been dismissed and ultimately searches for another opportunity. What is worth mentioning is the fact that Agnes is aware of the way society regards her as she says "(t)hough a woman in my own estimation, I was still a child in theirs." (Brontë, 1998a, p. 19). However, she never succumbs to this role and proclaims "If ever I felt it degrading to submit so quietly, or intolerable to toil so constantly, I would turn towards my home, and say within myself-they may crush, but they shall not subdue me! (Brontë, 1998a, p. 40).

Agnes Grey's character is an embodiment of Anne Brontë's attempt to challenge the prescribed image of a woman in the 19th century and the limitations imposed on them in the public sphere. Her determination to support her

family and her engagement in earning wages deviate from the norm and establish her as a woman who is far from being typical. As such, Agnes evinces as a symbol of Brontë's representation of a woman character that defies socially-constructed norms and creates her own image of the woman, one that does not necessarily conform to the socially-accepted parameters.

Brontë's literary world is not limited to her protagonists, but rather extends to her minor female characters who share her motive for women's emancipation. Agnes's sister, for example, is a talented artist who supports herself by selling her drawings. Brontë's portrayal of female artistry is noteworthy as it not only empowers women with a profitable skill but also carries many political implications that strengthen her feminist message. This is particularly evident in *The Tenant of Wildfell Hall*, where the protagonist, Helen Graham, is an artist who defies social norms and expectations through her work.

### 2.2.2. Helen Graham

In *The Tenant of Wildfell Hall*, Brontë delves more deeply into the figure of the female artist and uses art as a tool to launch a sharp critique of patriarchal principles. Through Helen's character, Brontë highlights the ways in which marriage is often used as a means of limiting women's opportunities for self-fulfillment and self-definition. Helen's artistry is not just a skill, but a crucial aspect of her identity and a means of achieving self-realization. However, the societal expectation that women should prioritize marriage and family above all else presents a significant obstacle to her artistic journey.

Following her marriage, Helen's identity as a wife eclipses her identity as an artist, causing her to be denied the opportunity to express her talents. Her artistic self is suppressed as she assumes the role of a wife, a clear example of the constraints of patriarchal marriage. As Siv Jansson (1998) remarks, "Brontë's account of (Helen's) marriage to Arthur is one of the most savage indictments of both the legal and economic constraints which supported Victorian marriage, and the mythical ideology which deceives Helen into it" (p. 36). Through her portrayal of Helen's struggles as a woman artist, Brontë denounces the patriarchal principles inherent in a marriage that restrict women's ability to attain true freedom and express their identity. As a married woman, Helen is stripped of the rights she previously had with regard to her artwork. The laws of the time empower Arthur to claim ownership of Helen's paintings. In this manner, Helen's artistry serves as a tool for Brontë to expose marriage as a force that stifles artistic talent, denies women ownership of their work, and deprives them of a source of income.

Helen's fierce rejection of her oppressive marriage is a testament to her unyielding spirit. As she proclaims, "he may drink himself dead, but it is NOT my fault!" (Brontë, 1998b, p. 255), she asserts her autonomy and refuses to be held responsible for her husband's self-destructive behavior. This statement is linked to her artistry, both of which are a rejection of the confining and oppressive domestic sphere that threatens to suffocate her as a woman artist. When she realizes that her words alone cannot secure her emancipation, she decides to take control of her life by masquerading as a widow. By doing so, Helen is able to escape her husband's domination and preserve her identity, property, and talent. Commenting on Helen's ability to conceal her identity, Alisa Clapp (1996) observes that "Helen is learning the sexual power play inherent in women's art, of when to hide and when to publicize art" (p. 119).

Undoubtedly, Helen's artistry and paintings serve as a means to facilitate Brontë's poignant attack against the male-dominated world. Beyond serving as a form of expression of her inner self, Helen's artistry exposes how patriarchy intrinsically annihilates women's artistic talent. Hence, it can be said that Brontë, with her narrative finesse, advances her feminist theme through the medium of Helen's paintings. Helen's artwork and her struggle to establish her artistic identity enable Brontë to create *The Tenant of Wildfell Hall* as a work that uncovers the atrocities of the patriarchal ideology and reprimands the limitations it imposes on women's artistic opportunities.

This interpretive approach to Helen's artistic skills not only aids in comprehending Brontë's feminist message in the novel but also underscores the significance of art and artwork within Brontë's oeuvre. For Brontë, women's artistic talent is not merely a pastime or leisure activity, but rather a means of both self-discovery and political expression. From a thematic perspective, art serves as a tool for women to establish their identities and achieve liberation. On a technical level, it can be utilized to critique the hegemonic patriarchal system that confines women to domesticity. Ultimately, this interpretation illuminates the intricate ways in which Brontë constructs her female characters as complex individuals who are capable of expressing their agency through various means, including artistic expression.

### 2.2.3. The Protagonists' Marriage

By endowing her female protagonists with artistic talents and skills, Brontë conveys her feminist ideology, showcasing the potential for women to attain self-fulfillment within a patriarchal society through their own femininity. The figure of the "female artist" is imbued with a powerful feminist message, as Brontë suggests that a woman can establish herself by embracing her femininity

rather than rejecting it to assimilate into a male-dominated world. In this sense, Brontë subverts the patriarchal notion that a woman's worth is solely derived from her relation to a man, and instead celebrates women's inherent abilities and creative potentials as an avenue towards self-realization.

However, the endings of both *The Tenant of Wildfell Hall* and *Agnes Grey* prompt significant inquiries into Brontë's feminist principles and her portrayal of female protagonists. The marriages of the heroines at the end of the novels appear to compromise Brontë's critique of the patriarchal institution of marriage and its adverse effects on women's emancipation. Agnes's marriage, for instance, could be perceived as a regression after her valiant efforts to establish a unique, independent life. Similarly, Helen's marriage to Gilbert may be seen as a failure of her attempts at self-liberation, as it marks her return to the very domestic sphere from which she had been endeavoring to liberate herself. This notion of women's ultimate submission to men is a hallmark of most women's writing in the Victorian era. Therefore, Brontë, like some of her contemporaries, appears to be complicit in the same doctrine that she seeks to undermine. Although Brontë portrays highly independent and well-developed female characters, she ultimately delivers them to the institution that tradition has deemed essential for their gender.

Despite the apparent contradictions between the endings of Brontë's novels and her feminist message, they are crucial to her intricate portrayal of the complexities of female subjectivity within the social, cultural, and historical constraints of her time. Brontë's realistic trend and her desire to reflect reality as it is may account for this feature. She is cognizant of the various dimensions surrounding women in society and recognizes the necessity of marriage for women to be accepted within the public sphere. Therefore, the portrayal of marriage in each novel seems more of an obligation that each woman must perform as prescribed by patriarchal society. In this sense, Brontë does not establish her female protagonists as ideal and unattainable models for women to follow. Rather, she constructs them as voices that challenge the status quo of women and call for questioning the societal norms and conventions that restrict women's choices and possibilities.

## III. CONCLUSION

Through her nuanced portrayal of female characters, Anne Brontë reinforces her feminist beliefs by equipping them with realistic and practical tools to confront the oppression of a patriarchal society. Unlike some other revolutionary feminist texts of her time, Brontë's approach emphasizes compromise and mutual

benefit between the sexes, rather than advocating for a complete overthrow of the patriarchal system. Her heroines serve as a voice that promotes action based on the reality of the situation, rather than an unattainable ideal. As Brontë herself stated, her primary goal was to convey the truth through her work and to avoid indulging in "soft nonsense" (Brontë, 1998b, p.15). By presenting a sophisticated vision of feminism that encourages critical thinking and reflection on the miserable circumstances of women in Victorian society, Brontë invites readers to join her in the pursuit of truth and social change. Through her works, Brontë not only challenges patriarchal norms but also establishes herself as a feminist writer in her own right, deserving of recognition alongside her more celebrated sisters.

In addition to establishing her place in the feminist literary canon, Brontë's works provide insights into the complexities of social change and gender relations in nineteenth-century England. By highlighting the realities of women's lives and the limitations of their agency, Brontë invites readers to recognize the need for incremental change that is grounded in the practical realities of women's experiences. Moreover, her emphasis on the importance of individual agency and responsibility in the pursuit of social justice underscores the ongoing relevance of her feminist vision today. As we continue to grapple with issues of gender inequality and patriarchal oppression in contemporary society, Brontë's sophisticated and pragmatic approach offers valuable lessons on the role of literature in shaping and reflecting our understanding of social change.

## REFERENCES

- [1] Brontë, A. (1998a). *Agnes Grey*. The Folio Society. (Original work published 1847)
- [2] Brontë, A. (1998b). *The tenant of Wildfell Hall*. The Folio Society. (Original work published 1848).
- [3] Brontë, C. (1982). *Jane Eyre*. Penguin Group. (Original work published 1847)
- [4] Carnell, R. (1998). Feminism and the public sphere in Anne Brontë's the tenant of Wildfell Hall. *Nineteenth-Century Literature*, 53(1), 1-24.
- [5] Clapp, A. (1996). The tenant of patriarchal culture: Anne Brontë's problematic female artist. *Michigan Academician*, 28(2), 113-122.
- [6] Jansson, S. (1998). The tenant of Wildfell Hall: Rejecting the angel's influence. In A. Hogan (Ed.), *Women of faith in Victorian culture: Reassessing the angel in the house* (pp. 129-144). St. Martin's Press.
- [7] Senf, C. A. (1990). The tenant of Wildfell Hall: Narrative silences and questions of gender. *College English*, 52(4), 446-456.
- [8] Shaw, M. (1994). Anne Brontë: A quiet feminist. *Brontë Society Transactions*, 21, 125-135.
- [9] Nash, J., & Suess, B. (Eds.). (2001). *New approaches to the literary art of Anne Brontë*. Ashgate Publishing.



# The Frequency of Employing Learning Management System in Teaching General English to Non-English Majors

Tran Thi Nhan, Nguyen Thi Kieu Thu

Ho Chi Minh City University of Technology (HUTECH) – Vietnam

Received: 17 Apr 2023; Received in revised form: 13 May 2023; Accepted: 20 May 2023; Available online: 31 May 2023  
©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license  
(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— *In the information age, the demand for technological means which can support the teaching and learning process is increasing rapidly. Learning Management System (LMS) is introduced as a special software facilitating learning and teaching activities. Although in recent years, studies about teachers' attitudes towards LMS are increasing significantly, there are limited studies regarding the frequency of using LMS features, especially in higher education. Therefore, this study aims to explore teachers' frequency of using LMS (Richmond and Google Classroom) and to investigate whether there is any correlation between teachers' frequency of using LMS and demographic elements. The data was collected at the University of Science – Vietnam National University – Hochiminh City with the participation of 32 lecturers teaching general English to non-English majors. The mixed-methods approach involving collecting both quantitative and qualitative data was applied to obtain data. Descriptive statistics and content analysis were employed for the data analysis process. The findings revealed the low level of using LMS features. Besides, the frequency of using LMS features had neither a significant correlation with age nor LMS skills proficiency. Additionally, the frequency of using learning skills feature was not influenced by age, gender, or experience, while gender influenced the frequency of using communication feature significantly. The study also made some recommendations for improving the frequency of using the system in terms of teachers' use.*

**Keywords**— *employment, general English, Google Classroom, LMS, non-English majors, Richmond*

## I. INTRODUCTION

E-learning systems have become very popular in all fields of education since they offer great solutions for many areas faced by many organizations in general and by educational institutions in particular. With the help of the systems, education can take place anytime and anywhere as long as the user is equipped with a computer and internet connection (Cavus, 2010). It is not surprising that computer designers in the 1950s believed that it was necessary to apply LMS for educational purposes (Reiser, 1987, as cited in Watson & Watson, 2007, p. 28). In the mid to late 1990s, LMSs have evolved and promoted learner choice with a wide range of media and communication tools (Coates,

James, & Baldwin, 2005; Rodinadze & Zarbazovia, 2012; Kehrwald & Parker, 2019).

However, LMS adoption and usage encounter many barriers, one of them is the lack of technical skills from the faculty members which limits them from fully adopting the system in their teaching practices. Therefore, investigating the factors affecting users' current use of LMS is important (Alghamdi & Bayaga, 2016). Though teachers and students are both end-users of web-based learning systems, it is believed that the role of teachers outweighs students' role in terms of the success of using the system. Selim (2007) claimed that whether students were willing to use the system or not, they were obliged to use it as long as their teachers employed the system in all parts of their



teaching practices. When using any web-based learning system at any educational institution, especially in higher education, investigating the use of the system should be prioritized due to teachers' major contribution to the success of the system implementation. Therefore, this study aims to explore teachers' frequency of using LMS and to explore whether there is any correlation between the frequency of using LMS and teachers' demographic elements. The study attempted to address the following research questions:

- (1) How often is Learning Management System employed in teaching general English to non-English majors at the University of Science – Vietnam National University – Hochiminh City?
- (2) Is there any correlation between teachers' frequency of employing LMS features and demographic elements?

## II. A BRIEF LITERATURE REVIEW

There is a variety of LMS definitions. According to Watson and Watson (2007), the term LMS was used to describe a wide range of computer-based applications which were employed in education to facilitate teaching and learning processes. While Basal (2016) defined LMS as a software or web-based technology utilized to facilitate online and blended learning and teaching by providing a platform with easy access to learning content and learning resources. Naz and Khan (2018) maintained that LMS was an online platform or a mechanism that powered E-learning and enabled users to do many E-learning-related tasks.

With respect to LMS types, Cavus (2010) categorized LMS into two main types, one was open-source systems that could be obtained for free (but not always) such as Moodle, Claroline, and ATutor, and the other was commercial systems which were obtained through payment like Blackboard, WebCT, and Sakai. Though most open-source systems do not require any payment, users must download the code. Besides, most of these systems are designed in a one-size-fits-all format. Whereas, commercial systems are generally designed based on users' needs under specific standards, and users must pay a fee usually on an annual basis so as to keep them up-to-date (Kasim & Khalid, 2016).

Richmond, along with Google Classroom is the LMS adopted to facilitate teaching and learning activities at the University of Science, Vietnam National University – Hochiminh City. Basically, Richmond is a commercial learning system and it is designed as a module-based platform providing assignments, student tracking, mini-tests, communication, and online lessons which are similar to the lessons in the paper textbook. Google Classroom, on

the other hand, is an open-source system allowing users to run online classes, create assignments, share materials, and grade assignments.

With regard to LMS features, Wichadee (2015) and Kasim and Khalid (2016) mentioned the three main functions of LMS which were learning skills feature, communication feature, and productivity feature. Learning skills feature (LF) provides students with learning-related tools such as quizzes, online presentations, and module assignments. Communication feature (CF), such as sending announcements for upcoming events, and posting and replying to messages, enables the interaction between learners and teachers and among students. The productivity feature (PF), on the other hand, helps teachers in document management, student performance management, or conducting surveys.

It is an undeniable fact that the success or failure of any web-based learning management system depends largely on teachers. In the same vein, the role of English teachers is crucial in employing LMS in teaching English. An LMS, Moodle for example, brings obvious benefits to both teachers and students with a variety of features such as providing electronic tests, creating and collecting students' assignments, and enabling teachers to track student's learning processes (Prasetya, 2021). Google Classroom, on the other hand, enables English teachers to establish virtual classes, share materials, create assignments, grade students, or give students feedback (Philipose & Rajagopal, 2019). However, one big downside of using LMS in teaching English is the diminishing of teacher-and-student communicative connection (Prasetya, 2021).

## III. METHODOLOGY

### 3.1. Research site and participants

The survey was conducted at the Center for Foreign Languages of the University of Science - Vietnam National University - Hochiminh City. There were 33 lecturers and 49 classes in total. Each semester lasts approximately 16 weeks. Richmond, along with Google Classroom was the LMS employed in teaching English at the center. The survey was conducted at the end of the first semester of the academic year 2022-2023. Thirty-two lecturers participated in the survey after omitting one lecturer who was involved in the pilot study. The number of females outweighed males with 23 participants, accounting for 76.7%; whereas, the number of male participants was 7, making up 23.3%. The age of most participants ranged from 31 to 40, accounting for 56.7%. While the percentage of participants aged from 26 to 30 and above 40 were 23.3% and 16.7% respectively. Only one participant was under 26, accounting for 3.3%. The majority of participants had more

than two years of experience in using LMS (53.5%). The second highest percentage (23.3%) had only 3 to 6 months of experience. The figure for participants with 1 and 2 years of experience were 6.7% and 16.7% respectively. As for the current LMS skills level, the dominant group was intermediate with 76.7%; whereas, beginner and advanced participants constituted 10% and 13.3% respectively.

### 3.2. Research instrument

To acquire data about teachers' frequency of employing LMS features in teaching English, the questionnaire and the semi-structured interview were conducted. There are two sections involved in the questionnaire. Section 1 is to collect respondents' demographic information including age, gender, level of LMS proficiency, and years of experience in using LMS (Richmond and Google Classroom). In the second section, there are 10 items in total dealing with the first research question. These items were categorized into three groups of features, namely learning skills feature, communication feature, and productivity feature. This classification was based on the classification of Wichadee (2015) and Kasim and Khalid (2016). The items were scored on a 5-point Likert scale ((1) Never, (2) Rarely, (3) Sometimes, (4) Often, (5) Always). The researchers had chosen some question items in Domain 3 of Tawalbeh's study (2018, p. 8), and the other items were taken from features listed in the official websites of Richmond ([https:// richmondip.com/](https://richmondip.com/)) and Google ([https://support.google.com/edu/classroom/answer/ 6020279?hl=en](https://support.google.com/edu/classroom/answer/6020279?hl=en)). Cronbach's Alpha measurement returned a score of .75 which indicates that the question items were reliable. The interview was applied to corroborate the answers in the questionnaire.

### 3.3. Procedures for data collection and analysis

Before the actual survey, a pilot study was conducted so as to make modifications if necessary. After

excluding one lecturer who participated in the pilot study and two unreliable responses, the sample population was reduced to 30 participants and they all took part in the questionnaire survey. Ten out of thirty lecturers were willing to participate in the semi-structured interview. Regarding the quantitative data, statistics on frequency, mean, standard deviation, and multivariate linear regression were conducted by applying Statistical Package for the Social Sciences (SPSS) version 22. As for the qualitative data, the researchers followed the process of qualitative data analysis listed in Braun and Clarke' study (2006, p. 87). Interviewees were coded T1, T2, T3, T4, T5, T6, T7, T8, T9, T10. The researchers encoded interviewees' responses into codes and categorized them into general themes.

## IV. RESULTS AND DISCUSSION

### 4.1. Results

In this section, the researchers report on the results after analyzing the quantitative and qualitative data. These results were then reviewed to answer the research questions. Quantitative data were presented first, followed by qualitative data. Table 4.1 below displays the total mean scores and the standard deviations of three main LMS features. (LF) was used at the moderate level and achieved the highest mean score ( $M=2.61$ ,  $SD=.75$ ) compared to the lowest mean score of (CF) ( $M=1.52$ ,  $SD=1.05$ ). Having a high standard deviation (more than 1) implies there was wide dispersion of respondents' answers regarding communication feature. While (PF) was used at the low level ( $M=2.54$ ,  $SD=.86$ ). Generally, the results indicate that lecturers' preferred LMS feature was learning skills feature while communication feature and productivity feature were rarely used.

Table 4.1: Descriptive statistics of 3 LMS features employed in teaching English

No.	The frequency of using LMS features	N = 30		
		Mean (M)	Standard Deviation (SD)	Level (extent)
1	Learning Skills Feature (LF)	2.61	.75	Moderate
2	Communication Feature (CF)	1.52	1.05	Low
3	Productivity Feature (PF)	2.54	.86	Low
	<b>Total</b>	<b>2.22</b>	<b>.88</b>	<b>Low</b>

Regarding learning skills feature, "assigning assignments available on the textbook" which was integrated into LMS was used at a moderate rate ( $M=3.17$ ,  $SD=.95$ ). While "creating and assigning more assignments" and "give students quiz tests" received low scores with

( $M=2.60$ ,  $SD=1.07$ ) and ( $M=2.07$ ,  $SD=1.05$ ) respectively. High standard deviations (greater than 1) indicate that respondents held significantly different answers towards these items. The interview also showed the same outcomes. Nine out of ten interviewees agreed that the most used

feature of LMS was giving students assignments: *"The LMS feature which I use the most often is giving assignments since students are automatically received feedback on their performance regarding whether the answers are right or wrong, the total scores they get with the percentage of the answers they have done correctly."* (T1); *"I give students assignments every day so giving students assignments is the LMS feature that I use the most often."* (T4); *"With regard to the first question, the feature which I use the most often is giving students assignments, mostly multiple choice assignments, in order to test vocabulary and grammar. This is very convenient since the LMS system responds to students' answers immediately."* (T5); *"Every day I assign homework to my students; therefore, this is the most used feature. This is quite flexible in terms of time."* (T6); *"Currently, the LMS feature which I use the most often is assigning homework to students and conducting in-class progress tests."* (T8).

With respect to communication feature, the mean scores of all three items received noticeably low results including "posting announcements" (M=1.73, SD=1.41), "giving direct and real-time feedback" (M=1.63, SD=1.19), and "participating in course chat rooms concerning learning issues" (M=1.20, SD=1.27). All three items had high standard deviations, which can come to conclude that the spread of respondents' answers was quite wide. The quantitative results are in line with the qualitative results obtained from the semi-structured interview. Six out of ten interviewees mentioned the communication feature as the least used LMS feature. Some comments are listed as follows: *"The LMS feature which I almost never use is interacting with students due to its inconvenience. Sending lecturers' announcements through LMS requires students to regularly check their emails; therefore, it is unavoidable for students to miss announcements."* (T1); *"I never make an announcement through LMS since it seems that students never check their emails. As for interacting with students, I use a more convenient platform to communicate with them such as Zalo or Facebook."* (T5); *"I never use LMS to interact or make announcements. Instead, I use another platform like Zalo or Facebook Messenger whenever I need to contact my students."* (T8).

As for productivity feature, "viewing class reports" was at a moderate level (M=2.8, SD=0.89) compared to the low frequency of "uploading additional course materials" (M=2.03, SD=1.33). Whereas, "grading students" (M=2.70, SD=1.21) and "viewing individual student reports" (M=2.63, SD=1.03) were both at a moderate level. Except for "viewing class reports", the other items had high standard deviations which indicates that there were differences existed in respondents' answers. The researchers believe that the automatic-grading mechanism

of the LMS was the prerequisite element that influenced lecturers' behavior when using the feature of assigning homework or conducting tests. This was linked directly to the frequency of using learning skills feature in terms of assigning assignments and giving quiz tests. Surprisingly, the mean score of "grading students" received quite a low result despite the fact that six out of ten interviewees gave positive comments about this specialized feature of LMS that made them satisfied. There was one interviewee gave a detailed explanation for not using LMS to upload additional materials: *"I am moderately satisfied with this current LMS. I am at an advanced level of using LMS and I have plenty of LMS experience. I think this LMS has a lot of limitations compared with other LMS like Moodle or Canvas. For example, when I uploaded a picture, it disappeared after a few days. The capacity of this LMS is really limited."* (T9)

When it comes to the second research question, in order to figure out the correlation between dependent variables ((LF), (CF), (PF)) and independent ones (gender, age, experience in using LMS, current LMS skills level), multivariate linear regression analysis was applied based on the data gained from the questionnaire survey. The results are shown in Table 4.2.

It is apparent that gender had no influence on (LF) and (PF), but influenced significantly on (CF) ( $p=0.038$ ). Figure 4.1 shows the distribution of (CF) by gender, in which females tended to use this feature more often than males. The data obtained from the interview yielded the same outcome with two male interviewees emphasizing that they never used LMS to interact with students, and they rarely communicated with students except for important announcements. As for experience, respondents with two years of experience of using the system had neither a significant correlation with (LF) nor (CF) but had significant correlation with (PF) ( $p=0.027$ ). Figure 4.2 presents the distribution of (PF) by experience. It can be seen that respondents with 2 years of experience in using LMS tended to use this feature less often than other groups. Noticeably, the two highest frequency of using PF was the group with highest experience (more than 2 years) and the lowest one (3-6 months). Whereas, the correlation of other experience groups with (LF), (CF) or (PF) was insignificant ( $p>0.05$ ). Participants' age and their LMS skills level were not significantly linked with (LF), (CF) or (PF) ( $p>0.05$ ).

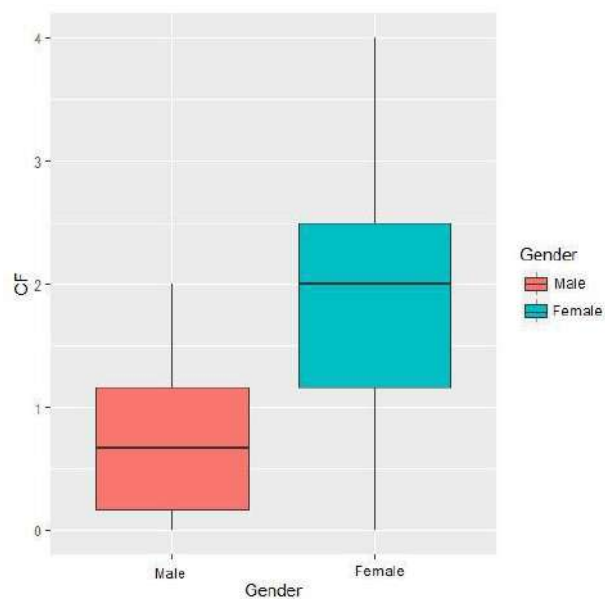


Fig.4.1 The distribution of (CF) by gender

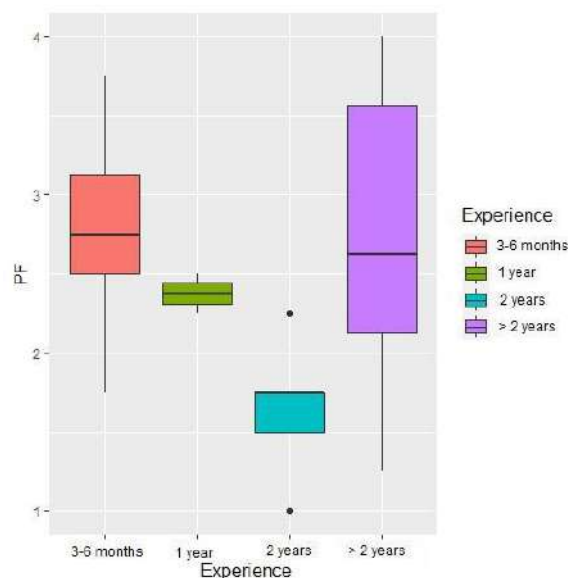


Fig.4.2 The distribution of (PF) by experience

Table 4.2 Factors affecting variables related to the frequency of using LMS features

		P value of variable		
		LF	CF	PF
Gender	Male	Reference		
	Female	0.757	<b>0.038</b>	0.655
Age	< 26	Reference		
	26-30	0.879	0.333	0.181
	31-40	0.723	0.716	0.156
	> 40	0.967	0.186	0.494
Experience	3 – 6 months	Reference		
	1 year	0.819	0.566	0.583
	2 years	0.456	0.209	<b>0.027</b>
	> 2 years	0.615	0.386	0.383
LMS skills level	Beginner	Reference		
	Intermediate	0.267	0.185	0.934
	Advanced	0.226	0.088	0.905

## 4.2. Discussion

In general, the frequency of employing LMS features in teaching English was very low. This finding was supported by Fathema et al. (2015).

In respect of learning skills feature, lecturers used LMS to assign homework to students quite often compared with creating more assignments or conducting tests which were rarely used. The results are in alignment with the results of the interview. Nine out of ten interviewees asserted that they used LMS to assign homework (T1, T2, T4, T5, T6, T7, T8, T9, T10) compared to two and one were the number of interviewees mentioned using LMS to create more assignments (T3, T8) and to conduct progress tests (T8) respectively. This finding is supported by Alghamdi

and Bayaga (2016) stating that the majority of faculty members did not use LMS to conduct online examinations.

In terms of communication feature, the results from the questionnaire indicated that communication between lecturers and students through the current LMS was limited. In a study conducted by Frymier and Houser (2000), university students asserted that communication with their teachers affected their learning and motivation significantly. Frymier and Houser (2000) also claimed that “the evidence is growing that effective teaching means personal communication between teachers and students as well as expertise and effective delivery of the content” (p. 217). Lack of frequent communication might be one of the



factors which caused the low frequency of using the system among lecturers.

Results from the questionnaire in terms of the frequency of using productivity feature indicate that lecturers seldom used this feature in their teaching activities. There is no previous study investigating this issue, while the semi-structured interview showed similar outcomes. Only one interviewee (T10) responded that she usually used LMS to check students' progress. Though automatic grading was the special function of the current LMS, it seems that the interviewees just considered this function as the factor supporting their use of learning skills feature in assigning homework or conducting tests. The interviewee coded as T6 stated that she rarely used LMS to view students' reports, while the interviewee coded as T10 mentioned the limited capacity of the current LMS as the main reason for not uploading additional course materials.

Concerning the high standard deviations (greater than 1) of almost all items related to teachers' frequency of using LMS (8 out of 10), it is unlikely to explain the reason behind this result if based only on the current research. The researchers suppose that each lecturer held his/her own explanation for his/her response. Therefore, it is necessary to conduct more research at the center to shed light on this issue, thereby lowering the value of standard deviations.

With regard to the correlation between teachers' frequency of using LMS features and the demographic elements, age was not significantly correlated with the frequency of employing LMS features in teaching English. The result was in line with Mahdi and Al-Dera (2013) which indicated that teachers' age did not affect the implementation of information and communication technology. Teachers' LMS skills level did not correlate with teachers' frequency of using the system. The result is dissimilar from Fathema et al. (2015) and Teo (2008). In their studies, they asserted that faculty members (or teachers) who were confident about their LMS skills used LMS more often than those with less LMS skills confidence.

With respect to LMS features, learning skills feature was not influenced by age, gender, or experience on the use of LMS or LMS skills level, while communication feature was significantly influenced by gender. This finding was in accordance with the data collected from the semi-structured interview and with Mahdi and Al-Dera' finding (2013). Female teachers in this study appeared to interact with students more often than males. This result was far different from the finding of Mahdi and Al-Dera (2013) since they found that male teachers used this function more often compared with females. It seems appropriate that Mahdi and Al-Dera' study (2013) was conducted in Saudi

universities where subjective norms related to gender could affect their findings significantly.

Productivity feature, on the other, was significantly linked with teachers' experience in using LMS. Apparently, the more experience teachers had in using the system, the more they cared for the productivity feature. While a study conducted by Mahdi and Al-Dera (2013) produced different results. They stated that there was no profound impact on integrating technology in language teaching between experienced and less experienced teachers. Unexpectedly, teachers who were quite new to the system (3-6 months) showed their interest in productivity feature. There were no such findings in other previous studies in the field; therefore, the researchers suppose that teachers with low experience in using the system tended to use it more often so as to get used to its operation.

## V. CONCLUSION

As for the first research question concerning teachers' frequency of using LMS features in teaching general English to non-English majors, data obtained from lecturers teaching at the Center for Foreign Languages of the University of Science – Vietnam National University – Hochiminh City indicate that the employment of LMS in teaching was quite low. The least used feature was communication feature, while learning skills feature and productivity feature had higher frequencies of use but still under the average level. Learning skills feature was used the most often as assigning homework was the mandatory activity for the assessment for learning. Whereas, communication feature received the least concern from lecturers as its inconvenience. The productivity feature still received some of the lecturers' concerns but the frequency of using this feature was very low.

Age and LMS skills level of teachers were not significantly correlated with the frequency of using LMS. Gender, on the other, was found to have a significant connection with the frequency of using communication feature. Female teachers tended to use this feature more than male teachers. Besides, experience of using the system was significantly correlated with using productivity feature. Teachers with 2 years of experience gained negative attitudes towards productivity feature. The result was significantly different from results collected from highly experienced teachers (more than 2 years) and those who were quite new to the system (3-6 months) with moderate attitudes towards using this feature.

Several recommendations were made based on the study's findings. The researchers assumed that the lack of communication between teachers and students was one of the reasons causing the low frequency of employing LMS



in teaching. As for the current LMS itself, the researchers raise a concern with its communication feature. Since the communication between teachers and students has a profound impact on students' learning motivation, the researchers believe that by improving the LMS communication feature, teachers and students would have more chance for system exposure. Increasing the frequency of using communication feature may help increase the productivity of students and encourage the interaction between teachers and students; thereby, increasing the incentives of employing the system in users as a consequence. The researchers suggest that it is important to collect lecturers' feedback on quality-related issues, problems that may occur during using LMS, and teachers' recommendations for LMS's improvement. These efforts could help the administrators gain better insights into teachers' thoughts and thereby being able to explain the low level of using the system. Consequently, the administrators and the LMS designers can improve the system so as to harness its full potential and gradually increase the frequency of employing the system in teaching English.

This study reveals several limitations. Firstly, in addition to conducting the survey at only one English center, the sample size was relatively small with the participation of 32 teachers, which may result in diminishing the generalization of the findings. Secondly, since the study was designed as a cross-sectional study, it is unlikely to achieve the stability of teachers' attitudes. Thirdly, due to the constraints of time, the researchers merely employed two research instruments to collect data. As a result, the scope of this study was limited and the study was unable to collect as much data as the researchers expected.

## REFERENCES

- [1] Alghamdi, S. R., & Bayaga, A. (2016). Use and attitude towards learning management systems (LMS) in Saudi Arabian universities. *Eurasia Journal of Mathematics, Science and Technology Education*, 12(9), 2309-2330.
- [2] Basal, A. (2016, November 17-18). Extending the functionality of LMS for English language teaching. *Conference proceedings. ICT for language learning*, (pp. 142-146). libreriauniversitaria. it Edizioni.
- [3] Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp0630a>
- [4] Cavus, N. (2010). The evaluation of Learning Management Systems using an artificial intelligence fuzzy logic algorithm. *Advances in Engineering Software*, 41(2), 248-254.
- [5] Coates, H., James, R., & Baldwin, G. (2005). A critical examination of the effects of learning management systems on university teaching and learning. *Tertiary education and management*, 11(1), 19-36.
- [6] Fathema, N., Shannon, D., & Ross, M. (2015). Expanding the Technology Acceptance Model (TAM) to examine faculty use of Learning Management Systems (LMSs) in higher education institutions. *Journal of Online Learning & Teaching*, 11(2).
- [7] Frymier, A. B., & Houser, M. L. (2000). The teacher-student relationship as an interpersonal relationship. *Communication Education*, 49(3), 207-219. <https://doi.org/10.1080/03634520009379209>
- [8] Kasim, N. N. M., & Khalid, F. (2016). Choosing the right learning management system (LMS) for the higher education institution context: A systematic review. *International Journal of Emerging Technologies in Learning*, 11(6).
- [9] Kehrwald, B. A., & Parker, B. (2019). Implementing online learning, stories from the field. *Journal of University Teaching & Learning Practice*, 16(1).
- [10] Mahdi, H. S., & Al-Dera, A. S. (2013). The Impact of Teachers' Age, Gender and Experience on the Use of Information and Communication Technology in EFL Teaching. *English Language Teaching*, 6(6). <https://doi.org/10.5539/elt.v6n6p57>
- [11] Naz, T., & Khan, M. (2018). Functionality gaps in the design of learning management systems. *International Journal of Advanced Computer Science and Applications*, 9(11).
- [12] Philipose, C. M., & Rajagopal, S. (2019). Google Classroom as a learning management system (LMS) for teaching English. *FORTELL*, 38, 81-90.
- [13] Prasetya, R. (2021). Effectiveness of Teaching English for Specific Purposes in LMS Moodle: Lecturers' Perspective. *Journal of English Language Teaching and Linguistics*, 6(1), 93-109.
- [14] Rodinadze, S., & Zarbazoia, K. (2012). The advantages of information technology in teaching English language. *Frontiers of Language and Teaching*, 3(5), 271-275.
- [15] Selim, H. M. (2007). Critical success factors for e-learning acceptance: Confirmatory factor models. *Computers & education*, 49(2), 396-413.
- [16] Tawalbeh, T. I. (2018). EFL Instructors' Perceptions of Blackboard Learning Management System (LMS) at University Level. *English Language Teaching*, 11(1), 1-9.
- [17] Teo, T. (2008). Pre-service teachers' attitudes towards computer use: A Singapore survey. *Australasian Journal of Educational Technology*, 24(4). <https://doi.org/10.14742/ajet.1201>
- [18] Watson, W. R., & Watson, S. L. (2007). An argument for clarity: What are learning management systems, what are they not, and what should they become? *TechTrends*, 51(2), 28-34.
- [19] Wichadee, S. (2015). Factors Related to Faculty Members' Attitude and Adoption of a Learning Management System. *Turkish Online Journal of Educational Technology-TOJET*, 14(4), 53-61.



# Strengthening National Character through Learning Indonesian as a Compulsory Subject in Higher Education

Elen Inderasari, Giyoto, Rohmad Budi Santoso

<sup>1</sup>Language Indonesian Tadris, UIN Raden Mas Said

Received: 22 Apr 2023; Received in revised form: 15 May 2023; Accepted: 22 May 2023; Available online: 31 May 2023  
©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license  
(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— Strengthening student character is an important foundation in learning Indonesian in tertiary institutions in the era of educational disruption. This study aims to describe the results of strengthening student character through Indonesian language courses in tertiary institutions. This research method used in this research is descriptive qualitative. The subjects in this study included students and lecturers supporting the Indonesian language as the national curriculum subject for all level of education and all Indonesia students, called MKWK, at UIN Raden Mas Said Surakarta. The informants in this study were the coordinators of the MKWK at UIN RMS Surakarta (the study program coordinators were taken in part from the number spread across five faculties). Collecting data in this study using documentation methods, in-depth interviews, and observation. Data analysis in this study used an interactive model which consisted of four stages, namely data collection, data reduction, data display, and drawing conclusions. The results of this study indicate the strengthening of student characters through Indonesian language courses including: discipline, honesty, communicativeness, curiosity, responsibility, creativity, independence, tolerance, hard work, democratic, and religiosity. This shows that Indonesian language courses strengthen the various student characters. This study recommends that the values of character buildings can be developed effectively through the implementation of Indonesian language learning in tertiary institutions.

**Keywords**— strengthening character, Indonesian, compulsory subject

## I. INTRODUCTION

One of the aims of learning Indonesian as a compulsory subject is to strengthen students' nationality character. Strengthening student character through learning Indonesian is seen as very strategic because each study program is required to carry out Indonesian language learning. Therefore, it is important to develop a model of strengthening student character through learning Indonesian as a compulsory curriculum subject.

The urgency of strengthening student character is relevant to the issue of weakening the character of youth as the nation's generation. This is a serious problem in tertiary institutions (primary, high education, or higher education), so it is necessary to determine the direction of policy patterns in formulating educational goals. In line with the context of the current growth rate of globalization,

it has influenced the turmoil of changes in negative social attitudes in the younger generation, especially students. Thus a model for strengthening the character of students in tertiary institutions is needed for backing up the influence of the negative global effects.

Strengthening character in tertiary institutions has been carried out using various models, such as character education based on active learning (Samal, 2018), character education based on folklore (Engliana et al., 2020), character education through civics education general courses (Dewi et al., 2020), character education based on local wisdom (Faiz & Soleh, 2021), and character education through general Islamic religious education courses (Hermawan et al., 2021). Based on the character-strengthening model in tertiary institutions above, various models have been carried out, such as through folklore, local wisdom, and general courses.

Models of character strengthening through general courses have been carried out, namely in religious education courses and civics courses. Even though there are four general subjects in tertiary institutions, namely religious education, citizenship, Pancasila, and the Indonesian language. Thus, it appears that strengthening character education in tertiary institutions has not been carried out in Pancasila and Indonesian language courses. Therefore, this research focuses on strengthening student character through Indonesian language courses. This is because the Pancasila subject is incorporated into citizenship. So, the focus of this research focuses on strengthening student character through Indonesian language courses.

The purpose of this study is to describe the strengthening of student character through Indonesian language courses. The results of this study will be very useful for raising the awareness of lecturers and students in strengthening student characters through Indonesian language courses. In addition, theoretically, this research will develop a model of character education in tertiary institutions through Indonesian language courses, as national language.

## II. LITERATUR REVIEW

### 1. Character Concepts and Values

The word character comes from the Greek language which means "to mark" and focuses on how to apply the value of kindness in the form of action or behavior. The term character is closely related to one's personality. A person can be called a person of character if his behavior is by moral principles (Zubaedi, 2011). Character is often associated with personality, so character formation is also associated with personality formation (Nashir, 2013). Thus, character strengthening is carried out by forming student personalities.

Character in its realization relates to self-behavior that has an impact on others. Good character includes the right actions related to oneself and others (Lickona, 2012). In contrast to people who do good, people of good character are firm in their moral convictions (Wright & Emich, 2020). People with character have good beliefs and are manifested in language and behavior by the beliefs they have.

The character can be interpreted as a basic value that builds a person's personality, formed both due to heredity and environmental influences, which distinguishes him from other people and is manifested in his attitude and behavior in everyday life (Samani & Hariyanto, 2011). Character is formed from good

knowledge and good deeds. This means that the good actions taken are based on the knowledge of that goodness. Characters of person shapes habits in the way of thinking, habits in the heart, and habits in action. These three things are needed to build a life and moral maturity (Lickona, 2015).

Character according to Lickona (2012) is an inner disposition that can be relied upon in responding to a situation with good morals, consisting of moral knowledge, moral feelings, and moral behavior. Another opinion regarding character was expressed by (Raka, et. al., 2011) that character is related to distinctive or special traits; moral strength; a person's behavior patterns.

According to Lickona, the character is related to moral concepts (moral knowing), moral attitudes (moral feeling), and moral behavior (moral behavior). Based on these three components it can be stated that good character is supported by knowledge of goodness, the desire to do good and good deeds. Based on these three components, it can be stated that good character is supported by knowledge of goodness, the desire to do good, and to do good deeds (Lickona, 2015).

Based on several opinions regarding the character above, it can be concluded that character is a character, character, personality, or character that is inherent in a person so that it can give birth to behavior without any prior thought and consideration.

The character education values developed in the Indonesian educational environment include 18 characters. The eighteen characters include religious character, honesty, tolerance, discipline, hard work, creativity, independence, democratic, curiosity, national spirit, love of the motherland, respect for achievement, friendly and communicative, love peace, love to read, care for the environment, social care, and responsibility (Kemendiknas, 2010). The eighteen characters are values that are developed in strengthening development and instilling character values in students

### 2. Character Strengthening in Higher Education

Samani & Hariyanto (2011) explained that character education is the process of guiding students to become whole human beings with character in the dimensions of heart, mind, body and feeling, and intention. Character education is character education that involves aspects of knowledge (cognitive), feelings (feeling), and action (action) tied to values and norms (Akhmad, 2011). Character education can be done in three ways, namely: (1) integrating character values into all subjects, local content, and self-development activities, (2) habituation in daily life in schools/madrasas (service, management, and teaching), and (3) increasing cooperation between

schools/madrasas, parents of students, and the community in terms of cultivating/familiarizing character values in the school/madrasah environment, home environment, and community environment.

The basis for implementing character education is based on the goals of national education and the message of the 2003 National Education System Law which expects that education will not only form smart people but also have personality (character) so that later generations of young people will be born, grown, and developed with personalities that breathe noble values of Religion and Pancasila (Mulyasa, 2013).

Based on some of the theories above, character education is not just teaching what is right and what is wrong, more than that, character education instills habits (capitalization) about what is good so that students become aware (cognitive) about what is right and wrong, able to feel (affective) good grades and used to do it (psychomotor). In other words, good character education must involve not only aspects of good knowledge (moral knowing), but also feeling well or loving good (moral feeling), and good behavior (moral action). Character education emphasizes habits that are continuously practiced and carried out. Thus, the basis and reasons for implementing character education in Indonesia are clear.

### III. RESEARCH METHODS

#### 1. Research design

This study used a descriptive qualitative method. Qualitative research aims to gain insight regarding the construction of reality that occurs to be interpreted (Crompton, 2019). This research was conducted at UIN Raden Mas Said Surakarta. The choice of this research object at UIN Raden Mas Said Surakarta was because the students are conducted religiously and the implementation of MKWK at UIN Raden Mas Said Surakarta was carried out as a compulsory subject to take and pass in five faculties (FIT, FAB, FUD, FASYA, and FEBI).

#### 2. Research Subjects and Informants

The subjects in this study included students and lecturers supporting the Indonesian language MKWK at UIN Raden Mas Said Surakarta. The informants in this study were the students and coordinators of the MKWK at UIN RMS Surakarta (the study program coordinators were taken in part from the number spread across five faculties).

#### 3. Data collection

The data collection technique in this study was by using document analysis techniques, in-depth interviews, and observation (Creswell, 2017). The document referred

to in this study is in the form of a semester learning plan (RPS). The interviews in this study were conducted openly and in-depth with the lecturers who taught the Indonesian language course and their students. Researchers before making observations have compiled observation guidelines. Observation techniques are carried out by observing the Indonesian language learning process as a strengthening of student character.

#### 4. Data analysis

Data analysis in this study used an interactive model (Miles et al., 2018). The interactive model data analysis steps include four steps and areas. The four steps include data collection, data reduction, data display, and drawing conclusions. The data analysis process is presented in Figure 1.

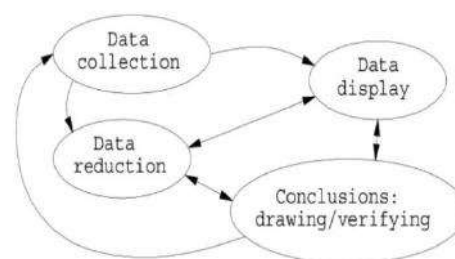


Fig.1. Schematic of Interactive Data Analysis Model

Data reduction in this study was carried out by selecting, sorting, and simplifying the data according to the focus of this study, namely the character forms that were carried out by students in the process of learning Indonesian. This means that data that has no relevance to the focus of the research is not used in this study.

The presentation of data in this study was carried out through a brief description of each subject and informant of this study separately based on the formulation of the problem in this study. All identities of subjects and informants in the research are presented hidden by using initials which are then converted into the data code of this research. This was done to maintain the confidentiality of the identities of the subjects and informants in this study.

Drawing conclusions in this study is done by interpreting the conclusions of the theme. This means that conclusions are made based on themes and research problems, namely related to the forms of student character in learning Indonesian. Drawing conclusions in research is based on the results of data collection, namely interviews, observation, and document analysis besides the instruments of collecting data are triangulated for having the data saturation. Drawing conclusions are interactively



crossed-checked with the data collection, data reduction, and data display.

#### IV. RESULTS AND DISCUSSION

The results and discussion in this study show that strengthening student character through Indonesian language courses in tertiary institutions found 11 strategies. The eleven-character education values found in this study differ in priorities from the eighteen characters developed (Kemendiknas, 2010) The eleven-character strengthening found includes discipline, honesty, communication, curiosity, responsibility, creativity, independence, tolerance, hard work, democracy, and religion. Further strengthening of the eleven characters is presented below.

Table 1. Strengthening the Character of MKWK Indonesian Language Students

No	Lecturer	Character Education Values										
		1	2	3	4	5	6	7	8	9	10	11
1	EU	√	√	-	√	√	-	√	√	√	√	-
2	SL	√	√	-	√	√	√	√	-	√	-	
3	ER	√	√	√	√	√	√	√	√	√	√	√
4	AW	-	√	-	√	√	-	√	√	√	√	
5	FA	-	√	√	√	√	√	√	√	-	√	-
6	SAW	√	√	√	√	√	√	√	√	√	√	
7	AHDF	√	√	√	√	√	√	√	√	-	-	√
8	MY	-	√	√	√	√	-	√	√	√	√	

##### Notes

- |                   |                |
|-------------------|----------------|
| 1. Discipline     | 6. Creative    |
| 2. Honest         | 7. Independent |
| 3. Communicative  | 8. Tolerance   |
| 4. Curiosity      | 9. Hard work   |
| 5. Responsibility | 10. Democracy  |
|                   | 11. Religious  |

Based on Table 1, it can be seen that strengthening the character of students in tertiary institutions through learning Indonesian were found eleven-characters strengthening. Based on the eleven characteristics found, the lecturers emphasized: the characteristics of honesty, responsibility, curiosity, discipline, and communicative character. The focus on strengthening character in the five forms is because several characters have been carried out in other subjects, such as religious character, tolerance, and

hard work which are strengthened through religious learning. Strengthening creative, democratic, and independent characters are strengthened through Pancasila learning. Thus, learning Indonesian focuses on the five values emphasized by the lecturers. An explanation of each character form is presented below.

##### 1. Honest Character Strengthening

The emphasis on character strengthening by the first lecturer was honest behavior. This can be reflected by adopting an attitude of not cheating, doing assignments alone, not copying and pasting, and being open with other assignments. By being an honest person, someone will always be trusted in speaking and acting. The character value of honesty is also interpreted as an attitude and behavior to act truthfully and as it is, not lying, not making things up, not adding or subtracting, and not hiding honesty. Strengthening the character of honesty in language learning has done this. This is in accordance with the results of the interview below.

"I am more concerned with the honesty of assignments, re-checking students' final assignments with Turnitin. If Turnitin is small, it means that the student can be said to be honest in doing his work, in contrast to those who have a high percentage of Turnitin. Of course, the attitude value is different" (CLHW/AW/15/02/23)

The observation results show that the strengthening of the character of honesty is shown by the attitude of students doing independent assignments and not plagiarizing. This honesty is tested through an anti-plagiarism application or Turnitin. This was done because the final task of learning Indonesian was writing scientific papers.

Strengthening the character of honesty by doing tasks independently is important. Apart from being independent, students are also not allowed to plagiarize. This is an effort to build the character of honesty. Strengthening the character of honesty in accordance with the problems students often face, namely plagiarism. Plagiarism is currently a common problem faced by students and if it is not handled properly it can lead to low academic integrity, education, and student careers in the future (Chu et al., 2021). Therefore, learning Indonesian is carried out not only to produce scientific papers but how the process carried to by students must be honest.

The use of the Turnitin application as a medium to find out student honesty in completing assignments is an effective thing. This is in accordance with the findings of Stapleton (2012) Turnitin can increase the deterrent effect on students to avoid plagiarism or dishonesty in an academic context. In that study, Stapleton compared a class that was assessed with Turnitin with a class that was



not assessed with Turnitin. The results showed that the class was not graded with Turnitin had a higher level of plagiarism.

## 2. Strengthening Character Responsibility

Based on the data and results of the research, it shows that the use of Turnitin as a strengthening of the honest character of students is an effective thing to do. However, what needs to be considered is that bad practices have occurred, such as students taking various forms to trick their work so that Turnitin is not detected. Therefore, it is necessary to pay attention and improve the use of Turnitin to see student honesty.

The subsequent character-strengthening emphasis is on the character of responsibility. Responsibility is the attitude or behavior of a person to carry out their duties and obligations based on the values prevailing in society. In connection with the Indonesian language learning process, several lecturers emphasize the cultivation of the character values of responsibility. This is by the results of the interview below.

"Students' responsibility is like that of a group, when the group doesn't send it, even though the paper is good, I still reduce the score because it's not on time. Consequently, he didn't go to campus that day and his grades weren't optimal." (CLHW/SL/15/02/2023)

The results of observations on strengthening the character of responsibility in learning Indonesian were carried out by looking at whether each assignment given by the lecturer was carried out independently or plagiarized. In addition, the strengthening of the character of responsibility in learning is also seen when doing projects in groups, namely participating in doing assignments or only including names. This can be seen in doing the assignments given, completing the assignments on time, being disciplined, not cheating, and complying with the set rules. Sanctions for students who are known to be irresponsible in carrying out assignments are to repeat the assignment or fail.

Strengthening the character of responsibility in learning Indonesian is done by looking at the extent to which students are responsible for doing assignments in groups. This is what was stated by Arfiah & Sumardjoko (2017) individual and group assignments are given to students to the formation of independent character and responsibility. Responsibility in the context of learning is the attitude and character of students in carrying out their duties or obligations (Wibowo, 2012). Thus, strengthening the character of responsibility is built through assignments that must be completed by students.

Strengthening the character of responsibility in learning Indonesian apart from being seen from the contribution of doing group assignments is also seen from the time of completion of the task. This means that in every assignment given to students, efforts must be made to collect it according to the set deadline. If students collect assignments beyond the set deadline, it shows a lack of responsibility for the assignments given. This is what was stated by Ardila et al. (2017) a person can be called a responsible person if he can submit assignments on time. This does not mean that students only look at the time aspect and ignore the quality of assignments. Both are the best reflection of the character of responsibility.

Strengthening the character of responsibility is also seen from the aspect of student discipline, both in the learning process and in doing assignments. Student discipline in carrying out assignments is not a character that stands alone but has a close relationship with the character of responsibility. This is to the findings of Yasmin et al. (2016) the relationship between the coefficient of discipline and responsibility is 0.823. This value shows that the more disciplined the student is, the better the responsibility is. This shows how important it is to build the character of student responsibility by paying attention to student discipline in carrying out each assignment given by the lecturer.

Strengthening the character of responsibility can be seen when students do assignments without cheating. Student cheating in carrying out lecturer assignments is an irresponsible character. Therefore, it is important in learning Indonesian to emphasize to students not to cheat. Cheating in academic terms will have implications for students in the future. This is by what was stated by Nursalam et al. (2016) students who are allowed to cheat will become repetitive behaviors and students will grow into irresponsible adults.

Strengthening the character of responsibility is also seen from the aspect of student compliance in carrying out assignments given by the lecturer. Compliance with this regulation can be seen from the time aspect as well as the task instruction aspect and the criteria or standard task aspects that must be completed by students. Student compliance in doing each task is a representation of the character of student responsibilities. This is to the findings of Kestiana (2018) showing that there is a very significant positive relationship between responsible behavior and the discipline of complying with the rules.

Based on the description that has been described, strengthening the character of responsibility in students is done by giving assignments to students. The indicators of student character will be seen from the participation of

students in group assignments, completing assignments on time, being disciplined, not cheating, and complying with established rules. The formation of the character of responsibility in students is an important thing to do to produce graduates who can be responsible for every task carried out by students. In addition, the position of Indonesian language courses as personality-forming courses should build the character of responsibility.

### 3. Curiosity Character Strengthening

Strengthening curiosity in learning Indonesian is important in strengthening student literacy. The emergence of deep curiosity makes someone better understand anything they learn. For students, this attitude is reflected through the desire to learn and the questions asked. This is according to the results of the interview below.

"How to measure student activity in class during discussion forums or when students ask questions (what kind of questions do I pay attention to)." (CLHW/AW/15/02/23)

The results of learning observations show that the character of curiosity is strengthened through four aspects, namely paying attention to the course of learning, asking questions, seeking information in discussion activities, and learning resources. One of the scientific attitudes that a person has is an attitude of curiosity, that is, when faced with a problem that is new to him, he will try to find out and like to ask questions about objects and events, the habit of using as many senses as possible to investigate a problem; show enthusiasm and sincerity in completing experiments.

Strengthening the character of curiosity in learning Indonesian can be seen in the attention of students when a lecturer or friend conveys learning material. Paying attention to the material is a form of character curiosity because there is knowledge that the student wants to gain. This is by what was stated by Fitriyani et al. (2020) concentrating and paying attention are efforts to gain an understanding of the material presented to students. Therefore, the curiosity of students in participating in learning Indonesian can be seen from the level of attention given to these students.

Strengthening the character of curiosity in learning Indonesian can also be seen from the activeness of students in asking questions. This means that the strengthening of the character of curiosity in learning Indonesian at UIN Raden Mas Said Surakarta is done by observing students who actively ask questions. The questions posed by students are a form of curiosity. This is what was stated by Fauzi et al. (2017) the activeness of asking questions in learning is an indicator of the character of curiosity. Thus,

it is important in learning Indonesian to create an atmosphere that encourages students to ask questions.

Strengthening the character of curiosity is also done by looking at the activeness of students in discussions. The liveliness of student discussion in the learning process is an indicator of student curiosity. This is in accordance with what was stated by Silmi & Kusmarni (2017) curiosity in learning can be seen from behaviors such as reading, asking questions, and discussing during learning. This means that the activeness of students in discussions shows a high curiosity. However, on the other hand, student inactivity in the learning process who is not active in discussing is an indicator of low curiosity.

The important thing to note in strengthening learning is that the activities carried out are able to encourage student activity to discuss. Learning that is able to encourage discussion activities will be able to build student character to find out various knowledge that is the topic of discussion. This is also in accordance with the paradigm of student-centered learning. Thus, learning is able to build students' abilities in the future.

Strengthening the character of curiosity in the Indonesian language learning process looks at the aspects of student activity in finding learning resources. If a student is willing to explore various sources to get answers to every question that requires an answer, it is an indicator that the student in question already has the character of curiosity. This is important because students can directly read information from various sources, such as books, modules, textbooks, and so on (Fatkul et al., 2021). Based on this, it can be concluded that the strengthening of the character of curiosity in learning Indonesian is seen from four aspects, paying attention to the course of learning, asking questions, seeking information in discussion activities, and learning resources.

### 4. Discipline Character Strengthening

Discipline is a trait that can be manifested by order and obedience to various rules and regulations. The character values that exist in an individual are manifested by always respecting time. This is done by being on time for class, submitting assignments according to deadlines, and so on. Strengthening the character of discipline in learning Indonesian was also carried out. This is in accordance with the results of the interview below.

"If discipline related to the new task. For example, sending an email must be on time, if it's late, you won't get a score." (CLHW/AHDF/15/02/23)

The observation results show that the strengthening of the character of discipline in learning Indonesian is focused on discipline in the learning process, especially

attending at the appointed time and submitting assignments according to the allotted time. Disciplinary character in the context of learning is able to form students with disciplined character. Furthermore, the character of this discipline also has implications when students graduate and build a career.

Strengthening character through learning Indonesian as a vehicle for building student disciplinary character. This is done with the habituation process of students when attending lectures on time. This is in accordance with what is stated (Bary & Febrinda, 2020). Therefore, it is important to make habituation to students in building the disciplinary character.

Following are some important things to note in strengthening the disciplinary character of students. The matters referred to include: (1) learning Indonesian is not only oriented towards scientific paper writing products, (2) the learning process needs to pay attention to the disciplinary character of students in lectures, and (3) disciplinary character assessment can be expanded not only to be present on time lectures, but can be expanded with a wider context in learning Indonesian.

## 5. Communicative Character Strengthening

Humans are social creatures who always need the help of others. Therefore, it is important for someone to have a good relationship with anyone. One way to make this happen is to always be friendly to others. Strengthening the communicative character in learning Indonesian has been carried out. This is shown in the results of the interview below.

"Communicative is the main point, I measure it from the language used by lecturers, polite or not, friendly or not." (CLHW/FA/15/12/23)

Strengthening communicative character in learning Indonesian is carried out with a friendly attitude from students to lecturers, courtesy in language, and communicative and interactive in understanding learning material. Strengthening communicative character is important in the context of learning Indonesian. This is understandable because the context of language learning is not only limited to mastering language concepts but rather the practice of using language in various contexts, both written and spoken. Strengthening communicative character in learning Indonesian is described below.

Strengthening communicative character is done by looking at the extent to which students behave towards students, namely the friendliness of students to lecturers. Friendliness in communicating between lecturers and students can be seen in every learning process that is carried out. Friendliness in learning is important as an

effort to build a more comfortable and conducive learning situation.

The strengthening of friendly and communicative characters then looks at the politeness aspects of the language used by students to lecturers. Politeness in the context of learning is an important thing to build in the learning process. Even in the context of language learning, politeness is key to the process and a result of language learning (Kusmanto & Widodo, 2022). This can be understood because language politeness is an aspect of communication skills. That is, someone who has a polite attitude to the speech partner in various communication contexts shows communication skills, both orally and in writing.

Some things that need to be considered in strengthening communicative character include: (1) every communication between students and lecturers should be carried out in a friendly and communicative manner, (2) politeness in student language in the learning process is an important aspect in building communicative learning, and (3) politeness Language becomes a pillar in building students with character in various communication contexts.

## V. CONCLUSION

The formulation of the problem that has been presented in the introductory section, strengthening student character through Indonesian language courses in tertiary institutions. Strengthening student character is carried out on a class basis, which can be seen from the planning documents, learning implementation, and learning assessment. This study found eleven characteristics, namely the characteristics of discipline, honesty, communication, curiosity, responsibility, creativity, independence, tolerance, hard work, democratic, and religious character. Based on the eleven characteristics found, there are five characteristics emphasized by the lecturer, namely the characteristics of honesty, responsibility, curiosity, discipline, and communicative character.

Nonetheless, this research still has limitations in terms of research locus, namely in one tertiary institution so there is no comparative data on student character building through Indonesian language courses in tertiary institutions. However, in other more comprehensive studies, the limitations of this locus will be overcome by researchers so that forms of character strengthening will be found through learning Indonesian in tertiary institutions. With the discovery, the form of strengthening student character through learning Indonesian can be used as the development of character education in tertiary institutions.

## ACKNOWLEDGEMENTS

The author would like to thank those who have helped in the preparation of this article, as well as to the supervisor and almamater UIN Raden Mas Said Surakarta

## REFERENCES

- [1] Akhmad Muhaimin Azzet. (2011). *Urgensi Pendidikan Karakter di Indonesia*. Ar- Ruzz Media.
- [2] Ardila, R. M., Nurhasanah, N., & Salimi, M. (2017). Pendidikan Karakter Tanggung Jawab dan Pembelajarannya di Sekolah. *Prosiding Seminar Nasional Inovasi Pendidikan*, 0(0), 79–85.
- [3] Arfiah, S., & Sumardjoko, B. (2017). Penguatan karakter tanggung jawab dan kemandirian pada mahasiswa ppkn perkuliahan kepramukaan dalam upaya mempersiapkan mutu lulusan sebagai pembina ekstrakurikuler di sekolah. *Jurnal Pendidikan Ilmu Sosial*, 27(2), 76–92.
- [4] Bary, M. A., & Febrinda, A. E. (2020). Desain Penanaman Nilai Karakter pada Mahasiswa Perguruan Tinggi Vokasi Menggunakan Absen Online untuk Aspek Karakter Kejujuran, Tanggung Jawab, dan Disiplin. *Gagasan Pendidikan Indonesia*, 1(2), 60. <https://doi.org/10.30870/gpi.v1i2.9874>
- [5] Chu, S. K. W., Li, X., & Mok, S. (2021). UPCC: A model of plagiarism-free inquiry project-based learning. *Library & Information Science Research*, 43(1), 101073. <https://doi.org/https://doi.org/10.1016/j.lisr.2021.101073>
- [6] Creswell, J. W. (2017). *Research Design: Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran (Penerjemah: Achmad Fawaid dan Rianayati Kusmini Pancasari)*. Pustaka Pelajar.
- [7] Copley, A. (2019). *Introduction to Qualitative Research Methods*. Zinātne. <https://doi.org/10.13140/RG.2.1.3095.6888>
- [8] Dewi, R. R., Suresman, E., & Mustikasari, L. (2020). Implementasi Kebijakan Mata Kuliah Pendidikan Kewarganegaraan Sebagai Pendidikan Karakter di Perguruan Tinggi. *Eduksos: Jurnal Pendidikan Sosial Dan Ekonomi*, 9(1).
- [9] Engliana, E., Dwiastuty, N., Miranti, I., & Nurjanah, N. (2020). Penguatan Pendidikan Karakter Melalui Cerita Rakyat Pada Pelajaran Bahasa Inggris di Perguruan Tinggi. *Jurnal Pendidikan Karakter*, 11(1).
- [10] Faiz, A., & Soleh, B. (2021). Implementasi pendidikan karakter berbasis kearifan lokal. *JINoP (Jurnal Inovasi Pembelajaran)*, 7(1), 68–77.
- [11] Fatkul, J., Wirawan, F., & Aristiawan, A. (2021). Analisis Karakter Rasa Ingin Tahu Siswa Pada Tema Struktur dan Fungsi Tumbuhan. *Jurnal Tadris IPA Indonesia*, 1(1), 1–16. <https://doi.org/10.21154/jtii.v1i1.63>
- [12] Fauzi, A. R., Zainuddin, Z., & Atok, R. Al. (2017). Penguatan Karakter Rasa Ingin Tahu dan Peduli Sosial melalui Discovery Learning. *Jurnal Teori Dan Praksis Pembelajaran IPS*, 2(2), 79–88. <https://doi.org/10.17977/um022v2i22017p079>
- [13] Fitriyani, Y., Fauzi, I., & Sari, M. Z. (2020). Motivasi Belajar Mahasiswa pada Pembelajaran Daring Selama Pandemi Covid-19. *Profesi Pendidikan Dasar*, 7(1), 121–132. <https://doi.org/10.23917/ppd.v7i1.10973>
- [14] Hermawan, I., Nasibah, N., Ruswandi, U., & Arifin, B. S. (2021). Penanaman Nilai-Nilai Karakter Dengan Pendekatan Student Centered Learning Pada MKWU-PAI Di Perguruan Tinggi Umum. *Edumaspul: Jurnal Pendidikan*, 5(1), 541–550.
- [15] Kemendiknas, R. I. (2010). Pengembangan pendidikan budaya dan karakter bangsa. *Jakarta: Kemendiknas*.
- [16] Kestiana, H. (2018). Hubungan Hasil Belajar pada Materi Norma Huku dan Perilaku Tanggung Jawab dengan Disiplin Mematuhi Tata Tertib Sekolah di SMP Negeri I Cipanas Cianjur. *Jurnal Ilmu Pendidikan*, 9(2), 41–48.
- [17] Kusmanto, H., & Widodo, P. (2022). Positive Politeness Strategies during Online Learning: A Cyberpragmatic Study. *Studies in English Language and Education*, 9(3), 1170–1182. <https://doi.org/10.24815/siele.v9i3.24021>
- [18] Lickona, T. (2012). *Character Matters: Persoalan Karakter* (terj. Juma). Bumi Aksara.
- [19] Lickona, T. (2015). *Character Matters*. PT Bumi Aksara.
- [20] Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). *Qualitative data analysis: A methods sourcebook*. Sage publications.
- [21] Mulyasa. (2013). *Manajemen Pendidikan Karakter*. Bumi Aksara.
- [22] Nashir, H. (2013). *Pendidikan Karakter Berbasis Agama dan Budaya*. Multi Presindo.
- [23] Nursalam, Bani, S., & Munirah. (2016). Bentuk Kecurangan Akademik (Academic Cheating) Mahasiswa Pgmi Fakultas Tarbiyah Dan Keguruan Uin Alauddin Makassar. *Lentera Pendidikan : Jurnal Ilmu Tarbiyah Dan Keguruan*, 16(2), 127–138. <https://doi.org/10.24252/lp.2013v16n2a1>
- [24] Raka, G., & Dkk. (2011). *Pendidikan Karakter di Sekolah*. PT. Elex Media Komputindo.
- [25] Samal, A. L. (2018). Implementasi Pendidikan Karakter di Sekolah dan Perguruan Tinggi Melalui Pembelajaran Aktif. *Jurnal Ilmiah Iqra'*, 11(1).
- [26] Samani, M., & Hariyanto. (2011). *Konsep dan Model Pendidikan Karakter*. PT. Remaja Rosdakarya.
- [27] Silmi, M., & Kusmarni, Y. (2017). Menumbuhkan Karakter Rasa Ingin Tahu Siswa Dalam Pembelajaran Sejarah Melalui Media Puzzle. *FACTUM: Jurnal Sejarah Dan Pendidikan Sejarah*, 6(2), 230–242. <https://doi.org/10.17509/factum.v6i2.9980>
- [28] Stapleton, P. (2012). Gauging the effectiveness of anti-plagiarism software: An empirical study of second language graduate writers. *Journal of English for Academic Purposes*, 11(2), 125–133. <https://doi.org/https://doi.org/10.1016/j.jeap.2011.10.003>
- [29] Wibowo, A. (2012). *Pendidikan karakter usia dini: strategi membangun karakter di usia emas*. Pustaka Pelajar.
- [30] Wright, T. A., & Emich, K. J. (2020). Character in Crisis : The Benefits of The 3-H Approach to Character Development. *Organizational Dynamics*. <https://doi.org/10.1016/j.orgdyn.2020.100755>
- [31] Yasmin, F. L., Santoso, A., & Utaya, S. (2016). Hubungan disiplin dengan tanggung jawab belajar siswa. *Jurnal*

*Pendidikan: Teori, Penelitian, Dan Pengembangan*, 1(4),  
692–697.

- [32] Zubaedi. (2011). *Desain Pendidikan Karakter: Konsepsi dan Aplikasinya dalam Lembaga Pendidikan* (pp. 14–14). Kharisma Putera Utama.





# Displacement, Dispossession, Trauma, Refugee Crises: The New Middle Passage in Helon Habila's *Travellers*

Rebecca Ufuoma Davies, Ph.D.

Department of Languages and Literature, Lead City University Ibadan, Nigeria

Received: 08 Apr 2023; Received in revised form: 11 May 2023; Accepted: 21 May 2023; Available online: 31 May 2023  
©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license  
(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**—This paper analyses Helon Habila's *Travellers* (2019), focusing on its depiction of African migrants experience as the new middle passage. The novel as a diasporic narrative reveals the experiences of immigrants especially of war torn Africa, and the Middle East in Europe. The setting in Europe, revolves around cities like Berlin, Basel, London and Lampedusa Island, where the unnamed narrator, meets various immigrants who narrate their stories of life in Europe, and their experiences as they travel to Europe. The study conceptualizes the middle passage as a movement symbolic of the forced voyage of enslaved Africans across the Atlantic Ocean to Europe. The concept will be examined in the six titled divisions of the book, to discuss the experiences of displacement, trauma and refugee crises. The study concludes that African migrants yet again encounter challenges, because they are forced to leave their homes and communities due to political and social upheavals and in the course of movement, are traumatized and dispossessed of their homes, families, and identities, leading to profound psychological and emotional suffering. The author argues that the middle passage experience situates African refugees as people who have been robbed of their past and their future, forced to live in a perpetual state of limbo and uncertainty, as a result of power. The narrative discourse thus examines the complex power dynamics that emerge in the context of migration, which are the exploitation of migrants by smugglers and the tensions that arise between different groups of refugees.

**Keywords**— Migrant literature, refugees, trauma, middle passage, Europe

## I. INTRODUCTION/ OVERVIEW OF TRAVELLERS

In recent times, in the genre of migrant writing, dispossession and human suffering are major topics in current literature. This study contributes to the discourse, but with emphasis on refugee experiences of trauma, loss and reconnection. In the novel, *Travellers*, Helon Habila notes that the experience of travel frequently entails a strong sense of loss and displacement. The study will investigate how the experiences of refugees help Habila's novel examine the issue of dispossession. *Traveller* (2019) is a novel about homelessness and displacement. It chronicles the tale of three African migrants who cross paths while travelling through Libya to reach Europe. The book portrays the terrible reality of migration, including the abuse and exploitation that many migrants encounter while travelling.

For instance, the character of Kela, a Ghanaian woman, is forced into prostitution to pay for her passage to Europe, while the character of Osman, a young Nigerian guy, is made to work in a Libyan prison camp after being seized by smugglers.

The psychological effects of relocation and dispossession are also discussed in the novel as the protagonists struggle with their loss of identity, feeling of belonging, and ties to their homes. The character of Lambo, a middle-aged Nigerian guy who has lived in Italy for many years yet still feels alienated, is a good example of this. He had been so far away from Nigeria that he was neither a Nigerian nor an Italian, as Habila (2019) puts it. He was a man who existed somewhere in the middle, in limbo. The themes of human suffering and dispossession in *Travellers* are representative of the general experiences of migrants and refugees around

the globe. Displacement, according to the United Nations High Commissioner for Refugees (UNHCR, 2021) "uproots people from their homes, communities, and support networks, often leaving them vulnerable to abuse and exploitation" (UNHCR, 2021). Because refugees and migrants frequently experience discriminatory laws and attitudes that further marginalize them and restrict their access to opportunities and crucial services, their vulnerability is exacerbated.

Rufus, a Nigerian guy who is one of the novel's primary protagonists, must leave his home because of political persecution. He is compelled to leave his wife and kids behind and is left with a severe sense of grief and estrangement. In quest of safety and a better life, he sets off for Europe, but as he does so, memories of his past and the people he left behind follow him. The way Habila depicts Rufus's journey sheds emphasis on the emotional costs associated with uprooting oneself and the challenges of beginning anew in a different location. Similar feelings of dispossession are experienced by another character in the novel, a Sudanese woman by the name of Segun. She had to flee to Europe alone after experiencing violence that claimed her husband and children's life. She is plagued by memories of her past and the pain she has passed through, as she tries to build a new life for herself. The way Habila depicts Segun's experiences highlights the emotional and psychological costs of displacement as well as the difficulties in starting over after a loss.

The paper therefore examines how the experiences of refugees are used as a new middle passage, to analyse the issue of dispossession in Habila's novel. It focuses on how the novel depicts the difficulties of rebuilding one's life after loss, the emotional and psychological toll of displacement, and the effects of trauma and loss on the lives of refugees. Additionally, the novel enhances our understanding of refugees' experiences and the significance of empathy and compassion for marginalized groups.

## II. LITERATURE REVIEW/ CONCEPTUAL FRAMEWORK

Particularly in the genre of migrant writing, dispossession and human suffering are major topics in current literature. In order to counteract prevailing narratives about migration and displacement, marginalised voices can communicate their experiences, challenges, and stories through migrant literature (Kocak, 2021). In order to foster empathy and compassion for migrants and other marginalised communities, it is crucial. The concept of dispossession draws attention to the experiences of marginalised people who have lost their identity, culture, and land (Federici, 2004). Due to political unrest, the main

protagonist in *Travellers*, Gina and Manu, are forced to leave their home and their country, which deprives them of their feeling of place and belonging. These studies shed light on the difficulties faced by people who are compelled to leave their homes because of political, economic, and social circumstances as well as the psychological and emotional costs associated with such uprooting.

### Dispossession

Losing property, homes, and things is referred to as "dispossession," and it is a typical occurrence for refugees and other displaced people. Dispossession can have a significant impact on both individuals and communities, aggravating feelings of loss and alienation from one's history (Bhugra, Gupta, & Bhui, 2015). In addition to increasing the emotional and psychological repercussions of displacement, dispossession can lead to a loss of identity and a sense of belonging. Literature on the effects of dispossession on refugees and their experiences, In "The Unsettling of Europe: How Migration Reshaped a Continent," Olivia Laing explores the perspectives of refugees and the effects of relocation on their lives. According to Laing, relocation and dispossession are experiences that are not only physically unpleasant but also emotionally and psychologically taxing. "To be displaced is to be cut off from the physical, emotional, and cultural landmarks that orient us in the world," the author writes (Laing, 2019, p. 14). "To be thrown into a state of insecurity and precarity that can be profoundly disorienting." The work of Laing emphasises how crucial it is to comprehend the psychological costs of displacement and the necessity of treating the underlying trauma and loss that refugees go through.

Similar to this, Uma Kothari investigates the effects of dispossession on refugees and their experiences in her article "Dispossession and Forced Migration: A Critical Review." According to Kothari, losing one's home results in both a physical loss and a loss of one's sense of identity and belonging. According to Kothari (2008), "dispossession entails more than the loss of land, property, and possessions; it also involves the loss of identity, belonging, and social relationships". The importance of comprehending the intricate nature of dispossession and its effects on the lives of refugees is highlighted by Kothari's work.

### Human Suffering:

The experience of migration and displacement is often characterized by human suffering, which can manifest in various ways. The emotional and psychological toll of displacement can have long-lasting effects on refugees and their families (Bhugra, Gupta, & Bhui, 2015). Moreover, refugees often face challenges in adapting to a new culture, language, and social norms, which can further exacerbate

their sense of dislocation and isolation. In her novel "The New Odyssey: The Story of the Twenty-First Century Refugee Crisis," journalist and author Patrick Kingsley examines the experiences of refugees and the human suffering that often accompanies displacement. Kingsley argues that refugees are often subject to extreme forms of violence, abuse, and exploitation, and that their experiences are often characterized by uncertainty and precarity. He writes, "Refugees are among the most vulnerable people on the planet...their lives are defined by uncertainty and instability" (Kingsley, 2017, p. 10). Kingsley's work highlights the importance of understanding the complex and multifaceted nature of human suffering in the context of migration.

### Migrant Literature

The experiences of migrants, refugees, and people who have been uprooted are explored in the literature category known as migrant literature. In order to counteract prevailing narratives about migration and displacement, marginalised voices can communicate their experiences, challenges, and stories through migrant literature (Kocak, 2021). In order to foster empathy and compassion for migrants and other marginalised communities, it is crucial. In her novel "Writing on the Move: Migrant Literature in the Age of Globalisation," Elleke Boehmer explores the significance of migrant writing in fostering empathy and understanding towards refugees and other marginalised communities. According to Boehmer, migrant literature has the power to expose misconceptions about migration and displacement and to shed light on the challenges and problems faced by refugees and migrants. According to Boehmer (2010), "Migrant literature allows us to see the world from the perspective of those on the move, and to gain insight into their experiences, struggles, and hopes". The work of Boehmer emphasises how crucial migrant literature is to fostering compassion and understanding for refugees and other marginalised populations.

### Theories and Migrant Literature

**Postcolonial Theory:** Postcolonial theory, which emphasises the continued effects of colonialism on the global south, can be used to interpret Habila's book. In the story, it is highlighted how Western powers have colonised, exploited, and impoverished African countries, causing massive migration and displacement. In the words of Habila, "The West...continues to exploit the riches of Africa and Asia, while treating their people like beggars" (Habila 38).

**Trauma Theory:** Trauma theory can be used to analyse *Travellers* because of how deeply traumatic the characters' experiences are. The characters have a variety of psychological and mental disorders as a result of being

subjected to brutality, exploitation, and being cut off from their loved ones. As one of the book's characters observes, "We carry the weight of our traumas with us, every day, everywhere we go" (Habila 179).

**Critical Refugee Studies:** An interdisciplinary topic known as critical refugee studies looks at the political, economic, and social factors that lead to uprooting and forced migration. By underlining the ways that neoliberal economic policies, military interventions, and environmental disasters contribute to the refugee crisis, *Travellers* engages with this field. In the words of Habila, "We are all refugees, in one way or another, from the world we have created for ourselves" (Habila 205).

**Cultural Studies:** Cultural studies place a strong emphasis on how culture shapes our perceptions of the outside world. Habila examines the cultural contrasts and affinities between African and European communities in *Travellers*. He emphasises how African immigrants must negotiate foreign cultural norms and expectations while being frequently labelled as "other" in Europe. As one character in the book observes, "We are strangers in a strange land, and we must learn to adapt to survive" (Habila 112).

**Feminist Theory:** In its examination of gendered experiences of suffering and dispossession, Habila's novel also intersects with feminist philosophy. The novel female protagonists frequently experience sexual assault, exploitation, and objectification. Habila emphasises the connections between gender inequality and patriarchal regimes and the experiences of migration and displacement. According to one of the book's female characters, "We women are always the first to suffer...we are always the most vulnerable" (Habila 72).

**Psychoanalytic Theory:** The novel's examination of eviction and human suffering is also compatible with psychoanalytic philosophy. As they try to come to grips with their terrible pasts and uncertain futures, the characters in the novel are frequently motivated by latent urges and impulses. This psychological complexity is reflected in Habila's use of broken timelines and stream-of-consciousness narrative.

**Critical Race:** The influence of race and racism on social, political, and economic structures is emphasised by critical race theory. By underlining the ways that African migrants are susceptible to racial discrimination and stereotyping in Europe, *Travellers* engages with this topic. The story explores the pervasive racism present in European countries and how it affects African immigrants' lives. In the words of Habila, "Race is the great divider, the ultimate weapon of oppression" (Habila 98).

### III. CONCLUSION

The novel *Travellers* by Helon Habila offers a compelling examination of the issue of dispossession in migrant writing. The novel emphasises the emotional cost of displacement and the challenges of starting over in a new location. Habila's work serves as a heartbreaking reminder of the human cost of displacement and the significance of showing compassion and empathy for refugees as the number of forcibly displaced individuals' increases globally. Loss, dislocation, and trauma are themes explored in the experiences of migrants and refugees in the novel. By giving voice to the voiceless and posing provocative questions about prevailing notions of migration and displacement, migrant literature has played a crucial part in advancing this understanding. The story, which is set in the aftermath of the Arab Spring, follows a number of people as they travel through Africa and Europe in search of safety and a better life. Habila's work emphasises the richness and diversity of the refugee experiences, as well as the significance of comprehending the psychological and emotional costs associated with exile, like the middle passage.

### REFERENCES

- [1] Ademiluyi, I. (2021). "The Representation of Displacement and Migration in Helon Habila's *Travellers*". *Journal of African Literature and Culture*, 9(1), 42-48.
- [2] Bhugra, D., Gupta, S., & Bhui, K. (2015). *Migration and Mental Health*. Cambridge University Press.
- [3] Boehmer, E. (2010). *Writing on the Move: Migrant Literature in the Age of Globalization*. Oxford University Press.
- [4] Federici, S. (2004). *Caliban and the Witch: Women, the Body and Primitive Accumulation*. Autonomedia.
- [5] Habila, H. (2019). *Travellers*. Penguin Books.
- [6] Harrison, E. (2020). "Ecological Dispossession in Helon Habila's *Travellers*". *The Journal of Commonwealth Literature*, 55(4), 628-640.
- [7] Hawley, J. (2019). Helon Habila's *Travellers* Offers a Beautiful, Haunting Portrait of Forced Migration. The Los Angeles Times. <https://www.latimes.com/books/la-ca-jc-helon-habila-travellers-20191004-story.html>
- [8] Kingsley, P. (2017). *The New Odyssey: The Story of the Twenty-First Century Refugee Crisis*. Faber & Faber.
- [9] Kocak, N. (2021). *The Politics of Migrant Literature: Exploring the Margins of Europe*. Routledge.
- [10] Kodippili, A. (2020). "Neocolonialism and Migrant Literature: A Study of Helon Habila's *Travellers*". *Asian Journal of English Studies*, 8(1), 131-142.
- [11] Koser, K., & Amir, H. (2017). "Refugee and Migrant Health: A Global Perspective". *International Organization for Migration*.
- [12] Kothari, U. (2008). "Dispossession and Forced Migration: A Critical Review". *Journal of Refugee Studies*, 21(2), 245-264.
- [13] Laing, O. (2019). *The Unsettling of Europe: How Migration Reshaped a Continent*. Picador.
- [14] Lashari, A. (2021). "Language, Translation and Communication in Helon Habila's *Travellers*". *Journal of Humanities and Cultural Studies R&D*, 6(1), 8-13.
- [15] Makarechi, K. (2021). "Memory, Trauma, and Healing in Helon Habila's *Travellers*". *Journal of Postcolonial Writing*, 57(2), 251-262.
- [16] Mohamed, H. M. (2020). "Navigating Gender, Sexuality, and Displacement in Helon Habila's *Travellers*". *Journal of Postcolonial Writing*, 56(5), 621-632.
- [17] Nnaji, C. (2020). "The Aesthetics of Displacement and Dispossession in Helon Habila's *Travellers*". *Research in African Literatures*, 51(4), 29-42.
- [18] Ohaegbulam, C. C. (2020). "Hybridity and Identity in Helon Habila's *Travellers*". *The Journal of Commonwealth Literature*, 55(4), 616-627.
- [19] Shalev, A. Y., & Yehuda, R. (2009). "Psychiatric and Psychobiological Consequences of Traumatic Stress: Implications for Treatment". *World Psychiatry*.
- [20] United Nations High Commissioner for Refugees (UNHCR). (2021). "Global Trends: Forced Displacement in 2020". <https://www.unhcr.org/globaltrends2020/>



# Visuals Semiotics in the novel *Coraline*

C. Santhiya

II PG English Literature, Jayaraj Annapackiam College for Women(A), Periyakulam, Theni District, Tamil Nadu, India.

Received: 17 Apr 2023; Received in revised form: 16 May 2023; Accepted: 25 May 2023; Available online: 02 Jun 2023  
 ©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license  
[\(https://creativecommons.org/licenses/by/4.0/\)](https://creativecommons.org/licenses/by/4.0/).

**Abstract**— “Visuals Semiotics in the novel *Coraline*”, presents the definition of semiotics and visual semiotics. It also discusses the theory of heteroglossia used in graphic novel. This paper also includes components and terminology of graphic novel with examples of visual symbols from *Coraline* novel by P.Craig Russell.

**Keywords**— *Graphic Literature, semiotics, fantasy, horror, comics, iconography, speech bubble, colourist, cartoonist.*

## I. INTRODUCTION

The Graphic Literature is one of the most rousing forms of storytelling in recent days. Graphic novels are a type of sequential art that combines text and pictures. They are typically used to tell stories, and often have a more exciting, fun tone than traditional books. The goal of this paper is to examine specific examples from the graphic novel *Coraline* that make use of its unique features to create compelling narratives that could not be told in any other form. This exploration of the graphic novel will begin by discussing the origins of this medium and how it became a popular form of literature.

### Visuals Semiotics in the novel *Coraline* :

This paper presents two different versions of the novel *Coraline*. One is the original text written by Neil Gaiman in 2002, and the other is a graphic version adopted & illustrated by P.Craig Russell in 2008.

Neil Gaiman is a well-known author who writes in many different genres, including fantasy, horror, science fiction, and dark fantasy. *Coraline* was adapted by a comics artist, Phillip Craig Russell. His version of the story is different from the movie, but the story itself is the same.

Semiotics is the study of signs. It is the analysis of meaning-making and meaningful communication. Anything that can represent something else like words and numbers on a sign as well as photographs, icons and road signs. A graphic novel uses the interplay of text, images

and illustrations in comic strip format. Graphic novels are created using various graphic elements, such as panels, gutter, frame, bleed, graphic weight, speech/word/dialogue balloon/Speech bubble, sound effect balloon, caption, iconography, and comics. These elements help to tell a story, instead of relying only on text. Sequence is an important element in a graphic novel. It gives more pleasure as it has a high vocabulary compared to comic books. For visual learners graphic novel is significant because it is being enlarged form of the comic book.



Fig.2.1: “Cover of spiderman, Lucky Luke and Chick Bill”

In childhood days many people read comic books like Spider-Man, Lucky Luke, Chick Bill Adventures etc... While reading those in the classroom we were caught by our class teachers, but nowadays, time has changed comic books and graphic novels are an important part of education. They have an important place in the syllabus of schools and universities. “The comic book is currently



undergoing a Renaissance...much of the academic discussion surrounding this form would sequester it as belonging to an autonomous discipline and deserving after specialized analytic.”(Kuskin, 38)

There are various components and Terminologies in a graphic novel, let us see those with the example from the graphic novel *Coraline* by P.Craig Russell. Graphic novels are made up of different types of layouts, like panels, gutter, frame, bleed, and graphic weight. These elements help tell the narrative. Some of these elements, like Panel, gutter, frame, bleed, graphic weight, speech/word/dialogue balloon /Speech bubble, sound effect balloon, caption, iconography, comics are used to indicate important information, like dialogue and sound effects.

**Word panel:** In this type of panel only words are used to tell a part of the story.

CORALINE HAD TO DRESS UP WARM BEFORE GOING OUT EXPLORING, FOR IT WAS A VERY COLD SUMMER THAT YEAR. BUT GO OUT SHE DID, EVERY DAY...

Fig.2.2A: Russell, Craig.P. *Coraline*.p.7.

In fig.2.2A, this panel contains only words, there is no appropriate image for these words, and the graphic novel readers know these types of panel.

**Image panel:** In this type of panel, images are being used to tell a part of the story.

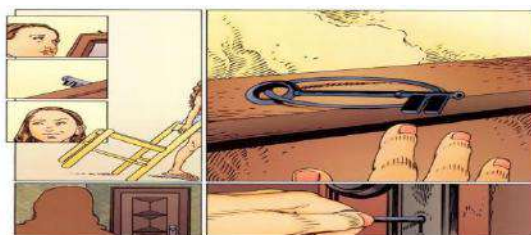


Fig.2.3A: Russell, Craig.P. *Coraline*.p.28.Press.

In fig.2.3A, this panel contains only images, there are no appropriate words for these images, and the readers can understand the meaning of the images.

**Word and image panels:** In this type of panel both words and pictures are used to tell a part of the story.



Fig.2.4A: Russell, Craig.P. *Coraline*.p.25.

Readers read graphic novels in three ways:

**Text then picture:** Some will read all the text on the page and then go back to look at pictures

**The picture then text:** Some will look at the picture first and then go back to read the words

**Text with image:** Some will read words and images simultaneously.

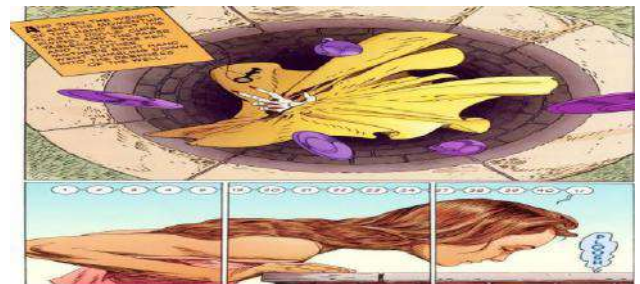


Fig.2.8A: Russell, Craig.P. *Coraline*.p.180.

**Graphic weight:**

According to graphic weight, some pictures in the graphic novel attract or make the readers to be more focused on some images, it is because of usage of light or dark shades to explain the emotions of the characters or situation clearly. In the narrative novel, the emotions of the character in the novel are explained through words or text so, there is no use of graphic weight. In graphic novels, emotion of them is explained through expressions or body position this is called graphic weight.



Fig.2.11A: Russell, Craig.P. *Coraline*.p.108.

**Speech balloon:**

Through the structure of the speech balloon, we can understand whether is a normal speech or thoughts or whispering, etc...

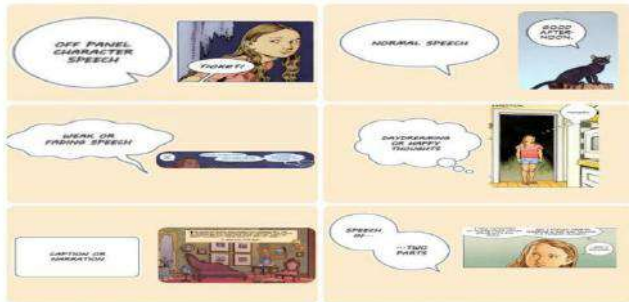


Fig.2.12A: Russell, Craig.P.Coraline.p.43,39,92,53,9

### Balloon sound effect:

There are many patterns in balloon sound effects, the sound created by the characters in the novel.



Fig.2.13: Shows patterns of balloon sound effect.<https://www.shutterstock.com/search/balloon-sound-effects-pattern>



Fig.2.14A: Russell, Craig.P.  
Coraline.p.180,151,105,122,6.

### Caption:

The caption is the voice that usually comes outside the picture's time frame which represents the voice of the narrator. When there is no speech balloon in the

graphic novel the caption makes the situation or happening clear to the reader.



Fig.2.15A: Russell, Craig.P.Coraline.p.108.

**Cartoonist / Artist:** The Artist in graphic novel is also called as Cartoonist, they are the visual artist who specializes in both drawing and writing cartoons.

**Colourist:** The role of Colourist is adding colour to black and white line art.

**Letterer:** They are responsible for drawing the comics books text, typefaces, calligraphy, letter size, and layout. These all contributes best impact to the comics book. A letterer is a member of comic book creators.

## SUMMATION

In the graphic version of the novel *Coraline*, P.Craig Russell used many components and terminology. In this chapter we have seen various components and terminology of a graphic novel with examples from novel *Coraline*. Each of these components shows how the unique elements of the graphic novel can be used to shape the narrative of the story and influence the reader's experience of work. Craig Russell has taken full advantage of this from to tell Gaiman's novel *Caroline*, utilise engaged composition, art style, and even the physical design of the text to create meaning.

## REFERENCES

- [1] Bakhtin, Mikhail. "Discourse in the Novel". 2009. <https://www.vanderbilt.edu/olli/files/Discourse-in-the-Novel.pdf>.
- [2] Benton, Steve. 1935: "Discourse in the Novel" by Mikhail Bakhtin. <http://ecuenglishtalk.blogspot.com/2009/04/1935-discourse-in-novel-by-mikhail.html>. Accessed 9 Apr. 2023.
- [3] Derrida, Jacques. *Structure, Sign and Play in the Discourse of Human Sciences*. Columbia University Press, 1970, pp. 108.
- [4] Gabilliet, Jean-Paul. *Of Comics and Men: A Cultural History of America Comics Books*. Trans. Bart Beaty and Nick Nguyen. Jackson: University of Mississippi Press. 2010.

- [5] Gaiman, Neil. *Coraline*. 2002. 2016th ed., Bloomsbury, 2002, <https://d-pdf.com/book/1446/read>.
- [6] “Getting To Know Graphic Novels: A Guide to Using Graphic Novels in the Classroom. Penguin Random House, 2017.
- [7] Kuskin, William. “Graphia: Literacy Criticism and the Graphic Novel” *English Language Notes*, vol. 46, no. 2, Fall/winter 2008. DOI 20. Jan 2020.
- [8] Peirce, Charles Sanders (1931-58): *Collected Writings* (8 Vols.). (Ed. Charles Hartshorne, Paul Weiss & Arthur W Burks). Cambridge, MA: Harvard University Press.
- [9] Russell, Craig. P. *Coraline*. First, Harper Collins, 2008. <https://fliphtml5.com/yehrf/vbhk/basic>.





# Gender Roles in Turkish Society: A Journey through Elif Shafak's *Honour* and *The Forty Rules of Love*

Anu Zacharia<sup>1</sup>, Dr. T. Senthamarai<sup>2</sup>

<sup>1</sup>Ph.D. Research Scholar, Department of English, Vels Institute of Science, Technology and Advanced Studies, Chennai, India

<sup>2</sup>Professor, Department of English, Vels Institute of Science, Technology and Advanced Studies, Chennai, India

Received: 20 Apr 2023; Received in revised form: 18 May 2023; Accepted: 26 May 2023; Available online: 03 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— Through her novels “Honour” and “The Forty Rules of Love Elif Shafak” Elif Shafak brings forth differential roles assigned to men and women in Turkish society. These novels analyze how society conditions boys and girls from a very young age to conform to these roles. In patriarchal societies, women usually bear the brunt of such conditioning. These include restrictions placed on ambitions, clothing, choice of partners, reproductive rights behavior in public, etc. They are often forced to compromise their happiness for the sake of their family and society. Women who dare to follow their dreams are often faced with violence and some are even killed by their family members to regain family honour. The novel “Honour” examines the evil practice of honour killing which still exists in some parts of Turkish society. When women are found to diverge from accepted codes of conduct, the family members, usually the father or the brother, murder them to regain the lost honour of their family in society. Through the character of Ella Rubinstein in “The Forty Rules of Love Elif Shafak”, Shafak examines the discontented life led by women across the globe even while performing the dutiful roles of a wife or a mother. The author highlights the need to redefine gender roles based on individual happiness and norms of equality.



**Keywords**— Gender Roles, Elif Shafak, Turkish Society, Honour, The Forty Rules of Love.

Elif Shafak is one of the most popular contemporary Turkish writers and is widely read. She has the most distinct voices among the country's writers for her realistic portrayal of Turkish society and for using her works as a medium of raising voices for the lesser privileged. She writes about “marginalized, othered and subdued individuals in an attempt to reveal to the world that they do exist and that they have a voice they want to convey to the world” (Nihad, 14). Nihad also adds that the fact that she was raised in a society where women are treated as the “other” and “defined in relation with male relatives” (7) had a special bearing on her works. She used her works to explore the “silences” and talk about “the political, cultural, sexual taboos”. She says: “In all my novels there has been a continuous interest in both: the world of stories, magic and mysticism inside the house, and the world of politics, conflict, inequality and discrimination outside the window” (Shafak).

Shafak's novels have women as central characters and most of the stories are told from a female perspective. They discuss the role, outlook, and status of women in Turkish society. The novels contain the author's reflection on themes like the social status of women, marriage, identity, patriarchy, motherhood, religion, etc. Women and men seem to be under constant pressure to adhere to the norms of society and religion which often comes at the cost of

personal happiness. Women who deviate from accepted codes are subjected to social shaming and attain an inferior position in society. They are restrained and are dictated by these norms which never allow them to live life to the fullest. Men and women receive differential treatment and justice by society which sometimes even results in the death of women for simply choosing personal happiness over the norms dictated by society.

## Gender Roles

Traditionally, societies across the world have set roles for men and women based on assumed common characteristics/differences and gender stereotypes. Blackstone defines gender roles as “expectations that individuals, groups, and societies have of individuals based on their sex and based on each society's values and beliefs about gender” (336). As she points out, they are the end products of interactions between “individuals and their environments” which instill beliefs about “what sort of behavior is believed to be appropriate for what sex.” (336). Women, who are assumed to have more nurturing instincts, are assigned household chores and child-rearing duties. Men, who are believed to be stronger (mentally and physically) are given the responsibility to provide for the family and make important decisions. Kray and Howland believe that irrespective of the origin of gender roles



(historical or biological), they make “gender atypical behavior seem wrong” (99). Notions of gender roles are instilled from a very young age and they reaffirm the power status quo of men and women in society. Over the years, through increased awareness and feminist movements, women have ventured out of their traditional roles claiming increased participation in decision-making, in maintaining the economic well-being of the family, etc.

### **Turkish Society and Culture**

Turkey is geographically placed between Europe and Asia which has exposed it to both cultures making it a nation of duality. The country follows a peculiar combination of traditional and modern practices along with religious and secularist observations. Most of the population is urbanized yet religion and tradition play a major role in shaping gender roles. Although a comparatively liberal country, Turkish society is still torn between patriarchy and modernism. Patriarchy and religion are major influences that dictate gender roles in Turkish society. Deviations from accepted codes of conduct are often looked down upon and sometimes dealt with in violence.

As M Hakan Yavuz states Turkey is considered to have set a perfect example for the integration of “Islamic law into a relatively democratic political system” and thereby “preserved democracy and civil society” (63). Turkish society with mass education, the increasing influence of print media, and the shift in power from the “Ulema to urbanized university graduate” has witnessed a change in the social fabric and outlook of people (Yavuz 67). Islam also plays a major role in determining the gender equations in Turkish society. Mounira M Charrad notes, “Defining the rights and obligations of men and women in the family and by the extension in the community and society at large, Islamic law regulates marriage...divorce...custody of children...and inheritance rights.”(420)

The family law in the Swiss civil code was adopted instead of the Islamic family law in 1926 which promoted civil marriages and abolished polygamy. The consent of the individuals who entered into a marriage relationship was also mandatory prohibiting relatives from ‘arranging’ marriages. However, the reality remains that many marriages still are arranged, sometimes without the consent of the brides.

Turkish society is largely patriarchal with female members remaining submissive. The father figure commands respect and makes all the important decisions of the household while the mother takes care of the household chores and the children. Boys are trained to be courageous, proud, and of superior status while girls are encouraged to be modest, submissive, skilled in domestic tasks, and honourable.

### **Feminist movements in Turkey**

The status of women in Turkey began to change with the advent of modernization through the establishment of the Turkish Republic in 1923. Efforts were made to ensure equal status of women in society under the leadership of President Mustafa Kemal who considered this of prime importance in the modernization process. Along with this, educated and elite women began to organize themselves with the formation of organizations like the Turkish Women’s Union and claim an improvement in the status of women. Hence, the first wave of feminism in Turkey is considered

to coincide with Kemalism. (Diner and Toktas 3). Some of the changes adopted included recognition of her as a person equal to men, the right to vote, the banishment of polygamy, the ban on the burqa, equal rights in divorce, property, political rights, etc. It is noteworthy that Turkish women gained the right to suffrage much earlier than their counterparts in some European countries. Although feminism reached the lands of Turkey years later than the West, it spread with considerable momentum as it coincided with the modernization process. The first wave ended with the closing down of the Turkish Women’s Union as it was considered no longer a necessity.

The second wave of feminism began in the 1980s with women demanding the elimination of violence and oppression especially in the family and the abolition of practices like virginity tests before marriage. The first mass all-women demonstration also took place during this period with thousands of women taking to the streets to protest against a judgment in a domestic violence case. The period also saw the birth of many organizations and campaigns which publicly protested against violence against women. There was also the emergence of hundreds of publications for women’s causes and the establishment of women’s studies departments in prominent universities. The wide range of organizations and their publications point towards a “heterogeneous nature of feminist movements” during this period which only achieved “relative success” (Leake 2). The period also saw the focus of feminist groups shifting to the entry of women into politics and the abolishment of discriminatory laws.

The period witnessed an Islamist renaissance following debates on the wearing of scarfs in public places which in turn led to the birth of Islamist feminism. Islamist women writers, activists, philosophers, researchers, lawyers, human rights defendants, etc. sought to deconstruct the misuse of the Koran which has been used to dominate women and confine them to the private sphere. They aimed to expose the manipulation of religious verses and sayings against women. The rise of a global civil society and the internationalization of women’s organizations added further dimensions to the Kurdish and Islamist feminist positions.

The rise of Kurdish nationalism saw the development of another set of feminists referred to as the Kurdish nationalist feminist. The 1990’s which saw the birth of various feminist groups is considered as the third wave of feminism in Turkey.

The secularist, identifying the threat from Islam as a weapon for oppositional forces, tried to suppress its influence with rigorous control over religious institutions. However, as Yavuz points out it “could not replace Islam with a new flexible code of conduct or aesthetic understanding of ordering everyday life” (66). Pro-Islamic forces formed the Justice Party (JP) first and then the National Order Party (NOP) later to restore the dominance of Islamic laws in day-to-day life. However, following the military coup, NOP was banned claiming it to be against “the secularist principles of the nation” and trying “to institute an Islamic order”(Yavuz, 66). Leaders of the military coup in the 1980s made extensive efforts to strengthen the religion by opening new religious schools, and courses, the appointment of imams, and imposing restrictions on opposing forces. As Yavuz highlights, the military leaders tried to infuse “Islamist ideas with national goals”

to create a "homogenous and less political Islamic community" (67).

Political parties such as National Salvation Party (NSP) and the Welfare Party have tried to put forth Islamic sentiments to the forefront. The Welfare Party has been successful to encourage Islamist and Kurdish groups to participate in the political arena.

Over the years, efforts towards modernization have brought a divide in Turkish society in terms of "modern versus traditional, progressive versus conservative, rationalist versus religious" (Yavuz, 63).

The amendment of the Turkish criminal law in 2004 by the AKP government was also seen as beneficial to women. Changes made by incorporating suggestions from various pro-women groups included stricter laws for sexual harassment, honour crimes, genital examination, etc. (Yildirim,pg:10).

### **Honour**

"Honour" is a novel based on honour killings that still exist in some parts of in Turkish society. An honour killing or honour criminal may be defined as "the murder of a girl or woman by her family members due to their disapproval of her alleged sexual misbehavior, which they perceive as defying societal gender norms"(Boon 816). Although not directly associated with Islam, it is perceived as a practice that sustains patriarchy and male domination in society. It asserts the concept that female honour is an entity that needs to be protected to ensure the respectability of her family in society. To sustain power relations in society and to ensure female subservience, a system of "shame, scandal, and gossip" evolved over time (Awwad 45). As Awwad points out, "honour killings reflect the patriarchal and patrilineal orientation of .....society aimed at creating a system of social control designed to protect important familial power structures including reproductive power."(41). These crimes are often committed due to societal pressures and pressures from close relatives.

In the novel, Shafak narrates the story of a Kurdish family who migrated to London. It is a family that embodies "patriarchal and traditional codes" and the "values and habits" of the characters "are mainly fashioned in the family" (Khan 478). It is a novel that "presents the complicated, and sometimes contradictory, experiences of diasporic characters" (Pourgharib 56). The novel is an attempt to portray "how women and their dreams are sacrificed in the name of family honour" by society (Sethi 24). Ikram and Waheed think that the media in the West have always tried to portray honor killings as having a close association with Islam and Muslim countries; however, Shafak has made an effort to break away from the accusation by investigating other factors that propagate and sustain this evil practice. It is a work that also ponders the role of women in constructing and maintaining gender roles.

Twin sisters, Pembe and Jamila, are central characters of the novel, which highlights the differential treatment received by men and women due to the existence of varied codes of conduct and gender roles. Shafak takes us through the story of three generations of a Turkish-Kurdish family, in the process trying to ascertain the causes that lead to an honor killing of a mother (Pembe) by her teenage son (Iskander). For Naze, (Pembe and Jamila's mother), giving birth to a son, was her ultimate aim in life which she failed.

She considers herself inferior to other women in her society due to this and tries to instill the ideology of the inferior status of women, in her daughters too. Pembe moves to London after her marriage to Adem and Jamila stays back in the village serving as a midwife. Adem soon falls prey to gambling and adultery and abandons his family. Pembe is forced to find work to support her family and before long meets Elias with whom she discovers true love. Iskander, meanwhile, grows into a radical Muslim youth, who clings to his faith and traditions. Upon discovery of his mother's affair, he decides to take action as he considered himself to be the 'head' of the family to protect the family's honour. He murders her with no second thoughts as he considered that it was the right thing to do and is imprisoned.

As the central characters are in a foreign land, one witnesses the constant struggle they endure when they are confronted with an alien culture. Efforts to adhere to their traditional culture and beliefs are made by all the major characters. Even after years of staying in London, they do not have a sense of belonging and hold on to their native culture.

Efforts to instill accepted gendered behavior in her children is taken by Naze from a very early age. Naze considers her husband's efforts to educate her daughters as of "no use as they all get married before long" (Shafak, 14). She loudly voices her belief that married women are meant to endure their husbands and not disobey, protest, or abandon them no matter what. She also reminds her daughters that "modesty is a woman's only shield" (Shafak 15).

The importance given to honour by Turkish families is reflected in the newspaper article that reported the murder of Pembe which said: "The honour of the family is deemed to be more important than the happiness of its individuals" (Shafak,72). On several occasions in the novel, it is clearly stated that the responsibility of preserving the honour of the family lies with the woman. Women are often given the responsibility of maintaining the honour of the family while men remain the preservers. Shafak exposes how men and women receive differential treatment from society - women deviating from accepted codes of conduct of are thought of as bringing "shame" to family, while such acts from men are meant to be tolerated. In Shafak's own words, she has used the novel as a medium to focus on "how mothers raise their sons as the sultans in the house and how this ruins people's happiness in the long run" (Shafak in Guardian)

When Jamila is kidnapped, she is labeled "tainted" by society and her family immediately takes steps to preserve the honour of the family by arranging an alliance for her with an older relative of her kidnapper who had agreed to "save" her honour. (Shafak 97). Adem also abandons Jamila, whom he initially planned to marry after this incident for fear of marrying a tainted woman.

Although Pembe was the more ambitious one among the twins, she settles down into an unhappy marriage and even blames herself when she discovers that Adem is cheating on her.

"The entire novel bears testimony to the fact that women ultimately become the pallbearers of the family honour. Society's conservative and orthodox outlook allows men to indulge in wrongdoings but a woman who desires a few moments of innocent happiness is declared 'shameless' and is punished for her acts." (Sethi 25). Unfortunately, it is believed by some people that a shamed family can only regain their honour in society through bloodshed i.e. the killing of the culprit (in most cases women), an

act often committed by a father or brother figure in the family. Chastity, dressing properly, conducting oneself according to expectations, and knowing one's duties according to traditions are invariably expected from Turkish women.

The novel also discusses how women and men are conditioned from a very young age to fit varying gender roles. Women belonging to Turkish culture are depicted as controlled, dependent, lacking in ambition, timid, and mostly confined to their homes and household chores; their life revolves around their husbands and their families. Turkish men enjoy an elevated status with them being the decision maker, providers of the family, controllers of family members (especially women), and protectors.

Pembe, the victim herself, is seen instilling cultural and gendered norms in her children. While her son Iskander was treated as a 'sultan' and the head of the house in her husband's absence, she constantly advised her daughter to be demure, subdued, and docile. Pembe exhibits varied treatment towards her sons and her daughter. Even though she is the adult in the family in the absence of her husband, Pembe doesn't hesitate to transfer the title of "the head of the family" to Iskander who is still a child. Pembe gives special treatment to Iskander and encourages 'manly' traits. When he picks fights with other children he is not reprimanded but Pembe feels pride in his act which encourages him to become a bully as he grows up.

Shafak also contrasts the women of the West with traditional Turkish women through the characters of Roxana (Adem's lover) and Pembe. Roxana is portrayed as a fearless, independent woman who stands up to men and takes no orders from anyone. Jamila on the other hand is subdued, dependent and considers herself to be inferior to men.

While Iskander considers his mother's affair to have compromised his family's honour, his father abandoning his family for a lover doesn't seem to be a matter of concern. Immediate family members and friends encourage Iskander to control his mother, and never judge his father's acts. Even Pembe's act of securing a job to support her family is seen as something that simply "wasn't right" (Shafak 151). Adem's infidelity was also blamed to be Pembe's fault as "she was not woman enough to keep her husband home" (Shafak 153).

The importance of honour for Turkish men is highlighted through the words of Tariq (Adem's elder brother) who says "Honour was all that some men had in this world" (Shafak 153). He reminds Iskander of the role of women in upholding the honour of the family and the role of men in ensuring that women do not deviate. Families that were tainted suffered from social isolation and public humiliation that increased people's fear of undergoing such trauma. As Tariq notes:

*"You could not walk on the street anymore unless you got used to staring at the pavement. You could not go to the tea house or play a round of backgammon or watch a football match in the beer house. Your shoulders would droop, your fists would be clenched, your eyes would sink into their cavities and your entire being will be a listless mass, shrinking more and more with every rumor. No one would pay heed to what you spoke; your word would be no more valuable than dried dung. The cigarette you offered would be left unsmoked, the coffee you drank was bitter to the end. You*

*would not be invited to weddings, circumcisions, or engagements lest you bring ill luck with you. In your corner and surrounded by disgrace, you would dry up like a desiccated fruit."* (Shafak 154)

Esma, Pembe's daughter who experiences gender discrimination from her mother and brother, observes how children are tuned from a very young age to perform gender roles starting with the names given to them. The young girl struggles to comprehend the secondary role of women in society and why she deserves inferior treatment when compared to her brothers.

Iskander, even as a boy, feels the pressure of society and his family, to grow into a strong and brave man, especially in the absence of his father. He says "My father isn't around.....I had to grow at top speed" (Shafak 225). He is seen dictating terms to his mother, forbidding her to leave their house, and wearing outfits that were not modest. When he finds out about his mother's affair, he is pressurized into upholding the family honour and told to put her in her place as the head of the family (Shafak 226). What is unique about Shafak's treatment of the theme of honour killing is the fact that she doesn't present the killing as an "evil act committed by Iskander"; rather Iskander is depicted as a "desperate migrant rather than an evil one" (Pourgharib 52).

Feminism is also viewed by the characters as a solution to problems of the women in the West as "Westerners have no family values and respect for women" and Turkish men "respect our mothers, sisters, and wives." (Shafak 216). Even while living in a city like London, the outlook of some of the characters like Meral (Tariq's wife), who was a perfect example of an 'ideal woman' is traditional and narrow-minded. She condemns the modern woman who is independent – financially and emotionally - as "fallen" as they were selfish and did not care for their families like she did (Shafak 230).

Murder was seen as the only solution to regain a family's lost honour. Often, immediate family members like fathers or brothers commit the crime or force the woman to commit suicide. Heide (Pembe and Jamila's sister), who had eloped and brought shame to the family, commits suicide upon receiving encouragement from their father.

The existence of dual moral codes of conduct for men and women is also exposed by Shafak throughout the novel. Adem abandoning his family for a lover or Iskander getting his girlfriend pregnant are not seen as matters that compromise the family's honour. Pembe's attempt to move on in life and seek happiness is viewed as a sin that she had to pay for with her life. This prejudiced treatment "displays the sexist duality of the honour concept" (Khan 478). Pembe herself feels guilty for falling in love and seeking happiness as she is portrayed as the preserver of patriarchal values. "Society is so conservative and orthodox that it allows men every right to indulge in wrongdoings but a woman who desires a few moments of innocent happiness is declared 'shameless' and is punished for her acts. Violence is perpetrated by men in his blood and she doesn't have the right to complain. Pembe's son Iskander calmly accepts his father's illicit affair but punishes the mother for her supposed affair. He even "justifies himself." (Sethi 25)

Shafak, through this novel, draws our attention towards the biased treatment received by women and men in Turkish society and how varied codes of conduct for either often prevent women from living



a happier and fuller life. They are burdened with pseudo-honour concepts which ensure their inferior status and reinforce the practice of patriarchy.

### **The Forty Rules of Love**

The novel narrates two parallel stories spread across two different cultures and times. The central character is Ella Rubenstein, an ordinary homemaker with two kids and an unfaithful husband. Her life revolves around her family and the daily chores of her household. However, her commitment and efforts are the least valued. Ella is a representative of women who constantly toils day after day for their family yet remains invisible and unappreciated. She struggles to keep her family happy and satisfied, often at the cost of her happiness. Her outlook towards life changes when she takes up an assignment to review the book "Sweet Blasphemy" based on 13<sup>th</sup>-century poet Rumi and his teacher Shams of Tabriz. Slowly she falls in love with the author of the work Aziz, which makes her question the life into which she has settled- a life devoid of love, passion, and self-respect. Like Rumi, she breaks the conventions of society and escapes from the safety and security of her life. She steps out from the marriage which had become a burden to her by abandoning her family. She decides to live with Aziz although he could not offer her long-lasting happiness. Shafak used the novel as a medium to highlight "the relevance of medieval philosophy and values in the present times" (Firdous 559). The novel also provides "counter-narratives to foreground the spiritual dimension of Islam and thereby insisting on a deeply feministic paradigm of this religion." (Shah 284)

Shafak explores the transformation which happens in the life of Ella, a Jewish American housewife, through the influence of Sufism. Her job as the reviewer of "Sweet Blasphemy" makes her realize the lack of love in her life. The lack of purpose and meaning in her life forces her to make a bold move i.e. to abandon her family and choose a life with her terminally ill lover. Ella's metamorphosis is recorded as a quest for knowledge and self-discovery; a knowledge which she gains through "illumination, revelation and inspiration" (Firdous 558).

Ella is a traditional housewife in many ways. She reduces her role in her family to that of a devout mother and wife. She is continually guilty and unsatisfied about her role as a mother and wife and strives for perfection which unfortunately goes unappreciated and unnoticed by her husband and children. In the prologue, Shafak compares Ella's life to "still water" which was "predictable" and "monotonous" (2). She is a representative of many women around the globe who cannot imagine a world beyond their family and the boundaries of their home; they remain unappreciated, unloved, and invisible. As Shafak comments :

"I know many women like Ella. Not only in the West but there are also a lot more women like that in Turkey..... When you lift these apparent differences, you realize that the stories beneath are similar and global. We can build empathy with each other through these similarities. Many people are imprisoned in an unhappy marriage and they don't make any effort to find a way out or to transform themselves and just live their lives the way they are." (Under the Spell of Divine and Human Love: Taking a Long Journey into Yourself).

Her dependence on her family led to her lacking "survival techniques to help her cope with life's hardship on her own" (Shafak 3). Ella can also be considered a representative of women who forgets to create an identity of their own and seek their own happiness. Malik notes "Being the mother, the wife, the dog walker, and the housekeeper, keeps Ella from achieving her aspiration" (12). Even her husband's infidelity fails to jerk her out of this state. "Ella is aware of her husband's mistresses, but finding no way out, she has become compromised to her life" (Firdous 560). The lack of love in her married life makes her lose faith in the concept which she confesses to her daughter thus- "... which century are you living in? Just get it in your head, women do not marry the men they fall in love with. They choose a guy who will be a good father and reliable husband. Love is only a sweet feeling bound to come and quickly go away." (Shafak 14). Her marriage is namesake with little love remaining between the husband and wife as Ella describes: "Twenty years of marriage, twenty years of sleeping in the same bed, sharing a same shower, eating the same food, raising three kids-and what it all added up to was silence" (Shafak 239). Minor characters like Kimya, and Kerra are also "perfect examples of gifted women whose creativity was repressed by the dominated creeds of the patriarchal society." (Malik 1213). Despite being talented Kimya is refused education and opportunities to nurture her talents reinforcing the opinion that women are meant to be in their homes caring for their children and husband and attending to their needs.

Her children having grown up and no longer need her, encourages her to take up a job as a literary agent through which she encounters the work "Sweet Blasphemy" which radically turns around her life. The Turkish author, Aziz, narrates the story of the deep friendship between the celebrated thirteenth-century poet Rumi and his spiritual guide Shams of Tabriz. Rumi, hitherto a religious orator, realizes his true calling - a visionary poet after he meets Shams who reveals to him the forty rules of love. The layers of love revealed to Ella through the novel shake her to the core and transform her from a non-believer to a romantic who sheds her inhibitions, insecurities, and priorities to seek a new life filled with happiness, satisfaction, and love. She realizes - "For despite what some people say, love is not only a sweet feeling bound to come and quickly go away." (Shafak 17). Never in her wildest of dreams did she imagine that she would deeply resonate with the 13<sup>th</sup>-century Sufism / the wisdom of love discussed in the novel which she was to merely review. "These forty rules of love inspired Ella and she conceived that her life would be rewritten. "These rules were injecting a new flavor of love into her veins. She becomes the incarnation of love at the end of the novel. " (Firdous 564). Before meeting Aziz, Ella was not the kind of woman who would "throw caution to the wind" (Shafak 3). Yet, we see her abandoning her family and ending her twenty years of marriage for something she had earlier lost faith in - love.

Her job as the literary agent allows her to correspond with the author Aziz and they are drawn to each other immediately. "Exchanging e-mails with Aziz made Ella feel that she was somehow breaking away from her staid and tranquil life. From a woman with lots of dull grays and browns in her life's canvas, she was turning into a woman with a secret colour- a bright, tantalizing red. And she loved it. (Shafak 95)



The two stories (Rumi's and Ella's), run parallel and similar to each other. As Firdous notes:

"By forcing Rumi to step outside the confines of learning, he encouraged the poet to experience life as it is, raw and untamed, a rich ferment of desire and anguish needing to be consumed by the purifying fires of love. Similarly, Aziz, through his e-mails, puts the raw and untamed love of Ella into the ferment of love. The relationship proves to be fulfilling for both. While Ella has been looking for a man who could receive and imbibe her emotional setup, Aziz too is lucky to find a woman whom he could shake, destroy, build, regenerate and elevate" (565)

Although the major theme of the novel is the platonic nature of love which transcends time and boundaries of all kinds, Shafak also discusses gender justice in the work. As Shah notes "Shafak rejects both Western feminism and Islamic orthodoxy and strives for gender justice within an Islamic framework, advocating a re-reading of the Quran, a reinterpretation of Quran." (Pg: 285). As Shafak says "Those who like to swim close to the surface are content with the outer meaning of the Quran. Many people are like that. They take the verses too literally. No wonder when they read a verse like the Nisa, they arrive at a conclusion that men are held superior to women. Because that is exactly what they want to see." (Shafak, 2010:197). Shah feels that the novel has been used by Shafak as a platform to reveal "a deeply feministic paradigm" of Islam (Pg:284). Shams highlight the need for embracing masculinity and femininity as each of us has "both femininity and masculinity in varying degrees and shades." (pg:198).

In the chapter titled Kimya, Shafak discusses her thoughts on gender through the conversation between Shams and Kimya. Kimya questions Shams whether Islam really advocates the infamous wife beating and the superiority of men. In reply, Shams reveals that the Quran is open to interpretation depending on the state of mind of its reader. He compares Quran to a shy bride who shall only open her veil "if she sees that the onlooker is soft and compassionate at heart" (Shafak 196). The verses in Quran may have been wrongly interpreted and used for the inferior status, subjugation and of women in society for centuries. Shafak puts forth this opinion through the character of Shams who exemplifies this through two interpretations of the same verse from Al Nisa on how wives should be treated by husbands. While the first one advocates subjugation and violence, the second version contrasts by promoting the need for compassion and understanding. Shah opines that Shafak uses the novel to counter the dominant view of a religion that victimizes women; "In fact, Forty Rules of Love represents Muslim women who have a deep relationship with their religion and are empowered by it, suggesting that the sacred space which Islam can create might well be a place to take refuge in rather than escape from." (Shah 288). When Kimya points out to Shams that society would judge her for not consummating their marriage, Shams is aggravated by the pseudo-codes of honour imposed on individuals by society sometimes even in the name of God. He says: "It made my blood boil that society imposed such ridiculous rules on its individuals. These codes of honour had less to do with the harmony God created than with the order human beings wanted to sustain. People should mind their own business" (Shafak, 2001, pg:307).

As Gilbert and Gubar highlight, Kerra is also a character in the novel who experiences the repressions of society in the name of being a woman (402). She echoes the restrictions imposed on women thus - "When you are born a girl, you are taught how to cook and clean, wash dirty dishes, mend old stocks, make butter and cheese, and feed babies. Some women are also taught the art of love and making themselves attractive to men. (Malik 1214)

## CONCLUSION

To conclude, Shafak through the novels, tries to reflect on the unjust treatment received by women in Turkish society or any other patriarchal society. Patriarchy and assumed gender roles often silence and subjugate women, not allowing them to live life on their own terms and compromising their happiness for the sake of family or society. Pembe and Ella are both victims of such codes of conduct. They are representatives of thousands of women across the globe who silently live and die unhappy, unloved, and unappreciated. Ella, unlike, Pembe shows much more courage than Pembe to liberate herself from the chains that prevented her from living a fuller life. She begins a new life as an independent woman with no remorse for seeking her own happiness. The struggles of Turkish women identify with those faced by women living in other patriarchal societies. Shafak, who has always spoken for the marginalized and silenced, emphasizes the fact that even in the modern era of civilized societies there is a need for redefining gender roles based on individual happiness and norms of equality.

## REFERENCES

- [1] Awwad, Amani M. (2001). Gossip, Scandal, Shame and Honour Killing: A Case for Social Constructionism and Hegemonic Discourse. *Social Thought & Research*. Vol. 24. No. 1/2.
- [2] Blackstone, Amy. 2003. "Gender Roles and Society." Pp 335-338 in *Human Ecology: An Encyclopedia of Children, Families, Communities, and Environments*, edited by Julia R. Miller, Richard M. Lerner, and Lawrence B. Schiamberg. Santa Barbara, CA: ABC-CLIO. ISBN I-57607-852-3
- [3] Boon, Rebecca E. (2006) "They Killed Her for Going out with Boys: Honour Killings in Turkey in Light of Turkey's Accession to the European Union and Lessons for Iraq," *Hofstra Law Review*: Vol. 35 : Iss. 2 , Article 17.
- [4] Charrad, Mounira M. "Gender in the Middle East: Islam, State, Agency." *Annual Review of Sociology*, vol. 37, 2011, pp. 417-437. *JSTOR*, [www.jstor.org/stable/41288615](http://www.jstor.org/stable/41288615). Accessed 10 July 2021.
- [5] Diner, Cagla and Toktaş, Şule (2010) 'Waves of feminism in Turkey: Kemalist, Islamist and Kurdish women's movements in an era of globalization, *Journal of Balkan and Near Eastern Studies*, 12: 1, 41 — 57 To link to this Article: DOI: 10.1080/194489509035073 (PDF) *Waves of Feminism in Turkey: Kemalist, Islamist and Kurdish Women's Movements in an Era of Globalization*. Available from: [https://www.researchgate.net/publication/343064233\\_Waves\\_of\\_Feminism\\_in\\_Turkey\\_Kemalist\\_Islamist\\_and\\_Kurdish\\_Women's\\_Movements\\_in\\_an\\_Era\\_of\\_Globalization](https://www.researchgate.net/publication/343064233_Waves_of_Feminism_in_Turkey_Kemalist_Islamist_and_Kurdish_Women's_Movements_in_an_Era_of_Globalization) [accessed Aug 11, 2021].

- [6] Evason, Nina. (2016). *Turkish Culture*. Retrieved from <https://culturalatlas.sbs.com.au/turkish-culture>
- [7] Faiyaz, A. (2019). Thou Shalt Love!: The Contemporary Relevance Of Rumi In Elif Shafak's The Forty Rules Of Love-A Character Based Study Establishing Love As The Central Theme Of The Novel And Humanity. *European Journal of English Language and Literature Studies*, 7(2), 21-31.
- [8] Firdous, Sumaya. "Forty Rules of Love as a Bildungsroman." *Languages in India*, vol. 14, no. 7, 2014, pp. 558-68.
- [9] Ikram, Faiza, and Sadia Waheed. "Inferiority Complex: A Character Analysis of Elif Shafak's Honour." *International Journal of Scientific and Research Publications*, vol. 8, no. 10, 2018, pp. 1-5.
- [10] Khan, Nuzhat. "Accountability in Honour Killings: Reading of Elif Shafak's Honour." *Indian Journal of Research*, vol. 6, no. 6, 2017, pp. 477-80. *Semanticscholar*, [www.semanticscholar.org/paper/Accountability-in-Honour-Killings-%3A-Reading-of-Elif-Shafak%27s-Khan/0f70fa701c57c8b5e1b96e09351653b70b](http://www.semanticscholar.org/paper/Accountability-in-Honour-Killings-%3A-Reading-of-Elif-Shafak%27s-Khan/0f70fa701c57c8b5e1b96e09351653b70b).
- [11] Laura J. Kray and Laura Howland, The Effects of Implicit Gender Role Theories on Gender System Justification: Fixed Beliefs Strengthen Masculinity to Preserve the Status Quo, *Journal of Personality and Social Psychology* © 2016 American Psychological Association 2017, Vol. 112, No. 1, 98-115
- [12] Leake, Adam. "A Brief History of the Feminist Movements in Turkey." *E-International Relations*, E-International Relations, 29 Aug. 2012, [www.e-ir.info/2012/08/29/a-brief-history-of-the-feminist-movements-in-turkey](http://www.e-ir.info/2012/08/29/a-brief-history-of-the-feminist-movements-in-turkey).
- [13] Malik, Alaa. "The Experience and the Overcoming of Female Anxiety of Authorship in Elif Shafak's The Forty Rules of Love." *International Journal of Science and Research*, vol. 5, no. 4, 2016, pp. 1213-17. *Semantic Scholar*, doi:10.21275/v5i4.nov162746.
- [14] Nihad, M (2019). "Elif Shafak: The voice of the other". *Opcion*. 21, pp. 2900-2913. Retrieved July 28, 2021, from [https://www.researchgate.net/publication/335201590\\_Elif\\_Shafak\\_The\\_Voice\\_of\\_The\\_Other](https://www.researchgate.net/publication/335201590_Elif_Shafak_The_Voice_of_The_Other)
- [15] Pourgharib B, Kiani S, Ziadbakhsh S. The Honour of Being Colonized: A Bhabhaian Reading of Elif Shafak's Honour. *IQBQ*. 2018; 25 (3):49-62 URL: <http://ejh.modares.ac.ir/article-27-44334-en.html>
- [16] *Representing Eastern Spirituality in Elif Shafaks' Novel "Forty Rules of Love": A Critical Discourse Analysis*. Available from: [https://www.researchgate.net/publication/340437602\\_Representing\\_Eastern\\_Spirituality\\_in\\_Elif\\_Shafaks'\\_Novel\\_Forty\\_Rules\\_of\\_Love\\_A\\_Critical\\_Discourse\\_Analysis](https://www.researchgate.net/publication/340437602_Representing_Eastern_Spirituality_in_Elif_Shafaks'_Novel_Forty_Rules_of_Love_A_Critical_Discourse_Analysis) [accessed Aug 14, 2021].
- [17] Sethi, Sonika. "Women as the Sacrificial Lamb on the Altar of Honour: A Feminist Reading." *Pragathi English Journal*, vol. 18, no. 2, 2018, pp. 14-26.
- [18] Shafak, Elif. "Why the novel matters in the age of anger." *New Statesman*, 3 Oct. 2018, [www.newstatesman.com/uncategorized/2018/10/why-novel-matters-age-anger](http://www.newstatesman.com/uncategorized/2018/10/why-novel-matters-age-anger).
- [19] Shafak, Elif. "Under the Spell of Divine and Human Love: Taking a Long Journey into Yourself." Interviewed by Nezli Demiroz, 24 Mar. 2009, [www.elifsafak.us/en/roportajlar.asp?islem=roportaj&id=17](http://www.elifsafak.us/en/roportajlar.asp?islem=roportaj&id=17)
- [20] Shafak, Elif. *The Forty Rules of Love*. London, Penguin Random House, 2010.
- [21] Shafak, Elif. *Honour*. Penguin Books, 2012.
- [22] Shah, Syed Umra. "Resuscitating Esoteric Islam: An Islamic Feministic Study of Elif Shafak's The Forty Rules of Lo." *International Journal of Language, Literature, and Humanities*, vol. IV, no. III, 2016, pp. 284-89.
- [23] Skidelsky, William. "Elif Shafak: 'In Turkey, Men Write and Women Read. I Want to See This Change.'" *Guardian* [London], 8 Apr. 2012, [www.theguardian.com/books/2012/apr/08/elif-shafak-honour-meet-the-author](http://www.theguardian.com/books/2012/apr/08/elif-shafak-honour-meet-the-author).
- [24] Yavuz, M. Hakan. "Political Islam and the Welfare (Refah) Party in Turkey." *Comparative Politics*, vol. 30, no. 1, 1997, pp. 63-82. *JSTOR*, [www.jstor.org/stable/422193](http://www.jstor.org/stable/422193). Accessed 10 July 2021



# An Analysis of the Translation Strategies of English Versions of *Kong Yiji*

Yuan Peng

Department of English Language and Literature, Beijing International Studies University, China

Received: 12 Apr 2023; Received in revised form: 15 May 2023; Accepted: 25 May 2023; Available online: 03 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**—*Kong Yiji* is one of Lu Xun's representative short stories whose dissemination cannot be separated from the efforts of Chinese and western translators. Created under the background of the collision of old and new cultures, its cultural connotation and linguistic features bring obstacle for its translation. At present, the most authoritative version are those translated by Yang Xianyi and Gladys Yang, Julia Lovell and William A. Lyell. A comparative study of the translation strategies and methods adopted by the three versions can help translators learn from them. After comparative analysis, it is found that the translation strategies adopted by the three translations are different in dealing with language and cultural differences, among which foreignization is more conducive to presenting the linguistic characteristics of the original text under the premise of ensuring the fluency of the translation.



**Keywords**— *Kong Yiji*, English version, translation strategy and method

## I. INTRODUCTION

Translation strategies of foreignization and domestication can be traced back to 1813. According to the German philosopher Schleiermacher (1813/2012:49), the translator either tries to bring the reader closer to the author or the author closer to the reader. Venuti, an Italian-American scholar, refers to these two translation strategies as foreignization and domestication. According to him, naturalization is ethnocentric, reducing the foreign language to the cultural values of the target language and bringing the author into their own country; the former method opposes the ethnocentric approach and advocates recording the language and culture of the foreign text, thus sending the reader abroad. Eugene Nida is a representative of the naturalization strategy. Nida (1969:24) defines dynamic reciprocity as a situation in which the reader of the receiving language responds to almost the same extent as the reader of the source language (1995:20).

As the founder of modern Chinese literature, Lu Xun's work has been the focus of academic research. *Kong Yiji* taken from Lu Xun's short story collection *Cry Out*, is

written in a witty and humorous style, describing how a poor and stubborn scholar is devastated by the Chinese feudal education system and the indifference and numbness around him. The translations of Yang and Dai, Julia Lovell, and William A. Lyell selected for this article are the bilingual edition of *Cry Out* released by Yilin Press in 2009, *The Real Story of Ah-Q and other Tales of China* published by Penguin Classics in 2009, and *Diary of a Madman and Other Storys* published by the University of Hawaii Press in 1990. Some scholars in China have studied the English translations of this work in terms of style, cultural load words, and translation strategies, among which the main object of study is the translations of Yang and Dai, while a careful comparative study of the translations of Yang and Dai, Julia Lovell and William A. Lyell is lacking. Some scholars believe that Yang's translation mainly adopts the strategy of foreignization, while Julia and Lyell naturalization strategies. However, in this paper, the authors find that the translation strategies of the three translators are not so clearly divided. The translators of the three translations have their own measurement and choice of translation strategies and methods especially when it comes to culturally loaded

words. Therefore, this paper selects some typical examples of sentences and analyzes the differences and similarities of the translation strategies and methods adopted by the three translations in order to provide reference for translators.

## II. COMPARATIVE ANALYSIS OF THE THREE TRANSLATIONS

Example 1:

鲁镇的酒店的格局，是和别处不同的。Yang: The layout of Luzhe's taverns is unique.

Julia: The taverns in Luzhen were rather particular in their layout.

Lyell: The layout of wineshops in Lu Town is different from that in other places.

The original text begins by introducing the reader to the location of the story: the hotel in Lu Town. In Yang and Julia's translation, "Lu Town" is directly translated as "Luzhen", which is a strategy of foreignization; while Lyell's translation is "Lu Town", which is a strategy of foreignization plus domestication and the corresponding translation method is phonetic translation plus paraphrase. Lu Town is the city where most of Lu Xun's novels take place, and it is a unique feature of Lu Xun's work. It is difficult not to associate Lu Xun's works with this word, as Kong Yiji, Sister Xianglin and Ah Q are all characters of Luzhen. Therefore, it is required to think twice about the translation of this word. "Lu Zhen" is a proper noun and is composed of the proper name "Lu" and the common name "Zhen". Translating both the proper name and the common name with its own meaning into Pinyin is easy to cause misunderstanding. For example, if the pinyin of two places is translated as "luzhen" without distinguishing the tones, then the same pinyin corresponds to two words, which can easily cause confusion and memory difficulties for English readers who do not have tones. Regarding the shortcomings of pinyinized place names, Ge believes (2009) that pinyinized place names themselves eliminate the meaning of Chinese place names. If they are marked with tones in order to distinguish the tones of different place names, the effect of distinguishing the meaning is only effective for Chinese readers. Therefore, whether to mark the tones or not, it is all a question. The 2000 edition of the *New Era Chinese-English Dictionary*, published by the authoritative publishing house Commercial Press and compiled by a group of authoritative Chinese-to-English experts, is the most reference Chinese-to-English dictionary. The English translations of the administrative divisions and major place names of China in the appendix of the dictionary are based on the phonetic and

transliteration method. Although the phonetic translation adopted by Yang and Julia can present the original pronunciation of "Luzhen" in Chinese, it is only friendly to "elite readers", and readers who do not know Chinese Pinyin will be confused when they read this word. Therefore, transliteration plus paraphrase adopted by Lyell does not hinder the spread of the original culture, but makes the translation clearer, avoids misunderstandings, and is more conducive to English readers' acceptance of the translation.

Example 2:

幸而写得一笔好字，便替人家钞钞书，换一碗饭吃。

Yang : Luckily he was a good calligrapher and could find enough copying work to fill his rice bowl.

Julia: Fortunately, he had a good writing hand-he could have scraped by, copying out books.

Lyell: But fortunately he could write a good hand and was able to keep his ricebowl full by copying books.

This sentence tells the story of Kong Yiji whom the author of this story learned about as a fellow in the hotel through the gossip of others: Kong Yiji once studied but failed to get into the exams and had no ability to earn a living, so he is poor and on the verge of begging for food. Fortunately, he is able to write well by which he can barely make ends meet by copying books for others.

The phrase "换一碗饭吃" here is intended to convey the meaning of "barely supporting oneself". Both Yang's and Lyell's translations adopt the strategy of foreignization, and the translation method is literal translation. Julia's version, on the other hand, uses the domestication strategy, and the free translation method. The domestication strategy discards the foreign culture embedded in the original text and brings the translation closer to the reader. Although "Scrape by" accurately expresses the meaning of "barely making ends meet", which is an authentic and common expression in English, the translation method makes the unique culture of the original text disappear, which hinders the spread of Chinese culture and is not conducive to the enrichment of the target language. The staple food of British and American people is mainly potatoes and corn, while countries and regions such as southern China and Japan are mainly rice with a long history of rice food culture. The difference in food culture can be expressed through language. Chinese people can't eat without rice, so there are many idioms and proverbs related to rice, such as "don't give up for five buckets of rice", "it is difficult for a clever woman to cook without rice", "firewood, rice, oil and salt", "rice pearls, salary and laurel". These words are vivid, interesting and



philosophical. In contrast, the target language--English, reflects the unique culture of maritime civilization because of its proximity to the sea and the inseparability of people's diet from all kinds of fish. In *Longman Dictionary*, there are a lot of slang words about "fish", such as "cold fish" to describe people with a cold attitude; "there are plenty of fish in the sea" is the Chinese equivalent of "there is no grass at the end of the earth", which is used to comfort people who have been abandoned. This kind of language reflects the difference in food and drink, which is a unique feature that distinguishes each culture from others and is not negative. Therefore, if we use domestication strategies to cover them up for the sake of translation fluency, readers of the translated language will not be able to understand the cultural differences behind the source culture. Moreover, the phrase "fill his rice bowl" itself is very vivid and does not make the translation difficult to read. The reader can also understand the meaning in the context.

Example 3:

他对人说话，总是满口之乎者也，教人半懂不懂的。

Yang : He used so many archaisms in his speech that half of it was barely intelligible.

Julia: His speech was so dusty with classical constructions you could barely understand him.

Lylle: When he talked, he always larded whatever he had to say with *lo*, *forsooth*, *verily*, *nay* and came out with a whole string of such phrases, things that you could half make out, and half couldn't.

This passage is a description of Kong Yiji's characteristics, showing the two sides of him from his speech and behavior. On the one hand, he takes pride in his studies as an intellectual; on the other hand, he is pedantic and stubborn, acting like a scholar and abusing the written language regardless of the occasion. According to the Chinese dictionary, "之乎者也" are the four tone auxiliaries "之", "乎", "者", and "也", which are commonly used in literary languages. *The Chinese dictionary* uses "之乎者也" to ridicule readers who only know how to chew on words but cannot solve practical problems, and to describe half-written words or articles. All the three translations adopt the translation strategy of domestication. Differences lie in different words used by translators to interpret this word. Yang uses "archaism" to refer to old words that are no longer in use. Julia chooses "classical constructions". Although its meaning can express "之乎者也", it is mainly positive, meaning "classic and traditional", so it does not match the tone of the original text which is used to satirize Kong

Yiji. In contrast, Yang's choice of words is more concise and accurate. But this translation method directly combines four words into one word, which is detrimental to the meaning of the original text. In contrast, Lyell's translation is more accurate. He replaces the four words corresponding to the original text with their English counterparts of archaic words for the set translation method, which interprets the translation by borrowing the idioms of the target language to replace the original words and phrases (Gong, 2011). The words "lo", "forsooth", "verily" and "nay" are all old English words that emphasize the tone and correspond to the original text in function. In addition, Lyell (1990: 43) also explains the usage of "之乎者也" in Chinese by adding a note at the end of this sentence: "Primarily a written language, classical Chinese is not easily intelligible when spoken. Identifying himself with the scholargentry class that ruled China under the imperial system, Kong uses the bookish language of the classics in his everyday speech." Although the method of adding notes ensures the maximum restoration of the meaning of the original text, it affects the fluency of reading. However, it is better to add notes in order to be more faithful to the original text and let readers better understand the cultural load of the words in the translation.

Example 4:

茴香豆的茴字，怎样写的？不是草头底下一个来回的回字么？回字有四样写法。

Yang: How do you write the hui in aniseed-peas? Isn't it the hui written with the element for grass? There are four different ways of writing hui.

Julia: How do you write "aniseed"? It's just 茴hui, the hui for "return", with the grass radical on top, isn't it? hui.

Lylle: How do you write the character for 'fennel' in 'fennel-flavored beans'? Isn't it a grass radical on top with the character 'back,' like in the phrase 'back and forth'. There are four different ways of writing the bottom part.

This sentence is the question that Kong Yiji asks the author at the hotel when he learned that the author had read books, and the answer that "I" gave to "me" in order to test me, which shows Kong Yiji's stereotype and pretentiousness.

Yang's translation adopts the transliteration method, directly replacing the Chinese homophones "茴" and "回" with pinyin, without distinguishing between them and omitting the explanation of the word "回" in the original text. The explanation of the original text is omitted. This is likely to cause reading difficulties for English readers and can only be understood by readers who are proficient in

Chinese. In contrast, Lyell's translation adopts the strategy of foreignization plus domestication. First of all, "fennel-flavored beans" is a direct translation, and the word-by-word translation retains the form and meaning of the original. When dealing with homophones, the word "fennel" is used to replace "茴" in "茴香豆" and "back" is used to express "回" and explains the meaning of 回 and the position of the word "back" in "fennel" by the use of "back and forth" and "on the bottom". The last word "回" directly uses "the bottom part" to refer to the lower part of "茴". In this way, the confusion caused by the Chinese homophones is cleverly avoided, and the form and meaning of "回" and "茴" are to a certain extent distinguished, while the structure of the Chinese characters is preserved, and the meaning of the original text is clearly expressed by the usual expressions in English. However, Lyell does not show the word "茴" directly to the reader, and after translating it as "fennel" in the first sentence, he then uses the composition of Chinese characters to explain "fennel". The translation is inconsistent. Therefore, only literal translation, transliteration or paraphrase is not a perfect representation for this sentence.

Julia's translation also uses a combination of foreignization and domestication, but it is different from Lyell's. The domestication strategy is reflected in the direct translation of the word "茴" as "aniseed"; the foreignization strategy is reflected in the fact that the word "茴" is not translated, but is directly used into the target text. And the Chinese pinyin is indicated and the composition of the word "茴" is explained. The translation method of directly copying the original words and phrases is often called "zero translation", which is defined as: "Strictly speaking, zero translation is a reverse translation, in which the source language symbols are adopted in the translated language and the reader enters the source language and culture to understand the translated text. (Luo Guoqing, 2011: 43) Since Chinese is a pictographic character and English is a phonetic character, the structure of the word "茴" cannot be shown in English alone, so the appropriate use of "zero translation" can not only clearly express the meaning of the original text, but also achieve cultural exchange and let readers understand the Chinese character. For the last word "回", like Yang, the transliteration method is used without distinguishing it from "茴", which may cause confusion.

### III. CONCLUSION

The main translation methods used by the three translations in dealing with language and cultural differences are: direct translation, free translation,

transliteration, set translation, direct translation with notes, and free translation with notes. When the above translation methods cannot perfectly present the form and content of the original text, the "zero translation" method is also adopted, in which the source language symbols are directly used in the translated language. As foreign translators, Julia Lovell and William A. Lyell do not simply adopt domestication strategy in order to make the original text more fluent and discard the heterogeneous culture of the original. Likewise, Yang and Dai do not use foreignization strategy to make the readers understand Chinese culture when they promote Chinese culture to go abroad. Both strategies should be used with the aim of correctly conveying the content and form of the original text. Translation practitioners should learn from the strengths of the three translations and summarize their weaknesses in order to improve their own translation skills.

### REFERENCES

- [1] Lu Xun(1990) *.Diary of a Madman and Other Storys*.1990 Honolulu: University of Hawaii Press. 43.
- [2] Nida Eugene A. *Science of Translation in Language*. California: Stanford University Press, 1969, pp. 24.
- [3] Schleiermacher F. . *On the Different Methods of Translating. The translation Studies Reader*, 1813, pp. 45.
- [4] Venuti Lawrence. *The Translator's Invisibility: A History of Translation*. London &New York: Routledge, 1995, pp. 17-21.
- [5] Ge Zhengqin. Cultural Reflections on the Pinyinization of Chinese Place Names. *Journal of the PLA Foreign Language Institute*, 2009,32(02): pp. 61-66.
- [6] Gong Fen(2011). *Introduction to Translation*. Beijing: Higher Education Press.
- [7] Luo Guoqing (2011). *Zero Translation Studies*. Shanghai: Shanghai Jiaotong University Press.



# Reading Oppression and Repression in Jean Rhys' *Wide Sargasso Sea*

Harshita Borthakur

Department of English, Dibrugarh University, Assam, India.

Received: 22 Apr 2023; Received in revised form: 19 May 2023; Accepted: 27 May 2023; Available online: 03 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— *Annette and Antoinette were unwelcomed by all. They “were not in their (the white people’s) ranks” and “The Jamaican ladies never approved” (Rhys 3) of them. As Creoles, they had no root. Being of colour and not belonging to the prevalent binary structure, they never fit in. Neither the whites accepted nor the blacks. Throughout they were mistreated and suffered in the hands of both. While Charlotte Bronte’s Jane Eyre (1847) represents the unfit monster in Bertha, Jean Rhys’ Wide Sargasso Sea (1966) re-presents the story leading to Bertha’s present state. The journey from innocence to madness was forced onto the ‘monster’ of Bronte’s Jane Eyre through various means and Rhys’ counter to the gothic romance provides an opportunity to re-read the disregarded characters in their ‘natural’ habitat, far from the cold and gloomy London. Their marginalization is realized through Rhys. The plot arouses the curiosity of the reader, illuminates the unheard story of the Creoles and brings into light the possible reasons for their ‘downfall’. This paper is an attempt to make an inquiry of the oppression faced by the ‘Others’, its impact on their psyche and the repression that led them to the doorstep of insanity. Through the means of a discursive study, it delves into the reasons for their degraded physical and mental state. The study employs the theoretical lens of Edward Said’s “Other” and Sigmund Freud’s “Trauma” to reach the desired analysis.*



**Keywords**— *Oppression, Others, Repression, Re-reading, Trauma.*

## I. INTRODUCTION

Jean Rhys wrote her novel *Wide Sargasso Sea* as a “reinscription” (Spivak 244) of Charlotte Bronte’s celebrated novel, *Jane Eyre* and re-presents the ‘chained’ life of the Creoles of the Caribbean. Her narration upholds the life of the ‘monster’ of *Jane Eyre* during her early days in her ‘homeland’ along with that of her mother, Annette. There is a depiction of the varied stages before and after her marriage eventually ending with her suicide.

It may be noted that throughout the journey the duo possess minimal liberty. Being neither pure white nor black, Creoles lack identity and suffer from the absence of a base. Hence, though a part of white families both before and after marriage, there was least acceptance of their ambivalent Creole character. The ill feeling towards them is evident from the beginning itself. That is why the unfortunate death of Mr. Cosway forces the family to live in constant fear for half a decade. The earlier bubble of safety bursts and an

unknown danger looms over their lives. The so-called friends and family stops visiting them and the ‘slaves’ perceive them in a disgusted manner. They were abandoned until the remarriage of Annette to Mr. Mason.

The suspicious death of Annette’s beloved horse was a warning of the upcoming hostility. The burning of the Coulibri estate house, Tia’s violence and the demise of Pierre were other indicators of their perilous future. Anette’s undisclosed expiration and Antoinette’s unquestioned marriage were forced actions with these women having least control over their own lives. Submitting to the authority, suppressing their individual desires and devoid of humane treatment, they were psychologically affected.

Earlier critics have viewed the numerous areas of the text through varied perspectives. From the lens of imperialism, feminism to that of madness, a majority of exploration has taken place. Although the prospect of madness has been touched by critics and described as a

method and a tool used against women by men or 'patriarchy', there has been less focus on the connection between the constant domination and its effect on the psyche. Oppression isn't limited to male dominance in this text but goes beyond to include the idea of the 'Other'. Hence, though for most part it is men who has been seen as the sole authority, the oppression in the text is not limited to the male personas, the feeling of difference also plays a crucial role. The Creoles being abnormal invited hatred.

In this paper there has been made an attempt to engage in an intensive study to locate the connection between the continual dominance and the collapse. Thus, it delves into the relationship between oppression, repression and its effect on the human psyche. The loss of sanity in the family, specifically amongst the Creole women in *Wide Sargasso Sea* was not hereditary but forced due to the excessive subordination, both physical as well as mental. Their psyche was stirred with being targets of discrimination penetrated towards them.

## II. DISCUSSION

"Oppression is a situation in which people are governed in an unfair and cruel way and prevented from having opportunities and freedom" (*Cambridge Dictionary*) while repression is "the process through which certain desires... are pushed into the unconscious so that they do not influence our daily lives and our conscious mind" (Nayar 65). In this analysis these two aspects have been studied through the theories of "Othering" and "Trauma". In varied patterns the plot dives into psychoanalysis. It drives the message of the power of hatred and prejudice. A saga of never ending rejection eventually leads to tragedy.

The term "Othering" was coined by Gayatri Chakravorty Spivak but it was further elaborated by Edward W. Said in *Orientalism* (1978). The 'Other' is the result of the binary. It is the counter to the 'Self'. It refers to one who doesn't belong to the normative societal structure. In case of *Orientalism*, the Orient i.e. the non-western section of the world was viewed and treated as inferior, lacking and contradictory by nature. While the West, specifically Europe, was seen as civilized, rational and modern, the non-Europeans were characterized as exotic, wild and backward. Occident was the centre and Orient, the insignificant periphery.

In case of the novel there is triple marginalization, as a non-white, a non-black and a woman. The 'native' blacks jeered at them, called them "white cockroaches" (Rhys 8), envied them, spread lies about them and engaged in attempts to physically hurt them. The whites too never approved of them.

The betrayal of the so-called friends like Mannie and Tia leave a deep impact. The extreme inhumanity and the loss of her son Pierre drive Annette to lose her mind. Although she continuously raises her concern prior to the catastrophe, nobody paid heed to her warnings but called her anxiety irrational. The sight of Coco's death can be interpreted both as a symbolic representation as well as a traumatic experience. These women were related to the hapless bird and had a fate similar to it.

Michel Foucault's idea "where there is power, there is resistance" (Foucault 95) can also be traced in the plot. The rebellious action of the blacks after the reversal of power and the resistance on the part of the mother-daughter duo in different stages of life though not fruitful, indicate the presence of the power relations in the most explicit manner.

John Greusser in his essay, "'Say die and I will die': Betraying the Other, Controlling Female Desire, and Legally Destroying Women in *Wide Sargasso Sea* and *Othello*" reads the character of Antoinette as "a colonized Other destroyed by a person from the metropolitan center whom she trusted" (Greusser 100). He examines her "in-between status and the vulnerability that accompanies it" (Greusser 101) while emphasizing on the lack of agency and space.

M.M. Adjarian reads the novel as that of "oppositions" (Adjarian 202). She makes an inquiry into the idea of madness present in the two novels, *Jane Eyre* and *Wide Sargasso Sea*. Studying the "inbetweenness" (Adjarian 204), symbols like that of fire, the Emancipation Act have been explored. The fire, in her analysis, becomes the metaphor of freedom and fight against oppression. She comprehends Rhys' novel not only from the perspective of the colonized but also the colonizer.

The "Trauma" theory originated with Sigmund Freud who conceived the idea under the influence of Jean-Martin Charcot, "the greatest neurologist of his day" (Macey 143). It refers to the assumption that "the origins of hysteria are sexual in nature and that hysterical symptoms are a somatic reproduction of the repressed memory of a traumatic sexual event. Repressed in childhood, the memory is reactivated, with traumatic effects, at puberty" (Macey 144). Even though Freud didn't pursue it further, the theory re-emerged during the post-colonial era to refer to the repressed colonial traumas and the reactivation in later stages of life. At present it has developed into a discourse.

Madness has been used in literature as a 'tool' and a 'trope' against the undesired. Along with the application of the animalistic terminology stressed on by Frantz Fanon in *The Wretched of the Earth* (1961), instability is seen easily associated with the non-European counterparts. An



example can be cited of the 'monster' of Mary Shelley's *Frankenstein Or, The Modern Prometheus* (1818). Although it is Victor Frankenstein, the cowardly genius whose curiosity invites chaos, it is the creation which is blamed and represented as an entity intoxicated by 'unnatural' prowess. Bronte too constructs her 'monster' presumably influenced by the similar note. Bertha is the cold hearted villainess who comes from the uncivilized regions and thus, there's seen associated a tone of mysticism with the place and its people. Rajeev S. Patke in his paper, "Method and Madness in *A Question of Power* and *Wide Sargasso Sea*" reads this aspect in depth. Employing Foucault's idea of madness he lists the actions leading to the ultimate outburst of Antoinette.

Apart from this, illness or diseases also were made specific to these zones of wilderness inhabited by savages, 'creatures' way below the civilized Europeans. Edward Rochester falls sick as soon as he arrives in the unknown turf and gets entangled with its people. He finds it hard to adjust to such a wild place, full of unfamiliar ideas like that of vampire, obeah. Antoinette goes through these similar uprooted emotions in the cold London but there is no escape for her. The pair was odd and incompatible which M.M. Adjarian relays through the words,

both have their attractions...  
What Rochester deems  
"uncivilized," Antoinette views  
as familiar and comfortable and  
what Antoinette deems  
lifeless...Rochester sees as  
perfectly proper. The even-  
handed perspective Rhys  
offers...is departure from what a  
reader encounters in *Jane Eyre*.  
(206).

The euro-centric attitude of Rochester is apparent and traumatic as while Antoinette puts efforts to make him feel comfortable, he chains her like a beast in the attic. The end of St. John Rivers, the cousin of Jane who leaves for India to preach God's ways but meets with an unfortunate death coming in contact with the 'unsuitable' non-European environment not only refers to the non-habitable nature of the non-western lands which turn people sick, mad and are capable of stripping them off life but also establishes Bronte's biased stance. These instances accentuate the problematic outlook of the colonizers towards the colonized other as wrong, unknown, indescribable and mystical.

Lana F. Rakow describes in her essay "Feminist Approaches to Popular Culture: Giving Patriarchy its Due" that "popular culture images are for the most part men's images of women" (Rakow 203) and that it "has constantly

portrayed [white] American women as 'housewifely, passive, wholesome, and pretty'" (Rakow 203). The women of colour had negligible presence in the popular culture of the time. It was the representation of the ideal white woman which was not only dominant but also considered to be of significance. Thus, the growth of insecurity, the urge to become white, sophisticated and civilized along with the fascination towards England was a common characteristic present amongst those of colour. The marvelous 'mythical' stories fed to them blinded them with illusions about the land of the self-proclaimed superior, the Whites.

Here in comes the idea the 'mimicry' as enunciated by Homi K. Bhabha. It refers to a phenomenon when "colonial discourse encourages the colonized subject to 'mimic' the colonizer, by adopting the colonizer's cultural habits, assumptions, institutions and values" (Ashcroft 125). This not only justifies Annette's constant efforts to appear civilized and pleasing amidst dire poverty but also stresses on the 'need' to follow the 'trend'. The façade was her way of 'leading' her family up to the Whites' standard. The imposition of this 'lifestyle' on Antoinette was more for her sake than Annette's. Nonetheless the constant effort was taxing and exhausted them. As a consequence, in the later part of the novel they are seen in a careless fashion, unbothered by the appearance as they accept their fate as the 'Other'. The attempt to hold on ultimately makes them lose themselves.

Regarding oppression, the novel has incidents of both physical and mental dominance. From the poisoning of Annette's horse, the burning of the Coulibri estate house, blazing Coco, Tia's violence towards Antoinette, Pierre's death, the traumatizing sight of the harsh treatment meted out to the 'unable' Annette, to the carnal satisfaction by Rochester, the novel is full of varied occurrences. Antoinette faces threat from bullies at the convent and at home the servants like Amélie or the caretakers of Annette show not the least respect. M. M. Adjarian adds that it is Daniel Cosway's letter that leads to the "tension in the relationship between Rochester and Antoinette" (Adjarian 207) but it was the needed excuse following which Rochester renames her "so that he can dissociate not only his wife but himself from Annette Cosway and the mental illness she represents" (Adjarian 207). Not even once does he ask Antoinette for an explanation. He chooses a stranger over his wife as he was already searching for a loophole to evade the relationship and the responsibility. She was yet again betrayed by her trusted.

Antoinette continuously craves for comfort but this desire remains unfulfilled. Having witnessed her mother go downhill with no care or love from her husband instills a fear in her. She pesters Christophine to help her with her

marriage. The indifference breaks her loving heart. She was so desperate for an emotional bonding that she willingly opts for obeah. Overlooking all warnings she forces Christophine to practice obeah which in turn distances him further. With the failed outcome she drowns herself in alcohol and allows her repressed unconscious to emerge.

Rochester remains unaffected and indifferent. To him, the relationship was a “play” (Rhys 55). He hardly ever tries to understand her and abandons her easily after the satisfaction of his lust. This distrust in her affects her so much that it triggers the repressed emotions in her. These drive her to another dimension without a care in the world. These show how the ‘white cockroaches/white niggers’ were embraced by none.

Mental oppression can be noted from the very beginning with the looming fear during the five long years after the death of Mr. Cosway. The circulated ‘stories’, the open hatred, lack of agency, unheard protests, the set decorum, ‘unquestioned’ marriage, unavailability of financial stability and finally, the loss of self were all signs and results of oppression. Mr. Mason was barely present for his sick wife. Instead of being by her side, he leaves her at the mercy of people who not only despise her but assault her. She was probably forced to embrace death which was accepted in a very indifferent manner. Antoinette also didn’t receive any support. There was no pity but blame on her plate even after her death. They were victims of all and for long. All these traumatic experiences were inscribed on the mind of the little girl who barely understood the idea of fear and was nonetheless afraid.

Young Antoinette was so terrified that she held onto her “stick... a narrow piece of wood, with two nails sticking out at the end” (Rhys 20) in her sleep to provide herself with some protection and comfort. Rochester “tries to make her more knowable-and thus threatening-by renaming her “Bertha”” (Adjarian 206). He “coerces his wife to subsume her identity and all the cultural and personal associations that go along with it into one he has constructed for her” (Adjarian 207). This loss of self snaps the last link with sanity.

All these traumatic memories were repressed, locked away in their unconscious but the agitation by her husband, his distrust, ruthlessness towards her throws her off the edge. The marriage was an unwanted institution. When she confesses her insecurity in front of Rochester he deceives her with false promises of “peace, happiness, safety” (Rhys 57). Eventually her doubts prove right and she is destroyed by him. There was no love, nor trust in their relationship. He expresses it himself, “I did not love her. I was thirsty for her, but that is not love. I felt very little tenderness for her, she was a stranger to me, a stranger who

did not think or feel as I did” (Rhys 69). This also underlines his finding her to be the other, one who isn't like him.

Christophine is one practical figure who tries to help Antoinette. She advises her to flee, “pack up and go” (Rhys 82) but the latter discards the idea. When disillusion takes place and she realizes her folly, it becomes too late to flee as the English law leaves her with nothing. The heiress was turned penniless after her marriage. She was left with no recourse and no ‘stick’ to protect her anymore and hence, so young, exotic and ‘happily’ married a girl drowns in the sea of hopelessness.

The continuation of atrocities in the third part with the ‘chaining’ and ‘imprisonment’ of her with a caretaker, Grace Poole in the attic of Thornfield Hall puts her at the edge. She is filled with extreme depression and loss of self. The bouts of insanity resulted from the triggered traumatic experiences. The accidents with Richard and Rochester were acts of her seeking either assistance or revenge. Both fail her and in her way she tries to either punish them or hold onto them. Thus, these questionable ‘accidents’ were repayment of all the traumas gifted to her by them. With no genuine care but continued criticism and betrayal, she finally breaks free in the end and gives into the frailty and ambivalence of lunacy.

Albeit witnessing her faltering condition, the heart of her ‘oppressor’ doesn’t melt. It hardens faster, so fast that he fastens her to attain freedom for himself, to live according to his wishes, while she suffers silently in the windowless attic. The eternal cold of England adds to her agony and changes her. Her prediction “I will be a different person when I live in England and different things will happen to me...” (Rhys 84) becomes a reality.

The hope to live a better, happier life ends with the unfortunate deaths of both Annette and Antoinette. The colour of their life turns pale with the loss of the exotic summer. In and out of consciousness, witnessing the affairs of the household Antoinette chooses to die for the second time like her mother. Her first death takes place at her forceful arrival to England, her soul is crushed when she leaves her ‘home’ and with the burning flames it is her body that dies. Like Coco, she lives a life with clipped wings and hence, her destiny too was meant to end engulfed by the angry fire. Setting fire to the ‘prison’ she ‘escapes’. She ultimately attains freedom from her oppressed life with no need to have repressed emotions anymore.

It is worth noting that the third phase of women’s writing began roughly from the latter part of the twentieth century where women writers advocated “their own perspectives” (Habib 129) as elaborated by Elaine Showalter in *A Literature of Their Own* (1977). Thus, belonging to the early stages phase, Rhys’ re-presentation

of the forgotten is commendable but being a continuation of a Victorian Novel, her work had pre-imposed limitations.

### III. CONCLUSION

Annette and Antoinette both live a life of subordination horrified by the swinging dual daggers. The trauma generated by the brutality of the people and the heart-wrenching image of the pleading helpless bird with clipped wings reaches its culmination. The women were without sympathetic relationships. Neither their partners nor their 'friends' held them with warmth. They were taken to be spiteful, crazy but exotic creatures. The treatment of Annette in the house bought by Mr. Mason and Antoinette in England were both dehumanized. They were never consoled but blamed. Every action led to the outburst and an end with which they were liberated from all worldly shackles.

Thus, through the analysis of the text, it may be concluded that the ideas of oppression and repression appear intertwined. Both of these are responsible for the ultimate tragic ending of the 'Other(s)' and prove that "There is no phoenix in this fiction" (Patke 189). Suffering throughout they eventually cut ties with the 'normative' sanity and transcend, mentally as well as physically.

### REFERENCES

- [1] Adjarian, M. M. (1995). Between and beyond Boundaries in "Wide Sargasso Sea." *College Literature*, 22(1), 202–209. <http://www.jstor.org/stable/25112175>
- [2] Ashcroft, B., Griffiths, G., & Tiffin, H. (2007, January 1). *Post-Colonial Studies: the Key Concepts*.
- [3] Brontë, C. (2017, May 16). *Jane Eyre*.
- [4] Cappello, S. (2009). Postcolonial Discourse in "Wide Sargasso Sea": Creole Discourse vs. European Discourse, Periphery vs. Center, and Marginalized People vs. White Supremacy. *Journal of Caribbean Literatures*, 6(1), 47–54. <http://www.jstor.org/stable/40986298>
- [5] Elizabeth J. Donaldson. (2002). The Corpus of the Madwoman: Toward a Feminist Disability Studies Theory of Embodiment and Mental Illness. *NWSA Journal*, 14(3), 99–119. <http://www.jstor.org/stable/4316926>
- [6] Foucault, M. (1978, October 1). *The History of Sexuality: An Introduction* (R. Hurley, Trans.). Pantheon. <https://doi.org/10.1604/9780394417752>
- [7] Gruesser, J. (2003). "Say Die and I Will Die": Betraying the Other, Controlling Female Desire, and Legally Destroying Women in "Wide Sargasso Sea and Othello." *Journal of Caribbean Literatures*, 3(3), 99–109. <http://www.jstor.org/stable/40986147>
- [8] Hite, M. (1989). Writing in the Margins: Jean Rhys. In *The Other Side of the Story: Structures and Strategies of Contemporary Feminist Narratives* (pp. 19–54). Cornell University Press. <http://www.jstor.org/stable/10.7591/j.ctt207g66s.5>
- [9] Macey, D. (2004, December 2). *The Penguin Dictionary of Critical Theory*. <https://doi.org/10.1604/9780140513691>
- [10] Mardorossian, C. M. (1999). Double [De]colonization and the Feminist Criticism of "Wide Sargasso Sea." *College Literature*, 26(2), 79–95. <http://www.jstor.org/stable/25112454>
- [11] Nayar, P. K. (2009, January 1). *Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism*.
- [12] *oppression*. (2023, May 17). *OPPRESSION | English Meaning* - Cambridge Dictionary. <https://dictionary.cambridge.org/dictionary/english/oppression>
- [13] Patke, R. S. (2005). Method and Madness in "A Question of Power" and "Wide Sargasso Sea." *Journal of Caribbean Literatures*, 4(1), 185–193. <http://www.jstor.org/stable/40986181>
- [14] Porter, D. (1976). Of Heroines and Victims: Jean Rhys and Jane Eyre. *The Massachusetts Review*, 17(3), 540–552. <http://www.jstor.org/stable/25088673>
- [15] R. Habib, M. A. (2008, January 3). *Modern Literary Criticism and Theory: A History*. Wiley-Blackwell. <https://doi.org/10.1604/9781405176675>
- [16] Rhys, J. (1966, January 1). *Wide Sargasso Sea*.
- [17] Shelley, M. (1994, February 1). *Frankenstein or the Modern Prometheus: The 1818 Text*.
- [18] Storey, J. (2006, March 25). *Cultural Theory and Popular Culture*. <https://doi.org/10.1604/9780820328393>
- [19] Spivak, G. C. (1985). Three Women's Texts and a Critique of Imperialism. *Critical Inquiry*, 12(1), 243–261. <http://www.jstor.org/stable/1343469>



# Whispers of the Outback: Exploring the Australian Bush in Literature

Diksha Sharma

B.A. (H) English, Amity University Noida, India

Received: 19 Apr 2023; Received in revised form: 18 May 2023; Accepted: 26 May 2023; Available online: 03 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— The project provides an exploration of the 'Australian Bush' in literary work. The Australian bush, with its vast landscapes, unique flora and fauna, and distinctive cultural heritage, has played a pivotal role by demonstrating literary imagination and cultural identity. Figures, data, citations, and statements abound in this work, which is divided into four subtopics: ripping yarn, bush poetry, 20th-century Australian literature, and Aboriginal literature. In each part, it sheds light on the influence of the Australian bush on the writers, poets, and storytellers who highlight the relationship between humans and the bush in a metaphorical way.

**Keywords**— Bush Studies, Ripping Yarn, Bush Poetry, Aboriginal Literature.



## I. INTRODUCTION

The term "Bush" for forest comes from the Dutch word "Bosch" Later, the concept of "the bush" has become ideal in Australia and symbolizes Australian life, which refers to the wide range of landscape covered across thousands of kilometers with the exception of the cactus and tall grass, where there is barely any vegetation; it is also known as the "outback. Apart from that, 'the bush' is considered a significant part of Australian identity.

The Australian bush is a legendary and fascinating place that has served as the setting for several films and works of literature of all genres. It is a fascinating area for literary students, particularly from the late 19th century onward, during the period of national writing. The bush was formerly said to be a harsh but romantic environment that the locals both loved and feared. People living in the bush who were well adapted and happy with their lifestyle Then the legendary bushman myth was born, a myth that described the outward appearance and character of the typical Australian bushman, the bushman as the typical Australian, and dealt with mate ship (an Australian idiom that embodies loyalty and friendship), love and fear of the bush, and a strong pride in national identity. Women play hardly any role in this idealized world.

## II. BUSH STUDIES

The Australian author Barbara Baynton published her 6 short stories under the title 'Bush Studies' in which she mentions about the bush life in the early colonial period as a dangerous and isolating for women, therefore it's directly challenged the stereotype thinking regarding gender, power and land which is very different from the one that male author wanted to illustrated her depiction is more realistic, not totally hostile rather than it's seems like gothic with depressing state. Her fiction provides a superbly ironic critique of Australian tradition which challenged the romanticism of Henry Lawson, who present women were strong, stoic, loyal women and often positioned as supporters or extensions of the male characters, such as the woman in 'The Drover's Wife', published ten years previously. In contrast, Baynton's women were often oppressed, violated, suffering, lonely, dismissed or struggling against a hostile social and natural environment. In "Billy Skywonkie" the countryside is described as "barren shelter less plains." So, it interpreted as a typical male image of the land as dangerous female but the text continues; the land is barren because of

"The tireless greedy sun" (Baynton 47).



In the traditional dichotomy between men and women, the sun is always considered masculine, and like the sun, the men in Bush Studies are shown to be greedy. Although never explicitly stated, this seems to suggest that it is not the land itself that is hostile but the activities of men, which make gothic land, and it also represents Baynton's portrayed women, which are associated with the land because both are victims of men.

### III. AUSTRALIAN LITERATURE

Australian literature is a vast body of writing that includes early renditions and English translations of Aboriginal song cycles or folktales as well as the diaries, memoirs, and songs of early European explorers and settlers. It also covers the more formal literary works that emerged as writing and printing, which came to dominate the island's culture. So, there are four branches of Australian literature:

#### 3.1 Ripping Yarn

Ripping Yarn, is the oldest literary convention and tells tales or stories of daring feats in new and unknown places. It's often talked about new bush heroes who survive natural disasters; hence, this type of idea is new for England but important to developing the new Australian identity as well as spreading the awareness back to Europe about what this new settlement in Australia really meant.

#### 3.2 Bush Poetry

The second branch is bush poetry, ballads, and songs; it's a style of poetry and folk music that depicts the life, character, and scenery of the Australian bush. Bush ballad is a rhyming, narrative-based poem adapted for singing. Basically, it uses a straightforward rhyme structure to narrate a story, often one of action and adventure. It also uses humor to create a melancholic tone with many other themes, like bush ranging, which is about originally escaped convicts in the early years of the British settlement. Next, about Drover, typically it's about a person who, as an experienced stockman, moves livestock, usually sheep, cattle, and horses, over long distances, and other themes like life on the frontier, etc.

One of the famous poems, "Mulga Bill's Bicycle" by Banjo Paterson, is one of the prominent bush poetries. It is a funny poem about a man who believes he can ride anything from a bull to a bike. He has never ridden a bike and thinks that he is the best rider in the world. So, there are two main themes that depict the Australian bush. The first is the name of the poem "Mulga," which is found in the dry, arid parts of the Australian Outback. The term "Mulga Bill" probably refers to a man named Bill who came from an area where Mulga trees grew, and the second is the condition of Australian land, which is very

dry even though there is a drought that's made him buy a bicycle because he has a shortage of horse food since there is no plantation, which is why he shifted from horse to bicycle. There is another story, "A Campfire of Cowboy Billy," which also depicts bush culture, even though it turns out to be a great friendship relationship between Billy and his horse. This story shows the nature of a bushman through the journey of Billy in an imaginary landscape with a horse and doing campfires out in nature. Hence, Australian identity was captured through ballads and songs during this bush era.

Two famous poets or authors, Henry Lawson and Banjo Paterson, who are also known as "Bush Bards" (who recite and compose epic or traditional poems), They fight over the merits of living in the Australian "Bush" through a poem series famous for the name of the "Bulletin Debate." So, this debate starts with Henry Lawson's poem "Up Country" which is a harsh portrayal of bush life, describing it as a place 'where the lean and haggard women live alone and work like men', establishing the critical voice of Lawson. Through the use of similes and hyperbole, Lawson creates a distasteful depiction of the bush's life experience. Therefore, Lawson recounts his trip to the barren and gloomy Australian bush and criticizes "City Bushmen" such as Banjo Paterson, who tended to romanticize bush life. Even "In Defense of the Bush," written as a reply to the Lawson poem, was countered by Paterson by claiming that Lawson's view of bush life was full of doom and gloom. He finished his poem with the line,

"For the bush will never suit you, and you'll never suit the bush." (Paterson, 1892).

#### 3.3 20th-century Australian literature

The third branch of Australian literature, known as 20th-century Australian work, which focuses on mental illness and multiculturalism-like issues. Les Murray's 20th century writer work "An Absolutely Ordinary Rainbow," in which he used ripping yarn form to convey his message about human experiences, including emotions, relationships, and how the external environment affects thoughts, values, and beliefs, though all these aspects represent the experience of being human for all people, they are unique to and vary with each individual. He wrote:

"Only the smallest children and such as look out of Paradise come near him and sit at his feet, with dogs and dusty pigeons", (Murray, 1997).

In which they depict how strong men have a fear of showing their emotions in public, which may make them lose something, but, on the other side, ordinary people who are free to express their emotions, whether they are crying

or talking with animals, are basically doing what they want without any hesitation. So somehow, through this poem, he describes the problems of modern society and how people feel insecure and unconscious about their happiness.

### 3.4 Aboriginal Literature

The last branch of Australian literature is aboriginal literature, which became quite famous in this period for spreading the aboriginal story, which had previously been untold and forgotten by the white settlement, so they provided an expression of culture and basically an insight into the aboriginal struggle in dealing with issues such as separation from their family and loss of connection with their land through their removal by white settlers. Like the novel "My Place" by Sally Morgan, it is an autobiographical and aboriginal literature text that talks about Morgan's quest for knowledge of her family's past and the fact that she has grown up under false pretenses. Even so, white society pushes Sally into identifying herself with a colored racial identity. Even when, as an adult, she learns that she is Aboriginal, she has difficulty accepting her indigenous identity because she has no knowledge of tribal background:

"What did it [to be Aboriginal] mean for someone like me?" (Morgan 141).

However, two events provide Sally with the basis to develop an understanding of her identity. During their college years, when Sally and her younger sister drop the fact among their classmates that they are Aboriginal, they find that white society accepts their Aboriginality yet treats them differently. In this statement, we clearly prove how white society treats them:

"Many students reacted with an embarrassed silence. It was like we'd [Sally and Jill had] said a forbidden word. Others muttered, 'Oh, I'm sorry' and when they realized what they we're saying, they just sort of faded away" (Morgan 139).

The second event occurs in the Pilbara region where Sally is warmly welcomed as a member by local tribes' people. Billy, an Aboriginal man, tells her and her family members,

"You come as often as you please. There's always a spot here, for you all" (Morgan 232).

Thus, Sally's indigenous identity is nourished though, at this point, her knowledge of her Aboriginal side is limited. Despite this lack of real understanding, she is considered Aboriginal by both races.

There is another example of 20th-century Australian literature telling us about the bush life of Australia. "The Tree of Man" by Patrick White. It tells the story of Stan Parker inheriting some land in the Australian hills after the

death of his father. He moves there with his wife, Amy, and together they start a family. Eventually, the area becomes populated, and the town of Durilgai emerges. We then follow the Parkers through the years as they face all the challenges that life throws at them, including floods, bush fires, infidelity, depression, and death. Similarly, "The Thorn Birds," a 1977 novel by Australian author Colleen McCullough. First, he used the aboriginal narrative by mentioning the oral traditional tales, which directly refer to one of the famous narrative techniques of Australian literature, like the book title, which refers to the mythical "thorn bird" that searches for thorn trees from the day it is hatched. When it finds the perfect thorn tree, it impales itself on a thorn and sings the most beautiful song ever heard as it dies. According to myth, there is a legend about a bird that sings, just once in its life, more sweetly than any other creature on the face of the earth. From the moment it leaves the nest, it searches for a thorn tree and does not rest until it has found one. Then, singing among the savage branches, it impales itself upon the longest, sharpest spine. And, dying, it rises above its own agony to out-carol the lark and the nightingale. One superlative song, existence is the price.

But the whole world still listens, and God in His heaven smiles. The best is only bought at the cost of great pain, or so says the legend. This thorn bird symbolizes the character of Fiona or Meggie because they are also on a quest for happiness, but for this they have to suffer a lot, like Meggie, who loves Ralph but it turns out to be an unrequited love, even though she tries to move on but ends up with a miserable married life, and her son also died, which depicts that she suffered a lot because of religion, love, and society, even though Meggie also committed the same mistake that her mother does, Fiona, whose marriage life was also not good, or even she had a son out of wedlock. So all those sufferings and pain that not only women had but like Ralph also suffered in a similar way, he also abandoned his love for religion, which basically sought a cycle of agony and consequences of desire that each and every character faced only because of their quest for happiness, which is similar to the thorn bird quest who killed herself for singing the most beautiful song, which is the happiness of a bird, so this all incident gives us the message that the best things only come to you after suffering.

She shows the contradiction between New Zealand Bush and Australian Bush; basically, Australia presents itself as a non-profitable land, a dry place where people are selfish, greedy, ambitious, and have no value for emotion, but New Zealand is totally opposite of this; it's a nice, full of greenery, and peaceful place. The novel character moves from a prosperous place to the hard landscape of Australia

in Drogheda, a sheep station in the Australian Outback. Her novel setting conveys the growth of the Australian cultural myth of the bush and the survival of their aboriginal people.

#### IV. CONCLUSION

Whether it is 20th century Australian literature, the author has very beautifully portrayed the oral tradition through narrative technique while referring to the title "The Thorn Bird," which justifies the agony of character and the bush lifestyle, which show the suffering, isolation, and loneliness in dry land. Similar to Patrick's novel, which also tries to settle in Australia, during this time period they go through all-natural disasters like floods and droughts, but later they adopt their lifestyle according to bush culture. Sally Morgan's novel is a little bit different from Australians in that they are unaware of their aboriginality and are far from their culture and traditions, which are very important aspects to know about your own identity. She is successful in gaining knowledge about their past and belongingness.

So, whether it's about aboriginal identity, survival in the Australian bush, or oral tradition, all aspects are depicted in an implicit way. Australian novels show a sense of attachment with their roots, where they belong from, and even still, through their work, they spread awareness about the originality of their belongingness or significance of their culture, which somewhere people might forget due to colonizer rule, the world war, or a lot of other things, but still, somewhere, writers always come up with the hope that our tradition and values are not fully destroyed and we have still a chance through literature to realize our background history or know about natives

#### REFERENCES

- [1] Attwood, B. (1992). "Portrait of an Aboriginal as an Artist: Sally Morgan and the Construction of Aboriginality." *Rev. of My Place by Sally Morgan. Australian Historical Studies* Vol. 25. No. 99. October, 302–318.
- [2] Banjo Paterson, 'In Defense of the Bush'; Published (1892).
- [3] Colleen McCullough. 2007. *The Thorn Birds*[M]. The Great Britain: Virago Press.
- [4] Henry Lawson, 'The City Bushmen'; Published 1892.
- [5] HarperCollins Publishers Australia, *Short Story Text Publishing*, 1902; ISBN9780207196423/9781922079497 (print)
- [6] Murray, Les. "Absolutely Ordinary Rainbow." Carcanet Press Ltd, 1997.
- [7] Patrick White, 'The Tree of Man'; Published October 27th 1994 by Vintage (first published 1955)
- [8] Susan Barrett, No Place for a woman? Barbara Baynton's *Bush Studies*; Open Edition Journals, 40 /SPRING 2003



# An Analysis on the Risk Factor of HIV Transmission in Adolescents in DKI Jakarta

Muhamad Taufik Sasmita<sup>1</sup>, Dwi Sutiningsih<sup>2</sup>, Muchlis Achsan Udji Sofro<sup>3</sup>

<sup>1,2</sup>Master of Epidemiology of Universitas Diponegoro,

<sup>3</sup>Faculty of Medicines of Universitas Diponegoro-RSUP Dr Kariadi Semarang

Received: 22 Apr 2023; Received in revised form: 17 May 2023; Accepted: 25 May 2023; Available online: 03 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— *Background: HIV is a big problem that until now has not been handled properly. Children and adolescents become victims of parental indifference to their children. This study aims to determine the risk factors for HIV transmission to adolescents in DKI Jakarta. Methods: This study uses an analytic observational design with case control. The location of this research was carried out in DKI Jakarta (Pelita Ilmu Foundation). Results: The study found risk factors that influenced the incidence of HIV transmission among adolescents in DKI Jakarta, namely a family history of HIV/AIDS ( $p = 0.000$ ;  $OR = 227.167$ ; 95%  $CI = 28.495-1810.989$ ). Conclusion: Family history of HIV/AIDS is the most influential factor in the incidence of HIV transmission among adolescents in DKI Jakarta.*

**Keywords**— *HIV/AIDS, Adolescents, Risk Factors*



## I. INTRODUCTION

Human Immunodeficiency Virus (HIV) is a RNA-class virus specifically attacking human immunity and later Acquired Immune Deficiency Syndrome (AIDS). An individual infected with HIV does not show sickness sign, but he can infect others. In some people, HIV infection will evolve into AIDS after some certain periods of time, from months to 15 years.<sup>1</sup>

Data cited from UNAIDS reveals that 38,4 million people live with HIV in 2021, 1,5 of them are newly infected with HIV, and 650,000 people died due to AIDS-related disease. Since the beginning of epidemic, 84.2 million people have been infected with HIV, and 40.1 million people have died due to AIDS-related diseases. And about 28.7 million people also access antiretroviral therapy in 2021.<sup>2,3</sup>

About 36.7 million adults (15 years old and more) and 1.7 million children (0-14 years old) live with HIV. Fifty four percent of those living with HIV are women and girls. About 4900 female adolescents aged 15-24 years are infected with HIV. About 5.9 million people are not aware that they live with HIV.<sup>2,3</sup>

Cumulatively, there have been 329,581 HIV cases and 137,397 AIDS cases reported per March 2022. The highest percentage of HIV infection is reported in the 25-49 year-age group (70.5%), followed with the 20-24 year-age group (15.9%), and the  $\geq 50$  – year age group (7.2%). Five provinces with highest number of HIV cases in 2010-March 2022 are DKI Jakarta (76.103), East Java (71.909), West Java (52.970), Central Java (44.649), and Papua (41.286).<sup>4</sup>

Cumulatively, there are 137,397 AIDS cases in the period of 2009 – March 2022. Five provinces with highest number of AIDS cases are Papua (24,873), East Java (21,815), Central Java (14,617), DKI Jakarta (10,913), and Bali (9,728). The largest transmission risk through risky sexual intercourse is found in homosexual (30.2%), heterosexual (12.8%), and needle sharing (0.7%).<sup>4</sup>

The data obtained from Health Department of DKI Jakarta shows that there were 5,544 HIV/AIDS cases, the age group with the largest number of HIV cases is the 10-24 year-age group in which 5,544 HIV/ AIDS cases occur and the smallest number is found in 13-year age, and by sex, the largest number of cases is found in male (4.662 people) and then female (882 people).



Some studies have been conducted on the HIV transmitting risk factor. The HIV-transmitting risk factor in adolescents, according to Arfan et al, (2015), are: unsafe sex, TV and HP media use, internet media, parent communication, parent supervision, relationship to parent and peer, and sexual relation. The risk factors of HIV transmission in adolescents, according to Amelia, et al (2016), are: age, attitude, alcohol consumption, condom use, social culture, and access to illegal localization. The risk factors of HIV transmission in adolescents, according to Manalu, et al. (2018), are: sex, sexual behavior, and drug use behavior.<sup>6-8</sup>

DKI Jakarta is the province with the highest number of HIV cases since it was found for the first time in Indonesia until today. Similarly, in the case of AIDS, DKI Jakarta province is on the top 4 rank in Indonesia.

Considering the data revealed in the background section concerning the high number of HIV case in DKI Jakarta, the author needs to conduct a study to find out “the Risk Factor of HIV transmission in Adolescents in DKI Jakarta”. In addition, the studies investigating in detail the risk factor of HIV transmission in adolescents in DKI Jakarta are still rare in number. Thus, this topic gets inadequate attention from the related parties including universities, community (NGO), and government.

The objective of research is to find out the risk factor of HIV transmission in adolescents in DKI Jakarta.

## II. METHOD

This research employed an analytical observational research type, with case control research design.

In this study, retrospective approach was used starting with collecting data of cases including the adolescents infected with HIV/AIDS in Jakarta and control, the adolescents not infected with HIV/AIDs in Jakarta. Then, the sample was selected using quota sampling technique to obtain case and control groups with equal probability of being exposed to risk factor, by means of lottery for either case or control group.

Data collection was conducted through interview using questionnaire aiming to find out the risk factor of HIV transmission in adolescents in DKI Jakarta.

The sample of research consisted of 108 adolescents divided into 59 in case and 59 in control groups, and then retrospective study was conducted on the risk factor of HIV transmission in adolescents.

The inclusive criterion of the case is PWHAs aged 10-24 years and domiciled in Jakarta. The exclusive criteria of the case are PWHAs aged <10 and > 24 years, declining to be

the respondents, incapable of communicating, and developing mental distress.

The inclusive criteria of the control are adolescents aged 10-24 years and domiciled in Jakarta. The exclusive criteria of the control are declining to be respondents, incapable of communicating, and developing mental distress.

Data processing and analysis were conducted using SPSS program computer system for windows, consisting of univariate, bivariate, and multivariate analyses.

This research has been approved by the Semarang State University's Ethical Commission for Health Research with the approval Number: 144/KEPK/EC/2023

## III. RESULT

From the research conducted on 108 respondents in *Yayasan Pelita Ilmu Jakarta* (Pelita Ilmu Foundation of Jakarta) in December 2022 – May 2023, the results of univariate, bivariate, and multivariate analyses are elaborated as follows:

### 1.1. Result of Univariate Analysis

Univariate analysis is conducted to describe dependent variable (HIV transmission incidence) and independent variable using frequency distribution table as presented in Table 1.

#### 1.1.1. General Description of Variable in case and control respondents

*Table 1. Distribution of Respondents by Domicile among adolescents in DKI Jakarta*

Variable	N	%
<b>Domicile</b>		
Jakarta Utara (North Jakarta)	7	5.9
Jakarta Selatan (South Jakarta)	45	38.1
Jakarta Barat (West Jakarta)	19	16.1
Jakarta Timur (East Jakarta)	39	33.1
Jakarta Pusat (Central Jakarta)	7	5.9
Kepulauan Seribu (Seribu Islands)	1	.8
<b>Marital Status</b>		
Married	6	5.1
Not Married	110	93.2
Ever Married	2	1.7
<b>Working</b>		
Yes	29	24.6
No	89	75.4
Total	118	100

Table 2. Statistic Values By Sex for Adolescents in DKI Jakarta

Mean	Median	Modus	Min	Max.
18,09	18	13	10	24

### 1.1.2. Frequency Distribution of Some Factors in Case and Control Respondents

The frequency distribution of some factors in both case and control respondents can be seen in Table 3.

### 1.2. Result of Bivariate Analysis

Bivariate analysis is conducted to see the effect of independent variable on independent variable through “p” value ( $p < 0.05$ ) indicating the significance of variable. *Odds Ratio* (OR) value is intended to see whether or not the independent variable tested is the risk factor for the dependent variable.

Based on the result of *Chi-Square* test in bivariate analysis, it can be seen that there are five risk factors affecting the HIV transmission incidence in adolescents: education level ( $p = 0.000$ ; OR = 1.313; 95% CI = 0.636-2.709), attitude ( $p = 0.006$ ; OR = 0.328; 95% CI = 0.155-0.694), family history with HIV/AIDS ( $p = 0.000$ ; OR = 227.167; 95% CI = 28.495-1810.989), role of coworker ( $p = 0.017$ ; OR = 2.639; 95% CI = 1,254-5,554), and social cultural factor ( $p = 0.027$ ; OR = 0.408; CI 95% = 0.194-0.855). For more detail information, see Table 6.

### 1.3. Result of Multivariate Analysis

Multivariate analysis is conducted to find out the independent variable mostly affecting the HIV transmission incidence in adolescents in DKI Jakarta and to determine the best equation. The analysis is conducted using Multiple Logistic Regression test.

Table 3. Summary of Univariate Test on the Analysis on the HIV Transmission Risk Factor in adolescents in Jakarta

Variable	Category	n	%
HIV	PWHA	59	50
	Non-PWHA	59	50
Sex	Male	39	33.1
	Female	79	66.9
Education Level	Low	42	35.6
	High	76	64.4
Knowledge level	Low	56	47.5
	High	62	52.5
Attitude	Poor	62	52.5
	Good	56	47.5
Sexual Behavior	Yes	13	11
	No	105	89
Alcohol Consumption	Yes	6	5.1
	No	112	94.9
Injection Drug Use Behavior	Yes	2	1.7
	No	116	98.3
Family with HIV/AIDS	Yes	48	40.7
	No	70	59.3
Internet Media Use	Poor	40	33.9
	Good	78	66.1
Access to Illegal Localization	Yes	1	0.8
	No	117	99.2

Role of Peer	Risky	56	47.5
	Not risky	62	52.5
Family	Present	18	15.3
	Absent	100	84.7
Social cultural factor	Negative	61	51.7
	Positive	57	48.3

Table 4. Distribution of Respondents by Knowledge and HIV incidence in adolescents in DKI Jakarta

Variable	HIV				OR (95%CI)	Pvalue
	PWHA		Non-PWHA			
	n	%	n	%		
Sex						
Male	25	42.4	14	33.1	2.363 (1.071-5.215)	0.050
Female	34	57.6	45	66.9		
Education Level						
Low	32	54.2	10	16.9	5.807 (2.479-13.606)	0.000
High	27	45.8	49	64.4		
Type of Knowledge						
Low	30	50.8	26	44.1	1.313 (0.636-2.709)	0.580
High	29	49.2	33	55.9		
Attitude						
Poor	23	39.0	39	66.1	0.328 (0.155-0.694)	0.006
Good	36	61.0	20	33.9		
Sexual Behavior						
Risky	10	16.9	3	11.0	3.810 (0.992-14.636)	0.078
Not Risky	49	83.1	56	89.0		
Alcohol Consumption						
Yes	3	5.1	3	5.1	1.000 (0.193-5.169)	1.000
No	56	94.9	56	94.9		
Injection Drug Use Behavior						
Yes	1	1.7	1	1.7	1.000 (0.061-16.372)	1.000
No	58	98.3	58	98.3		
History of Family with HIV/AIDS disease						
Yes	47	79.7	1	40.7	227.167 (28.495-1810.989)	0.000
No	12	20.3	58	59.3		
Internet Media Use						
Poor	43	72.9	35	66.1	1.843 (0.850-3.997)	0.173
Good	16	27.1	24	33.9		
Access to illegal localization						
Yes	0	0	1	0.8	2.017 (1.680-2.422)	1.000
No	59	100	58	99.2		

Role of Peer						
<b>Risky</b>	35	59.3	21	47.5	2.639	0,017
<b>Not Risky</b>	24	40.7	38	52.5	(1.254-5.554)	
Family						
<b>Absent</b>	6	10.2	12	20.3	0.443	0.200
<b>Present</b>	53	89.8	47	79.7	(0.154-1.274)	
Social Cultural factor						
<b>Negative</b>	24	40.7	37	62,7	0.408	0.027
					(0.194-0.855)	

Table 5. Final Model

Variable	Pvalue	OR
Education Level	0.701	1.400
Attitude	0.003	0.069
History of Family with HIV/AIDS disease	0.000	459.473
Role of Peer	0.300	2.246
Social cultural	0.101	0.319

The scoring criteria are important to be used in selecting variable to put the independent variable into multivariate analysis by calculating p value  $<0.25$ . There are 5 variables belonging to the criteria: education level, attitude, history of family with HIV/AIDS disease, role of peer, and social-cultural. Then, interactive analysis is conducted simultaneously to see the probability of interaction between variables. The best model equation is considered with significance value  $p < 0.05$ .

This result of multivariate analysis shows that the analysis on important independent variables simultaneously indicated that the 5 (five) variables evidently affect significantly the HIV/AIDS transmission incidence among adolescents in DKI Jakarta. The most dominant variable is the history of family with HIV/AIDS disease, in which respondents having the history of family with HIV/AIDS disease is risky 459.473 folds to be infected with HIV. The detailed result of multivariate analysis can be seen in Table 7.

#### IV. DISCUSSION

The result of multivariate analysis shows that out of 5 (five) variables analyzed simultaneously (education level, attitude, history of family with HIV/AIDS disease, role of peer, and social-cultural), only 2 (two) do belong to the strong risk factor of HIV transmission incidence in adolescents in DKI Jakarta.

The result of logistic regression test on the final model shows that the history of family with HIV/AIDS disease is evidently the factor statistically affecting significantly the HIV transmission incidence in adolescents in DKI Jakarta ( $p: 0.000$ ) with adjusted OR of 459.473 and 95% CI (36.295-5.816.725). It means that adolescents having the history of family with HIV/AIDS have risk of being infected with HIV 459.473 folds more than those not having history of family with HIV/AIDS.

This result is in line with the study conducted by Musyarofah, et al. (2017) finding a relationship between the history of family with HIV/AIDS disease and the HIV transmission (Pvalue 0.001). This finding is also in line with Sitepu (2018) finding that there is a relationship between the history of family with HIV/AIDS disease and the HIV transmission (Pvalue 0.002).

Attitude factor also affects the HIV transmission incidence in adolescents in DKI Jakarta, with  $p$  0.003 and OR 0.069 at CI: 0.012-0.398. It means that the adolescents with poor attitude has risk of being infected with HIV 0.069 fold more than those with good attitude.

This result is in line with Amelia et al (2016) finding that there is a relationship between attitude and HIV transmission (Pvalue 0.001). This is also in line with Yuliza, et al (2019) finding that there is a relationship between attitude and HIV transmission (Pvalue 0.001).



The limitation of current study lies on the use of questionnaire completed by respondents, in which the result is dependent on the respondents' honesty. The respondents may be not honest about themselves and their habit. To minimize the error, the respondents can be assisted in completing the questionnaire.

Limited space and time. This research used online G-Form questionnaire because the author was on duty on the Republic of Indonesia's border. To solve this problem, the author asked his friend's help to coordinate and to communicate with PWhA.

Limitation of data collection. Some respondents selected to be the sample using sampling technique randomly declined to participate in the study and to see the author. This problem is solved by substituting other respondents for these respondents by considering the criteria of research sample.

In this research, the author studied only sex, education level, knowledge level, attitude, sexual behavior, alcohol consumption, injection drug use behavior, history of family with HIV/AIDS, internet media use, access to illegal localization, role of peer, family, and social cultural factor. Thus, many other potential factors have not been studied yet in HIV transmission incidence in adolescents in DKI Jakarta.

## V. CONCLUSION

Considering the result of research, it can be concluded that the factors evidently affecting the HIV transmission incidence in adolescents in DKI Jakarta are education level with 1.400 folds risk of HIV transmission, attitude with 0.069 fold, history of family with HIV/AIDS disease with 459.473 folds, role of peer with 2.246 folds, and social cultural factor with 0.319 fold.

## ACKNOWLEDGMENT

Thanks to the *Pelita Ilmu* Foundation of Jakarta for permitting the author to do data collecting process.

## REFERENCES

- [1] Nopriadi. HIV dan AIDS. Buku Ajar. Emy Leonita E, editor. Pekanbaru: UR Press; 2020. 1–369 p.
- [2] UNAIDS. Global Factsheets | 2021 HIV and AIDS Estimates Adults and children living with Global Factsheets | 2021 HIV testing and treatment cascade People living with HIV. Global Factsheets. 2021;1–2.
- [3] UNAIDS. UNAIDS Global AIDS Update 2022 IN DANGER. 2022;
- [4] Kementerian Kesehatan RI. Laporan Eksekutif Perkembangan HIV AIDS dan Penyakit Infeksi Menular Seksual (PIMS) Triwulan I Tahun 2022. 2022;
- [5] Kementerian Kesehatan RI. Profil Kesehatan Indonesia 2019. Journal of Chemical Information and Modeling. 2020.
- [6] Iskandar Arfan dan Suharyo Hadisaputro A. Faktor Risiko Kejadian HIV dan AIDS Pada Remaja 14-24 Tahun Jurnal Penelitian dan Pengembangan Borneo Akcaya Jurnal Penelitian dan Pengembangan Borneo Akcaya. 2015;02(1):1–6.
- [7] Amelia M, Hadisaputro S, Laksono B, Anies A. Faktor Risiko yang Berpengaruh terhadap Kejadian HIV/AIDS pada Laki-Laki Umur 25 - 44 Tahun di Kota Dili, Timor Leste. J Epidemiol Kesehat Komunitas [Internet]. 2016;1(1):39–46. Available from: <https://ejournal2.undip.ac.id/index.php/jekk/article/view/3960>
- [8] Manalu RM, Harahap SY, Sinurat I. Faktor-faktor yang Mempengaruhi Kejadian Infeksi HIV Pada Usia Produktif di Komite Aids Hkbp Balige. Indones Trust Heal J. 2019;2(2):190–8.
- [9] Sari RK. Profil Statistik Kesehatan 2021. Badan Pus Stat [Internet]. 2021;22. Available from: [bps.go.id](https://bps.go.id)
- [10] Pariaribo K, Hadisaputro S, Widjanarko B, Sofro MAU. Faktor Risiko yang Mempengaruhi Kepatuhan Terapi Antiretroviral (ARV) pada Pasien HIV/AIDS di RSUD Abepura Jayapura. J Epidemiol Kesehat Komunitas. 2017;2(1):7.
- [11] Susilowati T, Sofro MA, Bina Sari A, Permata Indonesia P, dr Karyadi Semarang R, Tinggi Analis Bakti Asih Bandung S. Faktor Risiko Yang Mempengaruhi Kejadian HIV/AIDS Di Magelang. Pros Semin Nas REKAM MEDIS Inf Kesehat Standar Akreditasi Rumah Sakit Ed 1. 2018;85–95.
- [12] Sri Handayani, Eliza Arman IA. Hubungan Peranan Lingkungan Terhadap Kejadian HIV/AIDS. J Manaj Kesehat Yayasan RSDr Soetomo. 2018;4(2):134.
- [13] Kementerian Kesehatan RI. Situasi Kesehatan Reproduksi Remaja. INFODATIN. Jakarta: Kementerian Kesehatan RI; 2017. p. 1–8.
- [14] Sarwono SW. Psikologi Remaja. Jakarta: Rajawali Press; 2013. 1–297 p.
- [15] BKKBN. Buku Saku Kegiatan KKN Mahasiswa. BKKBN; 2018.
- [16] Widaningsih I. Remaja dan Permasalahannya Sudut Pandang Islam. Irawan BY, editor. Campustaka; 2017. 1–84 p.
- [17] CDC. Youth Risk Behavior Surveillance System (YRBSS) [Internet]. 2020. Available from: <https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>
- [18] Noviana N. Catatan Kuliah Kesehatan Reproduksi & HIV-AIDS. Ismail T, editor. Jakarta: CV. Trans Info Media; 2013. 1–105 p.
- [19] Agus Alamsyah, Ikhtiaruddin, Christine Vita Gloria Purba UTA. Mengkaji HIV/AIDS dari Teoritik Hingga Praktik. Muvid m. B, editor. Indramayu: CV. Adanu Abimata; 2020. 1–84 p.
- [20] Husaini, Rahman F, Marlinae L, Rahayu A. Buku Ajar Antropologi Sosial Kesehatan. Antropol Sos Kesehat. 2017;1–226.

- [21] Sitepu AB. Universitas Sumatera Utara - Fakultas [Internet]. Universitas Sumatera Utara; 2017. Available from: <https://www.usu.ac.id/id/fakultas.html>
- [22] Notoatmodjo S. Ilmu Perilaku Kesehatan. Jakarta: PT. Rineka Cipta; 2014. 1–174 p.
- [23] Notoatmodjo S. Kesehatan Masyarakat: Ilmu dan Seni. Jakarta: PT. Rineka Cipta; 2011. 1–413 p.
- [24] Masni, Lante N, Arsin AA. Faktor Risiko Kejadian Infeksi Menular Seksual di Puskesmas Kalumata Kota Ternate. J MKMI. 2016;12(4):224–31.
- [25] Kahpi ML. Pengaruh Teknologi Komunikasi Informasi Terhadap Pergaulan Remaja. HIKMAH, Vol 15 No 1 Juni 2020, 139-156 A.
- [26] Kurniawati M. Kebijakan Media Online Terkait Maraknya Prostitusi Online. Univ Al Azhar Indones. 2021;2013–5.
- [27] Wati EE. Analisis Determinan Kejadian HIV Pada Lelaki Seks dengan Lelaki (LSL) di Puskesmas Teladan Kota Medan Tahun 2018 [Internet]. Universitas Sumatera Utara; 2018. Available from: <https://www.usu.ac.id/id/fakultas.html>
- [28] Bukit LM, Si M, Utara US, Karo B. Dimensi Budaya dan Penyebaran Penyakit HIV/AIDS di Perkumpulan Kasih Rakyat. Perspektif Sociol. 2015;3(1):90–103.
- [29] Arwam Hermanus Markus Zeth, Ahmad Husain Asdie, Ali Ghufon Mukti JM. Perilaku dan Risiko Penyakit HIV-AIDS di Masyarakat Papua Studi Pengembangan Model Lokal Kebijakan HIV-AIDS The Development Study of Local Wisdom HIV-AIDS (vaginal, anal, ataupun oral), transfusi darah, jarum AIDS berasal dari Afrika Sub-Sahara. 3 K. 2010;13(04):206–19.
- [30] Ariawan I. Besar dan Metode Sampel Pada Penelitian Kesehatan. Depok: Universitas Indonesia; 1998. 1–191 p.
- [31] Sujarweni VW. Statistik untuk Kesehatan. Yogyakarta: Penerbit Gava Media; 2015. 1–220 p.
- [32] Sugiyono. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Sutopo, editor. Bandung: Alfabeta; 2019. 1–444 p.
- [33] Hastono SP. Analisis Data Kesehatan. Depok: Universitas Indonesia; 2007. 1–212



# Demystifying the Domestic Zone: Portrayal of Jaya as an Alienated Figure in Shashi Deshpande's *That Long Silence*

Azhar Nawaz

Research Scholar, Department of English, Aligarh Muslim University, Aligarh, India

Received: 25 Apr 2023; Received in revised form: 19 May 2023; Accepted: 27 May 2023; Available online: 03 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— *The conjugal zone has been traditionally construed to be a space where two partners can share equal rights and respect. But contrary to this belief, it is part of our observation that women rather than enjoying this space as a haven safeguarding their dignity and identity as human beings, tend to become victims. The space not only marginalizes them but serves to dehumanize them. The present paper, through an in-depth study of Shashi Deshpande's That Long Silence looks analytically at the institution of marriage and talks about the situations and circumstances that place women in a state of subjugation and suppression. The figure of a woman is idealized and glorified but when it comes to reality the domestic domain which is expected to be a safe heaven and refuge for her turns out to be a space of oppression and subjugation. The marital space that should hold a promise of peace, prosperity, respect, dignity, love and happiness through a shared life together, unfortunately turns out to be an arena where the male will have the utmost freedom and complete authority and control over the female partner. The paper tries to investigate how marriage as an institution has failed to safeguard the honour and dignity of women and offer them their due share and rights in the relationship.*



**Keywords**— Domestic, marriage, conjugal space, subjugation, woman

Set in an urban middle class household, *That Long Silence* deals with Shashi Deshpande's concerns regarding the idea of domesticity with relation to women. It talks about the complex human relationships and takes up the issue of marriage in modern Indian society. A study of her novels makes it evident that in most of her novels she takes up the issue of failed marriages and showcases how the partners in a marriage lack mutual understanding due to the disordered social setup which allows the male member in the family a larger space at the expense of the female member whose freedom is curtailed. His dominance and authority is played out on the woman who is rendered an outsider in a space which ironically comes into existence by the very fact that she is there. Still she is taken as one who can create the space but has to remain an outsider and play the subservient role ordained by the patriarchal set up in a house hold: 'Since she will remain a stranger there, she will preserve a sense of inferiority, of exclusion, or, at best, of irony.' (Kristeva and Clement 59)

The present novel looks analytically at the institution of marriage and talks about the situations and circumstances that place women in a state of subjugation and suppression. The figure of a woman is idealized and glorified but when it comes to reality the domestic domain which is expected to be a safe heaven and refuge for her turns out to be a space of oppression and subjugation.

*That Long Silence* is the story of an educated middle class girl, Jaya, who finds herself restricted in her conjugal relationship. She is a writer as well as a housewife and for a period of seventeen years she allows herself to suppress her own creative skills as the idea of being an ideal wife is considered more important than to be a good writer in a patriarchal society. Anne Oakley rightly observes:

This housewife role ensures that women stay subordinate to men, making it difficult for them to pursue careers and this role which is exclusively allocated to women, has no status, is unpaid and alienating and yet it

takes precedence over all other roles.  
(www.collegepapers.com)

She has to play the role of the loyal wife and a mother who never gets tired. In the novel we see that before her wedding, she gets trained by her aunt. Her aunt tells her how to be a perfect wife: 'Remember Jaya, a husband is like a sheltering tree. Keep the tree alive and flourishing, even if you have to water it with deceit and lies' (Deshpande 28). She is supposed to be in a subservient position to men:

In woman, on the contrary, there is from the beginning, a conflict between her autonomous existence and her objective self, her 'being-the-other'; she is taught that to please she must try to please, she must make herself object; she should therefore renounce her autonomy. She is treated like a live doll and is refused liberty. Thus a vicious circle is formed; for the less she exercises her freedom to understand, to grasp and discover the world about her, the less resource will she find within herself, the less will she dare to affirm herself as subject. (Beauvoir 308)

The sense of isolation, estrangement and alienation that a woman has to undergo in the domestic space is not specifically due to the fact that hers is a subservient position in the family. This has also to do with the very set up and the very structure that defines the domestic zone where while the female is the home maker, the male is the provider of things. The relationship is seen in terms of management and resource, demand and supply. Instead of mutual understanding and enjoying the status of partners with equal rights and equal share in freedom what the partners in the marriage get is their respective roles that they have to perform to live up to the expectation of the society. The man has to be the responsible one, to take care of the finance and the woman has to manage things with a perfect hand. The failure on the part of man to fulfill his responsibility leads him to vent his frustration on the woman who becomes a scape-goat. What is required is a reconfiguration of the set roles in the domestic zone. Deshpande tries to convey the idea that in the conjugal relationship if any of the partners becomes a victim of the set up, it will result in an atmosphere of suffocation and suffering leading both the partners to their respective zones of alienation and aloofness. She suggests that it is not only women who are affected by the patriarchal set up but men too have been a victim and as a result have caused women to suffer all the more:

On a more general level, it must be remembered that Indian society has always been highly hierarchical and that in India patriarchy is only one from among the several hierarchies that oppress women – and men as well. (Jackson 115)

This can be seen through the character of Mohan (Jaya's husband) who finds himself trapped in a certain specific role that he has to play as a husband. He has to carry with himself a sense of responsibility. He feels that it is his duty to be the ideal man who can provide everything his family demands. 'Mohan has always had very clear ideas about himself. He was a dutiful son, he is a dutiful father, husband, brother.' (9) But Mohan uses this sense of responsibility as a tool to blame his wife for his failures. When he is caught in corruption, he indirectly holds Jaya responsible of it: 'It was for you and the children I did this. I wanted you to have a good life, I wanted the children to have all those things I never had.' (9)

Through Jaya, Deshpande tries to delineate the very fact that self-realization can be a method for assertion of an individuality that is often denied to a woman. Jaya speaks: 'Self-revelation is a cruel process. The real picture, the real you never emerges. Looking for it is as bewildering as trying to know how you really look. Ten different mirrors show you ten different faces' (1). When Jaya and her husband, Mohan move to a new flat, she goes into a phase of intense introspection. The haunting memories of her bitter experiences with Mohan bring disappointment in her life. She appears to be a satisfied housewife who is married to a caring man but there is a void in her life that she feels internally. On the one hand, she rejects the idea to be like Mohan's mother and sister who always were in position of compromise, but on the other hand she submits herself to Mohan. She feels as a stereotyped housewife who is 'nervous, incompetent, needing male help and support' (76). She seems to be echoing the sentiments of Marry Murray who avers: 'Husbands were *guardians* of their wives.' (64) Though apparently Jaya looks satisfied but she has suppressed many aspects of her personality:

Jaya represents modern woman's ambivalent attitude to married life. In order to maintain her marriage as a happy one, she slowly transforms herself to this ideal of womanhood, where she learns to repress her anger. Jaya always works up to please her husband. She even transforms her appearance to suit his idea of a modern woman-cuts her hair and wears dark glasses. (Diwekar)

Marriage becomes an altar where the woman has to go through the process of self-effacement. The very idea



of marriage making people 'two bodies with one soul' has been twisted in a very nasty way to suit the ideology of the hierarchal and patriarchal interests. It is the woman who has to become the soul of her husband and sacrifice her very soul. She has to merge into him and become him without having access to his power and his authority. Her career is that of a housewife and her success and failure is measured in terms of her identification with her husband. She has to come to terms with this very idea in a relationship which is shaped more out of the demands of the social set up than the mutual understanding, respect and the freedom to remain a blissful individual soul even after having merged into one another. The remarks of Jaya carry the pathos of a journey in a relationship which has obviously taxed her soul:

'I know you better than you know yourself,' I had once told Mohan. And I had meant it; wasn't he my profession, my career, my means of livelihood? Not to know him was to admit that I had failed at my job. (75)

Deshpande very skillfully depicts the dull and monotonous life of a woman confined in the domestic zone as an ideal home maker who has to fulfill many roles expected of her and play them smoothly and without a voice of complaint and protest. The training begins very early in life so that by the time she has to perform, she doesn't cut a sorry figure. Her stage allows her freedom only to the extent she can please and entertain her audience—who will prefer to see her waiting. This waiting is what defined her very existence:

But for women the waiting game starts early in childhood. Wait until you get married. Wait until your husband comes. Wait until you go to your in-laws' home. Wait until you have kids. Yes, ever since I got married, I had done nothing but wait. Waiting for Mohan to come home, waiting for children to be born, for them to start school, waiting for them to come home, waiting for the milk, the servants, the lunch carrier man... (79)

Jaya's creative ability, in the beginning, gets the encouragement of her husband. But the problem is that this encouragement is also biased. She has to write in order to make him happy. It should be in her mind that her words reach into public domain 'without giving pain to the opposite sex.' (74) When she gets a prize for her story, it hurts Mohan's sentiments as he gets insecure and intolerant. She is no more an independent writer who has the authority to choose whatever she has to write:

I had known then that it hadn't mattered to Mohan that I had written a good story, a story about a couple, a man who could not reach out to his wife except through her body. For Mohan it had mattered that people might think the couple was us, that the man was him. To Mohan, I had been no writer, only an exhibitionist. (144)

She is forced to write on the subjects that she hardly takes interest in. Her predicament resembles the predicament of many educated women who are compelled to curb their creative skills and freedom to express their heartfelt thoughts due to social and family pressures:

And for me, she had been the means through which I had shut the door firmly on all these women who had invaded my being, screaming for attention, women I had known I could not write about, because they might, it was just possible, resemble, Mohan's mother or aunt or my mother or aunt. (149)

That is the reason why her writings lack originality. She knows about the falsity of her expressions yet she feels helpless. Here, Shashi Deshpande seems to observe that sometimes women do not get appreciation for their services even when they work tirelessly. Any creation that seems to defame the family is considered a crime. Simon De Beauvoir rightly observes:

A husband regards none of his wife's good qualities as particularly meritorious. . . He fails to realize that his wife is no character from some pious and conventional treatise, but a real individual of flesh and blood. (492)

Deshpande seems to convey the fact that women writers have curbed themselves from telling the truth in giving greater importance to their roles as wives than to themselves as individuals. History has been witness to this injustice as Simon De Beauvoir suggests: 'The history of humanity is a history of systematic attempt to silence the female' (492).

Jaya always is a girl who looks for love, respect and freedom for which are missing in her married life. This is why she gets inclined towards Kamat who gives her attention and respect. She feels free in his company because he treats her as an equal and offers constructive criticism to what she writes. In him she finds a true companion that she misses in the personality of her husband. She says: 'It had been a revelation to me that two people, a man and woman, could talk this way, with this man I had not been a woman. I had been just myself, Jaya' (153). She cannot believe that

she can be so much of herself in any man's company. Deshpande chooses to give us a very realistic picture of Jaya's character. Her attraction towards Kamat is natural because he is the person who makes her behave as she wants to. But she cannot categorize this relationship as sometimes Kamat behaves like a father, and other times, like a lover. The author tries to suggest how the culturally constructed norms of society make people wear a mask pretending to be somebody that they are not rather than being truthful to themselves. Appearances are to be maintained without any question. This can be seen when Jaya behaves in a strange way on the death of Kamat. When she finds Kamat lying dead in his room she runs away instead of staying there. She doesn't want herself to be caught in a situation that can spoil her married life with Mohan. This behavior of Jaya is of that typical Indian wife who cannot step out of the boundary that marriage has set for her. The guilt and sorrow is there still she has no choice but to remain silent. This showcases how the conservative norms of the society, most of the times, crush an individual's freedom of expression and make one incapable of showing one's inner feelings.

It is observed that there are so many rules that are specifically applied to a woman in a marriage. She is morally bound to her husband only. But the rules change in case of a man in the same conjugal relationship. He has the advantage of freely mixing up with other women and even having extra marital affairs as he enjoys immense freedom both inside the household and outside it. But if a married woman simply tries to be friends with other men, she is looked down upon with contempt. Through the relationship between Kamat and Jaya, the author actually tries to encapsulate the very idea that healthy human relationships are to be promoted without any gender biases.

Jaya's self-realization suggests that women should be courageous enough to make choices and take decisions. They should not allow themselves to be held responsible for their suffering and victimization. Jaya's realization makes her believe that she has to move forward. She has to overcome all the boundaries and hurdles. In her interview with Aditi De, Deshpande comments, 'Many women are silenced by lack of time. If I admire anything in myself, it's only that I kept on.' This is the reason why she looks back at the problems and complexities related with her marital life. What she realizes is that all these seventeen years of married life, she had been Mohan's wife and Rahul's or Rati's mother. She had not been herself. But after this realization she is not ready to give up. She decides to move forward and develops hope. She expects that things can be better if one tries. She thinks that she can develop a better understanding with Mohan and can make him a true companion. She decides to reject the traditional silence of a

wife and emerges as a more confident woman who is ready to face all the challenges.

## REFERENCES

- [1] De Beauvoir, Simon, *The Second Sex*. Trans. And ed. H.M.Parshley. Vintage Books, 1974.
- [2] Deshpande, Shashi. *That Long Silence*. Penguin, 1989.
- [3] Kristeva, Julia. Catherine Clement. Translated by Jane Marie Todd. *The Feminine and the Sacred*. Palgrave Press, 2001.
- [4] Jackson, Elizabeth. *Feminism and Contemporary Indian Women's Writing*. Palgrave Macmillan, 2010.
- [5] Murray, Marry. *The Law of the Father? Patriarchy in the transition from feudalism to capitalism*. London: Routledge, 2005.
- [6] Diwekar, Sanjay. 'Identity Crisis in Sashi Deshpande's 'That Long Silence'.' *Journal of Teaching and Research in English Literature*. Vol.V N.1 (July 2013).
- [7] De, Aditi. 'Breaking That Long Silence'. *Boloji*, 7 May, 2002. [www.boloji.com/articles/1871/breaking-that-long-silence](http://www.boloji.com/articles/1871/breaking-that-long-silence)
- [8] Oakley, Anne. *College Term Papers* 'Assess The Contribution of Feminists to the Sociology of the Family' [www.collegepapers.com](http://www.collegepapers.com)
- [9] Woolf, Virginia. *A Room of One's Own*. Grafton, 1977.



# Adoptive Motherhood in India: An Analysis Through Myths and Critical Theories

Dr. Arpita Dey

Assistant Professor, Department of English, Women's College, Silchar, Assam, India

Received: 25 Apr 2023; Received in revised form: 22 May 2023; Accepted: 30 May 2023; Available online: 06 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— *Motherhood, biological or otherwise, is exclusively dedicated to the nurturance of children. The experience of motherhood, institutionalized and ghettoized under patriarchy, has often been subjected to the systematic massacring of female potentialities (Rich 13). History has been a witness to the making of biological mothers—sometimes without a choice of their own and the mothering capacities of women are often applauded based on their birthing capacities. What, therefore, becomes unnoticed in the array of societal expectations, is the trials and tribulations of the women in general, to fulfil the normative criteria of biological motherhood. As motherhood becomes a sacred calling for most women, the desire for a genetic child gets strengthened in the maternal psyche. And the (in)capability to further the species through biological reproduction makes the women discover other avenues for fulfilling this prefixed maternal capacity. This paper is an attempt to explore the various mythologies surrounding adoptive motherhood and mothering in India while deciphering the feminist analysis of the practice of adoptive mothering and its importance for maintaining the sanctity of motherhood in general.*



**Keywords**— *Motherhood, Mothering, Family, Adoption.*

## INTRODUCTION

Family is one of the oldest social institutions in the history of mankind and it offers a rich lineage of relationships based on both kinship and birth. Evidences also suggest the continuation of kinship system through the incorporation of the system of adoption (Bajpai 13). Whereas the modern society views the system of adoption as a welfare act in support of the underprivileged, history offers rich the ancestry of adoption as a method of spiritual progression.

The institution of adoption has a universal presence in all the legal systems in the world. This universality of existence can be traced back to the ancient times where adoption was regarded as a sacred act. This sacred act of embracing others' children, though not voluntarily always, offered relief from the burden of childlessness to the childless couples (Manooja 1). It would not be an exaggeration to comment on the greater

prevalence and predominance of the system of adoption in India compared to the other parts of the world.

## Contextualizing Adoptive Mothering in India:

Perhaps our mythology abounds in information regarding the prevalence and practice of adoption in ancient times. The most benevolent portrayal of adoptive mother in Indian scriptures is Yashoda, who adopted baby Krishna after his birth. Bathing in the glory of motherhood, Yashoda as the adoptive mother transcends beyond the limits of mythology and folktales and still influences those thinking of embracing adoptive motherhood. Prabha Krishnan in *In the Idiom of Loss: Ideology of Motherhood in Television Serials* glorifies this portrayal of adoptive motherhood as the epitome of nurturance and selfless motherly love. She notes in her essay:

Yashoda bathes and dresses the child, cooks for him, feeds him, tells him stories, rocks him to sleep, wakes him up the following morning with sweetly smiling mien—all the rituals which can be seen in

any one of the large temples of India, where priests perform exactly the same rituals for the presiding deities... Thus, Yashoda's lap is the *sarovar* (lap) wherein Kaanha blooms as a *kamal* (lotus). Child Krishna describes her feet as *swarga ka chaulkat* (threshold of heaven). When Krishna has to go to Mathura to slay uncle Kamsa, Yashoda, weeping demands to know what right *trilok* (three worlds) has over her child. Husband Nand has to understand the imperatives of the larger world to her. (112)

The epics of Ramayana and Mahabharata bear testimony to the adoption practices of the kings and saints who adopted for getting a male offspring. According to Hindu religious tradition, begetting a son is of paramount importance and true salvation of the soul can only occur if the son performs ancestor worship (Vlasoff 15). Therefore, in case of childless couples, it was not uncommon in ancient Hindu tradition to adopt a male heir for attaining salvation. Religion and traditional system played a decisive role behind the adoption practices in the ancient Indian cultural and social system.

Adoption system was strictly structured on patriarchal ideology, where the male child of the closest kin was adopted and was declared as the financial beneficiary. But on the flip side of such adoptive practices, the male child had to sever all the blood ties with his birthing family. The study of Bhaskar et al. on the practices of Indian adoption system of past and present reflects on progressive changes that adoptive practices in India have embraced over the past centuries and decades. The study reveals that "while the objectives of ancient adoption seemed to be focused on performing last rites, kinship, and property interest, India began to consider the Western rationale for adoption from the social perspectives" (Bhaskar, et al. 4).

Adoption as a concept has undergone remarkable changes structurally during its constant overhauling at different time-periods and its implementation in modern India, too, observes intermittent revisions on the basis of socio-cultural demands. Adoption in India is regulated by personal laws of the community and its manifestation for the countrymen is governed by the Hindu Adoption and Maintenance Act, 1956.

The country has also witnessed an increasing demand for inter-country adoptions in the post-independent era. As adoption was legally incorporated with the Indian legislative system, many Indian couples till the 1970s could not rule out the thought of getting stigmatised due to their childless status and they disliked the disclosure of their status as adoptive parents. This foregrounded the foundation of laws during the 1960s permitting cross country adoptions

to take place. The lucrative financial affordability of prospective foreign adoptive parents sped up the formation of numerous adoption agencies throughout India. And the apparent non-adherence to uniform law throughout the country in case of inter country adoption made this system more popular rather than the domestic adoptions in India. The decades of 1960s and 70s experienced the steep rise in international adoptions which were not even properly documented (Hoksbergen 1986).

In the modern times, wherein the hue and cry for the genetic child surpasses all, we still have anecdotes in India which reinstall our belief in the nurturance capacities of women as adoptive mothers. The heterosexual desire to identify maternal instincts as a physical sensation often perplexes the women who prefer to avoid pregnancy and childbirth as a means of attaining motherhood. Tamil fiction writer C.S. Laxmi critiques this essentialist collaboration of female body and maternal instincts in her short story collection *A Purple Sea*. She describes this juxtaposed complexity through one of her stories in the following words, "Vaamu, maternal love isn't like physical sensation. It doesn't come automatically along with a woman's body. With what organ of a man's body do you associate his affection for children?" (Ambai 208).

Amrita Nandy in her book *Motherhood and Choice: Uncommon Mothers, Childfree Women* describes the insight that she gained while interviewing women, who volunteered to adopt despite being biologically capable of birthing their own offspring. Nandy affirms that such women wield their powerful maternal instincts to forego the biological and value adoption because they find meaning in "kinship with strangers" (247). She notes in this connection, "In a pronatalist society like India's, voluntary adoption remains unconventional and may invite surprise, suspicion, admiration, support and sometimes even criticism" (7).

Amrita Nandy's interviews revealed the motivational factors which drove these biologically capable women to adopt children. One such successful woman was Niyamat, alumna of one of the best Engineering colleges in India, who voluntarily adopted a baby girl despite having a biological daughter of her own. She encountered severe breakdowns while narrating her experiences during the interview. She utters in this regard:

...as long as there is a single child on earth without parents, it is a burden on our conscience (cries). Everything...a great job, money, my greatest passion music...I set it all aside. My kids are my first love. From my terrace I have watched a crow feed a koel's baby every day. Even a crow can feed and raise another's baby. Why can't humans adopt other people's kids? (191)



This emotional identification with a greater cause and the tenacity to reach up to one's full potential as a human being pilots the couple's decision to adopt a child. The book also chronicles the life stories of other married urban fertile couples who avoid the conception of biological child and some even going to the extent of terminating their pregnancies only to swear by adoption as an environmentally and socially responsible path to attain motherhood.

Nandy's book also documents the stories of single mothers who unlike the married couples, gathered motivation from different societal circumstances to embrace the identity of an adoptive mother. Joan, a senior journalist in her 50s narrates her experiences of being a single adoptive mother staying in a live-in relationship. While Joan questions the women's lack of autonomy and pre-destined gendered roles in marriage, she, nonetheless, accepts that being a mother makes her complete, gives her enough power to feel confident in all her efforts in life. She utters, "whatever said and done, you may have a car, a house, boyfriend or a marriage, you can have a great job, you may be travelling a lot but then if you do not have motherhood...the other milestones somehow cannot add up to this one" (202). Dipika, another single adoptive mother, beams with joy and excitement at the thought of her adoptive daughter and she thinks, "adoption stands for a bigger meaning and higher purpose in life" (202).

### CONCLUSION

What these narratives of personal experiences reflect is the progressive mindset of urban Indian married couples who approach adoption from a humanitarian ground. These interviews also narrate the stories of single adoptive mothers who choose an aesthetic, non-biological and value-added means of attaining parenthood and find adoptive motherhood more fulfilling than the promises of matrimonial bliss. But as examples of such kinds are numerous, conversely the anxiety of not attaining biological motherhood bothers some women too. In their overarching interest to evade the binary between biological and non-biological, adoptive maternal bodies often relish the critically earned ambiguity of non-procreative motherly bodies and enjoy the vantage ground of maternal vista, interrogating the traditional linking of sexuality and motherhood (Park 222).

### REFERENCES

- [1] Ambai. *A Purple Sea*. Translated by Lakshmi Holmstrom, 2nd edition. Manas, 1992.
- [2] Bajpai, Asha. *Adoption Law and Justice to the Child*. National Law School, 1996.

- [3] Bhaskar, Saras, et al. "Adoption in India - the Past, Present and the Future Trends." *Journal of Psychosocial*, vol. 7, 2012, pp. 321-327.
- [4] Hoksbergen, R.A.C. & Gokhale, editors. *Adoption in worldwide perspective. A review of programs, policies, and legislation in 14 countries*. Swets and Zeitlinger, 1986.
- [5] Krishnan, Prabha. "In the Idiom of Loss: Ideology of Motherhood in Television Serials." *Economic and Political Weekly*, vol. 25, no. 42/43, Oct. 1990, pp. 103-116. *JSTOR*, [www.jstor.org/stable/4396898](http://www.jstor.org/stable/4396898).
- [6] Manooja, Dalip Chand. *Adoption law and practice*. Deep and Deep Publications, 1993.
- [7] Nandy, Amrita. *Motherhood and Choice: Uncommon Mothers, Childfree Women*. Zubaan Publishers Pvt. Ltd and New Text Publications Pvt. Ltd, 2017.
- [8] Park, Shelly M. "Adoptive Maternal Bodies: A Queer Paradigm for Rethinking Mothering?" *Hypatia*, vol. 21, no. 1, Maternal Bodies, 2006, pp. 201-226. *JSTOR*, [www.jstor.org/stable/3811085](http://www.jstor.org/stable/3811085).
- [9] Rich, Adrienne. *Of Woman Born - Motherhood as Experience & Institution*. Norton and Company, 1996.
- [10] Vlasoff, Carol. "The Value of Sons in an Indian Village: How Widows See It." *Population studies*, vol. 44, no. 1, 1990, June 1990. *Taylor & Francis Online*, doi: 10.1080/0032472031000144356.



# Analyzing the Concept of Narrative Time in Kamala Markandaya's *Nectar in a Sieve*: A Narratological Study

Aruna Shukla<sup>1</sup>, Dr. Anoop Kumar Tiwari<sup>2</sup>

<sup>1</sup>Research Scholar, National Institute of Technology Raipur, India

<sup>2</sup>Associate Professor, National Institute of Technology Raipur, India

Received: 29 Apr 2023; Received in revised form: 20 May 2023; Accepted: 29 May 2023; Available online: 06 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— This study endeavors to explicate *Nectar in a Sieve* (1954) by Kamala Markandaya through the perspective of narratology to study the narrative structure of Rukmani as Markandaya is a prominent storyteller who is interested in both 'what' and 'how' of narratives. Narratology being the study of narratives deals with how narratives are presented, its structures and the ways it affect our perception. The study follows the framework of Gerard Genette for analysing narrative time in the chosen novel. The nature of this study is twofold; first, it defines and discusses the framework of narratology and its constituent tenets, and second, it analyzes *Nectar in a Sieve* in the light of narratology which further provides the basis to investigate any narrative. Narratology comprises of many tenets such as focalization, discourse, narrative modes, narrator, characters, and time. Among these tenets, this study focuses on 'time'. This study emphasizes on how Markandaya has employed the two fundamental oppositions of discourse time and story time in *Nectar in a Sieve* to assist the reader in understanding the narrative of Rukmani which has the backdrop of exploitation and dispossession of the peasants from the intrusion of industrial tannery. The study allows for critical implications, both for the readers who wish to understand Markandaya better and for the researcher who aims to understand the narrative analysis of the novel.



**Keywords**— Kamala Markandaya, *Nectar in a Sieve*, narrative time, order, frequency, ellipses, summary, analepsis, prolepsis.

## I. INTRODUCTION

Kamala Markandaya is an eminent storyteller who is interested in both 'what' and 'how' of narratives and to narrate the stories she uses different narrative techniques which are filled with modes of expression and narration. She is an author of ten novels where she has raised her voice about the discrimination between poor and upper class, eastern and western notion, hunger, poverty, women suppression, rural and urban divide and middle class city dwellers. She presents female characters as narrators in most of her novels, which provides an unblemished picture of the society. This study commences with the study of one of her most acclaimed novel, *Nectar in a Sieve* to understand her art of storytelling through the approach of Narratology. Her attachment and keenness towards past time is proved and justified through her novels as most of

her novels start with *in medias res* (Prince, 2003). She follows Eliot's concept of the past derived from his famous essay "Tradition and Individual Talent" which asserts that the artists must have "a sense of past not only of the pastness of past, but its presence in past" (Eliot, 1919). Markandaya's techniques in manipulating story and discourse time in order to provide the reader with different setup gives her novel an integrated structure (Chaudhary, 2015). The present paper attempts to observe how Marakandaya manipulates time in *Nectar in a Sieve* and make her text dynamic and reader-oriented through the forthright techniques of order, duration, and frequency.

*Nectar in a Sieve* is a novel which narrates the events of nearly forty years of Rukmani's life and is divided in two parts, with thirty chapters comprised in 192 pages. It is a story of Rukmani, a peasant in a southern village of

India, her conjugal life, and the circumstances she faces during her lifetime due to the intrusion of industrialization. It has the backdrop of the independence of India and the evolution of industrialization and their effect on the farmers' life. It is a narrative of the main events related to Rukmani's life as she witnesses a series of unfortunate situations; the death of her two sons, i.e., Raja and Kuthi, her husband, and old Granny. She also has to witness Ira's diversion to prostitution to provide food for her brother and the invasion of the tannery, which becomes the root cause of all of her problems. She also has to leave her home and land and go to the city, in order to sustain the life which ultimately disappoints her and she realizes the unsuitability of urban life, and returns to the village with Puli, the adopted son. The novel begins with Rukmani's recollection of memories of her husband and then slowly moves to the past when she starts narrating the marriage of her sisters and then moves further. It mostly moves chronologically through the bouts of analepsis till the end of the novel and forms a circular pattern as it comes to a halt where it began.

## II. METHODOLOGY

A close reading of *Nectar in a Sieve*, and the secondary text that involves research on her works and application of narratology in fiction is prepared through the analysis of the primary and secondary texts. The method of this study is the narrative analysis as it is used for recognition of underlying ideologies embedded in stories (Stokes, 2003). This study further applies the framework of narratology to construe the nature and structure of *Nectar in a Sieve* by Kamala Markandaya, as this text is opulent with excerpts to interpret it from the narratological perspective.

## III. LITERATURE REVIEW

Kamala Markandaya is researched variously from thematic aspect, feminist approach and from the approach of interdisciplinary aspects such as Eco criticism and Eco feminism. (Biswas, 2022) discusses the sociological perspective and impact of Industrialization in *Nectar in a Sieve* and deduces the deep humanitarian concern of Markandaya as well as how she portrayed the changing India through the narrative of a peasant lives. The researcher has opted the methodology of textual analysis for analysing Markandaya's fiction.

(Sharnappa, 2016) studies the concept of ecofeminism in regard to *Nectar in a Sieve* by Markandaya. The researcher construes that the novels of Indian English enhances new insights to ecofeminist discourse and

deduces that the main reason for the destruction of ecology cannot be abridged to patriarchy rather it's due to anthropocentric attitude.

(Mahalaxmi, 2016) explores the thematic study of *Nectar in a Sieve* while focusing on east west divide, poverty, starvation, realistic picture of Rural India, dislocation and disintegration, materialistic value etc. She concludes that these are the prominent themes in her novel and further explains that poverty, hunger, and starvation can lead families to terrible degradation.

(Narmathanandhini, 2018) explores the women's disequilibria in Markandaya's *Nectar in a Sieve* and throws light from the perspective of Rukmani regarding the suffering of women and the biases present in society for female gender.

(Harrex, 1971) opines that Markandaya's understanding of women's sensibility and the representation of women's attitudes in the social, political, and spiritual crisis makes her a different and unique novelist from her contemporaries.

(Buyukkarci, 2020) deals with the narratological study of *The Ransom of Red Chief* by O. Henry' while focusing specifically on the character, time and space. The researcher deduces how O. Henry portrayed story world by using different techniques and adequate narration of the story.

(Battol et al., 2021) discusses the narrative strategies used by Khaled Hosseini in *A Thousand Splendid Suns* applying Gerard Genette's narrative theory and focuses on various narrative devices such as time, duration, frequency, and ellipses, which made the novel an impressive piece of writing.

(Abdulrazizq, et al., 2021) discusses the application of narratology in Charles Dickens *Great Expectations*. The researchers further analyses the central tenets of narratology, i.e., order, duration, as well as frequency and how it is apparent in *Great Expectations*.

However, after reviewing the literature on Kamala Markandaya, it is discernible that researchers have focused mainly on the thematic interpretation of her novels, whereas very few talked about the techniques and styles. It is also apparent that no researcher has employed narratology as a tool to understand her works, whereas some other fiction and short story is studied through narratological perspective. Hence there's ample scope for the application of narratology as a tool to understand and interpret the works of Markandaya.

#### IV. THEORETICAL FRAMEWORK

##### Narratology

Narratology as a discipline is established in the mid-1960s in the field of literary theories and has evolved significantly over the last few decades. The theory is applied to understand new texts as well as provides new acumens into older works. Gerard Genette, propounded the study of narrative theory in his *Narrative Discourse*, says that narratology is a method of analysis and the point of such analysis was to understand the standard features of any narrative. Mieke Bal, a major narratologist, explains the discipline in her *Introduction to the Theory of Narrative*, as "Narratology is the ensemble of theories of narratives, narrative texts, images, spectacles, events, cultural artifacts that 'tell a story.'" (Bal, 1985). Further, she confirms that narrative theory helps to comprehend, analyze, and evaluate narratives. Similarly, Peter Berry, a literary theorist, states, 'Narratology is the study of narrative, narrative structures and the ways that these affect our perception' (Berry, 2020). Narratology comprises many tenets and analyses narrative characteristics such as story, text, narration, tense, focalization, discourse, narrative modes, narrator, characters, and time. Among these elements and characteristics, this study focuses on 'time'.

##### Narrative

Before delving into the concept of time in the narrative, one has to understand the terms associated with narratology to understand the concept thoroughly and its application in fiction. Gerald Prince, a narratologist describes the term narrative as "The representation (as product and process, object and act, structure and structuration) of one or more real or fictive events communicated by one, two, or several (more or less overt) narrators to one two or several (more or less overt) narrates in time sequence." (Prince, 2003). In other words, telling or presenting a story can be termed as the narrative. Whereas Genette classifies the narrative into two categories, 1) primary narrative which he calls 'extra diegetic', and 2) framed narrative which he says 'intra diegetic' (Genette, 1980). He further explains the term narrator as the one who narrates story.

##### The concept of Narrative time

This study focuses on one of the major aspect of narratology, i.e., the narrative time. According to Manfred Jahn, one of the most indispensable formative element in a narrative is time and it has been researched and discussed throughout the history of narrative analysis (Jahn, 2017). Time is one of the textual factor which is examined in relation to story. Kenan in her book opines 'Time in narrative fiction can be defined as the relations of chronology between story and text' and further elaborates

that 'Time is further studied in three respects: order, duration and frequency' (Kenan, 2003).

##### Order

Gerard Genette emphasizes the discrepancy between story and text order and determines that the main types of discrepancy between them is conventionally recognized as flashback and foreshadowing which he termed as 'analepsis' and 'prolepsis' (Genette, 1980). This is further simplified by Jahn, who opines order as 'the handling of the chronology of the story'.

##### Duration

Duration is another term used by Genette which determines the relationship between story and discourse time. Story time represents to the time of narrated events in a story whereas the discourse time is the actual representation of the narrated events within a discourse. To understand this concept, (Fludernik, 2006) gives an as example, that we can summarize someone's entire life in a single sentence or we can take a twenty pages to recount events occurring over a 24- hour period. Genette elaborates that there are discrepancies between story and discourse time which are further categorized as *summary, scene, ellipsis, pause, and slowdown* (Genette, 1980).

##### Frequency

The term refers to the frequency of events narrated in a narrative. (Kenan, 2003) agrees with Genette's description of the term as 'the relation between the number of times an event appears in the story and the number of times it is narrated or mentioned in the text.' Genette further classifies it into three category, *singulative, repetitive and iterative* (Genette, 1980).

#### V. ANALYSIS OF NARRATIVE TIME IN NECTAR IN A SIEVE

The study is twofold in nature which firstly began with the discussion of framework of narratology which is based on the analysis of story, text, and narration which further is categorized into the tenets of narratology i.e., narrators, types of narrators, narrative agency, focalization, and the discourse time and story time (Jahn, 2021) and secondly, the novel *Nectar in a Sieve* by Kamala Markandaya is to be analysed from the perspective of narratology and focuses mainly on time. The study follows the framework of Genette and Rimmon Kenan to analyse the select novel.

Time is one of the major components of story which every author uses according to their suitability in relation to story and narration. Markandaya being an eminent storyteller deserves all the accolades for *Nectar in a Sieve* which compelled the reader to riveting narrative of Rukmani. She



does not present the narrative in a chronological order instead she shift, manipulates time, stretching the story over forty years. She uses the technique of ellipses, summary, scene, pause, stretch, analepsis, prolepsis, iterative, descriptive, singulative to amend the narrative time to story time. Markandaya uses these techniques to arouse the interest in reader as the delays excites the curiosity, inquisitiveness and suspense in the story.

In this section, the part of the story where Marakandaya has used the technique related to time shift are brought and then analyzed. The narrative opens with auto diegetic narration which introduces the reader to the narrator of the novel.

"Sometimes at night I think that my husband is with me again, coming gently through the mists, and we are tranquil together. Then morning comes, the wavering grey turns to gold, there is a string within as the sleepers awake, and he softly departs." (Markandaya, 1)

Rukmani's narration allows the reader to peep into her thoughts as she reminisces her husband who is no more with her and she feels tranquility when she recalls that her husband was with her. Through the passage it is apparent that Markandaya uses the technique of *in medias res* to start her novel which is 'shift in order' of the story.

"How well I remember the day, and the sudden sickness that overcame me when the moment for departure came! My mother in the doorway, no tears in her eyes but her face bloated with their weight. My father standing a little in front of her, waiting to see us safely on our way. My husband, seated already on the bullock cart with the tin trunk full of cooking vessels and my saris next to him. Somehow I found myself also sitting in the cart, in finery, with downcast eyes. Then the cart began to move, lurching as the bullocks got awkwardly into rhythm. And I was sick." (Markandaya, 5)

Seven lines are devoted for the description of Rukmani's departure from her home to Nathan's house. This thorough explanation of an event is an example of 'pause' as this passage discerns that the events in the story are interrupted and the explanation of Rukmani's departure is described to show the reader the financial condition of the family.

"A few days later he began working at the tannery, and before long Thambi, my second son, had joined him." (Markandaya, 54)

And,

"And I listened to him. All day we sat there in the rain breaking stones and for the whole of that

week, Nathan grew neither better nor worse. On the seventh day the ague came upon him again, but he did not stop work. A kind of frenzy drove him on." (Markandaya, 188)

These two passages are instances of 'summary' in which the events of the story are accelerated. 'The whole of that week', 'seventh day', 'few days later', show that discourse time is summarized and accelerated to the story time. Within one line, a week passes as she narrates the event of seven days in one life just by saying, the whole of that week. The technique shows her skillful narration of summary and also portrays that nothing important has happened between those days.

"And so the years rolled by and still we had only one child, and that a daughter." (Markandaya, 20)

This line is an example of 'analepsis' and 'summary' which detects that nothing much has happened between these years. Rukmani's narration of 'the years rolled by' takes the reader to read this line in few seconds whereas the events of the story have actually happened in a much larger scale of the time.

"We walked back jubilant that day in the coppery light....and I took his head in my lap and set my hands to massaging the pain from his limbs." (Markandaya, 183-186)

The four pages from pg.183-186 in the novel describe single days event in life of Rukmani and Nathan, which is an example of 'Pause'. Rukmani narrates the events of one day which encompasses earning more money in a day, buying rice cakes and pancakes for herself and Nathan, and buying cart for her grandson and also conveys the Nathan's illness and is described in length. The passage portrays the characteristic and nature of Rukmani which states their happiness.

"Ira was seven when my first son was born, and she took a great interest in the newcomer. Poor child, it must have been lonely for her all those years." (Markandaya, 22)

The passage is an example of 'analepsis' as Rukmani is narrating about the experience of giving birth to first boy after years of barrenness. Here, Ira is seven years old and she has not witnessed anything substantial in terms of companionship in all these years so she is elated with the coming of new born. Through this analeptic movement Ira's loneliness is emphasized. The technique of analepsis is benevolent of reflective aspect of the past. This technique is achieved through the nonlinear chronology of events as this device is one of the prevalent method of narration to portray the relevant facts.

Then extravagance grew frenzied, encouraged by this lapse, and I could not stop myself from taking out two more annas to buy another cart. For my little grandson, I thought, who has had so much to bear from his birth, and I pictured his white transparent cheeks flushing with excitement while Ira hovered nearby with her face like a flower and rare smile that graced it. (Markandaya, 185)

And in

I must see about a carter. May be it will be as much as we have reconed, then we can leave at once. My mind wandered to my home; would it still be there? I saw before me my daughter and the shy white-faced Sacrabani. And Puli...if only he would come, how happy we would be, my husband and I! Not Puli, though; he would certainly refuse. I shall miss him, I thought sadly. (Markandaya, 188)

These two passages are examples of 'prolepsis' as they decipher about the foreshadowing of Rukmani's thought when she thinks about her grandson and Ira's happiness on receiving the cart from the city. She also wonders whether Puli will join her to village or not. The narration takes a leap forward in time at this moment.

"And every month I put away a rupee or two against the time Ira would be married. So we still could not grumble." (Markandaya, 26)

The inconsistency between the text time and story time creates the kind of temporary gaps in narrative as it is completely organized by the author. The passage shows the 'gap' in the story time and narrative time and also reflects the technique of analepsis and summary to match the current story line.

"my lord, my benefactor, I cried. Many a time I have longed to see you. Now at last you come, and I bent down to kiss your feet, shod as they were in leather shoes." (Markandaya, 50)

The passage is an example of 'iterative' narration as Rukmani utters 'many a time' which becomes evident that she has visited many times in order to meet Dr. Kenny but narrated only once about the incidence. The frequency of the narrated event shows the importance of the event.

"Ira had been fed well on milk and butter and rice; Arjun too, for he was the first boy. But for those who came after, there was less and less. Four more sons I bore in as many years- Thambi, Murugan, Raja and Selvam." (Markandaya, 24)

The passage is an example of 'summary' as well as 'ellipses' which shows how the author conveys the events of many years in just one sentence. Although the sentence

is very important to make the reader understand about the story yet it is narrated in just one line.

"Disbelief first; disillusionment; anger, reproach, pain. To find out after so many years, in such a cruel way. Kali's words: 'She has fire in her body, men burn before and after.' My husband was of those men. He had known her not once but twice; he had gone back to give her second son." (Markandaya, 88)

The passage is an example of 'ellipses' as the reader does not know about the relation between Kali and Nathan. The reader neither know what kind of relationship they hold and when did they make out to produce two children as well. The readers are not provided with any kind of information regarding the encounter between Kali and Nathan and the whole situation is narrated through Rukmani. This shows her anger and anger and disillusionment after knowing her husband's adultery.

"He was nearing fifty and no longer as healthy as he had been. He had begun to suffer from rheumatism, and apart from this had had several attacks of fever, from each of which he recovered more slowly and emerged weaker." (Markandaya, 131)

and,

"'They can't,' I remember saying helplessly. 'It is our land; we have been here thirty years.'" (Markandaya, 134)

These passage becomes examples of 'summary' as the events of years is narrated in one sentence 'nearing fifty' and 'here thirty years' shows the countable numbers and reflects that the author has provided the summary of all these years to emphasize the characteristics of the event.

"So good to be home at last, at last. The cart jolted to a standstill. I looked about me at the land and it was life of my starving spirit. I felt the earth beneath my feet and wept for happiness. The time of in between, already a memory, coiled away like a snake within its hole." (Markandaya, 192)

The concluding passage of the novel is an example of analepsis as it narrates the happiness of Rukmani after reaching her village and also throws light on the circular nature of the narrative as it end where it started from. Rukmani's choice of not revealing the city life experience to Selvam and Ira by saying "I will tell you later" inform reader about the circular nature of the story.

## VI. CONCLUSION

Kamala Markandaya's *Nectar in a Sieve* is analyzed through the framework of narratology with the special reference to Genette's concept of narrative time in the present study. The technique of time manipulation, blending of present and past, twisting the order of events, and frequency of narrative offers a perplexing intricacies to the novel. As well as it leads to the better understanding of the form and the content of the novel. Genette's framework is applied to understand these technique of nonlinear sequence of events in the novel which arouses the emotional quotient and moral retorts of the reader. These techniques inhibits the reader to read the novel carefully and alertly to understand the hidden meaning and the aesthetic construction of the novel. The novel reveals Markandaya's portrayal of the agony of the poverty, changing condition of post-independence India, the effect of industrialization on peasant lives, and the deterioration of morality in the society. The novel is her finest achievement as she touches all the sectors of society and deserves all accolades. Through the right employment of narrative techniques specifically time manipulation which is further divided in order, duration and frequency she touches the heart of all the sectors of society without providing the remedy. This techniques succor the reader to understand the perspective of Rukmani which echoes the appearance of the rural patriarchal attitude of the society. Though the reading of the novel appears to have a linear chronology but the narratological analysis implies that narrative of Rukmani is narrated through the memory, stances of analepsis, prolepsis, scene and pause. Markandaya has skillfully blended the past with present events to obtain coherency in the novel.

## REFERENCES

- [1] Abdulraziq, N. M., & Geedallah, A. E. (2021). Narratological Analysis of Temporality in Novel. *International Journal of Community Service & Engagement*, 2(1), 13-19.
- [2] Ahmadian, M., & Jorfi, L. (2015). A narratological study and analysis of: The concept of time in William Faulkner's "A Rose for Emily". *Advances in Language and Literary Studies*, 6(3), 215-224.
- [3] Argyle, B. (1973). Kamala Markandaya's "Nectar in a Sieve". *ARIEL: A Review of International English Literature*, 4(1), 35-45.
- [4] Bal, M., & Van Boheemen, C. (2009). *Narratology: Introduction to the theory of narrative*. University of Toronto Press.
- [5] Barry, P. (2020). Beginning theory: An introduction to literary and cultural theory. In *Beginning theory (fourth edition)*. Manchester university press.
- [6] Batool, S., Khan, N. U., & Khan, A. K. (2021). Narratological and Artistic Analysis of Khaled Hossieni s A Thousand Splendid Suns. *Elementary Education Online*, 20(5), 52-57.
- [7] Biswas, A. K. (2022) Rural Industrialization and Socio-Economic Dispossession: A Sociological Study of Kamala Markandaya's Nectar in a Sieve, *IJOES*, 4(6), 138-145.
- [8] Büyükkarçı, O., & KALElioğlu, M. (2020). A Narratological Analysis of O. Henry's "The Ransom of Red Chief. *Journal of Narrative and Language Studies*, 8(14), 1-14.
- [9] Eliot, T. S. (1982). Tradition and the individual talent. *Perspecta*, 19, 36-42.
- [10] Fludernik, M. (2009). *An introduction to narratology*. Routledge.
- [11] Genette, G. (1980). *Narrative discourse: An Essay in Method* (Vol. 3). Cornell University Press.
- [12] Harrex, S. C. (1971). A Sense of Identity: The Novels of Kamala Markandaya. *The Journal of Commonwealth Literature*, 6(1), 65-78.
- [13] Jahn, M. (2021). Narratology 2.2: a guide to the theory of narrative. *English Department, University of Cologne*. URL [www.uni-koeln.de/~ame02/pppn.pdf](http://www.uni-koeln.de/~ame02/pppn.pdf).
- [14] Karkun, S. (2022). Maids and Mistresses: Negotiating the Journey of Similarity, Appeasement and Cultural Complexity in Chimamanda Ngozi Adichie's Imitation. *IJNRD*, 7(3), 211-215.
- [15] Mahalakshmi, R. (2016). Thematic Study of Kamala Markandaya's Nectar in a Sieve. *Language in India*, 16(1), 145-161.
- [16] Markandaya, K. (2009). *Nectar in a Sieve*. Penguin UK.
- [17] Narmathanandhini, V. (2018). Disequilibria of Women in Kamala Markandaya's Nectar in a Sieve. 18. 1. 419-423.
- [18] Prince, G. (2003). *A Dictionary of Narratology*. University of Nebraska Press.
- [19] Rimmon-Kenan, S. (2003). *Narrative fiction: Contemporary poetics*. Routledge.
- [20] Sharnappa, P. S. (2016). Reconstructing ecofeminism: A study of Kamala Markandaya's nectar in a sieve. *Cogent Social Sciences*, 2(1), 1-17.
- [21] Sternberg, M. (1990). Telling in time (I): Chronology and narrative theory. *Poetics today*, 11(4), 901-948.
- [22] Stokes, J. (2021). How to do media and cultural studies. *How to Do Media and Cultural Studies*, 1-408.
- [23] Zeleny, B. (1997). Planting Seeds in Kamala Markandaya's Nectar in a Sieve. *Journal of Cultural Geography*, 17(1), 21-35.



# The Tragedy of War -- A Neorealism Interpretation of *All the Lights We Cannot See*

Jin Mengqi

Beijing International Studies University

Received: 28 Apr 2023; Received in revised form: 23 May 2023; Accepted: 02 Jun 2023; Available online: 08 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— The novel *All the Light We Cannot See* by contemporary American novelist Anthony Doerr, which won the 2015 Pulitzer Prize for Literature. From the perspective of neorealism, this paper analyzes the different living environments and different ways of growth and redemption of Werner and Marie-Laure. At the same time, it reveals the survival difficulties of people during the war and thus reveals the anti-human and destructive nature of war.

**Keywords**— *All the Lights We Cannot See*; Neorealism; Werner; Marie-Laure; Anti-war



## I. INTRODUCTION

Anthony Doerr, a young American novelist, was born in 1973 and has won numerous awards for his short story collections such as *The Scavenger* and *The Wall of Memory*. His fifth work, *All the Light We Cannot See*, won the Pulitzer Prize for Literature (Fiction), Carnegie Prize for Outstanding Novel, and the Australian International Literature Award in 2015. *All the Light We Cannot See* is a novel about World War II, which tells the story of the growth process of the blind girl Marie-Laure in France and the orphan Werner in Germany during the war. Anthony Doerr did not provide a strong description of war scenes, but instead used contrasting techniques to project his perspective onto small people, showcasing the cruelty and destruction of war by depicting the difficult lives of ordinary people.

At present, the study of this work abroad is mainly about the theme and characters of the work, and only a few

articles are based on the interpretation of critical theories, such as feminism, new historicism and trauma theory. Evelyn Beck (2014) and Judy Murray (2014) both commented on the theme of the work. William T. Vollmann (2014) commented on the main characters in the work. Martha Schulman (2014) traced the creative background of this work. Dave Eagle (2014) analyzed the postmodern aesthetic traits reflected in *All the Light We Cannot See*, as well as the correlation between the classic imagery and the psychological state of the characters in the novel. The research on this work in China has just started, mainly involving theme research, language features, and creative modes. They are also very interested in the growth process and character characteristics of the male and female protagonists. Some scholars also conduct research from specific theoretical perspectives, such as trauma theory, existentialism theory, space theory, new historicism, etc. It can be seen from the current research situation at home and abroad that few scholars interpret this work from the



perspective of neorealism.

This paper attempts to interpret the connotation and theme of the work in a deeper level from the perspective of neorealism. Through the basic creative principles of typical environments and characters, we can understand the impact of real major historical events on the lives of ordinary people and the common survival difficulties of people in the era of war through the typical characters Marie-Laure and Werner. The main characters in the novel bear the imprint of the times, representing a typical social problem at that time: the permanent trauma brought by war to people. This paper will demonstrate the different living environments of Werner and Marie-Laure as well as their different ways of growth and mutual redemption through neorealism techniques such as parallel space narrative, fragmentation narrative and psychological description of characters. This reveals the destructive nature of war and the survival difficulties in war. This calls on everyone to cherish peace, actively face the darkness in life under any circumstances, and believe that light always exists.

## II. TEXTUAL FEATURES

In this paper, I will analyze this work from two aspects: the textual features and artistic features of neorealism. Neorealism novels are no longer the product of writers' personal imagination and fiction, but the ingenious combination of fact and fiction. The reintroduction of historical figures and events into realistic novels has become a major feature of it. In the eyes of writers, literature is subjective, and they create an imagined real world according to their own thoughts; History and news history are objective, and historical events are real records. Therefore, on the one hand, they question traditional realism, and on the other hand, they integrate history and news into their novels.

Firstly, in terms of content, one of the biggest features of this novel is the use of a combination of virtual and real techniques, integrating the legend of "Flame of the Sea" into the novel. And based on this, it narrates the story of Marie-Laure and her father guarding the "Flame of the Sea" branch, as well as the plot of German officers listening to the rumors of "Flame of the Sea" and seeking gems in other countries in the context of war to cure their own terminal illness. In

*All the Light We Cannot See*, Doerr fictionalizes a precious gem called "Flame of the Seas". The mysterious legend about it is that the person who owns this gem will live forever, but everyone he loves will be haunted by bad luck, never ending, making people imagine it. The legend of "Flame of the Sea" caught the attention and frantic search of German Sergeant von Rumpell, who was suffering from cancer. By chance, Marie-Laure, who had obtained the "Flame of the Sea", gradually grew stronger after losing a close relative, and bravely struggled with von Rumpell in a solitary building.

The mystery of "Flame of the Sea" comes from the legendary curse: the land goddess created "Flame of the Sea" and prepared to give it to her lover, the God of sea, but the gem was found by the prince. The goddess was enraged and cursed the gem, cursing those who possessed it: the one who possessed it would live forever, but everyone he loved would be haunted by bad luck and never end. However, as long as the gem was thrown into the sea and those who deserved it were given it, the curse would be lifted. In the story of "Flame of the Sea", whether it is the prince who first picked up the gemstone or the duke who bought the gemstone several years later, everyone who owned this gemstone has become destitute and alone, seemingly confirming the existence of the curse. In the novel, in order to prevent the precious gem "Flame of the Sea" from falling into the hands of the enemy, LeBron, the father of the museum's key manager, Marie-Laure, takes "Flame of the Sea" to the small seaside town of St Malo. German Sergeant von Rumpell suffered from cancer and was crazily longing for the blue diamond that "whoever possesses the gemstone will live forever". LeBron hid the gemstone in his daughter's miniature model, and Marie-Laure became the owner of the gemstone. With it came the unknown fate of his father, the illness and death of his nanny, Mrs. Mane, and the arrest of his uncle, Etienne. Marie-Laure, who is familiar with the legend of "Flame of the Sea", once believed that her safety and the experiences of her friends and family were all caused by a curse when she accidentally discovered the gem. The "Flame of the Sea" brought misfortune to Marie-Laure, but what she wanted to discard was what von Rumpell desperately wanted. The Flame of the Sea symbolizes human desires. It is unique and priceless, making people cannot help but want to possess it. Throughout history,

human desires have always been the driving force behind every major war. The countries that launched the war were determined to seize the wealth and land of other countries. In order to obtain the wealth and benefits they craved; they spared no cost to seize them. However, the invaded countries were not willing to give up their wealth and tried their best to resist, causing misfortune and triggering war. The curse of "Flame of the Sea" will only benefit the owner, and even so, the misfortunes around it will inevitably affect the owner. Correspondingly, after the end of the war, whether it is the initiator or victim of the war, the winner or loser, the gain of benefits from the war is far less than what they lose compared to the economic collapse and casualties. By combining mythological gems with world wars in this way, the author aims to illustrate that the pursuit of desire can lead to misfortune and even trigger war, and this cruel war only brings endless harm and pain to people.

Different from traditional novels, American neorealism novels have a cross genre structure. The representative work *The Color Purple* by Alice Walk, a renowned black female novelist in contemporary American literary circles, is a groundbreaking epistolary record of Silly's growth from a black woman who has been bullied by black men to a person with independent spirit and personality. This cross-genre structure strengthens the artistic charm of the novel and achieves the goal of expressing the author's thoughts and themes. In this novel, a large number of letters appear, combined with the plot of the novel, forming this cross-subject structure. The letters that constantly appear in the novel are correspondence between Werner and his sister Jutta.

"Dear Werner,

Why don't you write? [redacted] The foundries run day and night and the stacks never stop smoking and it's been cold here so everyone burns everything to stay warm. Sawdust, hard coal, soft coal, lime, garbage. War widows and every day there are more. I'm working at the laundry with the twins, Hannah and Susanne, and Claudia Förster; you remember her, we're mending tunics and trousers mostly. I'm getting better with a needle so at least I'm not pricking myself all the time. Right now I just finished my homework. Do you have homework? There are fabric shortages and people bring in slipcovers, curtains, old coats. Anything that can be used they say must be used. Just like all of us here.

Ha. I found this under your old cot. Seems like you could use it.

Love,

Jutta" (Doerr, 267)

At first, Werner and Jutta only shared their respective lives, thoughts, and greetings towards each other. Werner told Jutta about the experiments he conducted in Dr. Hauptmann's studio, his experiences in field training, and the story of his friend Frank. And his sister only shares her daily work. However, it can be seen from the crossed-out part of the letter content in the text that all letters have been checked by a dedicated person, and inappropriate words inside will be deleted. Any mention of the cruelty of war, the mistakes of war, and similar words that bring harm to people will be deleted. In the context of war, people's freedom of speech is restricted.

"To My Dear Sister Jutta-

It is very difficult now. Even paper is hard to [redacted]

We had [redacted]

no heat in the [redacted] Frederick used to say there is no such thing as free will and that every person's path is predetermined for him just like [redacted] and that my mistake was that I [redacted]

I hope someday you can understand. Love to you and Frau Elena too. Sieg heil." (Doerr, 283)

Later on, fewer and fewer letters between Werner and his sister could be delivered to each other, and more and more content was deleted from the letters. From the remaining content, it can be inferred that the war is becoming increasingly fierce, and all the children in the training camp are starting to go to the battlefield. Everyone must obey the command to participate in the war, regardless of their personal will. And Werner seemed to realize that his scientist's dream had been shattered, or perhaps it had been a scam from the beginning, with his talents and abilities only being used to create more lethal weapons. Werner witnessed the cruelty of the war. It forces young people who should have studied and pursued their dreams in school to face the bloody, violent, and killing on the battlefield. Werner

sympathized with Frederick's plight, but was also powerless. Frederick is an extremely bird loving person who understands various bird species and habits. Without war, he could have become a bird scientist. But he also had to be forced onto the battlefield. On the training ground, he was often bullied and beaten because he was not good at physical fitness, and he was also known as a freak because he liked birds. Under the torment of his companions and training system, Frederick finally collapsed and became a patient. War not only brings pain and disaster to ordinary people, but every soldier forced into it also suffers physical and psychological trauma, and loses their dreams and beliefs. Because they don't know exactly what they're fighting for.

### III. The Artistic features

#### 3.1 Typical Characters in Typical Environments

In terms of artistic features, compared with realism, neorealism inherits and develops the creation principle of "typical characters in typical environment". Typification is a process of summarizing the majority from a few, writing the essence in form, and expressing the general through individual expressions. In this process, generalization and personalization are intertwined, interacting and infiltrating each other, and finally displaying the universal meaning in a personalized form. Neorealism novelists, on the one hand, inherited this realism tradition, and on the other hand, developed this tradition in combination with reality, giving their typical environment and typical characters a sense of the times. *All the Light We Can Not See* focuses on shaping the general living conditions of the people of Germany and France during World War II. Each character depicted in the book is a typical character from the typical environment of World War II, and each character carries the imprint of the times.

Soldiers are typical figures in the context of war. Werner is a young soldier in the text and a microcosm of countless young soldiers in the context of war, as joining the National Youth League became a mandatory order at that time. All the boys had to be trained in the military camp, and eventually picked up their guns and walked onto the battlefield. Werner was fortunate because of his exceptional talent in physics and mathematics, which would enable

Germany to gain a favorable position in the war. There are lucky people, there are unfortunate people, such as Werner's comrades Neumann 1, Neumann 2, Baid, etc. The author has not described them much, but their endings can be imagined. There is also a regrettable Frederick who became a foolish person before going to the battlefield and was taken home. He could have become a bird scientist, but he had to come to the military camp due to the war, where he suffered from both psychological and physical trauma, ultimately forcing a healthy and lively boy to collapse. The brutal war has caused young people lose their future and even their lives. They also have to face killings, bloodshed, and violence, suffering from both physical and psychological trauma. But in the context of war, their fate can only be like this.

Marie-Laure is a blind girl living in France, a microcosm of all the lower-class ordinary people in war. But she wasn't so lucky, her eyes couldn't see like everyone else. But she also strives to survive. Her father would build a small model of the surrounding buildings for Marie-Laure, and then ask her to feel the corresponding buildings, count the corresponding streets, and remember the locations of homes, convenience stores, bakeries, and museums. Her father just hopes that Marie-Laure can survive alone. And she was also very serious about learning and memorizing, and really did it. During her father's absence, she was also living a good life. Not only that, she can even transmit information, broadcast, and evade searches, doing just as well as people who can see with their eyes. She works hard to live in order to wait for her father to come back and return to their own home with him. She also looks forward to going to "see" the world with her father and experiencing the wonderful world described in *Twenty Thousand Miles Under the Sea*. After Marie-Laure's father was arrested, only Marie-Laure, Etienne, and Mrs. Mane were left at home. They represent disabled children, the elderly, and women, three groups often seen as vulnerable groups in society, implying the weak who were forced to stay behind in the war. Under the ravages of war, they had to leave their homes, anxious about their own fate, and forced to face the separation from their loved ones. Marie-Laure's grandfather, Uncle Etienne's brother, died in World War I. Etienne was left with psychological trauma due to his brother's passing, and stayed in his room for many years unwilling to see

anyone; The sudden disappearance of her father, who had been taking great care of herself, plunged Marie-Laure into despair and pain. Later, Mrs. Mane's death due to illness also made her feel tormented. However, although such a life and death separation are a common painful experience for every family forced into war during times of war, war, like the constantly rotating Earth, will not stop due to their pain. Marie-Laure was a representative of countless ordinary people in war. They rack their brains to hide and resist, not because they are brave, but because they want to live. They did not choose to be brave on their own initiative, but because of the fragmentation of their homes and the separation of their loved ones caused by war, they lost their dependence and had to become strong in order to survive.

German Sergeant von Rumpell, as the villain in the novel who snatches gems, is endowed with a development process similar to that of Germany in World War II, while also symbolizing the madness and greed of human nature. He is also a typical character in the novel, a microcosm of German soldiers under Nazi rule, and also a microcosm of Germany during World War II. His frantic search for the flames of the sea also implies the historical fact that the Nazis, as a fascist dictatorship and authoritarian regime, launched wars to invade other countries after their first appearance on the historical stage, and their ambition to establish an empire. When he first appeared, although Rumpell was full of confidence, enjoying the support and praise of his family and country, and had gained a lot in occupied countries and regions, his slight physical abnormalities also made it difficult for him to ignore - the presence of cancer had already emerged. In the middle and late stages of the war, cancer recurred and spread throughout his body, causing him increasingly intense pain. The doctor believes that his time is approaching, and at the same time, his country is also about to end:

*"The prospects of war plummeted - Germany withdrew from Russia and Ukraine, standing at the ankles of Italy. (Doerr, 340)*

Since being diagnosed with cancer, the gemstone "Flame of the Sea" has become no longer just a rare diamond for von Rumpell. Its legendary curse - that whoever possesses the gemstone will never die, making it von Rumpell's last straw in life. For three years, while cancer spread, von Rumpell endured the pain of illness and

constantly searched for gemstones, but found nothing. The storyline of von Rumpell almost coincides with the rise and fall of Germany during World War II. The identity of patients often carries certain cultural connotations and moral significance (Ding Liming, 2019). von Rumpell's cancer hinted at the developmental risks that existed in Germany under Nazi rule. The spread of cancer and his increasing physical decline hinted at the problem of Germany's uncontrollable and powerless recovery at that time, as well as the inevitable outcome of Germany's defeat in the later stages of the war.

### 3.2 Time and Space Crisscross

In this novel, the intertwining narrative of time and space is also an important feature. Unlike traditional narrative techniques, the author uses intertwined time as the chapter, with August 1944 as the main theme, and adopts a flashback approach. The middle constantly flashes back to before the outbreak of war, and the segments in each chapter switch back and forth between the characters, starting from the childhood of the two protagonists in the 1930s and continuing until their meeting in 1944. However, Doerr disrupted the normal timeline and chose to set the storyline and the beginning of the novel as 1944, the year when World War II was about to end. This allowed readers of World War II history to understand what would happen from the beginning, but later turned to the background story of Werner and Marie-Laure being forced into a war, as well as their fate on the front line of St Malo. In addition to telling the story of what happened in the short five days from August 7 to 12, 1944, and making the readers shocked by the plot. The novel slowly spreads the story line, constantly flashbacks, intersperses the experiences of the two heroes, and divides the original story time from 1934 to 1944 into several fragmentation times. The narrative time of "August 1944-1934- August 1944-1940- August 1944- August 1941- August 1944-1942- August 1944- May 1944- August 1944-1945-1974-2014" has been formed, and this non-linear narrative will gradually enter a better situation as reading deepens.

In addition, in *All the Light We Cannot See*, the author creatively sets parallel perspectives and constantly switches the main perspective of the story in each chapter segment,



resulting in changes in the geographical space where the story takes place. Marie-Laure originally lived in Paris with her father, and went to the museum with him every day to work, where she heard many interesting knowledge. Later, due to the chaos of the war, the father and daughter, like other panicked Parisians, were forced to leave their city and after a period of wandering, arrived at the small seaside town of St Malo. On the other side of Germany, Werner lives in a mining area three hundred miles northeast of Paris and relies on his sister in an orphanage. After realizing his outstanding talent in radio, Werner hopes to go to Berlin to study the cutting-edge science. In order to realize his dream and change his fate as a miner, he enrolled in the National Institute of Political Education, where he received military training and joined the military after graduation. He once fought on the battlefields of Russia and Central Europe, and finally came to the small town of St Malo in France.

Behind the constantly changing geographical space lies the fragmentation of the spiritual and cultural space brought by war to France and Germany. In Paris, due to rumors of impending German invasion, Parisians who had previously lived a peaceful and beautiful life became panicked, packing their precious belongings and rushing to the station, blocking the highway, or fleeing on foot along the road, hoping to escape the desperate flames of war. In Germany, authoritarian rule blinded most people's eyes and ears, making them believe that the country's actions were correct. Joining the army not only changed the established destiny, but also was a very honorable thing to serve the country. Despite receiving brainwashing education, there are still some people who remain sober and rational. When Werner was at school, his friend Frederick refused to obey the instructor's orders due to his conscience, and was bullied by his classmates, punished by the instructor, and ultimately suffered from serious mental illness. In a team mission after Werner joined the army, they mistakenly killed a woman and a little girl. The team members present were not indifferent to seeing blood and corpses, but instead showed varying degrees of self-blame and despair. The author traces the experiences and psychological journey of ordinary people and soldiers from Germany and France, who were opposing sides in the war, throughout the text, laying a dark tone for the entire story caused by the brutal war.

### 3.3 Psychological Description

Another notable feature of this novel is the use of a large amount of psychological description, which enables the author to create a more rounded character image. In the novel, the most abundant depiction of Marie-Laure's psychology is in the eighth chapter of the novel on August 9, 1944. This chapter tells the story of Marie-Laure hiding alone in her home in St Malo, where Sergeant von Rumpell also found her. Von Rumpell kept searching Marie-Laure's house, trying to find her or "Flame of the Sea," while Marie-Laure kept hiding between the rooms upstairs to protect the precious gemstone left by her father. The author provides a detailed description of Marie-Laure's psychology here.

*"The rain is good too: it will stifle the ties.... Maybe to cover her noise?"*

*She knows exactly where the two galvanized buckets are: just inside the door of her room. She can get to them, maybe even carry one back up.*

*No, carrying it up would be impossible. Too heavy, too noisy, all that water sloshing everywhere. But she could go to one and lower her face into it. She could fill the empty can of beans." (Doerr, 384-386)*

She hid upstairs but was so thirsty that she had to go for a drink. In her heart, she constantly encouraged herself and predetermined the route to take and the situation to encounter in advance. She even figured out her posture, what she wanted to hold in her left and right hands, and how she felt after drinking water. To motivate oneself, one must bravely take a step and drink water. Readers can feel the tense atmosphere at the time. Marie-Laure was both scared and nervous, but in order to survive, she had to drink water and move her position. She is a blind person, and when she cannot see anything, she may touch anything at any time to make a noise, or she may happen to collide with the sergeant. Either of these two situations was enough to put her in danger, but she bravely chose to step out. It's not that Marie-Laure was inherently brave, but that war and harsh living conditions forced her to be brave so that she could survive.

In addition, there are many psychological descriptions of Werner, especially in Chapter 10, when he was about to face death on August 12, 1944.

*"He lingers over images of Marie-Laure her hands, her hair- even as he worries that to concentrate on them too*

*long is to risk wearing them out.... Eighteen years old. All his life his schoolmasters, his radio, his leaders talked to him about the future. And yet what future remains? The road ahead is blank, and the lines of his thoughts all incline inward: he sees Marie-Laure disappear down the street with her cane like ash blown out of a fire, and a feeling of longing crashes against the underside of his ribs." (Doerr, 479-482)*

After Werner met Marie-Laure, his life trajectory also changed. He was no longer a tool of collective will to kill under Nazi rule, but a person with his own clear will. He saved Marie-Laure from the hands of his own national officer, because it was Marie-Laure's continuous broadcasting that awakened his conscience and redeemed him. Werner also fell in love with Marie-Laure and had been thinking of her and worried about her safety until he died. Werner recalled that his brief life had only been eighteen years, and he had not been able to realize his dreams. Instead, he had been training for the dreams of 'others', going to the battlefield and even losing his life. It wasn't until the appearance of Marie-Laure that he understood all of this and knew what he really needed to do. What he wants is not training and then going to the battlefield to kill people, but a peaceful and joyful life. He wanted to watch his sister Jutta and other children fall asleep quietly and see Mrs. Elena kneel by the coal stove to make a fire. And such a simple wish could not be realized due to the outbreak of war, and the cruel war even left Werner and his family permanently separated.

#### IV. CONCLUSION

Through the analysis of the novel by the neorealism theory, it can be found that, whatever the reason, the outbreak of war is unjust and destructive, because it always hurts the majority of the people. It destroys people's bodies, wills, and deprives every child of their dreams, future, and even life. But in the darkness, we can always see light and hope. There are always people who are doing their best to live, and there are also people who are redeeming each other and becoming a beam of light in the darkness of others. We should cherish the peaceful life now and face life optimistically under any circumstances.

#### REFERENCES

- [1] Doerr, A. . (2014). *All the Light We Cannot See*. LARGE PRINT DISTRIBUTION.
- [2] Malcolm Bradbury, "Writing Fiction in the 90s" in Kristian Versluys ed. *Neo-Realism in Contemporary American Fiction*, Netherlands: Rodopi, 1992
- [3] Ding Liming (2019) Metaphorical Interpretation of Disease Discourse in Lawrence's Novels *Journal. Xi'an International Studies University*, 27 (2), 5
- [4] Li Dai (2015) The Literary Metaphor of Entropy in *All the Light We Cannot See*. *Anhui Literature: Second Half of the Month* (10), 3
- [5] Jiang Tao (2007). The neorealism Perspective of Contemporary American Novels. *Contemporary Foreign Literature* (04), 115-121
- [6] Cheng Xilin (1992). Fiction and Fact: Modernity and neorealism of Postwar American Novels. *Foreign Literature Research* (03)
- [7] Shiyu (2021) The Literary Metaphorical Interpretation of the Secondary Line of "Flame of the sea". *Literary Education (Part 1)* (07), 140-143
- [8] Ren Yuan. Special Research on American Fiction in the 20th Century. Nankai University Press
- [9] Yan Ning. Philip Roth's neorealism Vision [D]. Heilongjiang University, 2007



# Assessing the English Speaking Self-Efficacy of Translation-Major Undergraduates: A Current Perspective

Huang Yuehua<sup>1 2</sup>, Wang Qiumei<sup>2</sup>

<sup>1</sup> No.3 High School of Cenxi, China

<sup>2</sup> Youjiang Medical University for Nationalities, China

Received: 23 Apr 2023; Received in revised form: 25 May 2023; Accepted: 03 Jun 2023; Available online: 10 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**—Self-efficacy is a vital determinant of students' future accomplishments or setbacks and has been recognized as a significant influencer of their motivation to learn, intimately linked with academic achievement. Nonetheless, English learners often grapple with a lack of self-efficacy in their speaking skills. In order to investigate the current state of undergraduate translation students' English speaking self-efficacy, a quantitative research design, coupled with a survey strategy, was employed. This investigation involved data gathered from 163 undergraduate translation students across three universities located in Guangxi, China. The findings reveal that translation-major undergraduates possess a moderate level of English speaking self-efficacy. Intriguingly, there were no noticeable differences in speaking self-efficacy and its three dimensions based on the academic year, indicating consistency in speaking self-efficacy across different academic levels. The gender-based comparison also yielded interesting results. There was no significant disparity in English speaking self-efficacy between male and female students. However, when it came to self-regulated self-efficacy—a crucial aspect of autonomous learning—female students significantly outperformed their male counterparts. Drawing from these research outcomes, this paper proposes targeted recommendations to enhance English speaking self-efficacy among undergraduate translation students.



**Keywords**—translation-major undergraduate; spoken English; speaking self-efficacy.

## I. INTRODUCTION

In line with the nation's advancement and the initiation of open-door policies, China has intensified its links with other countries, fostering mutual dependence and prompting the need for enhanced foreign communication. This shift has driven a growing demand for English translators and individuals proficient in English speaking.

Regrettably, English instruction in China has traditionally skewed towards the dissemination of language knowledge, causing students to lean heavily on test-oriented skills such as reading, translation, and writing, while often neglecting crucial listening and speaking abilities. This incongruity between established learning methods and the pressing

demand for advanced speaking skills has engendered misconceptions for many university-level students embarking on the journey of learning spoken English. A macro study conducted by the authors concludes that a significant number of undergraduate translation majors exhibit a lack of self-confidence in their spoken English, leading to a pronounced deficit in oral learning self-efficacy.

The academic literature is rich with studies highlighting the factors influencing students' English speaking output. For instance, Huang and Chang (1988) underscored that speaking self-efficacy is a crucial determinant of students' English speaking performance. Yet, Chen and Yeung (2015) noted that the majority of research conducted on

speaking self-efficacy is centered on elementary, middle, and high school students, with only a handful focusing on college and university English majors. Alarming, there is a relative scarcity of research investigating speaking self-efficacy among translation majors. Furthermore, the most recent empirical studies indicated that English learners grapple with low speaking self-efficacy (Hu, 2022).

This evident gap in the research highlights the pressing need for a more thorough exploration of speaking self-efficacy among students majoring in translation, given the critical importance of advanced spoken English abilities for their future career paths. This deeper understanding will empower us to identify, comprehend, and tackle the unique challenges these students encounter, thereby enabling us to craft pedagogical strategies tailored specifically to foster their oral language development. The rationale behind selecting undergraduate translation majors as our research subjects is to address the following three questions:

1. What is the current level of speaking self-efficacy among undergraduate students majoring in translation?
2. Is there a significant gender disparity in the speaking self-efficacy of undergraduate students majoring in translation?
3. Are there notable differences in speaking self-efficacy among undergraduate students majoring in translation based on their academic year?

## II. LITERATURE REVIEW

### 2.1 Conceptualization of Self-Efficacy

The term self-efficacy is frequently used interchangeably with phrases such as self-efficacy beliefs, self-efficacy perceptions, and efficacy beliefs. Bandura (1986, p.391) conceptualizes self-efficacy as “an individual’s conviction in their capability to organize and perform the courses of action required to attain a specific achievement.”

### 2.2 Bandura’s Self-Efficacy Theory

Bandura (1986) contends that human behavior is not solely influenced by the behavior’s outcome, but also by the antecedents of the individual’s expectation of the outcome, which is shaped through cognitive information processing. This personal expectation of success is termed efficacy.

It is generally acknowledged that self-efficacy encompasses two primary components: outcome expectancy and efficacy expectancy. Outcome expectancy pertains to an individual’s conjecture about the probable consequence of their behavior. Efficacy expectancy, on the other hand, refers to an individual’s subjective conjectures

and judgments about their capability to execute the behavior.

Bandura posits that outcome expectations and efficacy expectations are distinct concepts with different roles, and efficacy expectations precede and contribute to outcome expectations. A person might believe that a behavior will yield a desired outcome, yet may not necessarily feel equipped to accomplish it. Hence, Bandura asserts that efficacy expectations exert a greater influence on motivation than outcome expectations and that an individual’s behavior is primarily governed and affected by efficacy expectations.

Bandura (1977, p.194) also maintains that “the theory of self-efficacy does not imply that self-efficacy is the sole factor driving behaviour.” This implies that even with high self-efficacy, the corresponding behaviour might not transpire if the required competencies are absent. It is plausible to surmise that self-efficacy can serve as a determinant of individual behavior only when the individual is motivated and possesses the necessary skills.

By delving into the theoretical backdrop and connotations of self-efficacy, we discern that Bandura (1977) essentially perceives it as a form of cognition where the individual regards themselves as an object. As a prominent element of the subjective factor, self-efficacy reflects an individual’s beliefs, judgments, and perceptions about their ability to carry out a particular behavioral activity.

### 2.3 Current State of Speaking Self-Efficacy

Existing studies generally suggest that students’ self-efficacy in oral learning is not particularly high. For instance, Zhong (2012) conducted a study to examine the English learning self-efficacy of college students at Qinghai Minzu College. Through the collection and analysis of data via questionnaires and interviews, it was found that the majority of non-English speaking college students’ scores in speaking were generally low, which led to diminished self-efficacy in English speaking learning.

Contrastingly, a study conducted by Demirel, Türkel, and Aydın (2020) found that Turkish university students exhibited high speaking self-efficacy. Furthermore, they discovered no significant gender-based difference in speaking self-efficacy.

In a similar vein, Chen (2022) gained insights into students’ English speaking self-efficacy through questionnaires and interviews. After collating the collected data, Chen found that students’ overall speaking self-efficacy was not high, and there were substantial variations among different student groups. Students with high self-efficacy generally demonstrated stronger speaking abilities and were more efficient in speaking practice, while the



reverse held true for students with weaker self-efficacy. These findings suggested a positive correlation between self-efficacy and speaking learning.

In another study, Zhou (2015) investigated students at the Hunan University of Arts and Science and concluded that students' self-efficacy was generally at a moderate level, and there were no significant differences in self-efficacy between male and female students.

These studies reflect the varied nature of speaking self-efficacy among different student demographics and contexts, underscoring the necessity of personalized interventions to enhance this crucial aspect of language learning.

## 2.4 Factors Influencing Speaking Self-Efficacy

Exploring students' speaking self-efficacy is a pivotal aspect of research in English speaking instruction. It provides invaluable insights into strategies to augment students' oral learning capabilities. The examination of prior studies reveals a wide array of factors influencing speaking self-efficacy.

Individual self-assessment and cognitive evaluation, which encompasses their perceived English speaking competence, interest in learning English, past learning experiences, knowledge and skills, as well as learning strategies, significantly influence their speaking self-efficacy. Ke (2018) posits that two principal elements impact self-efficacy: the individual's language proficiency level and their appraisal of their English speaking capabilities. These two elements are tightly interlinked and mutually influence each other. Interestingly, low language ability levels are inversely correlated with high self-efficacy, and conversely, high self-efficacy is positively correlated with low language ability levels.

Blumenthal (2014) found that foreign language self-efficacy is shaped by several factors such as gender, age, duration spent on foreign language learning, academic performance, the learning environment, and learning style. Among these, perceived learning support, positive evaluations of language competence (i.e., beliefs about language ability), and successful experiences are the most prominent influencers.

Yu (2021) utilized questionnaires, interviews, and observations to investigate the current status of English self-efficacy among minority college students in Guizhou, focusing on the influencing factors at the psychological cognitive level. The results revealed a significant positive correlation between English self-efficacy and psychological factors.

Apart from students' foundational level, emotional attitude, and teacher guidance, numerous other factors can

influence students' oral English abilities. For instance, teachers, acting as organizers and guides in English speaking classes, play an essential role in fostering students' confidence and motivation. Effective organization and verbal guidance are conducive to nurturing this confidence. Hence, the capacity of teachers to create a positive oral English classroom atmosphere can significantly determine whether students actively practice speaking English (Lin, 2013).

## 2.5 Self-Efficacy in Language Learning Context

In the context of language learning, self-efficacy plays a crucial role. Understanding the role of self-efficacy in language learning can be significant in enhancing teaching and learning outcomes. Research by Mills, Pajares, and Herron (2007) found that learners' self-efficacy beliefs had a significant impact on their success in second language learning. Learners with high self-efficacy had the belief that they could successfully learn a second language, and this belief led to better performance in language tasks.

Another critical aspect to consider is the role of self-efficacy in developing language skills, specifically speaking skills. Speaking a new language often involves overcoming personal insecurities and fears. It requires confidence, which is closely related to one's level of self-efficacy. Hsieh and Kang (2010) pointed out that students with higher self-efficacy tend to speak more in class, participate more actively in oral activities, and receive better scores in speaking tasks. This suggests that cultivating self-efficacy could effectively enhance students' English speaking skills.

## III. RESEARCH DESIGN

A quantitative design and survey strategy were used to achieve the aims of the study. Data were collected from 163 undergraduate translation students from three universities located in Guangxi, China. The questionnaires were translated from English into Chinese and validated by bilingual experts before being distributed. The online questionnaire was distributed to participants via Questionnaire Star.

The study used the EFL Speaking Self-Efficacy Scale (SEESS) developed by Gan, Yan and An (2022). SEESS consisted of 18 items with a numerical rating scale ranging from A (not agree at all) to E (highest agreement). SEESS targets three components of the EFL speaking self-efficacy: performance self-efficacy (8 items), self-regulatory efficacy (6 items), and linguistic self-efficacy (4 items). Performance self-efficacy reflects the student's ability to understand or complete oral tasks in class. Self-regulatory efficacy assesses students' ability to learn

through self-planning, self-evaluation and self-monitoring of speaking English learning. Linguistic self-efficacy focused on ability to master accurate and proper oral pronunciation, syntactic grammar, vocabulary and structure.

The reliability of the three dimensions was .947, .948 and .932 respectively. The results of the confirmatory factor analysis using SmartPLS showed that the indicator loadings for each item were above .70 and the AVE values for each dimension ranged from .77 to .83. In addition, the HTMT values for each dimension were less than 1; therefore, the reliability and validity of this study was established (Hair et al., 2017).

#### IV. RESULT OF THE STUDY

A normality test was carried out to ensure the validity of the statistical procedures used in the study. This test indicated that all items followed a normal distribution pattern, with kewnness and kurtosis values ranging from -.938 to .391. These values fall within the acceptable range for a normal distribution (Chua, 2013), affirming the suitability of subsequent statistical tests.

*Table 1 Descriptive Results of Each Item of Performance Self-Efficacy*

Item	Description	Mean	S.D.	Level
1	I can speak English fluently when giving a presentation in front of the class.	2.59	1.185	medium
2	I can try to keep a high level of self-confidence when I speak English.	2.67	1.181	medium
3	I can understand the most difficult material presented in speaking courses.	2.54	1.268	medium
4	I can understand the most complex material presented by the teacher of speaking courses.	2.47	1.151	medium
5	I can master the speaking skills taught in English class.	2.68	1.174	medium
6	I can use the speaking skills taught in class for real-life.	2.77	1.146	medium
7	I can do very well on speaking activities in English class.	2.74	1.180	medium
8	I can participate in all English class discussion very well.	2.75	1.161	medium
Overall		2.65	1.036	medium

Table 1 outlines the descriptive statistics for each item relating to performance self-efficacy. From these data, we can ascertain that the performance self-efficacy of current undergraduate students majoring in translation is generally not high, which signifies a moderate level of self-perceived English speaking proficiency.

Each item's mean score falls within the medium range (2.34-3.67), suggesting that students are somewhat confident in their ability to perform English speaking tasks but do not perceive themselves as particularly skilled. The

To facilitate interpretation, the composite means were grouped into three distinct categories, based on equal intervals. Each category represents a different level of speaking self-efficacy among undergraduate students majoring in translation, with "Low" indicating a lack of self-efficacy, "Medium" representing a moderate level, and "High" signaling a strong level of self-efficacy in spoken English. These categories are as follows: Low: Scores falling in the range of 1 to 2.33; Medium: Scores falling in the range of 2.34 to 3.67; High: Scores falling in the range of 3.68 to 5.

In the study sample, there are 56 males and 107 females, which indicates that the number of females is more compared to males, which is consistent with the objective rule that English majors have more females. From the viewpoint of grade levels, there are 20 students in the first year, 23 students in the second year, 16 students in the third year, and 104 students in the fourth year. Relatively speaking, the age distribution of the study sample was even.

#### 4.1 The Level of Speaking Self-Efficacy

standard deviation values indicate a fair level of variation in responses, meaning some students feel more confident than others. The consistency in medium level scores across different aspects of speaking tasks—ranging from understanding complex material to actively participating in class discussions—suggests a general trend of medium self-efficacy among these students.

Table 2 Descriptive Results of Each Item of Self-Regulated Efficacy

Item	Description	Mean	S.D.	Level
9	I can realize my goal to improve my English speaking.	2.88	1.188	medium
10	I can think of different ways to help me to improve my English speaking.	2.93	1.182	medium
11	I can evaluate whether I achieve my goal in my English speaking.	2.95	1.196	medium
12	I can evaluate whether my speaking performance in class is good or bad.	3.07	1.248	medium
13	I can evaluate my strength and weakness in English speaking.	3.07	1.235	medium
14	I can find different ways to increase my motivation to speak English.	2.97	1.214	medium
Overall		2.98	1.09	medium

Table 2 delineates the descriptive statistics for each item concerning self-regulated efficacy. The mean scores of these items fall within the medium range (2.34 - 3.67), pointing to a moderate level of self-regulated efficacy amongst undergraduate students majoring in translation.

Each item pertains to students' self-efficacy in setting, working towards, and evaluating their goals for English speaking improvement. Their scores imply they have some

confidence in their abilities to self-regulate their learning process, yet there is room for growth. The standard deviation values suggest a reasonable spread in responses, meaning the degree of self-regulated efficacy varies amongst students.

Table 3 Descriptive Results of Each Item of Linguistic Self-Efficacy

Item	Description	Mean	S.D.	Level
15	I can describe my university to others in English with proper expressions.	2.78	1.176	medium
16	When I ask my teacher questions in English, I can speak with proper pronunciation and intonation.	2.88	1.209	medium
17	I can discuss the topics I am interested in with my classmates in English without trying to find the corresponding English expressions.	2.69	1.162	medium
18	I can tell my classmates about a book I have read in fluent English.	2.62	1.208	medium
Overall		2.74	1.084	medium

Table 3 outlines the descriptive statistics for each item related to linguistic self-efficacy. The mean scores for all items suggest a moderate level of linguistic self-efficacy amongst undergraduate translation-major students, given they all fall within the "medium" range (2.34 - 3.67).

Each item evaluates a different aspect of the students' self-perceived English language proficiency. They range from describing their university to others in English to discussing their interests and recounting a book they have read without relying on the translation of expressions. The standard deviation values indicate a reasonable dispersion in the responses, signifying that the level of linguistic self-efficacy differs amongst students.

#### 4.2 Gender Difference in Speaking Self-Efficacy

To verify the influence of gender and academic year on students' English speaking self-efficacy, this study adopted independent sample t-test and one-way ANOVA

to assess whether significant differences exist between gender and academic year based on the mean values of different dimensions of English speaking self-efficacy.

Table 4 Gender Differences in Different Dimensions of English Speaking Self-Efficacy

Variable	Gender	Mean	S.D.	t	p.
Performance Self-Efficacy	Male	2.5379	1.18176	-1.016	.311
	Female	2.7114	.95126		
Self-Regulated Efficacy	Male	2.7321	1.24263	-2.100	.037
	Female	3.1090	.99898		
linguistic Self-Efficacy	Male	2.6250	1.30645	-1.013	.312
	Female	2.8061	.94751		

Table 4 reports the differences in English speaking self-efficacy across gender for three dimensions: performance self-efficacy, self-regulated efficacy, and linguistic self-efficacy.

For performance self-efficacy, both male ( $M=2.5379$ ,  $SD=1.18176$ ) and female ( $M=2.7114$ ,  $SD=0.95126$ ) students demonstrated moderate levels. The t-test showed no significant difference between male and female students in this dimension ( $t=-1.016$ ,  $p=0.311$ ).

For self-regulated efficacy, both male ( $M=2.7321$ ,  $SD=1.24263$ ) and female ( $M=3.1090$ ,  $SD=0.99898$ ) students also displayed moderate levels. However, there was a significant gender difference, with female students scoring higher than male students ( $t=-2.100$ ,  $p=0.037$ ).

Lastly, in linguistic self-efficacy, male ( $M=2.6250$ ,  $SD=1.30645$ ) and female ( $M=2.8061$ ,  $SD=0.94751$ ) students again showed moderate levels. The t-test revealed no significant gender difference ( $t=-1.013$ ,  $p=0.312$ ).

In summary, these results indicate that while both male and female translation-major undergraduates perceive their self-efficacy in English speaking at a moderate level, females display significantly higher Self-Regulated Efficacy compared to their male counterparts. The implications of this finding necessitate further exploration to develop gender-sensitive approaches to foster English speaking self-efficacy.

### 4.3 Academic Year Difference in Speaking Self-Efficacy

Tables 5, 6, and 7 report the differences in English speaking self-efficacy across academic years for three dimensions: Performance Self-Efficacy, Self-Regulated Efficacy, and Linguistic Self-Efficacy. One-way ANOVAs were conducted to examine if there were statistically significant differences in self-efficacy perceptions across different academic years.

*Table 5 Academic Year Differences in Performance Self-Efficacy*

Academic Year	Case	Mean	S.D.	F	p.
Year1	20	2.3000	1.03349	1.646	.181
Year2	23	2.6576	.82505		
Year3	16	2.3516	.99814		
Year4	104	2.7644	1.07208		

The results for the differences in performance self-efficacy by academic year show that fourth-year students exhibited the highest level of performance self-efficacy. First and third-year students followed closely behind, while second-

year students reported the lowest levels of performance self-efficacy. However, the differences in performance self-efficacy across academic years were not statistically significant as per the one-way ANOVA test ( $F=1.646$ ,  $p=.181$ ). Therefore, while there are observable trends, we cannot conclusively say that performance self-efficacy varies significantly with the academic year.

*Table 6 Academic Year Differences in Self-Regulated Efficacy*

Academic Year	Case	Mean	S.D.	F	p.
Year1	20	2.6417	1.07914	.901	.442
Year2	23	3.0000	.92113		
Year3	16	2.8438	.98595		
Year4	104	3.0609	1.15448		

The analysis of self-regulated efficacy differences across academic years revealed that fourth-year students reported the highest self-regulated efficacy. This was followed by first and third-year students, while second-year students registered the lowest levels of self-regulated efficacy. However, the one-way ANOVA test indicated that these differences across academic years were not statistically significant ( $F=.901$ ,  $p=.442$ ). Hence, it can be inferred that while there are observed variations, the academic year does not significantly impact self-regulated efficacy in this context.

*Table 7 Academic Year Differences in Linguistic Self-Efficacy*

Academic Year	Case	Mean	S.D.	F	p.
Year1	20	2.5750	1.02950	.677	.567
Year2	23	2.6522	.86845		
Year3	16	2.5156	.94193		
Year4	104	2.8317	1.15668		

The analysis of linguistic self-efficacy differences by academic year revealed that fourth-year students exhibited the highest linguistic self-efficacy, followed by first and third-year students. Conversely, second-year students reported the lowest levels of linguistic self-efficacy. Nevertheless, according to the one-way ANOVA test, these differences across academic years were not statistically significant ( $F=.677$ ,  $p=.567$ ). Thus, we can deduce that while there are observable variations, the academic year does not significantly affect linguistic self-efficacy in this sample.



## V. DISCUSSION AND CONCLUSION

### 5.1 Discussion

This study, drawing on data from translation-major undergraduates across three universities in Guangxi, determined that these students' speaking self-efficacy is of a moderate level. This finding aligns with previous studies conducted by Zhong (2012) and Chen (2022), which similarly reported that students' overall speaking self-efficacy tends to be not particularly high. However, our study's results contradict the findings of Demirel et al. (2020), who reported high confidence levels in speaking ability among their Turkish university student sample. This discrepancy may be attributable to cultural and educational differences between Turkish and Chinese students.

Moreover, we found no significant gender differences in speaking self-efficacy among translation-major undergraduates. In the three evaluated dimensions of speaking self-efficacy-performance self-efficacy, self-regulation efficacy, and linguistic self-efficacy-only self-regulation efficacy showed a significant gender difference. This result corroborates Demirel et al.'s (2020) findings with Turkish university students but contrasts with Blumenthal's (2014) research, which identified a significant gender impact on speaking self-efficacy. This disparity might stem from the different research contexts, as Blumenthal's study was conducted with medium and low-level English learners in Mexico.

In terms of academic progression, the study found no significant variances in self-efficacy across different academic years. This aligns with Blumenthal's (2014) assertion that age differences can influence students' self-efficacy, which might result in minor variances among students from different academic years. This implies that educators do not necessarily need to adjust their teaching methods to enhance students' self-efficacy based on their academic year.

Yang (2017) posits that the degree of self-efficacy informs students' engagement in various oral communication activities, implying that the speaking proficiency of translation-major undergraduates can be affected. Ke (2018) supports this assertion, noting a negative correlation between students' language ability and their self-efficacy. Hence, it can be inferred that the language abilities of translation-major undergraduates might also be impacted.

Bandura's (1998) research suggests that speaking self-efficacy could serve as a predictive indicator of speaking performance, with students exhibiting high self-efficacy generally achieving higher speaking scores. This demonstrates the potential of oral self-efficacy to positively influence students' speaking performance.

Consequently, future English as a foreign language instruction should focus not only on enhancing speaking inputs and outputs or other external factors but also on improving students' speaking self-efficacy.

### 5.2 Conclusion

The conclusions drawn from this study are as follows:

The speaking self-efficacy of translation-major undergraduates in Chinese universities is moderate.

Regarding gender, there was no significant overall difference in self-efficacy between male and female students. However, disparities were observed in self-regulating efficacy, with male students outperforming female students. This suggests that male students exhibit stronger skills in self-planning, self-evaluation, and self-monitoring in English speaking learning. Conversely, female students appeared slightly less proficient in these areas.

The study found no significant differences in speaking self-efficacy across academic years. Nevertheless, year 4 students displayed the highest levels of speaking self-efficacy. This might be attributable to longer exposure to English and a deeper knowledge of the language, resulting in higher self-efficacy in speaking. Year 1 students ranked second, perhaps due to the residual enthusiasm for learning following their college entrance examinations and their solid foundational knowledge of English. Year 2 and Year 3 students demonstrated the lowest self-efficacy. This may suggest that transitioning from high-school level English to college-level translation courses can be challenging. Factors such as course examination failures or difficulties with graded examinations in spoken English could lead to a decrease in confidence and enthusiasm for learning English speaking.

### 5.3 Implication

The investigation into the speaking self-efficacy of translation-major undergraduates across three universities in Guangxi has revealed a general lack of confidence in their speaking abilities. The implications of these findings are multifold:

For Students: This research underscores the critical role of self-assessment and introspection in English speaking ability. It affirms the correlation between a student's language proficiency, their self-perception of English speaking skills, and their resultant speaking self-efficacy, as noted by Ke (2018). Recognizing this interplay can empower students to identify their strengths and weaknesses, assess their proficiency realistically, and enhance their spoken English. For instance, in light of the relatively low English-speaking self-efficacy among translation majors, it's essential for students to develop an

objective understanding of their learning progress. This involves setting achievable goals to avoid disillusionment and self-doubt. In their English speaking practice, a gradual increase in material complexity can contribute to a sense of accomplishment, nurturing their self-efficacy. Moreover, it's crucial for students, especially translation-major undergraduates, to converse in English outside the classroom, prioritizing fluency over accuracy to build confidence and foster English speaking skills.

**For Educators and Institutions:** This study implies that educators and institutions should prioritize the psychological aspects of learning, in addition to imparting linguistic knowledge. The research supports Yu's (2021) findings that students' emotional states significantly impact their self-efficacy. As a result, fostering a positive mindset and emotional attitude in students is crucial. Due to the increasing academic pressures faced by translation-major undergraduates, their psychological well-being can be adversely affected. It's common for students to overstudy just to pass oral English exams, neglecting the development of a genuine interest in improving their speaking abilities. Therefore, educators should encourage a genuine interest in learning English speaking, alongside guiding students for exams. Institutions could facilitate international exchange events, exhibitions, and social activities with native English speakers, offering students a chance to apply their theoretical knowledge in real-life situations, thereby boosting their confidence and speaking self-efficacy.

#### 5.4 Limitations and Suggestions for Future Research

This study, though insightful, has certain limitations that must be recognized. Firstly, the methodology relied solely on questionnaire surveys. This approach, while effective to an extent, can be limited as it doesn't ensure complete comprehension and accurate interpretation of each question by the participants. Secondly, the focus of the study was primarily on demographic variables, such as gender and academic year. However, the influence of other potential factors like students' learning motivation, self-belief, and self-regulation wasn't considered. These variables could significantly impact spoken English learning and hence, future studies should incorporate these into their research design. Lastly, the scope of this study was restricted to translation-major undergraduates. As a result, the findings can only represent the English-speaking learning conditions of this specific group of students, limiting the generalizability of the results.

With these limitations in mind, some suggestions for future research include adopting a multi-method approach, considering additional variables, and expanding the scope of the study. Future studies could benefit from

incorporating multiple research methods such as interviews, observations, and recordings along with surveys for a more comprehensive understanding. Moreover, including more factors that could influence students' self-efficacy, like motivation, self-belief, and self-regulation, would provide a more holistic picture of the phenomenon. Lastly, the study population could be diversified to include students from different cities, schools, and majors, not just those majoring in translation or attending universities in Guangxi. A more diverse sample would enhance the generalizability of the research findings and provide a more comprehensive understanding of students' English-speaking learning conditions.

**Funding:** This research is supported by Undergraduate Teaching Reform Project of Guangxi Higher Education (Project No.:2022JGB300)

#### REFERENCES

- [1] Alert, M. D. (2014). *Physical Activity and Sedentary Behavior in Hispanic Adolescents: Associations with Self-efficacy, Weight Misperception, and Body Mass Index*. Doctoral dissertation. University of Miami.
- [2] Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215.
- [3] Bandura, A. (1986). The explanatory and predictive scope of self-efficacy theory. *Journal of social and clinical psychology*, 4(3), 359-373.
- [4] Bandura, A. (1998). Health promotion from the perspective of social cognitive theory. *Psychology and health*, 13(4), 623-649.
- [5] Blumenthal, L. F. (2014). *Self-efficacy in low-level English language learners*. Doctoral dissertation. Portland State University.
- [6] Chen, Z., & Yeung, A. S. (2015). Self-efficacy in teaching Chinese as a foreign language in Australian schools. *Australian Journal of Teacher Education*, 40(8), 24-42.
- [7] Chua, Y. P. (2013). *Mastering research statistics*. Shah Alam, Selangor: MCGraw-Hill Education.
- [8] Demirel, M. V., Türkel, A., & Aydin, I. S. (2020). Speaking Self-Efficacy Beliefs of Turkish University Students. *Cypriot Journal of Educational Sciences*, 15(3), 399-411.
- [9] Gan, Z., Yan, Z., & An, Z. (2022). Development and validation of an EFL speaking self-efficacy scale in the self-regulated learning context. *The Journal of Asia TEFL*, 19(1), 35–49.
- [10] Hair, J. F., Hult, G. T. M., Ringle, C., & Sarstedt, M. (2017). *A primer on partial least squares structural equation modeling (PLS-SEM)*. Los Angeles: Sage Publications.
- [11] Huang, S. C., & Chang, S. M. (1998). Self-efficacy in learners of English as a second language: Four examples. *Journal of Intensive English Studies*, 12, 23–40.
- [12] Inegbeboh, B. O. (2009). Enhancing the performance of female students in spoken English. *Education*, 129(4), 571–573.

- [13] Idrus, H., Salleh, R., Hassan, W. N. W., & Ali, R. M. M. (2013, August). Self-efficacy in English language oral communication skills of technical trainees. In *Proceedings of 2013 IEEE International Conference on Teaching, Assessment and Learning for Engineering (TALE)* (pp. 800-804). IEEE.
- [14] Ke, Z. (2018). The influence of self-efficacy on Chinese English majors' oral learning strategies. *Advances in Literary Study*, 06(2), 62–68.
- [15] Ningias, R. A., & Indriani, L. (2021). EFL students' perspectives on their self-efficacy in speaking during online learning process. *English Learning Innovation (englie)*, 2(1), 28-34.
- [16] Yang W. (2017). A Cultivation Research on Spoken English Training of In — Out Class in Junior Colleges. *Journal of HUBEI Correspondence University* (13),181-183.
- [17] Yilmaz, A., Ayyildiz, P., & Baltaci, H. S. (2020). Speak Now or Forever Hold Your Peace: Turkish Academics' Self-Efficacy Beliefs in Their Spoken English. *International Journal of Progressive Education*, 16(6), 325-343.
- [18] Yu H. (2021). *A study on English self-efficacy and psychological factors of minority college students in Guizhou*. M.S dissertation, Guizhou Minzu University.
- [19] Wu Q. (2022). *An Investigation into the Influence of Oral English Self-efficacy of Junior High School Students on Their Spoken-English Levels*. M.S dissertation, Jilin International Studies University.
- [20] Zhong W. (2012). On Improving Students' Self-efficacy in English Listening Teaching. *English Square (Academic Research)* (01),108-110.
- [21] Zhou R. (2015). *A Study on Correlation between Self-efficacy and Oral Learning Strategies of Non-English Majors*. M.S dissertation. Central China Normal University.
- [22] Zhu G. (2018). *The Correlation between Oral English Proficiency and Self-efficacy of non-English majors*. M.S dissertation, Jiangxi Normal University.
- [23] 陈兰.(2022).关于口语自我效能感对学生英语口语成绩预测性的研究.(eds.) *中小幼教师新时期第三届“教育教学与创新研究”论坛论文集（三）* (pp.21-24).
- [24] 胡丽.(2022).初中生英语口语自我效能感现状实证研究. *校园英语*(43),28-30.



# EFL teachers' evaluation of the textbook "I Learn Smart World 6": A study at Pathway School

Le Thi Truc Sinh, Nguyen Tien Hung

Ho Chi Minh City University of Technology (HUTECH) – Vietnam

Received: 26 Apr 2023; Received in revised form: 30 May 2023; Accepted: 08 Jun 2023; Available online: 12 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— Textbooks are the main sources that can convey knowledge and information to learners in an organized way, so textbook evaluation plays a key role in any language teaching or learning program. This can help meet the learners' needs in the best way. The present research set out to investigate teachers' perspectives towards the textbook "I Learn Smart World 6", which was used at Pathway School (PS), and teachers' personal points of view on how to improve better the textbook "I Learn Smart World 6". The investigation elucidates the strengths and weaknesses of the textbook itself, and recommendations are made for both designers and teachers. The 12 teachers from the 2 campuses at Pathway School participated in this research. The research instruments were a textbook evaluation questionnaire adapted and modified from a variety of checklists developed by previous researchers, as well as semi-structured interviews. A 40-item questionnaire using a 5-point Likert scale rating from "1=Strongly Disagree" to "5=Strongly Agree" was employed to elicit participants' responses to six main categories including Overall Assessment, Practical Considerations, Language Skills, Topic and Language Content, Layout and Design, and Culture. Descriptive statistics were carried out to interpret the quantitative data by utilizing the mean and standard deviation. The data analyzed from the semi-interviews was analyzed based on cross-case analysis. The results showed that teachers had active perspectives regarding the strengths and weaknesses of the textbook, and they thought that it was consistent with the English teaching and learning process at their school. In addition, it also revealed that the teachers had some problems and suggestions with the use of the textbook "I Learn Smart World 6" in the classroom.



**Keywords**— perspectives, points of view, textbook evaluation, evaluated criteria, suggestions

## I. INTRODUCTION

Textbooks have become one of the obligatory materials supporting teaching and learning in the English language. It is believed that English plays a paramount role in society, so the number of English teaching textbooks on the market has been increasing to meet the users' needs. This makes it a challenge to make a good choice of a good textbook. Besides, textbooks are designed for different contexts or different audiences, like ESL and EFL situations. This has made it difficult for teachers to choose the right book. In addition to updating changes according to the needs of society, and the need for textbook reform as required by the Ministry of Education, a series of new textbooks have been published. These textbooks are

consumed by lots of learners, but to know if their quality is suitable and good for learners or not, users must also go through a period of use and verification. In particular, teachers who have little or no teaching experience in language teaching or even experienced teachers might find selecting a suitable textbook challenging. According to Ellis (1997), a textbook evaluation would assist teachers in honing their talents and advancing their careers. Additionally, he contends that textbook evaluation aids educators in moving beyond impressionistic assessments and in gaining practical, precise, systematic, and contextual understandings of the general character of the textbook and subject matter. Therefore, how educators and teachers select



a good textbook for students drives a trend known as textbook evaluation.

Based on the new general education curriculum in Vietnam, sixth graders have been asked to use a reform textbook starting in the 2021-2022 school year. According to the official decision from the Department of Education and Training of Ho Chi Minh City, there were eight English textbooks for sixth graders from four publishing houses, namely Vietnam Education Publishing House, Pedagogical University Publishing House, Ho Chi Minh City University of Education Publishing House, and Ho Chi Minh City National University Publishing House, all approved for use in general education institutions. The textbook which was chosen to be used mostly in public and private secondary schools in Ho Chi Minh City was I Learn Smart World 6 (ILSW6). This textbook has also been chosen and used to teach the 6th-grade students in the 2021-2022 school year at Pathway School. After a year of use, a lot of teachers also reflected on the quality of the book in terms of form, presentation, and content compiled in the book. The teachers will be pleased if there are improvements to this textbook. This book has just been published and put into use for the reform school year 2021-2022, so there were factors that need attention and improvement. Moreover, this year is the second year that Pathway School (PS) has remained using this textbook for grades 6. Hence, it is necessary that an evaluation of this textbook from teachers' perspectives should be conducted to discover whether it really matches the aims and requirements of the curriculum and learners' needs. The evaluation will also identify whether the book is appropriate within the context of teaching and learning in Ho Chi Minh City in general and Pathway School in particular. Expectedly, the findings of the study will improve the textbooks' quality and will help teachers learn ways to adapt and renew teaching methods to meet student's needs and use the textbooks effectively in the current situation. Therefore, the researcher focused on investigating teachers' perspectives on the textbook "ILSW6."

## II. A BRIEF LITERATURE REVIEW

Tomlinson (2003) defined materials evaluation as "a procedure that involves measuring the value (or potential value) of a set of learning materials. It involves making judgments about the effect of the materials on the people using them and it tries to measure some or all of the following" (p.107-129). As stated by Brown (1995), "textbook evaluation is the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness within the context of the particular institution involved" (p.272). Textbook evaluation can show the strengths and

weaknesses of this textbook. This helps users choose an appropriate textbook for their teaching and learning progress. McGrath (2002) mentioned that evaluation is a significant proposal for the development and administration of language learning programs.

A lot of previous researchers identified criteria and checklists to evaluate textbooks. Tucker (1978) divided his checklist into internal and external criteria. Regarding external criteria (a broader view of the book), there are eight items to evaluate: authenticity of language; availability of supplementary materials; adequate guidance for non-native teachers; competence of the author; appropriate level for integration; durability; quality of editing and publishing; price and value, while pronunciation, grammar, and content criteria are showed in internal criteria. Similarly, Daoud and Celce-Murcia (1979) concluded a checklist that consists of five aspects related to internal and external criteria. They are subject matter, vocabulary and structures, exercises, illustrations, and physical make-up with 25 items being clear and straightforward and addressed qualitatively. As noted by Cunningsworth (1995), a basic quick-reference checklist of the most important general criteria for textbook evaluation and selection purposes consisted of aims and approaches; design and organization; language content; skills; topic; methodology; teacher's guide; practical considerations. Likewise, Litz (2005) affirmed some evaluative criteria with a total of 40 items for all domains as follows:

### A/ Practical Considerations:

1. The price of the textbook is reasonable.
2. The textbook is easily accessible.
3. The textbook is a recent publication.
4. A teacher's guide, workbook, and audio tapes accompany the textbook.
5. The author's views on language and methodology are comparable to mine.

### B/ Layout and Design:

6. The textbook includes a detailed overview of the functions, structures, and vocabulary that will be taught in each unit.
7. The layout and design are appropriate and clear.
8. The textbook is organized effectively.
9. An adequate vocabulary list or glossary is included.
10. Adequate review sections and exercises are included.
11. An adequate set of evaluation quizzes or testing suggestions is included.
12. The teacher's book contains guidance about how the textbook can be used to the utmost advantage.

13. The materials objectives are apparent to both the teacher and the student

#### C/ Activities:

14. The textbook provides a balance of activities (Ex. There is an even distribution of free vs. controlled exercises and tasks that focus on both fluent and accurate production).

15. The activities encourage sufficient communicative and meaningful practice.

16. The activities incorporate individual, pair, and group work.

17. The grammar points and vocabulary items are introduced in motivating and realistic contexts.

18. The activities promote creative, original, and independent responses.

19. The tasks are conducive to the internalization of the newly introduced language.

20. The textbook's activities can be modified or supplemented easily.

#### D/ Skills:

21. The materials include and focus on the skills that I/my students need to practice.

22. The materials provide an appropriate balance of the four language skills.

23. The textbook pays attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc.

24. The textbook highlights and practices natural pronunciation (i.e.- stress and intonation).

25. The practice of individual skills is integrated into the practice of other skills.

#### E/ Language Type:

26. The language used in the textbook is authentic - i.e. like real-life English.

27. The language used is at the right level for my (students') current English ability.

28. The progression of grammar points and vocabulary items is appropriate.

29. The grammar points are presented with brief and easy examples and explanations.

30. The language functions exemplify English that I/my students will be likely to use.

31. The language represents a diverse range of registers and accents.

#### F/ Subject and Content:

32. The subject and content of the textbook is relevant to my (students') needs as an English language learner(s).

33. The subject and content of the textbook are generally realistic.

34. The subject and content of the textbook are interesting, challenging and motivating.

35. There is sufficient variety in the subject and content of the textbook.

36. The materials are not culturally biased and they do not portray any negative stereotypes.

#### G/ Conclusion:

37. The textbook is appropriate for the language-learning aims of my institution.

38. The textbook is suitable for small-medium, homogeneous, and co-ed. Classes of university students.

39. The textbook raises my (students') interest in further English language study.

40. I would choose to study/teach this textbook again.

Each author will create different evaluation criteria that are appropriate for the context and their expectations. The majority of the previous evaluation criteria focused on practical aspects, layout and design, language content, and skills. In this study, the researcher mixed and adapted the previous evaluation criteria of the previous researchers to give the final evaluation items used in the questionnaire and semi-structured interview that fit the research site.

## III. METHODOLOGY

### 3.1. Research site and participants

The study was carried out on two campuses of Pathway School, a private high school in Ho Chi Minh City, Vietnam. This study was conducted with 12 teachers who utilized *I Learn Smart World 6* in the school year 2021-2023. Convenience sampling was used to survey the opinions of 12 teachers because the size of the sample was relatively small (less than one hundred learners) and these participants were readily and easily available to the researcher. Besides, this sampling was used to deeply collect the perspectives of 12 teachers in semi-structured interviews. Female teachers represented 92% while male teachers represented only 0.8%. Concerning their qualification or educational background, all 12 teachers (100%) hold a bachelor's degree as their highest qualification. There were no teachers who held the Master

of Arts degree or were studying for the doctoral program at that time.

### 3.2. Research instrument

In the study, the researcher used two popular instruments to collect survey information, including the questionnaire and semi-structured interviews. To make sure that the researcher may get accurate answers from the teachers, the questionnaire items and interview questions were translated into Vietnamese, which ensured the teachers' comprehension. The researcher employed a questionnaire adapted from many different evaluative checklists and items for evaluating textbooks by authors, such as Tucker (1975), Daoud & Celce-Murcia (1979), William (1983), Sheldon (1988), Cunningsworth (1995), Liz (2005), Mukundan, Hajimohammadi and Nimehchisalem (2011), and Mahmoud (2013) to suit the researcher's expectations and the context at Pathway School. Moreover, the questionnaires in this study were written for 12 teachers to discover the strengths and weaknesses as well as teachers' perceptions and suggestions toward textbook improvement. The questionnaire consisted of 40 close-ended question items following a 5-point Likert scale and was utilized to discover teachers' perspectives about the ILSW6 textbook in terms of Overall Assessment, Practical Considerations, Language Skills, Topic and Language Content, Layout and Design, and Culture. The applied 5-point Likert scale was ranked from the lowest score (1) to the highest score (5): strongly disagree, disagree, undecided, agree, and strongly agree. The questionnaire was designed with two main parts: the demographic profile and the body of the survey. The open questions in the semi-structured interviews are based on the items in the questionnaire table and the evaluation checklists from 1979-2005 of many researchers, including Cunningsworth, 1995; Williams, 1983; Sheldon, 1988; McDonough & Shaw, 2003; Litz, 2005; Daoud & Celce-Murcia, 1979; Ellis, 1987. In this study, semi-structured interviews were used to interview 12 EFL teachers. The participants were interviewed to answer ten open questions, and they may use Vietnamese to feel more at ease and convey the most effective message.

### 3.3. Procedures for data collection and analysis

The questionnaire was handed to the teachers in each campus and the researcher explained the purpose of the questionnaire to them. The participants of the two campuses had 20 minutes to complete and hand the questionnaire back to the researcher on the same day. The data was gathered during the first semester of the 2022-2023 academic year. The researcher conducted semi-structured interviews with 12 teachers in a pleasant and relaxed atmosphere at each campus. All of the interviews were conducted individually,

and each teacher was interviewed for about 30 minutes to answer 10 open questions. The semi-structured interviews were conducted in Vietnamese to make sure the interviewees can fully understand all the questions and express themselves. The teachers of each campus were expected to be completed in one week. Normally, audio-recording or video-recording interviews are usually utilized in the research to collect the data. However, there will be several reasons why audio and video recordings are impossible, such as the participants' refusal and noisy or crowded locations. Therefore, the researcher made the decision to use note-taking skills during and after the interview to save as many of the participants' actual words as possible.

The teachers were assigned the codes T1, T2, and so on. The Statistical Package for Social Science (SPSS) version 20.0 was used to evaluate the information acquired from the closed-ended items in the questionnaires. Through descriptive statistics, such as means and standard deviation, the valid data gathered from the questionnaires were coded, and the numerical data were statistically analyzed to illustrate the general trend of views of the textbooks' learners. The responses from semi-structured interviews were coded by listing out all individual responses to each question, grouping those similar responses together, and coding them under new words to represent the meanings of all the responses. So, the data in the semi-structured interviews were also analyzed by thematic analysis, and the responses from semi-structured interviews were summarized and interpreted into paragraphs focusing on the main ideas.

## IV. RESULTS AND DISCUSSION

### 4.1. Results

In the questionnaire, the six main factors consisting of Overall Assessments, Practical Considerations, Language Skills, Topic and Language Content, Layout and Design, and Culture were analyzed using expressions from the questionnaire. The six mentioned perspectives were listed as follows: There were five questions relating to Overall Assessments (items 1, 2, 3, 4, and 5) and four items (6, 7, 8, and 9) regarding Practical Considerations, 10 items concerning Language Skills were marked from item 10 to 19, 11 items from items 20 to 30 related to Topic and Language Content, items 31 to 36 presenting Layout and Design, and the last four questions (37, 38, 39, and 40) regarding to Culture toward the textbook "I Learn Smart World 6". The descriptive statistics results of the teachers' perspectives were displayed in Table 4.1 to show a general view of the perspectives that teachers perceived.

Table 1: The General Statistics Results of Teachers' perspectives toward the textbook "I Learn Smart World 6"

Themes	Teachers' perspectives	M	St. Deviation (SD)
1	Teachers' Overall Assessments perspectives	3.76	0.52
2	Teachers' Practical Considerations perspectives	3.79	0.60
3	Teachers' Language Skills perspectives	3.68	0.55
4	Teachers' Topic and Language Content perspectives	3.66	0.52
5	Teachers' Layout and Design perspectives	3.95	0.41
6	Teachers' Culture perspectives	3.58	0.48
<b>Total</b>		<b>3.73</b>	<b>0.51</b>

Table 1 showed the data about the perspectives that English teachers perceived. It could be seen that the mean is 3.73 and the standard deviation is .51 which is by far higher than scale 3 on the five-point scale of the questionnaire. This result meant these teachers had relatively positive perspectives toward the textbook "I Learn Smart World 6". Besides, it also revealed information on the specific perspective of the textbook. Among the elements, Layout and Design perspectives seemed to be the most positive perspective with a mean of 3.95 and a standard deviation of .41, which meant that the teacher was satisfied with the Layout and Design of the textbook. Other categories were also perceived relatively positively, with mean scores equal to each other, Practical Considerations ( $M = 3.79$ ;  $SD = 0.60$ ), Overall Assessments ( $M = 3.76$ ;  $SD = .52$ ), Language Skills and Topic and Language Content ( $M = 3.68$ ;  $SD = 0.55$ ). On the other hand, culture tended to be the least positive to the teachers because its mean was 3.58 and its standard deviation was .048, which meant the teachers thought that the culture in the textbook might not be more interesting than the other elements even  $M = 3.58$  was higher than the average score.

Regarding results of teachers' points of view on how to improve better the textbook through evaluating items

First, the Practical Considerations had the agreement of the all of teachers. The price of the textbook was reasonable and easily accessible. Besides, the textbook size was also suitable to carry. Moreover, the Overall Assessment has also received the agreement the textbook is suitable for the particular language teaching and learning context of the school. And some of them thought that the textbook should be used in future classes. Regarding Language Skills, the textbook provided an appropriate balance of four language skills. Additionally, the Topics and Language content of the textbook are generally realistic. Grammar and vocabulary as well as pronunciation were suitable to students' level. Regarding the Layout and Design of the textbook, the teachers perceived that every unit and lesson was given an appropriate title, and the pictures illustrated matched the content of the lesson. Finally, the results of descriptive statistics demonstrated that Culture tended to be the least positive to the teachers although there were also many positive perspectives about culture items in the textbook. However, the proposed improvement has been presented. Firstly, the textbook should improve longer readings for students to practice reading skills. Secondly, there should be cultural elements of other countries in the readings to increase students' curiosity to learn. The content of the book incorporates local, regional, and international cultural elements, but is not diverse. There should be more articles about Vietnamese culture, helping students confidently introduce Vietnam to foreign guests. Thirdly, the textbook should focus on designing more grammar because the exams are often quite difficult, but the grammatical content of the book is a bit easy compared to the level. And more practical communication sentences and practical exercises should be edited to help students practice using language more naturally. More exercises are needed because one lesson unit only has two application exercises at most. In addition, diverse exercises to practice skills based on the Cambridge Key English Test format were not enough. Besides, there should be a part to teach word forms in the textbook and should review and correct spelling and grammar errors in the textbook. Finally, the content of the question in the listening part needs to be designed appropriately so that students can listen and answer because some of the questions were designed to be asked adjacently. This made students difficult in listening.

#### 4.2. Discussion

"I Learn Smart World 6" is the textbook that was published and used for the first time in the school year 2021-2022 under the 2018 general education program. Therefore, there has not been any research on evaluating this textbook before, although there have been many studies on textbook evaluation. This study also found that the teachers showed positive perspectives toward the textbook "I Learn Smart



World 6". In terms of Overall Assessments, the textbook is suitable for the particular language teaching and learning context of the school. Teachers also appreciated Layout and Design and Practical Considerations. And more than 70% of participants agreed that written exercises relate to the structures and vocabulary practiced in terms of language skills. Moreover, Topic and Language Content were evaluated as being interesting, challenging, and motivating, and the exercises in vocabulary were rich and adequate and only received 2 disagrees. Relating to Culture, although culture tended to be the least positive for the teachers, the teachers thought that the culture in the textbook was acceptable. No textbook is perfect and can be used in all language education circumstances. Therefore, it is the responsibility of EFL teachers to research the strengths and weaknesses of the textbook in order to make the most of it. In order to properly adapt their instruction, teachers must also look into the requirements and interests of their students.

In summary, it can be concluded that the interviewees had a positive opinion on the 6 evaluation items, of which the most positive in terms of layout and design and the least positive in terms of culture. Besides the positive views, the interviewees also expressed some suggestions to meet the requirements of their intended use. Based on the research results as expected above. Teachers and representatives of the school can choose to continue using the book in the next school year or not. Or, based on the suggestions that teachers stated when being interviewed, teachers who use this textbook later will have methods or ways to make up for those shortcomings through their teaching experience. And the results are also useful information for your publishers to update, republish and learn from the experience of writing textbooks.

## V. CONCLUSION

Most of the teachers interviewed gave positive responses on the criteria mentioned in the questionnaire; however, there were also some suggestions that needed improvement related to vocabulary, grammar, culture, word form, and designed exercises.

No textbook is ideal or appropriate for all language teaching situations. Therefore, the role of EFL teachers in a language course is to investigate the textbooks' strengths and weaknesses in order to exploit them appropriately. Moreover, teachers should also investigate the requirements and interests of their students to effectively adapt. The evaluation might also help teachers adapt textbooks in their classrooms. More particularly, the evaluation will support teachers in modifying activities in the textbooks to teach more successfully.

One of the limitations of this study is that the sample size was not particularly large. Especially, the present study was carried out with the participation of a total of 12 EFL teachers at Pathway School, which may have an effect on the reliability of the data. Additionally, because of a limitation on the amount of time available, the scope of this study had to be narrowed. As a result, the author merely used two different research instruments to compile all of the necessary information. If more than two research instruments were employed in this study in a sufficient amount of time, it is without a doubt that the findings of this research would be more reliable and valid. Furthermore, the current review is limited to only the discussion section of EFL teachers; further studies could look at the discussion sections of native and non-native teachers. Moreover, this is a book published and put into teaching for the first time in the school year 2021-2022 for 6th-grade students under the new general education program in 2018. This textbook is also one of the books accepted by the Ministry of Education for use under the reform program. Therefore, it will be difficult to have really accurate evaluation information, and there is no previous evaluation study on it for comparison.

The study was only conducted in one teaching context of Pathway School with 12 EFL teachers, so it cannot generalize the perception of students and teachers who have used this textbook. Therefore, for teachers who would like to make further assessments of this textbook, they should conduct a bigger scope study with a larger sample. In addition, the researcher did not conduct the students' perspectives because of limited time and the 6th graders' limited understanding. Hence, for teachers who would like to make further evaluations of the textbooks, they should analyze learners' needs prior to evaluating the textbook and get participants in different settings involved in their study, and give specific criteria to find out which aspects of the textbook need improving to meet learners' needs and interests with every different English teaching situation. Moreover, further studies could look at native teachers' perspectives who have taught the textbook in the same setting.

The study aimed to determine how the textbook was chosen, how it was utilized, and how satisfied users were with it. There is no denying the need to improve the standard of English language instruction in Vietnam, particularly at the pre-intermediate level and in high school. In general, managers, course designers, and teachers need to have a creative perspective on how to choose and employ textbooks more appropriately and successfully in a given situation.

## REFERENCES

- [1] Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development*. Heinle & Heinle.
- [2] Cunningsworth, A. (1995). *Choosing your coursebook*. Macmillan Education.
- [3] Daoud, A. & Celce-Murcia, M. (1979). Selecting and evaluating a textbook. In M. Celce-Murcia & L. McIntosh (Eds.), *Teaching English as a second or foreign language* (pp. 302-307). Newbury House.
- [4] Ellis, R. (1997). The empirical evaluation of language teaching materials. *ELT Journal*, 51(1), 36-42.  
<https://doi.org/10.1093/elt/51.1.36>
- [5] Litz, D. R. A. (2005). Textbook evaluation and EFL management: A South Korean case study. *Asian EFL Journal*.  
[https://www.asian-efl-journal.com/Litz\\_thesis.pdf](https://www.asian-efl-journal.com/Litz_thesis.pdf)
- [6] McDonough, J., & Shaw, C. (2003). *Materials and methods in ELT: A teacher's guide* (2nd ed.). Blackwell Publishing.
- [7] McGrath, I., (2002). *Materials evaluation and design for language teaching*. Edinburgh University Press.
- [8] Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT Journal*, 42(4), 237-246.  
<https://doi.org/10.1093/elt/42.4.237>
- [9] Tomlinson, B. (Ed.). (2003). *Developing materials for language teaching*. Continuum.
- [10] Tucker, C. A. (1978). Evaluating beginning textbooks. In H. S. Madsen & J. D. Bowen (Eds.), *Adaptation in language teaching* (pp. 219-237). Newbury.
- [11] Williams, D. (1983). Developing criteria for textbook evaluation. *ELT Journal*, 37(3), 251-255.  
<https://doi.org/10.1093/elt/37.3.251>



# Difference of Sino-US National Image Construction Seen from the Use of Shell Nouns: Illustrated by News Reports on the COVID-19 Pandemic

Jiajian Wu

School of Foreign Languages, Zhejiang University of Finance and Economics, Hangzhou, China

Received: 29 Apr 2023; Received in revised form: 29 May 2023; Accepted: 05 Jun 2023; Available online: 12 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— This research examines the national image reflected in the use of shell nouns in Chinese and American news reports about the COVID-19 pandemic. Using a self-established corpus, more than 60 Chinese and 80 American news reports have been analyzed. With a focus on the stance expression of shell nouns, this study reveals the following: (1) In the use of Entity shell nouns, Chinese news reports tend to use Event nouns, measure(s), and Cognition nouns, such as vision, whereas American news reports prefer using nouns like effort(s) to convey negative information; (2) in the use of Attribute shell nouns, Chinese news reports tend to use positive evaluative nouns and Ability nouns, while American news reports prefer negative evaluative nouns and less use of Ability nouns. The research findings demonstrate China's global view and efforts to combat the pandemic, reflecting its national image of assuming responsibility, contributing, being ready to help neighboring countries, and being open and inclusive. In contrast, American news reports present a negative national image of lack of effort in the pandemic, shirking responsibility, chaos within its government, and disregard for people's lives.

**Keywords**— shell noun; stance expression; national image construction; the COVID-19 pandemic



## I. INTRODUCTION

In order to enhance the international image of the nation, a large number of scholars have explored the process and strategies of national image construction from both inside and outside the linguistic perspective. Scholars outside the linguistic fields, such as international relation (Tan 2012), communication strategy (Fan & Zheng 2015), sociology (Chang & Wang 2015), education (Li et al. 2022), and journalism (Wang & Zhang 2021), have studied the methods of shaping a country's image from various angles. From within the linguistic view, scholars have explored the

discourse strategies or methods of constructing the national image from the perspectives of multimodal metaphor (Pan & Zhang 2013), translation (Wu 2019), critical discourse analysis (Wang & Xin 2019), the transitivity system in systemic functional linguistics (Ma & Cui 2020), and appraisal theory (Deng & Yang 2022). However, no scholars have yet examined the functions of shell nouns' stance expression in national image construction.

As an essential medium of information dissemination, news reporting plays a crucial role in national image construction (Guo 2012: 76). Coverage of major unexpected

events not only reflects the attitudes and thoughts of particular social groups, but can enhance a country's prestige and influence by shaping its image. On the one hand, news reporting that effectively deals with such events can showcase a positive image of the country; on the other hand, negative reporting can damage the national image and undermine the country's credibility. Therefore, it is critical to focus and analyze valuable stretches of discourse amid a plethora of information, highlight the social construction function of discourse, and guide people to consider the connotation of news reporting. (Li 2020: 1–2).

Considering the afore-mentioned background, this study aims to explore the stance expression of shell nouns by studying news reports on the COVID-19 pandemic in China and the United States. We will examine the stance and the reflected image of the countries in their response to the unexpected pandemic, exploring new forms of national image construction and providing suggestions for improving international communication.

## II. THE STANCE EXPRESSION OF SHELL NOUN

“Research on stance, however this term is defined, represents an ongoing trend toward understanding the full social and pragmatic nature of language, as it is used by actual speakers or writers to act and interact in the real world” (Du Bois 2007: 1). Although scholars have shown diverse understandings of stance, it is viewed as a specific discursive function of a linguistic form in a particular context (Luo 2014: 44). According to Hyland (2005: 49), stance is viewed as an author's “voice” or “community-recognized personality”, functioning as an attitude/author-oriented discursive strategy. Stance from this perspective both reflects the author's subjective attitude and the voices of the group. In COVID-19 news reporting related to government actions, the discourse can express not only the group's values, but also show the government's stance, reflecting a particular national image.

In terms of stance markers, the “shell noun + complement” (SN-cl) structure serves as a significant instrument of stance expression (Biber et al. 1999: 647). Shell noun (SN for short) makes up “an open-ended functionally-defined class of abstract nouns that have, to varying degrees, the potential for being used as conceptual shells for complex, proposition-like pieces of information”

(Schmid 2000: 4). Therefore, a SN embodies an unspecific meaning (semantic gap), which is used in a “shell-content complex” (Complex) to fill this gap through its Content (e.g. a complement clause), such as *the assessment in the assessment that COVID-19 can be characterized as a pandemic*. Although scholars have offered differing definitions and terms for SNs because of their semantic generality, their pragmatic functions remain the focus of investigation.

Shell nouns showcase special pragmatic functions, including discourse cohesion, information transmission, and interpersonal interaction such as stance expression and evaluation (Francis 1994; Lou 2013). However, it was Jiang & Hyland (2015) who systematically studied the stance function of shell nouns (or stance nouns) and classified their functions through an interdisciplinary corpus to investigate the distribution, differences, and characteristics of stance nouns in various disciplines. Jiang (2015) followed this functional typology and observed the stance function of shell nouns in Chinese and American students' argumentative essays. However, scholars have not analyzed the “national stance” that can reflect the national image in news discourse by exploring the stance potential and interpersonal function of SNs. The present study thus investigates the stance expression reflected by the SN-cl structure (Complex).

Since SNs themselves take on unspecific meanings, they require their Contents (the complement clauses in SN-cl) to provide specific semantic connotations, i.e. the “lexical realization” of SNs (Winter 1982: 62). Moreover, SNs also possess the function of “characterization” through which the concepts and characteristics of the Contents can be highlighted by the Shells. This semantic characterization function indicates that authors' lexical choices are the results of stance selection (Jaffe 2009: 3). Additionally, Jiang & Hyland (2015: 23) proposed the concept of “the lexicalization of stance”: SNs in SN-cl reflect the author's attitude towards the Contents (complement clauses). The SN-cl structure in this study consists of SN-*to do/of doing/that*. For example:

- (1) China is honoring **its commitment to make** vaccines a global public good. (China Daily:



2021-02-08)<sup>1</sup>

- (2) Health care workers have a **significantly increased risk** of contracting Covid-19 compared to the general population. (CNN: November 2, 2020)
- (3) “We receive this vaccine as it gave **the hope**...that finally we may be on the verge of returning to some semblance of normalcy.” (China Daily: 2021-02-16)

In example (1), the SN *commitment* lacks specific semantic content; therefore, the author uses the complement clause (*to make vaccines a global public good*) to provide more concrete information. Instead of using other SNs, the author uses *commitment* to characterize the Content — we understand that the Content implies China’s promise and efforts to make COVID-19 vaccines accessible worldwide. This is a covert stance expression, which demonstrates China’s determination and efforts to extend the worldwide availability of the COVID-19 vaccines.

In example (2), the author emphasizes the higher risks facing healthcare workers with the use of the SN *risk* to convey a negative attitude toward infection and express concern for healthcare workers. The author also criticizes Trump’s allegations against US healthcare workers in the report, which reflects Trump government’s failure in handling the pandemic and its unscrupulous attempt at avoiding responsibility.

In example (3), the Zimbabwean Minister of Health used the noun *hope* instead of *possibility* or *certainty* to highlight that the Content is not just a possibility, but rather, a statement of Zimbabwe’s desire to restore its people’s normal life after receiving China’s vaccine aid. This statement is not only encouraging but also reflects China’s efforts in providing international aid during the COVID-19 pandemic and presents the friendly and responsible image of China.

From the examples above, it can be concluded that readers first meet the SNs in the Complexes, and influenced by the nouns’ semantic, evaluative and stance-taking features, readers then obtain specific information through the Contents. This thus establishes the authors’ pragmatic presupposition of stances (Cheng 2003), influencing the

readers’ position and integrating them into the authors’ standpoint. Due to this fact, the readers can perceive the stance and national image of the governments in the news reports.

Based on the stance function of SNs and COVID-19 news reports related to actions and statements of China and the US government, this study will investigate the following three questions: 1) What is the distribution and use of SNs in these reports, and are there differences? 2) If differences exist, what do they reflect in terms of stance taking? 3) What are the implications of these differences for the national images of China and the US?

### III. RESEARCH METHODS

1) Data Collection and Processing. The reports concerning Chinese government were obtained from China Daily, a national news website and China’s largest English information portal, which acts as a bridge for China’s international cultural and ideological communication; CNN and FOX, the two most influential media outlets in the US, were the sources for the English data concerning government actions and statements. More specifically, we used a tool programmed by Xiong (2021) to retrieve Chinese news data from China Daily. On the other hand, news articles related to government during the Trump and Biden administrations were collected from CNN and FOX NEWS websites. After manual verification and filtering out irrelevant data, PowerGREP was used to remove unnecessary information. The resulting text was processed, leading to the collection of over 60 articles from China Daily (78861 tokens) and over 80 articles from the US media outlets (78178 tokens).

2) Part-of-Speech Tagging. The corpus was tagged by TreeTagger 2.0. In adjectival and appositive *that*-clauses, the conjunction *that* was marked differently.

3) Retrieval and Result Analysis. AntConc 3.5.9 was used to search for SN-cl constructions with regular expressions. After manual removal of irrelevant items, the results were categorized according to the stance functions of shell nouns proposed by Jiang & Hyland (2015: 12) (see Table 1). The frequency and distribution of each category

<sup>1</sup> Bold indicates the SN, underline indicates the Content, and parentheses indicate the source and date of the example. This

study also explores the stance-taking by examining the context in which the SN appears.

were also analyzed.

*Table 1 The stance functions of shell nouns*

Entity		
sub-type	description	illustrations
Object	concretizable metatext	essay, report, paper
Event	events, processes, states of affairs	change, process, evidence
Discourse	verbal propositions or speech acts	argument, claim, conclusion
Cognition	cognitive beliefs or attitudes	decision, idea, belief, doubt
Attribute		
sub-type	description	illustrations
Quality	traits that are admired or criticized, valued or depreciated	advantage, difficulty, value
Manner	circumstances of actions and state of affairs	time, method, way, extent
Status	epistemic, deontic, and dynamic modality	possibility, choice, ability
Relation		
sub-type	description	illustrations
Relation	cause-effect, difference, relevance	reason, result, difference

Table 1 demonstrates how different SNs are used by the authors to express their judgments of entities, evaluations of attributes, and relational descriptions, and how they convey their stance and assess the reliability of information sources. In details, the characterization of Contents can reflect the actions taken by, speeches given by, and the pandemic understanding of different countries (through Entity nouns). Furthermore, it can describe the features of the pandemic in various aspects and evaluates the circumstances of events and the status of governmental responses (through Attribute nouns). Finally, it can show the understanding of the relationships between events within the pandemic (through Relation nouns).

## IV. RESEARCH FINDINGS

### 4.1 The general findings

A total of 550 instances of SN-cl structures were identified in this study (Table 2). In COVID-19 news reports, the vast majority of SNs were used to define the entities of things in the pandemic (64.9%), with Event nouns (40%) frequently used to present or describe events. Among the Attribute nouns, SNs that describe the status of things (Status nouns) were the most commonly used, accounting for 14.6%. The study found a very low proportion of SNs used to describe the relation between propositions, i.e. Relation nouns (1.8%). Since they pose little impact on stance expression and national image construction, this study focuses on the use of Entity and Attribute nouns.

*Table 2 The total number and overall distribution of shell nouns*

Type	Total	Per 10, 000 words	Percentage
<b>Entity</b>	<b>357</b>	<b>22.7</b>	<b>64.9%</b>
Object	0	0	0%
Event	220	14	40%
Discourse	39	2.5	7.1%
Cognition	98	6.2	17.8%
<b>Attribute</b>	<b>183</b>	<b>11.7</b>	<b>33.3%</b>
Quality	42	2.7	7.6%
Manner	61	3.9	11.1%
Status	80	5.1	14.6%

<b>Relation</b>	<b>10</b>	<b>0.6</b>	<b>1.8%</b>
<b>Totals</b>	<b>550</b>	<b>35</b>	<b>100%</b>

As shown in Table 3, the distribution of SN usage is generally consistent between China and the US. The proportions regarding the use of Entity (Object, Event, Discourse, and Cognition), Attribute (Quality, Manner, and Status), and Relation nouns are similar for both countries, with no significant differences. From a macro-perspective,

there is no large difference in the proportion of SN use, but from a functional perspective, we have to analyze stance within the context. Therefore, this study intends to explore the stance reflected by specific SNs and the national image they construct in specific contexts.

*Table 3 The distribution of shell nouns (China and America)*

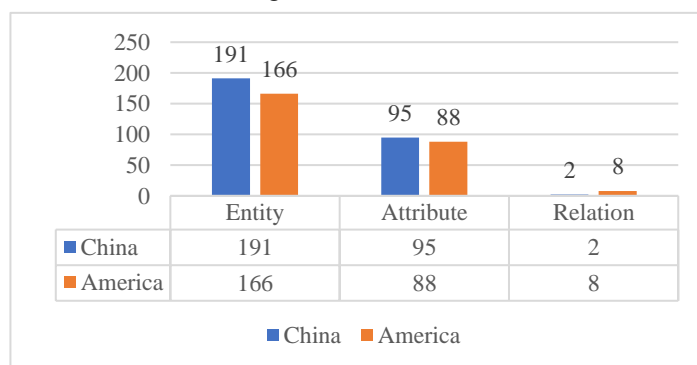
Per 10,000 words (%)	Entity				Attribute			Relation	Totals
	Object	Event	Discourse	Cognition	Quality	Manner	Status	0.3 (0.7%)	36.5 (100%)
China	0 (0)	14.8 (40.6%)	2.7 (7.3%)	6.7 (18.4%)	1.9 (5.2%)	4.3 (11.8%)	5.8 (16%)		
	24.2 (66.3)				12 (33)				
America	0 (0)	13.2 (39.4%)	2.3 (6.9%)	5.7 (17.1%)	3.5 (10.3%)	3.5 (10.3%)	4.3 (13%)	1 (3%)	33.5 (100%)
	21.2 (63.4%)				11.3 (33.6%)				

In addition, the use of SN-*to do* is more frequent than SN-*of doing/that* (infinitives appear 374 times, accounting for 68%). This echoes with the view in Biber et al. (1999) that infinitives are commonly used to show human intention, future-oriented human-controlled action, and human's control over behavior. During COVID-19, people are concerned with the government's view, attitude, and measures taken towards the pandemic, as well as the government's ability to prevent the spread of the virus and maintain normal social life, and its view, measures, and capability can contribute to the construction of national image. The forthcoming analysis of Event and Status nouns thus reflects the differences in the actions and abilities of the two governments.

#### 4.2 The stance expression and national image reflected by Entity shell nouns

Figure 1 shows that there is no significant difference in the frequency of use of Entity nouns (and the subclasses) between China and America. This further indicates that, by using Entity nouns, news reporters and media from both

countries focus on the events that occur in the pandemic and express or reproduce others' thinking of the pandemic, meanwhile introducing relevant statements.



*Fig. 1: The overall distribution of shell nouns (China and America)*

Additionally, Table 2 indicates that the proportion of Event and Cognition nouns in Chinese and American news reports is the highest (89% for both), far exceeding other types. However, the use of Event (220 times) and Cognition nouns (98 times) is not balanced, with much more Event

nouns than Cognition nouns (LL=48,  $p<0.0001$ ). This seems to contradict the research findings in Jiang & Hyland (2015) and Jiang (2015). However, due to our focus on news reports related to the COVID-19 pandemic, which involves the two governments' response and their efforts to prevent the pandemic, Event nouns are more frequently used in news reports.

#### 4.2.1 Event nouns: The US's mishandling and blame shift of the pandemic

Through data analysis, the study found that the top five most frequently used Event SNs in both countries' reports are *effort(s)*, *measure(s)*, *arrangements*, *evidence*, *action(s)* and *effort(s)*, *plan(s)*, *action(s)*, *steps*, *fact*. Viewing the data alone, the United States used the word *effort* 42 times, while China only used it 34 times, which seems to suggest that the US have expressed more about its determination, hardship, and positive stance in fighting the pandemic.<sup>2</sup> However, from the functional perspective, stance needs to be analyzed in contexts. Through a detailed analysis of the contexts in which *effort* is used by both sides, the study found that the United States used *effort* to transmit negative information in 17 cases, while China only used it 7 times (LL=4.2,  $p<0.05$ ). In the 17 cases where *effort* was used in US reports, the reports accused China of improper epidemic prevention and slander of China's use of the virus for international competition, or indicated that the US government's epidemic prevention was inadequate (such as being unable to control the epidemic, reducing efforts to combat the epidemic, and refusing to take responsibility for the epidemic). On the other hand, the 7 cases where *effort* was used in Chinese reports were mainly used to condemn US smear campaigns against China or to indicate the US government's inadequate epidemic prevention. For instance, the following examples respectively reflect the Trump administration's inaction on pandemic prevention and the fact that the Biden administration has reduced anti-pandemic investment due to funding problems.

- (4) When the virus' dangerous potential became readily apparent in January, Trump should have immediately led **an international effort to** procure, allocate, and distribute needed medical

equipment, to generate and share best practices on testing and isolation, and to advance the preparedness of lower income communities and countries ... (CNN: April 2, 2020)

- (5) "The Biden administration is curtailing **its efforts to combat the virus,**" the editors wrote, saying it was due to the lack of funding. (FOX: March 28, 2022)

Example (4) shows that when COVID-19 showed its fatal danger in January 2020, the Trump administration should have taken actions to obtain, distribute the required medical equipment, isolate patients, test the public, and give priority to protecting more vulnerable groups. But reportedly, the Trump administration didn't start discussing the virus until March. This indifference underscores its complete disregard for lives and health, and the irresponsibility the US government.

Similarly, in example (5), because Congress refused to pass the funding bill of COVID-19 prevention, the Biden administration reduced epidemic control expenditures, as if the pandemic in the United States had ended and people had returned to normal. This tragedy also shows that the US government is not determined in the prevention and control, and cannot work together. It reflects the image of the US being controlled by capital and ignoring people's lives. In addition, the US government has maliciously slandered the Chinese government, slandering the virus as the "Wuhan virus" and a tool for China to compete with it. We can also see this from the use of *effort*, as in example (6).

- (6) Washington has ramped up **efforts to blame** China for the global spread of the virus as it faces growing criticism at home for its own handling of the pandemic. (CNN: May 5, 2020)

#### 4.2.2 Event nouns: China's decisive response and responsibility for the pandemic

In contrast, the Chinese government has shown a positive attitude in the fight against the pandemic, making full preparations and taking a series of prevention measures to protect people. The use of Event nouns, especially through *measure*, highlights the Chinese national image as being resolute, responsible, since the government values

<sup>2</sup> We should refer to the semantics of nouns for stance analysis. According to Longman Dictionary of Contemporary English

(LDOCE), *effort* is defined as "an attempt to do something, especially when this involves a lot of hard work or determination".



people's lives and safety. In this study, China used *measure(s)* a total of 24 times, while the United States only used it twice, which represents a significant difference (LL=21.8,  $p<0.0001$ ). See examples (7-8) for illustration:

(7) Chinese President Xi Jinping made instructions ..., including putting people's safety and health as the top priority, making thorough plans, taking **effective measures to curb the spread of the virus**. (China Daily: 2020-09-24)

(8) Li Keqiang presided over ... demanding the implementation of **solid measures to care for the medical personnel fighting on the frontline against COVID-19**. (China Daily: 2020-09-24)

#### 4.2.3 Cognition nouns: China's international image of being open and inclusive

Apart from the differences in Event nouns, there are distinctions in the use of Cognition nouns. The study found that China used *vision* 9 times, while the United States did not use it at all (LL=12.4,  $p<0.001$ ). According to its meaning, *vision* can express the author/visionary's view and attitude towards the event, reflecting their collective aspirations. Therefore, in pandemic reporting, the use of *vision* by China can convey the Chinese government's understanding of the pandemic and establish a common aspiration. For example:

(9) It is also a concrete step to put into action the **vision of building a community with a shared future for mankind**. (China Daily: 2020-05-10)

In this example, China constructs an aspiration whereby it hopes to establish a community of shared future for mankind and help people around the world to overcome the COVID-19 pandemic through concrete actions. This showcases China's open-mindedness to the world.

#### 4.3 The stance expression and national image reflected by Attribute shell nouns

Overall, there is no significant difference in the frequency of Attribute nouns (and their sub-classes) between China and the US. However, the following differences have been observed in terms of the sub-types of Attribute noun (Quality and Status nouns):

1) Jiang & Hyland (2015: 13) contended that Quality nouns are used to evaluate events in terms of being praised or criticized, the standard falling within "a scale of plus or minus", such as "good-bad", "important-unimportant", and

"safe-dangerous". Therefore, Quality nouns can be divided into positive evaluation (praise) and negative evaluation (criticism) nouns. The study found that among Quality nouns, the American reports exploited significantly more negative Quality nouns (20 times), while the Chinese reports only four times used those nouns (LL=11.5,  $p<0.0001$ ).

2) Jiang & Hyland (2015: 12) define Status nouns as the description and judgment of epistemic, deontic, and dynamic modality, among which nouns of dynamic modality are used to describe "ability, opportunity and tendency". This research found that the Chinese reports used nouns of ability 15 times (including *ability*, *capability*, and *capacity*), while the United States only used these nouns 5 times, showing a significant difference (LL=5.15,  $p<0.05$ ).

#### 4.3.1 Quality nouns: The US's irresponsibility, chaos, and disorder in the pandemic

In terms of Quality nouns, the United States primarily used negative Quality nouns (taking up 74%), while China primarily used the positive ones (taking up 73.4%). This indicates that the United States adopted a critical attitude towards the pandemic, while China tended to praise more, indirectly constructing a negative image of the United States. More specifically, the United States frequently used the word *risk* embodying negative evaluation, with a count as high as 11 times, while China did not use *risk* at all (LL=15.2,  $p<0.0001$ ). The following are examples of critical evaluation used by the US:

(10) The US is at **risk of losing all its recent gains in the battle against Covid-19** as highly contagious variants take advantage of Americans getting lax with safety measures. (CNN: March 11, 2021)

(11) **Trump's failure to work with Biden** is becoming more urgent as Covid spreads. (CNN: November 16, 2020)

Example (10) summarizes Biden's persuasion on the potential danger of virus mutations. Since taking office, the US government has changed its previous policy of "laissez-faire" towards the virus and has become more involved in international pandemic prevention and control. However, due to the issues left by the Trump administration's improper policies and the emergence of new virus variants, the Biden administration could not properly address the problems, and some previous achievements might go in vain.

Therefore, the news employed the negative evaluation noun *risk* to persuade the American people and inform them of the serious consequences that might be caused by gathering again. While the intention behind this advice was good, it could not cover up its failure in pandemic control.

Example (11) was reported on November 16, 2020, when Trump was still the President of the United States and Biden was about to take office. As the headline of this report, the example uses the term *failure* to criticize Trump for refusing to cooperate with the Biden team during a critical moment of the pandemic. At the time, the United States had already surpassed 11 million confirmed COVID-19 cases and the situation was out of control, but Trump refused to cooperate with the Biden team, rendering them unable to contact senior health officials in the White House. While the American people were struggling in the pandemic, the President was selfish, irresponsible, refused to accept the necessary health information during the transition, disregarded people's lives, and damaged the image of the United States. This highlights the chaos and dysfunction within the US government.

#### 4.3.2 Status nouns: China's spirit of unity and cooperation

In respect of Status nouns, China mainly used nouns of ability (34%), while the United States used them relatively less (14%). Through these nouns of dynamic modality, Chinese media reports reflect that the Chinese government has the powerful capability to respond to emergencies for the protection of people's lives and safety, to resume social production, to assist other countries, and to build a community with a shared future for mankind. The reports also show China's international image of unity and mutual assistance, such as:

(12) Chinese Premier Li Keqiang spoke over phone with European Commission President..., noting the Chinese government and people have confidence, resolution and **ability to win the battle against the pandemic**. (China Daily: 2020-04-08)

(13) "Our second production line ..., enabling the company to attain **capacity to produce 1 billion doses of vaccine every year**," said Yin Weidong, chairman of Nasdaq-listed Sinovac. (China Daily: 2021-2-22)

Example (12) introduces the utterance of Chinese Premier Li Keqiang. The Premier emphasized that the Chinese government and people have confidence, plan, and capability to win the battle against the epidemic. Through using *ability*, the Chinese government described its state of ability, its ability of responding to emergency and mobilizing its people, which implies China's image of practicality and its internal solidarity.

Example (13) describes the production capability of Sinovac Biotech in manufacturing vaccines. China joined the COVAX initiative led by the World Health Organization in January 2020, which supports the export of vaccines and has exported COVID-19 vaccines to many countries. China not only has the ability to produce COVID-19 vaccines on a large scale, but has also furnished help for other countries. These facts demonstrate its international responsibility and showcasing its willingness for mutual assistance.

## V. CONCLUSION

This study serves to expand the research field of national image construction, since it has analyzed the COVID-19 pandemic news reports concerning the Chinese and American governments, demonstrating that SNs are crucial for constructing national stance and facilitating interpersonal interaction. SNs thus can help reflect national stance and the corresponding national image.

The research findings show that there are significant differences in the use of SNs to express stance in these news reports, and different expressions of stance construct disparate national images. Specifically, there are differences in the sub-types of Entity and Attribute shell nouns. In the use of Entity nouns, Chinese news reports often use Event nouns such as *measure(s)* and Cognition nouns such as *vision*, while American news reports tend to use nouns like *effort(s)* to convey negative information. In the use of Attribute nouns, Chinese news reports tend to use positive evaluation nouns and nouns of ability, while American news reports tend to use negative evaluation nouns and use fewer ability nouns. The study results suggest China's global perspective, and its efforts in fighting the virus, along with its responsible, selfless, open, and inclusive national and international image. By contrast, the negative national image of the United States comes from its inadequate response to the pandemic, shifting responsibility, internal

chaos within the government, and disregard for people's lives.

From a functional view, this research also embodies significant implications for English news reporters. By using appropriate "shell noun + complement" structures (such as Event nouns that represent pandemic prevention actions or Cognitions nouns that express hope), writers using SN-cl can silently set "pragmatic presuppositions", clarify and highlight the information embedded in complements (Contents), and guide reader into clear stances.

## REFERENCES

- [1] Biber, D., S. Johansson, et al. *Longman Grammar of Written and Spoken English*[M]. Harlow: Longman, 1999.
- [2] Du Bois, J.W. The stance triangle[A]. Englebretson, *Stancetaking in Discourse: Subjectivity, Evaluation, Interaction*. [C]. Amsterdam/Philadelphia: John Benjamins Publishing Company, 2007: 139-182.
- [3] Francis, G. Labelling discourse: An aspect of nominal-group lexical cohesion[A]. M. Coulthard. *Advances in Written Text Analysis*. [C]. London: Routledge. 1994: 83-101.
- [4] Hyland, K. *Metadiscourse: Exploring Interaction in Writing*[M]. London: Continuum, 2005.
- [5] Jaffe, A. Introduction: The sociolinguistics of stance[A]. A. Jaffe. *Stance: Sociolinguistic Perspectives*[C]. Oxford: Oxford University Press, 2009: 1-26.
- [6] Jiang, F. & K. Hyland. "The fact that": Stance nouns in disciplinary writing[J]. *Discourse Studies*, 2015, 17 (5): 1-36.
- [7] Schmid, H.-j. *English Abstract Nouns as Conceptual Shells: From Corpus to Cognition*[M]. Berlin: Walter de Gruyter, 2000.
- [8] Winter, Eugene O. *Towards a contextual grammar of English*[M]. London: Allen and Unwin, 1982.
- [9] Xiong, Jianguo. China Daily Query and Downloader[CP/OL]. <https://gitee.com/panforever/China-Dailyquerydownload.git>, 2021.
- [10] 常欣, 王沛. 国家形象的内涵及其结构: 多学科的视角[J]. *中国外语*, 2018, (06):97-103.
- [11] 程晓堂. 名词化与语用预设[J]. *外语研究*, 2003, (3): 19-23.
- [12] 邓仁华, 杨帆. 评价框架视阈下中美新冠肺炎疫情报道和国家形象建构研究[J]. *外语研究*, 2022, (1):19-25+33+112.
- [13] 范红, 郑晨予. 国家形象研究[M]. 北京: 清华大学出版社, 2015.
- [14] 郭军伟. 媒体外交与国家形象塑造的重要性和紧迫性[J]. *青年记者*, 2012, (2):76-77.
- [15] 姜峰. 中美学生论说文的立场名词表达——基于语料库的对比研究[J]. *外语与外语教学*, 2015, (5):8-14.
- [16] 娄宝翠. 基于语料库的研究生学术英语语篇中外壳名词使用分析[J]. *外语教学*, 2013, (3):46-49.
- [17] 李广, 王奥轩等. 国难教育、社会创伤记忆与国家形象建构——爱国主义教育视域下日本侵华史料研究的逻辑理路[J]. *东北师大学报 (哲学社会科学版)*, 2022, (01):140-148.
- [18] 罗桂花. 立场概念及其研究模式的发展[J]. *当代修辞学*, 2014, (01):41-47.
- [19] 李战子. 后疫情时代的功能语言学话语分析[J]. *外语研究*, 2020, (5):1-6,112.
- [20] 马伟林, 崔彦杰. 基于语料库的中国国家形象研究: 及物性视角[J]. *外语电化教学*, 2020, (05):114-121+17.
- [21] 潘艳艳, 张辉. 多模态语篇的认知机制研究——以《中国国家形象片·角度篇》为例[J]. *外语研究*, 2013, (01):10-19+112.
- [22] 檀有志. 公共外交中的国家形象建构——以中国国家形象宣传片为例[J]. *现代国际关系*, 2012, (03):54-60.
- [23] 王莉丽, 张文骅. 美国媒体报道与中国形象建构——以《华尔街日报》为例[J]. *现代国际关系*, 2021, (08):18-24.
- [24] 吴赟. 国家形象自我建构与国家翻译规划: 概念与路径[J]. *外语研究*, 2019, (3):72-78.
- [25] 汪徽, 辛斌. 美国媒体对中国形象的隐喻建构研究——以“美国退出 TPP”相关报道为例[J]. *外语教学*, 2019, (03):32-38.



# Mobile Empowerment: Enhancing Education and Connectivity for College Students

M. Tamilarasi

Department of Science and Humanities (English), Er. Perumal Manimekalai College of Engineering (Autonomous), Koneripalli, Hosur-635 117, Krishnagiri, Tamilnadu, India

Received: 05 May 2023; Received in revised form: 02 Jun 2023; Accepted: 10 Jun 2023; Available online: 17 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— Mobile phone usage among college students aged 18 and above, offers various benefits. Firstly, mobile phones provide convenient communication tools, allowing students to stay connected with peers, family, and faculty. Additionally, access to vast information through the internet aids research and learning beyond the classroom. Educational apps and resources enhance learning experiences and foster creativity. However, several issues accompany mobile phone use. Distraction from notifications, social media, and addictive nature can hinder academic performance. Excessive screen time may negatively impact physical and mental health, leading to sedentary lifestyles and mental health concerns. Misuse can result in cyberbullying, exposure to inappropriate content, and privacy risks. To address these concerns, establishing guidelines and educating students on responsible usage is crucial. Implementing policies that regulate usage during instructional time helps minimize distractions and promote focused learning environments.



**Keywords**— Mobile phone usage, college students, benefits, communication, convenience.

## I. INTRODUCTION

Mobile phones have become an integral part of modern society, including among children, school students, and college students. While there are several benefits associated with their use, such as enhanced communication and access to information, numerous issues arise from their widespread adoption. This abstract explores the benefits and issues that occur when children, school students, and college students use mobile phones (Stanojevic et al., 2018). On the positive side, mobile phones provide a convenient means of communication. They enable children, school students, and college students to stay connected with their peers, family members, and teachers. Additionally, mobile phones offer access to a vast amount of information through the internet, enabling students to research and learn beyond the confines of their classrooms. Mobile applications and educational resources can also enhance learning experiences and foster creativity (Sung et al., 2016).

However, the use of mobile phones among children, school students, and college students also presents several issues (Spitzer 2021). One prominent concern is the potential distraction they pose. The constant notifications, social media platforms, and addictive nature of mobile phone usage can hinder students' ability to concentrate on their studies, leading to decreased academic performance. Furthermore, excessive screen time can negatively impact their physical and mental health, contributing to sedentary lifestyles, sleep disturbances, and increased levels of anxiety and depression. Another significant issue is the potential misuse of mobile phones. Children and students may become victims of cyberbullying, online harassment, and exposure to inappropriate content (Divan, et al., 2008). The use of social media platforms can also lead to privacy concerns and potential risks of identity theft. Additionally, mobile phones can contribute to the development of poor communication skills and reduced face-to-face interaction



among students, potentially hindering their social and emotional development.

To address these issues, it is crucial for parents, educators, and policymakers to establish guidelines and educate children, school students, and college students about responsible mobile phone usage. This includes promoting digital literacy, encouraging healthy screen time limits, and fostering open dialogues about online safety and the potential consequences of misuse. Schools and colleges can implement policies that regulate mobile phone usage during instructional time to minimize distractions and promote focused learning environments.

The aim of this study is to investigate the impact of mobile phone usage on college students, examining its benefits, challenges, and implications for academic performance, mental health, and overall well-being. The study seeks to understand the role of mobile phones in facilitating communication, accessing information, and supporting learning among college students. Additionally, it aims to identify the potential negative effects of excessive mobile phone use, such as distraction, addiction, and social and psychological consequences. By exploring these aspects, the study aims to provide insights and recommendations for promoting responsible mobile phone usage and optimizing the college experience for students.

## **II. BENEFITS OF MOBILE VIEWING FOR CHILDREN BETWEEN THE AGES OF TWO AND FIVE**

Mobile viewing, when used appropriately and in moderation, can offer several benefits for children between the ages of two and five. Here are some potential advantages:

**Educational Content:** Mobile devices can provide access to a wide range of educational apps, videos, and interactive content specifically designed for young children. These resources can promote early learning, language development, numeracy skills, problem-solving abilities, and creativity.

**Skill Development:** Certain mobile apps and games can help children develop essential skills such as hand-eye coordination, fine motor skills, and cognitive abilities. Interactive features and touchscreens can engage children in activities that enhance their dexterity and understanding of cause-and-effect relationships.

**Learning Tools:** Mobile devices can serve as valuable learning tools, offering features like dictionaries, encyclopedias, and educational websites that can assist in answering children's questions and exploring new topics.

They provide a convenient and easily accessible source of information and knowledge.

**Multicultural Exposure:** Mobile viewing can expose children to diverse cultures, languages, and experiences through age-appropriate videos, cartoons, and interactive apps. This exposure can help broaden their worldview, promote empathy, and foster appreciation for different people and places.

**Creativity and Imagination:** Some mobile apps and games encourage creativity and imagination in young children. Drawing and painting apps, storytelling apps, and virtual toy boxes can stimulate artistic expression and imaginative play.

**Parental Supervision and Engagement:** When parents actively participate in mobile viewing activities with their children, it can promote bonding and shared experiences. Parents can guide their children's interactions, ask questions, and facilitate discussions around the content, fostering active learning and social interaction (Terras et al., 2016).

## **III. DISADVANTAGES OF CHILDREN BETWEEN THE AGES OF TWO TO FIVE WHEN THEY LOOK AT MOBILE PHONES**

When young children between the ages of two to five spend excessive time looking at mobile phones, there can be several disadvantages:

**Developmental Delays:** Excessive screen time can hinder the development of essential skills, such as language acquisition, social interaction, and fine motor skills. It may interfere with the child's ability to explore the physical world and engage in hands-on activities necessary for their overall development.

**Health Issues:** Extended use of mobile phones can lead to physical health problems, including poor posture, eye strain, and reduced physical activity. It may also disrupt regular sleep patterns, affecting the child's overall well-being.

**Limited Social Interaction:** Spending excessive time with mobile devices can limit opportunities for face-to-face social interactions with peers and family members. This can hinder the development of important social skills, such as communication, empathy, and cooperation.

**Content Inappropriate for Age:** Unsupervised mobile viewing can expose young children to inappropriate content, including violence, explicit language, or mature themes. They may not have the cognitive ability to understand or process such content, which can negatively impact their emotional well-being.

**Addiction and Dependency:** Excessive screen time at a young age can lead to a dependency on mobile devices and a reduced ability to engage in other activities. Children may become reliant on screens for entertainment and struggle with self-regulation and attention span.

**Impaired Cognitive Development:** Overexposure to fast-paced and visually stimulating content on mobile phones may disrupt children's ability to concentrate, focus, and engage in deep thinking. It can also affect their creativity and imagination, as passive consumption of media limits opportunities for active play and exploration.

**Parent-Child Disconnect:** Excessive mobile phone use can result in decreased parent-child interaction and diminished opportunities for shared experiences and quality bonding time.

It is important for parents and caregivers to set limits on screen time, choose age-appropriate content, and encourage a balanced approach to technology usage to mitigate these disadvantages and promote healthy child development.

#### **IV. CHILDREN BETWEEN THE AGES OF FIVE AND TEN CAN DERIVE BENEFITS FROM ENGAGING WITH MOBILE PHONES AT THE MIDDLE SCHOOL LEVEL.**

Mobile viewing can provide several benefits for children between the ages of five to ten at the middle school level. Here are some potential advantages:

**Access to Educational Resources:** Mobile devices offer a wealth of educational resources, including interactive apps, online tutorials, educational videos, and e-books. Children can access academic content aligned with their curriculum, reinforcing and expanding their knowledge in various subjects.

**Digital Learning Tools:** Mobile apps and platforms designed for middle school students provide engaging and interactive learning experiences. These tools can support skill development in areas such as math, science, language arts, critical thinking, and problem-solving.

**Enhancing Creativity and Expression:** Mobile devices offer creative platforms for children to express themselves through multimedia content creation, such as digital art, video editing, podcasting, and storytelling. They can unleash their creativity, develop digital media skills, and showcase their work to a wider audience.

**Collaborative Learning Opportunities:** Mobile devices enable children to collaborate with peers on group projects, share ideas, and participate in virtual classrooms or

discussion forums. This fosters teamwork, communication skills, and the ability to work effectively in a digital learning environment.

**Access to Real-World Information:** Mobile viewing allows children to access current events, news articles, documentaries, and podcasts. They can stay informed about global issues, develop critical thinking skills, and engage in discussions and debates about real-world topics.

**Personalized Learning Experiences:** Mobile apps and adaptive learning platforms can assess children's strengths and weaknesses, providing personalized recommendations and tailored learning experiences. This individualized approach supports their unique learning styles and helps them progress at their own pace.

**Organization and Productivity:** Mobile devices offer tools and apps for organizing schedules, managing assignments, setting reminders, and improving time management skills. Children can stay organized, track their progress, and meet deadlines effectively.

**Digital Citizenship and Internet Safety:** Mobile viewing provides an opportunity for children to learn about responsible digital citizenship, online safety, and ethical internet behavior. They can develop a deeper understanding of digital footprints, privacy, and appropriate online communication.

Parents and educators should guide children in using mobile devices responsibly, setting appropriate screen time limits, monitoring content, and fostering a healthy balance between online and offline activities.

**Convenience and Accessibility:** Mobile devices provide portable and easily accessible entertainment and learning options. They can be used during travel, waiting times, or in situations where engaging activities are needed to keep children occupied or calm.

#### **V. DISADVANTAGES ARISE WHEN CHILDREN BETWEEN THE AGES OF SIX AND TEN ENGAGE WITH MOBILE PHONES AT THE MIDDLE SCHOOL LEVEL**

When children between the ages of six to ten spend excessive time looking at mobile phones at the middle school level, there can be several disadvantages:

**Academic Distraction:** Excessive mobile phone use can distract children from focusing on their schoolwork and assignments. It may lead to reduced attention span, decreased productivity, and lower academic performance.

**Lack of Physical Activity:** Spending too much time on mobile phones can contribute to a sedentary lifestyle, as

children may become less physically active. This can lead to health issues like obesity, poor cardiovascular health, and muscular weakness.

**Social Isolation:** Excessive mobile phone use can reduce opportunities for face-to-face social interactions with peers. Children may become more withdrawn and isolated, which can impact their social skills, emotional well-being, and ability to form meaningful relationships.

**Inappropriate Content Exposure:** Unsupervised mobile viewing can expose children to inappropriate or age-inappropriate content, including violence, explicit language, or mature themes. This exposure can negatively impact their psychological development and emotional well-being.

**Sleep Disruptions:** The blue light emitted by mobile devices can interfere with sleep patterns and lead to difficulties falling asleep or achieving quality sleep. Poor sleep can affect children's cognitive abilities, concentration, mood, and overall well-being.

**Cyberbullying and Online Harassment:** Excessive mobile phone use increases the risk of encountering cyberbullying and online harassment. Children may be more vulnerable to negative online experiences, which can have a significant impact on their self-esteem, mental health, and overall confidence.

**Reduced Physical Interaction:** Excessive mobile phone use can result in decreased face-to-face interaction with family members and reduced engagement in physical activities. This may lead to a decline in communication skills, empathy, and the ability to form meaningful connections with others.

**Addiction and Dependency:** Overuse of mobile phones can lead to addiction and dependency, where children become reliant on constant screen time for entertainment and emotional gratification. This can negatively impact their ability to self-regulate and engage in other activities.

It is important for parents and caregivers to establish healthy boundaries, set screen time limits, and encourage a balanced lifestyle that includes physical activity, social interactions, and other offline activities. Regular communication and supervision are crucial to ensuring children's well-being in the digital age.

## **VI. THE BENEFITS THAT OCCUR WHEN SCHOOL STUDENTS USE MOBILE PHONES FROM THE AGE OF 11 TO 18**

When school students use mobile phones from the age of 11 to 18, they can experience several benefits. Here are

some advantages associated with mobile phone use in this age group:

**Access to information and educational resources:** Mobile phones provide students with instant access to a vast amount of information. They can use search engines, educational apps, and online platforms to access reference materials, e-books, educational videos, and interactive learning content. This access enhances their knowledge base, research skills, and academic performance.

**Communication and collaboration:** Mobile phones enable students to communicate and collaborate with their peers, teachers, and parents easily. Messaging apps, video calls, and social media platforms allow for seamless communication, facilitating group discussions, project collaborations, and sharing of ideas. This enhances teamwork, interpersonal skills, and engagement in the learning process.

**Organization and productivity:** Mobile phones offer various tools and apps that aid in organization and productivity. Students can use calendar apps, reminder systems, note-taking apps, and task managers to stay organized, manage deadlines, and track their assignments. These tools promote time management skills and help students stay on top of their academic responsibilities.

**Personalized learning experiences:** Mobile phones allow students to personalize their learning experiences. They can choose from a wide range of educational apps and platforms that offer adaptive learning, tailored content, and personalized recommendations. This customization caters to individual learning styles, interests, and pace, promoting a more engaging and effective learning process.

**Digital literacy and technological skills:** Using mobile phones encourages the development of digital literacy and technological skills. Students learn how to navigate digital platforms, evaluate online information, and practice responsible online behavior. They also gain technical competencies as they interact with various mobile apps and tools, preparing them for the digital demands of the modern world.

**Creativity and multimedia learning:** Mobile phones provide opportunities for creativity and multimedia learning. Students can create multimedia projects, record videos, edit photos, and produce digital presentations using their devices. They can also engage with multimedia resources such as podcasts, educational videos, and interactive simulations, which enhance comprehension and creativity (Karabatzaki et al., 2018).

**Flexibility and accessibility:** Mobile phones offer flexibility and accessibility to educational resources. Students can continue their learning outside of the

traditional classroom environment, accessing educational materials, studying on-the-go, and completing assignments remotely. This flexibility accommodates individual learning preferences, fosters independent learning, and maximizes learning opportunities.

It's important to note that responsible use and appropriate guidelines are necessary to ensure a balanced approach to mobile phone use. This includes setting boundaries on screen time, encouraging face-to-face interactions, and addressing potential concerns like cyberbullying or excessive reliance on mobile devices.

## **VII. ISSUES THAT OCCUR WHEN SCHOOL STUDENTS AGED 11 TO 18 USE MOBILE PHONES**

When students aged 11 to 18 use mobile phones, several issues can arise. Here are some common concerns associated with mobile phone usage among students:

**Distraction:** Mobile phones can be a significant source of distraction for students. Constant notifications, social media, games, and messaging apps can divert their attention from academic tasks, leading to decreased focus, lower productivity, and hindered learning.

**Reduced physical activity:** Excessive mobile phone use can contribute to a sedentary lifestyle. Students may spend a significant amount of time sitting and engaging with their phones, leading to a decrease in physical activity, which is essential for their overall health and well-being.

**Impaired sleep patterns:** The use of mobile phones, especially before bedtime, can disrupt students' sleep patterns. The exposure to the blue light emitted by screens can interfere with the production of melatonin, a hormone that regulates sleep. This can result in difficulty falling asleep, reduced sleep quality, and daytime fatigue, negatively affecting their academic performance and overall health.

**Cyber bullying:** Mobile phones provide a platform for cyberbullying, which can have severe emotional and psychological consequences for students. Through social media or messaging apps, students can be subjected to harassment, intimidation, or exclusion, leading to increased stress, anxiety, and even depression (Mishna et al., 2009 & Hinduja et al., 2012).

**Social isolation:** Paradoxically, excessive use of mobile phones can lead to social isolation among students. Spending excessive time on phones can reduce face-to-face social interactions, hinder the development of interpersonal skills, and lead to feelings of loneliness and social disconnection.

**Reduced face-to-face communication skills:** Regular use of mobile phones for communication purposes can diminish students' ability to engage in meaningful face-to-face conversations. Relying heavily on text-based communication can limit their opportunities to develop effective verbal and nonverbal communication skills.

**Academic underperformance:** Excessive mobile phone use can contribute to decreased academic performance. Students may spend more time on their phones instead of studying, completing assignments, or engaging in extracurricular activities, leading to a decline in grades and overall academic achievement.

**Health concerns:** Prolonged mobile phone use can lead to physical health issues such as eye strain, neck and back pain, and poor posture. Additionally, excessive phone use can contribute to sedentary behaviors, which may increase the risk of obesity and related health problems (Ventola 2014).

It's important to note that while these issues can arise, responsible and balanced mobile phone use, with appropriate parental guidance and school policies, can help mitigate these problems and allow students to benefit from the positive aspects of mobile technology.

## **VIII. THE BENEFITS THAT OCCUR WHEN COLLEGE STUDENTS USE MOBILE PHONES FROM THE AGE OF 18 TO 25**

When college students use mobile phones from the age of 18 to 25, they can experience a range of benefits. Here are some advantages specific to this age group:

**Academic support:** Mobile phones offer valuable academic support to college students. They can access digital textbooks, online journals, and research databases directly from their devices. Mobile apps and platforms provide study aids, flashcards, and practice quizzes that enhance learning and exam preparation. Students can also use mobile apps for language learning, math problem-solving, and other subject-specific resources (Jones et al., 2013).

**Online learning opportunities:** Mobile phones provide college students with access to online learning opportunities. They can enroll in Massive Open Online Courses (MOOCs), webinars, and virtual workshops to expand their knowledge beyond the curriculum. Online platforms and educational apps offer specialized courses, certifications, and skill development programs, allowing students to enhance their academic profile and broaden their expertise (Jones et al., 2013).

**Collaboration and group work:** Mobile phones facilitate collaboration and group work among college students. They can use messaging apps, video conferencing tools,



and project management platforms to work on group projects, discuss ideas, and share documents. Mobile phones also allow for real-time collaboration on shared documents and presentations, promoting teamwork and collective problem-solving.

**Access to campus resources:** College students can use their mobile phones to access campus resources more conveniently. They can check library catalogs, reserve study rooms, view class schedules, and access campus news or events through university mobile apps. This ease of access enhances campus engagement, participation, and overall student experience.

**Time management and organization:** Mobile phones equipped with productivity apps assist college students in managing their time effectively and staying organized. They can use calendar apps, task managers, and reminder systems to create schedules, set deadlines, and track assignments. Mobile phones also facilitate time blocking techniques, allowing students to allocate dedicated study time and prioritize tasks accordingly.

**Networking and professional development:** Mobile phones provide opportunities for networking and professional development. Students can engage in professional networking platforms, follow industry influencers, and join relevant communities or groups. They can access job search platforms, submit applications, and receive career-related updates. Building a professional online presence and connecting with potential employers and mentors can contribute to future career prospects.

**Wellness and self-care:** Mobile phones offer a range of apps and tools focused on wellness and self-care. College students can use meditation apps, fitness trackers, and sleep monitoring apps to maintain a healthy lifestyle. Mobile phones also provide access to mental health resources, stress management techniques, and mindfulness exercises, promoting overall well-being during the college years (Lepp et al., 2015).

While mobile phones offer numerous benefits, it is crucial for college students to practice responsible use, maintain a healthy balance between online and offline activities, and be mindful of potential distractions and privacy concerns.

## **IX. ISSUES THAT OCCUR WHEN COLLEGE STUDENTS AGED 18 TO 25 USE MOBILE PHONES**

While mobile phones offer numerous benefits to college students aged 18 to 25, there are also potential issues that can arise. Here are some concerns associated with mobile phone use in this age group:

**Distraction and reduced focus:** Mobile phones can be a significant source of distraction, particularly with the availability of social media, messaging apps, and entertainment options. College students may find it challenging to stay focused on their academic work, resulting in decreased productivity and difficulties in retaining information (North et al., 2014).

**Procrastination and time management:** Mobile phones can contribute to procrastination and poor time management. Students may spend excessive amounts of time on non-academic activities, such as scrolling through social media feeds or playing mobile games, which can lead to a lack of prioritization and compromised study routines.

**Impaired interpersonal relationships:** Excessive use of mobile phones can lead to reduced face-to-face interactions and hinder the development of strong interpersonal relationships. Students may prioritize online interactions over real-life connections, leading to feelings of social isolation and loneliness (Alshurideh et al., 2015).

**Sleep disturbances and disrupted routines:** The use of mobile phones before bed can negatively impact sleep quality. The blue light emitted by screens can interfere with the body's natural sleep-wake cycle, leading to difficulties falling asleep or maintaining a consistent sleep routine. This can result in daytime fatigue, decreased cognitive function, and overall well-being.

**Mental health issues:** Excessive mobile phone use has been associated with increased rates of anxiety, depression, and stress among college students. Social media comparisons, cyberbullying, and constant online connectivity can contribute to negative mental health outcomes. Students may also experience a fear of missing out (FOMO) when continuously engaged with their devices.

**Academic integrity and cheating:** Mobile phones provide access to a wealth of information, which can tempt some students to engage in academic dishonesty. They may be inclined to cheat on exams, plagiarize content, or use unauthorized aids during assessments. This compromises the integrity of their academic work and undermines the learning process.

**Privacy and security risks:** College students should be aware of privacy and security risks associated with mobile phone use. Sharing personal information, using unsecured Wi-Fi networks, or falling victim to phishing attempts can lead to identity theft, data breaches, or online scams. Students need to exercise caution and implement appropriate security measures to protect their personal information.

Addressing these issues requires promoting responsible mobile phone use, educating students about the potential

risks, and establishing healthy digital habits. Encouraging breaks from screens, setting boundaries on mobile phone use during studying or socializing, and fostering open conversations about digital well-being are important steps toward mitigating these challenges. Additionally, providing mental health support and resources can help address the potential negative impacts on students' well-being.

## X. CONCLUSIONS

In conclusion, mobile phone usage among college students offers numerous benefits such as improved communication, convenience, and staying connected with peers, family, and faculty. It provides easy access to information, the internet, educational apps, and resources, enhancing learning inside and outside the classroom while fostering creativity.

However, issues related to distraction, notifications, and excessive screen time pose challenges to academic performance and physical and mental health. Sedentary lifestyles and mental health concerns are prevalent due to the addictive nature of mobile phones. Misuse, cyberbullying, exposure to inappropriate content, and privacy risks are also significant concerns. To address these issues, guidelines, responsible usage, and policies should be implemented to ensure a balanced and controlled mobile phone usage. Furthermore, creating focused learning environments and minimizing distractions during instructional time can optimize the learning experience for college students. Overall, a mindful and responsible approach to mobile phone usage is crucial in maximizing the benefits while mitigating the potential drawbacks.

## ACKNOWLEDGMENTS

The authors are very much grateful to Er. Perumal Manimekalai College of Engineering (Autonomous), Koneripalli, Hosur-635 117, Krishnagiri, Tamilnadu, India.

## DISCLOSURE STATEMENT

No potential conflict of interest was reported by the author(s).

## REFERENCES

[1] Stanojevic, L., Rakic, B. (2018). Mobile technology in higher education—a student perspective on learning with mobile computing devices. *Successful Implementation of Information Technology: It, Marketing, Education and*

*Business Working Together for Business Success*. Silver and Smith Publishers, London, 8-27.

[2] Sung, Y. T., Chang, K. E., Liu, T. C. (2016). The effects of integrating mobile devices with teaching and learning on students' learning performance: A meta-analysis and research synthesis. *Computers & Education*, 94, 252-275.

[3] Spitzer, M. (2021). Open schools: Weighing the effects of viruses and lockdowns on children. *Trends in neuroscience and education*, 22, 100151.

[4] Divan, H. A., Kheifets, L., Obel, C., Olsen, J. (2008). Prenatal and postnatal exposure to cell phone use and behavioral problems in children. *Epidemiology*, 19(6), S94-S95.

[5] Terras, M. M., Ramsay, J. (2016). Family digital literacy practices and children's mobile phone use. *Frontiers in psychology*, 7, 1957.

[6] Karabatzaki, Z., Stathopoulou, A., Kokkalia, G., Dimitriou, E., Loukeri, P. I., Economou, A., Drigas, A. (2018). Mobile Application Tools for Students in Secondary Education. An Evaluation Study. *International Journal of Interactive Mobile Technologies*, 12(2).

[7] Hinduja, S., Patchin, J. W. (2012). *School climate 2.0: Preventing cyberbullying and sexting one classroom at a time*. Corwin Press.

[8] Mishna, F., Saini, M., Solomon, S. (2009). Ongoing and online: Children and youth's perceptions of cyber bullying. *Children and Youth Services Review*, 31(12), 1222-1228.

[9] Ventola, C. L. (2014). Mobile devices and apps for health care professionals: uses and benefits. *Pharmacy and Therapeutics*, 39(5), 356.

[10] Jones, A. C., Scanlon, E., Clough, G. (2013). Mobile learning: Two case studies of supporting inquiry learning in informal and semiformal settings. *Computers & Education*, 61, 21-32.

[11] Lepp, A., Li, J., Barkley, J. E., Salehi-Esfahani, S. (2015). Exploring the relationships between college students' cell phone use, personality and leisure. *Computers in human behavior*, 43, 210-219.

[12] North, D., Johnston, K., Ophoff, J. (2014). The use of mobile phones by South African university students. *Issues in informing science and information technology*, 11, 115-138.

[13] Alshurideh, M., Bataineh, A., Alkurdi, B., Alasmr, N. (2015). Factors affect mobile phone brand choices—Studying the case of Jordan universities students. *International Business Research*, 8(3), 141-155.



# Diversification of Agriculture in India: A Regional Perspective

Sandeep Kumar

Assistant Professor Economics Govt College Nirmand & Ph.D. Research Scholar, Department of Humanities & Social Sciences, IEC University Baddi (HP) India-172001

Received: 01 May 2023; Received in revised form: 01 Jun 2023; Accepted: 09 Jun 2023; Available online: 17 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— The topic of the current study is "Diversification of the Agriculture Sector in India: A Regional Perspective" from the years 2006–07 through 2017–18. This is an effort to gauge the rate of agricultural sector diversification in India. To determine the pattern of diversification over time in the key crops state- and region-wise in India's agriculture sector, an attempt has been made to divide the entire nation into four regions and include all major farm crops and states.

**Keywords**— Agriculture in India, minimum support price, agricultural policy, fruit production.



## I. INTRODUCTION

India's future agricultural development will require much faster crop diversification in view of changes in consumption pattern. There is growing preferences for horticulture and dairy products. These areas hold a high promise as they have higher export potential.

According to RBI, "A contributing factor to below-potential performance of agriculture is the failure to sufficiently diversify the cropping pattern. The minimum support price (MSP) policy has distorted the relative prices between rice and wheat, on the one hand, and other food and non-food crops, on the other, giving rise to a distorted cropping pattern. It has contributed to a steep rise in the ratio of procurement to production over the years. The higher increases in MSPs of rice and wheat relative to prices of other agricultural commodities have contributed to an incentive structure that favours production of rice and wheat at the cost of other crops. The policy has contributed to a burgeoning stock- far in excess of food security requirements adding to carrying costs and locked- in bank credit, which could have been otherwise deployed for funding productive activities"(RBI 2001).

Emphasizing the need for diversification of Indian Agriculture, the Tenth Five Year Plan (2002-2007), observed, "Finally, the true potential of Indian Agriculture

can be realized only when there is diversification of agricultural products, both geographically and over time. The food and nutritional requirements of the people for leading healthy lives demand a wider range of food products than are presently consumed on the average. For such diversification to gain momentum, the requisite science and technology inputs will have to be provided along with appropriate supportive price policies.

Most of the non-grain food products are, however, perishable in nature. In order to encourage the diversification through minimum wastage, considerable attention will be required to focus on post harvest technologies and marketing infrastructure. It would also require a reconsideration of the various rules and regulations that govern agricultural trade, which frequently act against the interests of the farmers and distort their incentive structure"(Planning Commission 2007).

After the independence in 1947, India's agricultural policy was to achieve self sufficiency in food grain production to tide over the imbalances in food supplies caused by the partition of the country in that year. However, over the years, horticulture has emerged as an indispensable part of agriculture, offering a wide range of choices to the farmers for crop diversification. It also provides ample opportunities for sustaining large number

of agro-industries which generate substantial employment opportunities. The sector encompasses a wide range of crops namely fruit crops, vegetables crop, potato and tuber crops, ornamental crops, medicinal and aromatic crops, spices and plantation crops. New introductions like mushroom, bamboo and bee keeping further expanded the scope of horticulture.

The Government has identified horticultural crops as a means of diversification for making agriculture more profitable through efficient land use, optimum utilization of natural resources (soil, water and environment) and creating skilled employment for rural masses, especially women folk. Recent efforts have been rewarding in terms of increased production and productivity and availability of a much larger volume of horticulture produce. India Ghats emerged as the largest producer of coconut, arecanut, cashew nut, ginger, turmeric, black pepper and the second largest producer of fruits and vegetables. Among the new crops, kiwi, olive crops and oil palm have been successfully introduced for commercial cultivation in the country. Some improvement is seen in the adoption of technology for raising production.

Efforts are on to encourage private investment in hi-tech horticulture with micro-propagation, protected cultivation, drip irrigation, and integrated nutrient and pest management besides making use of latest post-harvest technology particularly in the case of perishable commodities. As a result, horticulture crop production has begun to move from rural confines to commercial ventures and has attracted young entrepreneurs, since it has proved to be intellectually satisfying and economically rewarding. A large variety of fruits are grown in India, of these, mango, banana, citrus, pineapple, papaya, guava, sapota, jackfruit, litchi and grapes are some of the tropical and sub tropical fruits and nuts. Apple, pear, peach, plum, apricot, almond and walnut constitute the temperate fruits and nuts. Aonia, ber, pomegranate, annona, fig and phalsa are some of the arid zone fruits. India produces over 46 million tones of fruits accounting for about 10 percent of the world production. The country ranks first in the production of mango, banana, sapota and acid lime and, in recent years recorded the highest productivity in grape. Mango is the most important fruit covering about 39 percent of the area accounting for 23 percent of total fruit production in the country.

India's share in the world production of mango is about 54 percent. Citrus ranks second in area and accounts for about 10 per cent of country's fruit production. Limes, lemons, sweet orange and mandarin cover bulk of the area under this group of fruits. Banana ranks third in area covering about 13 percent of the total area. It ranks first in

fruit production contributing nearly one-third of the total fruit production. Apple is the forth major fruit crop of the country with production of 1.42 million tones. The share of other fruits like guava and papaya is about 4 percent while that of grapes and pineapple is about 2 percent and litchi, about 1 percent. The arid zones of country are potential areas for fruits like aonia, ber, pomegranate, annona, etc. There has been a steady increase in the area and production of these fruits particularly aonia, ber and pomegranate in the country as a result of identification and development of suitable varieties and production technologies. In addition to these, date palm and fig cultivation is also finding favour in some areas. Vegetables constituting the most important food next only to cereals and milk. Important vegetable crops grown in the country include potato, tomato, onion, brinjal, cabbage, cauliflower, okra and peas. India occupies first position in the production of cauliflower, second in onion and third in cabbage production in the world (MOA 2009).

## II. DATA AND METHODOLOGY

### Data

The present study is mainly based on secondary sources of data. Data on various categories of land use in Indian agriculture has been obtained from Directorate of Agriculture and Statistics, Government of India, Ministry of Agriculture, Government of India, Planning Commission, Government of India, Reserve Bank of India (RBI) and Centre for Monitoring Indian Economy (CMIE), Report on Agriculture (Various Issues), [www.indiastat.com](http://www.indiastat.com), [www.agricoop.nic.in](http://www.agricoop.nic.in), Agricultural Statistics at a Glance-An Annual Publication of the Directorate of Statistics, Government of India, and Ministry of Agriculture. State wise and region wise data for area, production and yield of various crops have been compiled from official website of Government Reports and Journals. These data have been categorized for different regions of India for further analysis (Bhalla & Singh).

### Methodology

#### Herfindal Index

The approach of Crop Diversification used in this study, which involves utilization of a variety of measures of crop diversification this indicate the extent of dispersion and concentration of activities in a given time and space by a single quantitative indicator. The extent of crop diversification at a given point of time may be examined by using Herfindahl Index. All these indices are computed on the basis of proportion of gross cropped area under different crops cultivated in a particular geographical area.



Hirschman Herfindahl Index (HHI) has also been constructed using the following equation.

$$HHI = \sum_{i=1}^n P_i^2 / 100$$

Where  $P_i$  = percentage share of  $i^{th}$  crop in the agriculture sector.

may be explained as raising a variety of crops involving intensity of competition amongst field crops for arable land: the higher the competition, the higher the magnitude of crop diversification. It is a concept which is opposite to crop specialization or crop concentration. It is an indicator of multiplication of crops which obviously involves intensive competition among the growing crops (Singh 1976).

### III. RESULT AND DISCUSSION

#### Region wise Diversification of Area under Major Crops in India

Diversification means of area means competition among various grown crops for space in a given region. It

### IV. DIVERSIFICATION OF AREA UNDER MAJOR CROPS NORTH WESTERN REGION IN INDIA

Region wise diversification of area under major crops in India is given in the following tables:

*Table-1 Region wise percentage share of major crops to Total cropped area in India (2006-07 to 2017-18) (Area in 000' hectares)*

Crops	North Western Region			
	2006-07		2017-18	
	Area in 0000 ha	% share	Area in 0000 ha	% share
Rice	9698	27.55	10317	28.84
Wheat	15820	44.95	16455	45.99
Jowar	401	1.14	235	0.66
Bajra	1574	4.47	1358	3.80
Maize	1634	4.64	1490	4.16
Pulses	3120	8.86	2564	7.17
Fruit & Vegetables	1376	3.91	1555	4.35
Oilseeds	1575	4.47	1804	5.04
Total Cropped Area	35198	100.00	35778	100.00
HI	29.35		30.74	
CV	124.15		129.16	

Note: %age share calculated by the author.

HI = Herfindahl Index

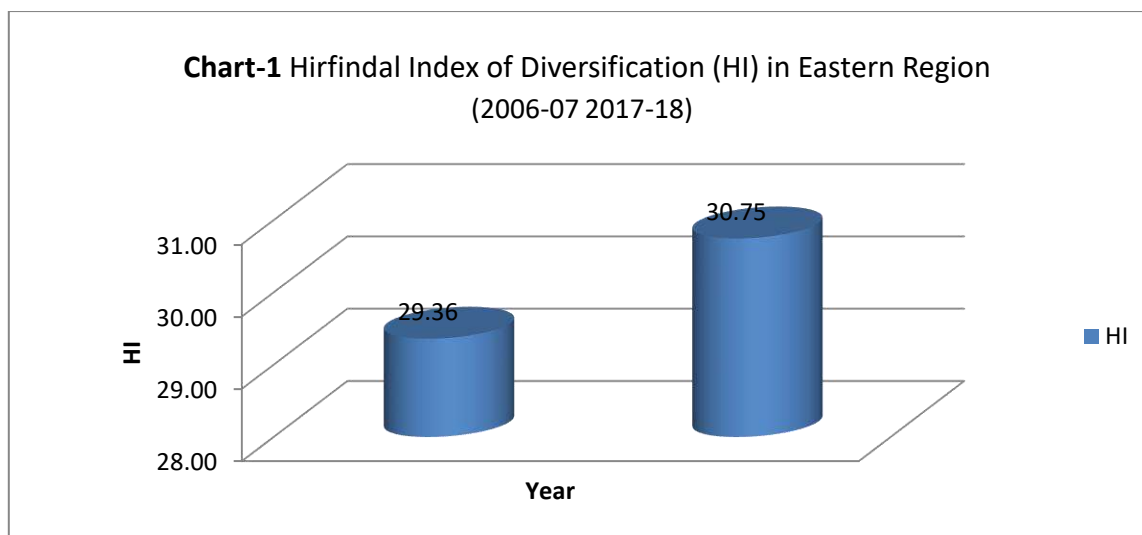
CV = Coefficient of Variation

Source: Agriculture Statistics of India, Directorate of Economics and Statistics Government of India, 2006-07 and 2017-18.

As far as the extent of diversification in area of major crops in North Western Region is concerned it seems to have decreased in the year 2017-18 vis-a-vis the year 2006-07. This becomes clear when the HI values for study period is considered. As shown in Table-1 the value of HI has increased from 29.35 in 2006-07 to 30.74 in 2017-18. This is due to increased percentage share of Rice and decreased percentage share of oilseeds, pulses and in

other crops. It implies that in North Western Region area under cultivation is mainly concentrated in few crops i.e. Rice and Wheat.

The values of coefficient of variation also show that the variation among different crops has increased. The value of coefficient of variation stood at 124.15 in 2006-07 and rose to 129.16 in 2017-18.



Source: Based on Table-1

### Diversification of Area under Major Crops Eastern Region in India

Table-2 Region wise percentage shares of major crops to total cropped area in India (2006-07-2017-18) (Area in 000' hectares)

Crops	Eastern Region			
	2006-07		2017-18	
	Area in 0000 ha	% share	Area in 0000 ha	% share
Rice	16466	59.59	15254	62.87
Wheat	2592	9.38	2565	10.57
Jowar	14	0.05	5	0.02
Bajra	5	0.02	4	0.02
Maize	867	3.14	917	3.78
Pulses	2691	9.74	1393	5.74
Fruit &Vegetables	2975	10.77	2678	11.04
Oilseeds	2024	7.32	1448	5.97
Total Cropped Area	27634	100.00	24264	100.00
HI	39.13		42.69	
CV	156.03		166.13	

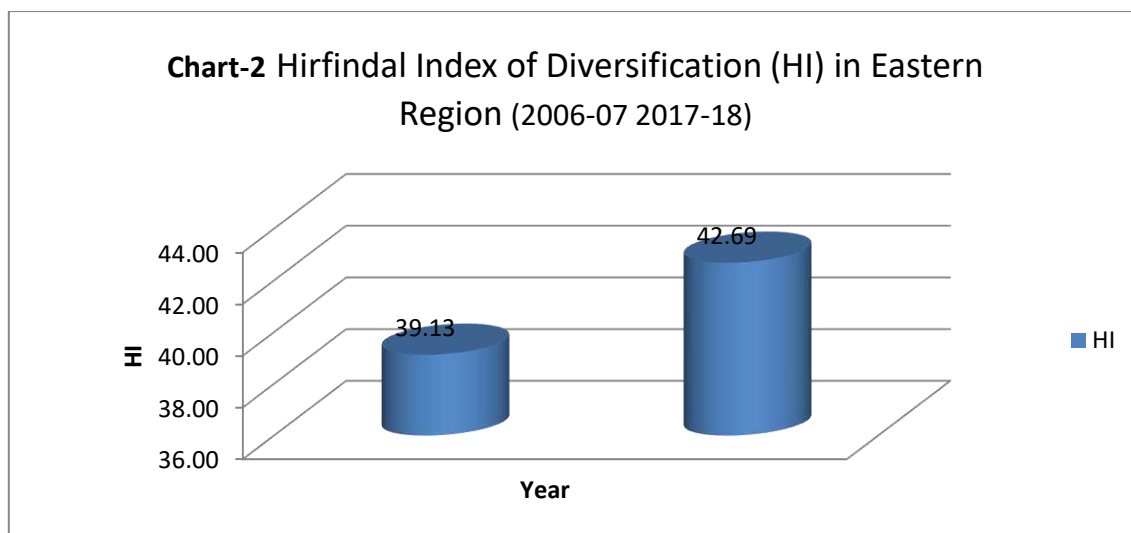
Note: %age share calculated by the author.

Source: Agriculture Statistics of India, Directorate of Economics and Statistics Government of India, 2006-07 and 2017-18.

As far as the extent of diversification in area of major crops in Eastern Region is concerned it seems to have decreased in the year 2017-18 vis-a-vis the year 2006-07. This becomes clear when the HI values for study period is considered. As shown in Table -2, the value of HI has increased from 39.13 in 2006-07 to 42.69 2017-18. This is due to increased percentage share of Rice and

decreased percentage share of oilseeds and pulses. It implies that in Eastern Region area under cultivation is mainly concentrated in few crops i.e. Rice and Wheat.

The values of coefficient of variation also show that the variation among different crops has increased. The value of coefficient of variation stood at 156.03 in 2006-07 and rose to 166.13 in 2017-18.



Source: Based on Table-2

### Diversification of Area under Major Crops Central Region in India

Table-3 Region wise percentage shares of major crops to Total cropped area in India (2006-07-2017-18) (Area in 000' hectares)

Crops	Central Region			
	2006-07		2017-18	
	Area in 0000 ha	% share	Area in 0000 ha	% share
Rice	4058	6.84	4278	6.88
Wheat	7717	13.01	10690	17.20
Jowar	6217	10.48	4287	6.90
Bajra	8756	14.76	5917	9.52
Maize	2919	4.92	3149	5.07
Pulses	12820	21.61	12040	19.37
Fruit &Vegetables	1982	3.34	2060	3.31
Oilseeds	14847	25.03	19721	31.74
Total Cropped Area	59316	100.00	62142	100.00
HI	16.73		19.01	
CV	62.18		77.14	

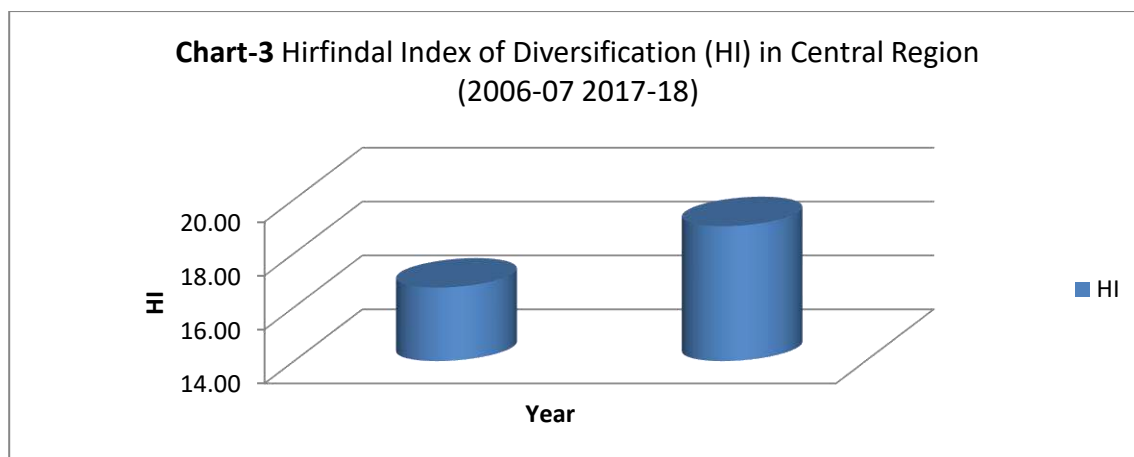
Note: %age share calculated by the author.

Source: Agriculture Statistics of India, Directorate of Economics and Statistics Government of India, 2006-07 and 2017-18.

As far as the extent of diversification in area of major crops in Central Region is concerned it seems to have decreased in the year 2017-18 vis-a-vis the year 2006-07. This becomes clear when the HI values for study period is considered. As shown in Table-3 the value of HI has increased from 16.73 in 2006-07 to 19.01 in 2017-18. This is due to increased percentage share of Rice, Wheat, Fruit &Vegetables and Oilseeds on the other side the

decreased percentage share of pulses and other crops. It implies that in Central Region area under cultivation is mainly concentrated in few crops i.e. Rice, Wheat, Oilseeds and Fruit &Vegetables.

The values of coefficient of variation also show that the variation among different crops has increased. The value of coefficient of variation stood at 62.18 in 2006-07 and rose to 77.14 in 2017-18.



Source: Based on Table-3

### Diversification of Area under Major Crops Southern Region in India

Table-4 Region wise percentage shares of major crops to total cropped area in India (2006-07-2017-18) (Area in 000' hectares)

Crops	Southern Region			
	2006-07		2017-18	
	Area in 0000 ha	% share	Area in 0000 ha	% share
Rice	5726	22.77	6591	27.25
Wheat	244	0.97	233	0.96
Jowar	2748	10.93	1759	7.27
Bajra	616	2.45	385	1.59
Maize	1487	5.91	2567	10.61
Pulses	4593	18.27	4423	18.29
Fruit & Vegetables	2480	9.86	2680	11.08
Oilseeds	7252	28.84	5548	22.94
Total Cropped Area	25146	100.00	24186	100.00
HI	19.42		18.95	
CV	79.57		76.80	

Note: %age share calculated by the author.

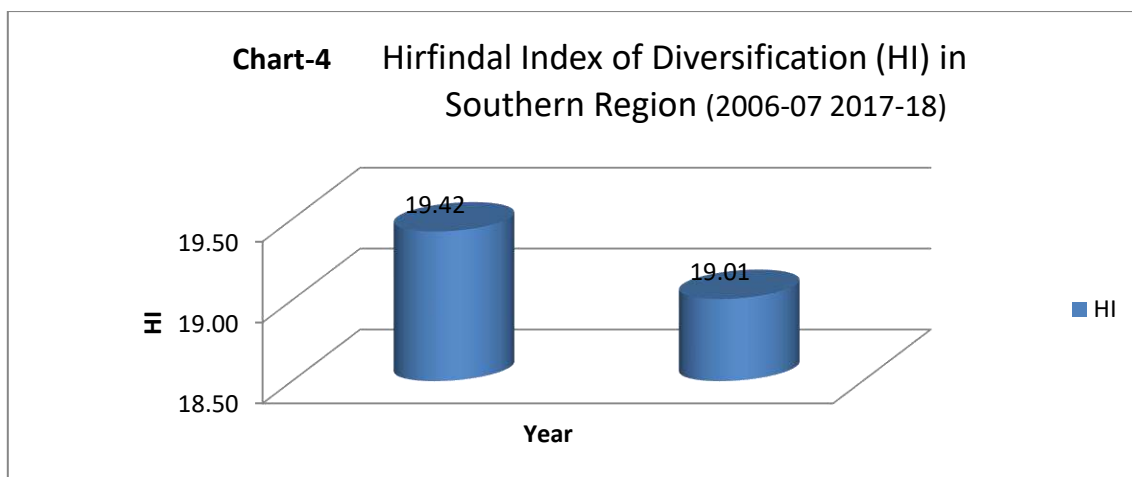
Source: Agriculture Statistics of India, Directorate of Economics and Statistics Government of India, 2006-07 and 2017-18.

As far as the extent of diversification in area of major crops in Southern Region is concerned it seems to have increased in the year 2017-18 vis-a-vis the year 2006-07. This becomes clear when the HI values for study period is considered. As shown in Table-4 the value of HI has decreased from 19.42 in 2006-07 to 18.95 in 2017-18. This is due to increased percentage share of Rice, Maize and Fruit & Vegetables on the other side the decreased

percentage share of Wheat, Bajra and Oilseeds crops. It implies that in Central Region area under cultivation is mainly diversified between Rice, Maize and Fruit & Vegetables.

The values of coefficient of variation also show that the variation among different crops has decreased. The value of coefficient of variation stood at 79.57 in 2006-07 and rose to 76.80 in 2017-18.





Source: Based on Table-4

### Region wise Diversification in Production of Major Crops in India

Region wise diversification in production of major crops in India is given in the following tables:

#### Diversification in Production of Major Crops, North Western Region in India

Table-5 Region wise percentage shares of major crops in total Production in India (2006-07-2017-18) (Production in Million Tons)

Crops	North Western Region			
	2006-07		2017-18	
	Production	% share	Production	% share
Rice	23.02	21.84	29.9	20.90
Jowar	0.28	0.27	0.21	0.15
Bajra	1.98	1.88	2.44	1.71
Maize	3.14	2.98	2.96	2.07
Wheat	47.42	44.98	60.09	42.00
Pulses	2.53	2.40	1.84	1.29
Fruit &Vegetables	25.15	23.86	43.73	30.57
Oilseeds	1.89	1.79	1.9	1.33
Total Output	105.41	100.00	143.07	100.00
HI	30.91		31.46	
CV	129.75		131.65	

Note: %age share calculated by the author.

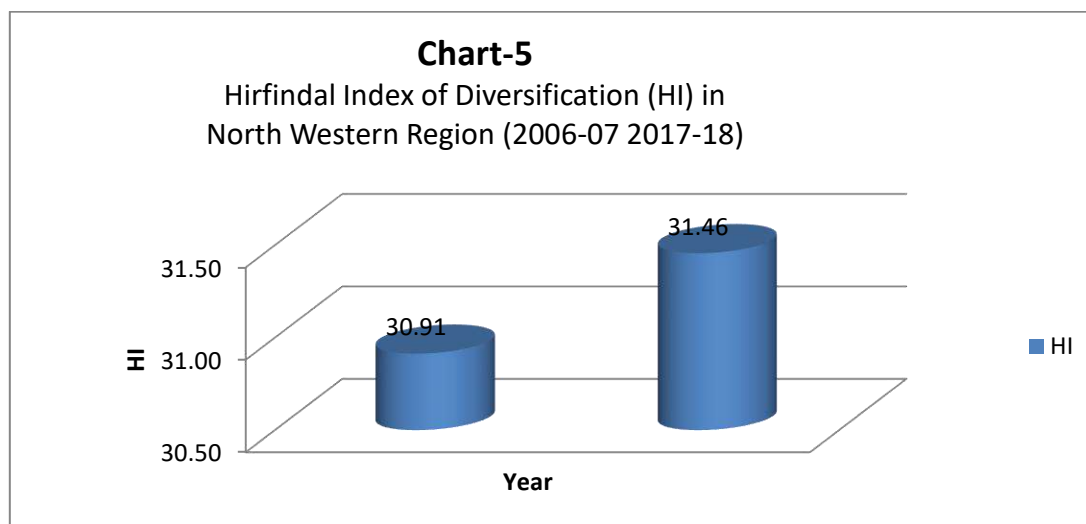
Source: Agriculture Statistics of India, Directorate of Economics and Statistics Government of India, 2006-07 and 2017-18.

As far as the extent of diversification in production of major crops in North Western Region is concerned it seems to have decreased in the year 2017-18 vis-a-vis the year 2006-07. This becomes clear when the HI values for study period is considered. As shown in Table-5 the value of HI has increased from 30.91 in 2006-07 to 31.46 in 2017-18. This is due to increased percentage

share of Fruit &Vegetables and decreased percentage share of Rice, Wheat, oilseeds, and pulses and in other crops. It implies that in North Western Region Production major crops under cultivation is mainly concentrated in Fruit &Vegetables.

The values of coefficient of variation also show that the variation among different crops has increased. The

value of coefficient of variation stood at 129.75 in 2006-07 and rose to 131.65 in 2017-18.



Source: Based on Table-5

### Diversification in Production of Major Crops, Eastern Region in India

Table-6 Region wise percentage shares of major crops in total Production in India (2006-07-2017-18) (Production in Million Tons)

Crops	Eastern Region			
	2006-07		2017-18	
	Production	% share	Production	% share
Rice	27.29	34.50	33.18	30.08
Jowar	0.01	0.01	0	0.00
Bajra	0	0.00	0	0.00
Maize	1.61	2.04	2.54	2.30
Wheat	4.17	5.27	6.06	5.49
Pulses	0.89	1.12	1.19	1.08
Fruit & Vegetables	44.04	55.67	65.94	59.78
Oilseeds	1.1	1.39	1.39	1.26
Total Output	79.11	100.00	110.30	100.00
HI	43.24		45.17	
CV	167.65		172.83	

Note: %age share calculated by the author.

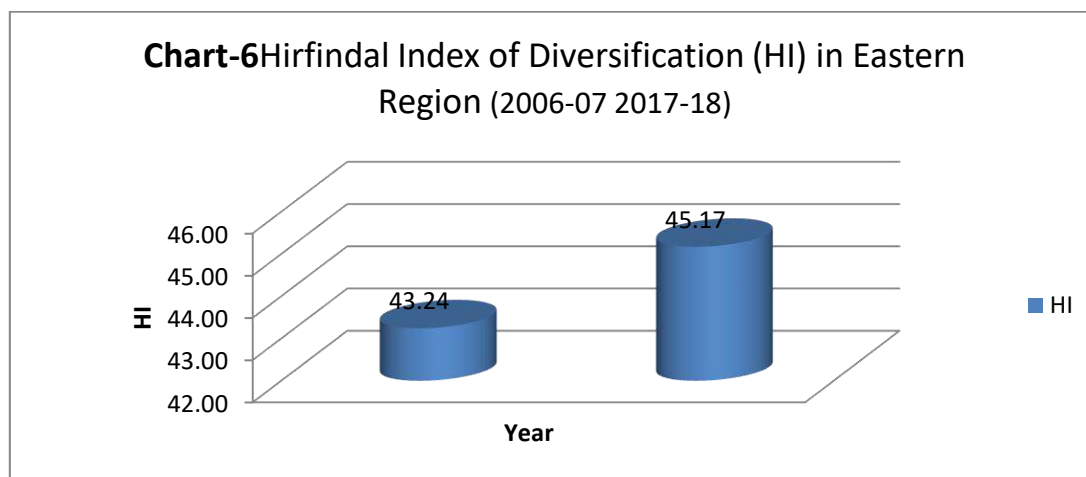
Source: Agriculture Statistics of India, Directorate of Economics and Statistics Government of India, 2006-07 and 2017-18.

As far as the extent of diversification in production of major crops in Eastern Region is concerned it seems to have decreased in the year 2017-18 vis-a-vis the year 2006-07. This becomes clear when the HI values for study period is considered. As shown in Table-6 the value of HI has increased from 43.24 in 2006-07 to 45.17 in 2017-18. This is due to increased percentage share of

Wheat and Fruit &Vegetables and decreased percentage share of Rice, Oilseeds, and Pulses and in other crops. It implies that in Eastern Region Production of major crops under cultivation is mainly concentrated in Fruit &Vegetables.

The values of coefficient of variation also show that the variation among different crops has increased. The

value of coefficient of variation stood at 167.65 in 2006-07 and rose to 172.83 in 2017-18.



Source: Based on Table-6

### Diversification in Production of Major Crops, Central Region in India

Table-7 Region wise percentage shares of major crops in total Production in India (2006-07-2017-18) (Production in Million Tonns)

Crops	Central Region			
	2006-07		2017-18	
	Production	% share	Production	% share
Rice	4.57	5.69	7.35	4.90
Jowar	4.73	5.89	3.09	2.06
Bajra	5.45	6.79	6.23	4.15
Maize	3.67	4.57	6.78	4.52
Wheat	15.72	19.57	28.1	18.71
Pulses	6.91	8.60	11.42	7.61
Fruit & Vegetables	23.19	28.87	62.37	41.54
Oilseeds	16.07	20.01	24.81	16.52
Total Output	80.31	100.00	150.15	100.00
HI	18.25		24.72	
CV	72.53		105.72	

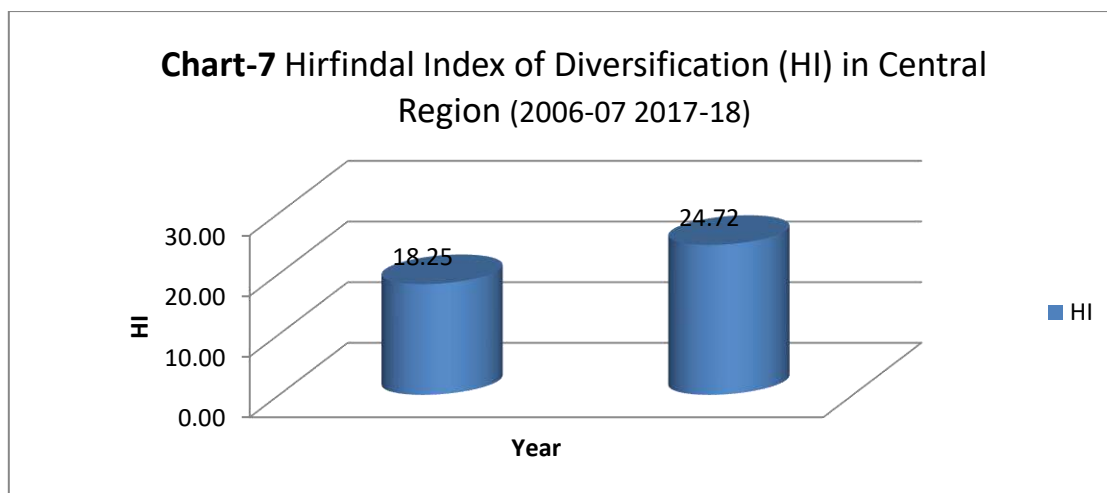
Note: %age share calculated by the author.

Source: Agriculture Statistics of India, Directorate of Economics and Statistics Government of India, 2006-07 and 2017-18.

As far as the extent of diversification in production of major crops in Central Region is concerned it seems to have decreased in the year 2017-18 vis-a-vis the year 2006-07. This becomes clear when the HI values for study period is considered. As shown in Table-7 the value of HI has increased from 18.25 in 2006-07 to 24.72 in 2017-18. This is due to increased percentage share of Fruit & Vegetables and decreased percentage share of Rice,

Wheat Oilseeds, and Pulses and in other crops. It implies that in Central Region Production of major crops under cultivation is mainly concentrated in Fruit & Vegetables.

The values of coefficient of variation also show that the variation among different crops has increased. The value of coefficient of variation stood at 72.53 in 2006-07 and rose to 105.72 in 2017-18.



Source: Based on Table-7

### Diversification in Production of Major Crops, Southern Region in India

Table-8 Region wise percentage shares of major crops in total Production in India (2006-07-2017-18) (Production in Million Tonns)

Crops	Southern Region			
	2006-07		2017-18	
	Production	% share	Production	% share
Rice	18.88	29.25	22.84	21.40
Jowar	2.21	3.42	2.09	1.96
Bajra	0.47	0.73	0.51	0.48
Maize	4.86	7.53	10.59	9.92
Wheat	0.18	0.28	0.23	0.22
Pulses	2.06	3.19	3.46	3.24
Fruit &Vegetables	31.05	48.10	62.87	58.92
Oilseeds	4.84	7.50	4.12	3.86
Total Output	64.55	100.00	106.71	100.00
HI	33.05		40.57	
CV	137.06		160.21	

Note: %age share calculated by the author.

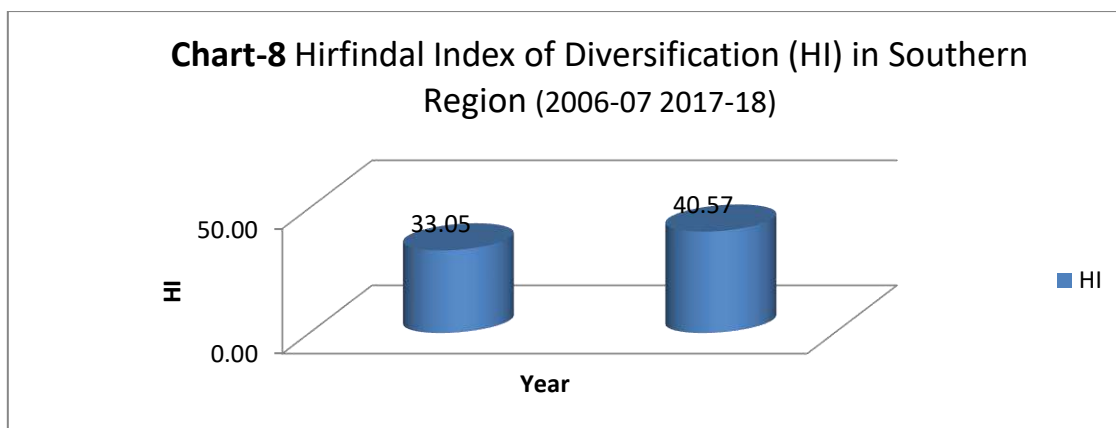
Source: Agriculture Statistics of India, Directorate of Economics and Statistics Government of India, 2006-07 and 2017-18.

As far as the extent of diversification in production of major crops in Southern Region is concerned it seems to have decreased in the year 2017-18 vis-a-vis the year 2006-07. This becomes clear when the HI values for study period is considered. As shown in Table-8 the value of HI has increased from 33.05 in 2006-07 to 40.57 in 2017-18. This is due to increased percentage share of Pulses, Maize and Fruit &Vegetables and decreased percentage share of

Rice, Wheat Oilseeds, and Pulses and in other crops. It implies that in Southern Region Production of major crops under cultivation is mainly concentrated in Fruit &Vegetables.

The values of coefficient of variation also show that the variation among different crops has increased. The value of coefficient of variation stood at 137.06 in 2006-07 and rose to 160.21 in 2017-18.





Source: Based on Table-8

### Region wise Percentage Shares of All Regions of Major Crops in Total Production in India

Region wise diversification in production of major crops in India is given in the following tables:

Table-9 Region wise percentage shares of major crops in total Production in India (2006-07-2017-18) (Production in Million Tonnes)

Crops	All Regions			
	2006-07		2017-18	
	Production	% share	Production	% share
Rice	83.13	23.74	106.54	19.42
Jowar	7.24	2.07	5.39	0.98
Bajra	7.93	2.26	9.18	1.67
Maize	14.17	4.05	24.35	4.44
Wheat	68.64	19.60	95.91	17.49
Pulses	13.13	3.75	19.27	3.51
Fruit & Vegetable	131.62	37.58	254.96	46.49
Oilseeds	24.35	6.95	32.88	5.99
Total Output	350.21	100.00	548.48	100.00
HI	24.48		29.16	
CV	104.67		123.41	

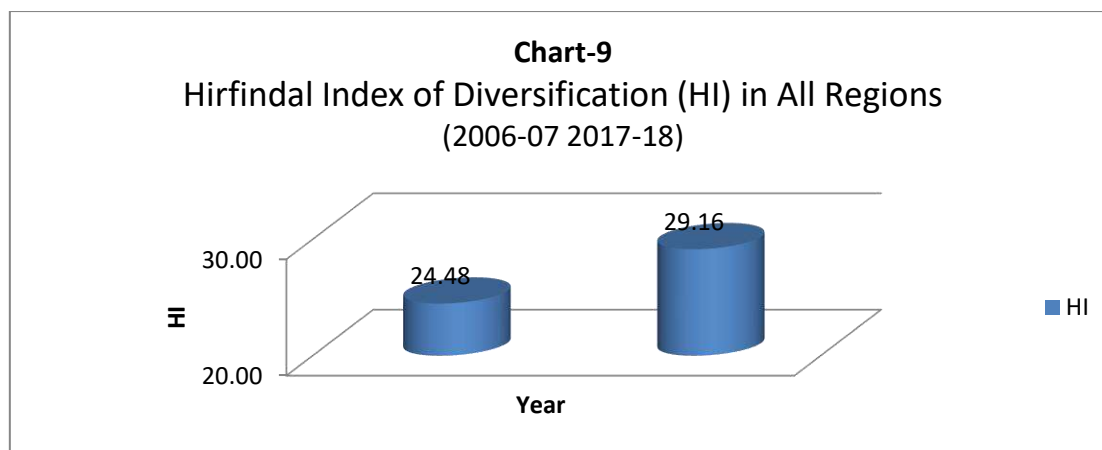
Note: %age share calculated by the author.

Source: Agriculture Statistics of India, Directorate of Economics and Statistics Government of India, 2006-07 and 2017-18.

As far as the extent of diversification in production of major crops in All Regions is concerned it seems to have decreased in the year 2017-18 vis-a-vis the year 2006-07. This becomes clear when the HI values for study period is considered. As shown in Table -9 the value of HI has increased from 24.48 in 2006-07 to 29.16 in 2017-18. This is due to increased percentage share of Maize and Fruit &Vegetables and decreased percentage

share of Rice, Wheat Oilseeds, and Pulses and in other crops. It implies that in All Regions Production of major crops under cultivation is mainly concentrated in Fruit &Vegetables.

The values of coefficient of variation also show that the variation among different crops has increased. The value of coefficient of variation stood at 104.67 in 2006-07 and rose to 123.41 in 2017-18.



Source: Based on Table-9

## V. CONCLUSION

Indian agriculture has undergone diversification, with notable increases in the sector's share of livestock and fisheries in total agricultural income. The diversification has mostly been in the crop sector. Most states are in favour of non-food grain crops. Though, the Diversification in these states has not primarily been for the purpose of generating income, but has also been used for risk mitigation. As far as the extent of diversification in area of major crops in all regions except Southern Region is concerned it seems to have decreased in the year 2017-18 vis-a-vis the year 2006-07. As far as the extent of diversification in production of major crops in all Regions is concerned it seems to have decreased in the year 2017-18 vis-a-vis the year 2006-07.

Utilizing the potential of diversification, however, necessitates a progressive transformation of infrastructure and quality standards, credit and fiscal setup, and market institutions into those that promote it. However, while accelerating the pace of diversification, certain precautions regarding long-term food security, probable changes in the global market, and the element of risk in transitioning from traditional to commercialised agriculture in the presence of sizable small and marginal farmers must also be kept in mind. As the political and economic effects of globalisation become more clear, the policies are changing. However, there is general agreement that the difficulties that lie ahead are undoubtedly daunting and will call for more focus and effort.

## REFERENCES

- [1] Ashok, K. R., & Balasubramanian, R. (2006). Role of infrastructure in productivity and diversification of agriculture. A research report, South Asia Network of Economic Research Institutes, Islamabad.
- [2] Basantaray, A. K., & Nancharaiyah, G. (2017). Relationship between crop diversification and farm income in Odisha- an empirical analysis. *Agricultural Economics Research Review*, 30 (Conference Number), 45-58.
- [3] BIRTHAL, P. S., NEGI, D. S., JHA, A. K., & SINGH, D. (2014). Income sources of farm households in India: determinants, distributional consequences and policy implications. *Agricultural Economics Research Review*, 27(1), 37-48.
- [4] Chand, R., & Pal, S. (2003). Policy and technological options to deal with India's food surpluses and shortages. *Current Science*, 84 (3), 388-398
- [5] Government of India, Ministry of Agriculture, Department of Agriculture and Co-operation, National Policy for Farmers, 2007, pp 6-10.
- [6] Joshi, P.K., Ashok Gulati, P.S. Badal and Laxmi Tewari, (2004) Agricultural diversification in South Asia: Pattern, determinants and policy implications; *Economic and Political Weekly*, 12 June: 2457-2467.
- [7] Kumar, S., & Gupta, S. (2015). Crop diversification towards high-value crops in India: a state level empirical analysis. *Agricultural Economics Research Review*, 28(2), 339-350.
- [8] Mukherjee, S., & Chattopadhyay, S. (2017). Crop diversification in West Bengal: a district level analysis for the period 1980-81 to 2011-12. *Journal of Rural Development*, 36(4), 501-529.
- [9] Reserve Bank of India, Report on Currency and Finance, 2001-02, pp. VIII-2
- [10] Government of India, Planning Commission, Tenth Five Year Plan (2002-07), Volume I, PP.15-18
- [11] R. and K.V. Reddy, (2004) Food security and nutrition: Vision 2020, India Vision 2020, Report of the Committee on India Vision 2020, Planning Commission, Government of India, Academic Foundation.
- [12] Singh, J. (1976), *An Agricultural Geography of Haryana*, Vishal Publication, Kurukshetra, pp. 250-285.
- [13] Satyasai, K.J.S. and K.U. Viswanathan, (1996) Diversification of Indian agriculture and food security, *Indian Journal of Agricultural Economics*, 51(4): 674-679.
- [14] Vyas, V.S., (1996) Diversification of agriculture: Concept, rationale and approaches, *Indian Journal of Agricultural Economics*, 51(4): 636-643.



# Reflection of Gender Encounters in the Society Portrayed in Literature

Jala Srilakshmi

M.A., M.Ed., M.Phil., SET, Degree college Lecturer in English, TSWRDC W Khammam, Telangana, India

Received: 02 May 2023; Received in revised form: 03 Jun 2023; Accepted: 11 Jun 2023; Available online: 18 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— *The gender perspective examines the impact of gender on people's opportunities, social roles, and interactions. The successful implementation of policy goals, programs and projects of international and national organizations is directly influenced by gender impacts and thereby back to the social development process. Gender is an integral part of all aspects of the economic, social, daily and private life of individuals and societies, and of the various roles that society attributes to men. and women. Representation of gender in literary works always show differences of the male and female characters in the novel, short stories, or films, by analysing the gender role or the representation of the literature work, it can be found that the authors of literature is following the patriarchal or feminism idea. The gender representation is shown in any genre of the literature. Virginia Woolf literature Woolf's most famous statement about the relationship between gender and writing. Analysing gender discrimination in Anita Desai's novel, Fasting, Feasting. Gender Bias by Sudha Murthy. The advancement of technology is one of the important factors contributing to closing the gender gap in the workplace. This approach looked for strategies and measures to compensate women for their social disadvantages. Since we all know that gender equality means equal rights and equal access to resources and opportunities for women and men, digitization has helped people improve their skills in their respective fields. Today, they can connect with anyone in the world through digital platforms and participate in online knowledge-sharing sessions.*



**Keywords**— *Gender discrimination, literature, feminism, societies, gender bias*

## I. INTRODUCTION

There are plants, animals, other living things and animate objects in the universe, but the human being is considered as the supreme creation of nature. Man is being endowed with some abilities which other living beings do not possess. Man and woman are two forms of divine energy. They are created to complete each other. There are biological and psychological differences in man and woman. Generally, men are considered physically stronger while women are more delicate and silent. Due to this and other differences both are given different roles to play and they are even treated distinctly in our society.

Gender is the characteristics of women, men, girls and boys that are socially constructed. This includes the norms, behaviours, and roles associated with being a woman, man, girl, or boy, and relationships with each other. As a social

construct, gender varies from society to society and can change over time. Gender is hierarchical and creates inequalities that intersect with other social and economic inequalities. Gender discrimination intersects with other discriminatory factors such as race, socioeconomic status, disability, age, geographic location, gender identity and sexual orientation, among others. This is called intersectionality. Gender interacts with, but is distinct from, gender and refers to the different biological and physiological characteristics of females, males and intersex people such as chromosomes, hormones and reproductive organs. Gender and gender are related to, but distinct from, gender identity. Gender identity refers to a deeply felt, inner, individual experience of gender, which may or may not correspond to a person's physiology or gender assigned at birth.

More than half a century ago, India was one of the first countries in the world to elect a woman as prime minister, and the country currently has several highly influential women politicians, including Sonia Gandhi, the head of one of the major national parties. Today, most Indians say that “women and men make equally good political leaders,” and more than one-in-ten feel that women generally make better political leaders than men.

## II. LITERATURE REVIEW

**Abir Lal Mukherjee (2022)** A Padma Shri awardee, chairperson of Infosys Foundation, and an active member of public health care initiatives of the Gates Foundation, Sudha Murti, is a multidimensional character. Her journey of coming from a small town in Karnataka to becoming the first female engineer hired at TELCO, itself is a story of breaking stereotypes and fighting gender inequality. *Three Thousand Stitches (Ordinary People, Extraordinary Lives)*, an autobiographical writing, was published in 2017. The book has eleven chapters, among them "Three Thousand Stitches", "How to Beat the Boys", "Cattle Class", "No Place Like Home", "A Powerful Ambassador" and "I Can't, We Can" deal with basic human rights violations, devadasi culture, female health, communal animus, social judgement. The article looks into the social animus and social judgement along with human rights issues in the text. Sudha Murty recorded the real-life incidents from her own experiences in these chapters which are studied to understand the social beliefs of the time and to identify the instances of basic human rights violations.

**Monika Duggal (2022)** Gender dis-crimination is deeply ingrained in human nature and physiology in Indian context clearly revealed in the writings of Indian writers who write in English. This is universal across cultures and manifests itself in nearly every aspect of life. God made man in His own image and man created male and female according to the Biblical perspective of humanity. Anita Desai and Githa Hariharan were the catalysts for this shift. The research reveals how they express their feelings on gender interaction in their female characters in their writings. They emphasize an individual's identity, particularly that of an Indian woman. This article delves into the origins of gender disparity in India, as well as the Socio-cultural factors that contribute to it. It also highlights the advantages of having a new self-concept, of being a new woman or being a modern woman. A new woman's self-concept evolves from a series of gender interactions set in the framework of sociology, psychology, ideology, history, and feminism in the novels of Anita Desai and Githa Hariharan.

## III. GENDER ROLES AND SOCIETY

One striking characteristic of the 20th century was the women's movement, which brought women to the forefront in a variety of societal arenas. As women won the right to vote, achieved reproductive freedom through birth control and legalized abortion, and gained access to education and employment, Western culture was forced to examine its long-held views about women and the roles they play in society.

The study of gender and gender roles dominated much of the scholarship in sociology, anthropology, and psychology during the last half of the 20th century. The terms gender and sex are often used interchangeably, but these terms define different concepts and are not interchangeable. Gender schema theory, a combination of the stage and the socialization theories, suggests that humans develop schemas for learning about gender and gender roles. Symbolic interaction theory posits that gender is strictly a social construction, and based on society's definition of masculine and feminine, distinct gender roles are passed on and reinforced by different mechanisms within society.

Especially important to this study was the symbolic interaction theory of gender roles. Symbolic interaction attributes gender role development to the process of socialization which is "the lifelong process through which individuals learn their culture, develop their potential, and become functioning members of society". Symbolic interaction suggests that social roles are learned over time and are subject to constant reinforcement. Additionally, symbolic interaction theory holds that a person's understanding of his or her role is subject to change. If plays are considered social models, then how female and male characters are presented suggests how society at large views the roles of women and men. Furthermore, the presentation of gender in plays can serve to reinforce or to call for a change in accepted gender behavior for women and men.

Gender roles in society means how we're expected to act, speak, dress, groom, and conduct ourselves based upon our assigned sex. For example, girls and women are generally expected to dress in typically feminine ways and be polite, accommodating, and nurturing. Men are generally expected to be strong, aggressive, and bold.

## IV. POST STRUCTURAL AND POSTMODERN FEMINIST SOCIAL WORK

Post structural and postmodern theories have questioned the notion of identity or experience-based knowledge that features in some feminist work, because poststructuralist theories do not treat language as a reflector of reality, but



rather a powerful way of constructing knowledge. Thus, any claims that feminist social work should be based upon validating the experiences of women are thrown into question because those experiences are not merely authentic, they are motivated, linguistic accounts, which aim to achieve certain effects, and they are open to different interpretations.

Feminist poststructuralists also challenge the notion of women's shared experience, since the category "woman" is itself experienced differently and fractured along race, class, sexuality, disability, age, and other lines. Earlier feminist debates also centered on potential exclusions of the category "woman" by race, sexuality, and so on, but here the concern is more with the powerful effects of language use. Postmodern feminist social work, based upon difference, diversity, and recognizing the marginalized do not sound particularly challenging, their questions about the potentially oppressive nature of gendered or racialized categories used by social workers raise important concerns regarding the nature of social work knowledge.

Postmodern feminist social work theories reject the notion of egalitarian power relations as a fantasy that does not engage with the power dynamics that always exist between social workers and clients, a point also made in earlier work. Power is not seen as a one-way street; that is, something always held by social workers over service users. There is no space outside of power relations, and so postmodern thinkers call for reflexivity about power within all practices. The feminist model of empowerment, for example, may be criticized because it sees power as somehow given to the (always) powerless service user by the (always) powerful social worker, but also because the notion of "empowerment" has been co-opted by neoliberal state welfare, so that it replaces any concern for wider structural change with individualized notions of "choice."

## V. THE PORTRAYAL OF WOMEN IN NOVELS

### Virginia Woolf

Virginia Woolf (1882-1941) was an English novelist, essayist, biographer, and feminist. Woolf was a prolific writer, whose modernist style changed with each new novel. Her letters and memoirs reveal glimpses of Woolf at the center of English literary culture during the Bloomsbury era. Woolf represents a historical moment when art was integrated into society. Virginia Woolf is a name that has inspired different feelings in different people ranging from downright disparagement to great adulation. None who have come in contact with her or with her works have remained unaffected by it. Her work has not appealed to all her readers equally for she has always demanded an

informed readership; but discerning readers have found that they could respond to the various aspects in Woolf starting from the traditional readings of Woolf in respect to the autobiographical elements of her works or her narrative technique to the most sophisticated readings pertaining to the postmodern theories. She has invited Feminist, Marxist, Structuralist and Poststructuralist readings and such is the multi-faceted nature of her work that it has been possible to approach her from different angles with equal conviction.

Considering the relevance of the concept of androgyny to the present times, it would be worthwhile to examine it in the context both of its presentation by Woolf as well as the critical debate it has generated. In her novel, *The Waves*, Woolf represented the ideal relationship between man and woman by an image of a couple riding in a taxicab. Earlier in *A Room of One's Own*, Woolf had used the same image to suggest the need of a balance between the masculine and the feminine elements of the human mind. A marriage had to be consummated within the mind itself of each individual, a union between the masculine and feminine principles, Woolf reiterated. The androgynous self that Woolf envisions as the ideal self is not a single definable self, but one which contains within itself a multitude of selves with unlimited potential, one half of which has lain unutilized in every socially conditioned individual down the ages.

*A Room of One's Own*: For Woolf the recovery of the lives and works of women writers who had gone before, and the establishment of a female literary tradition was vitally important. Woolf argued that 'we think back through our mothers if we are women'. Each generation of women writers builds upon the successes of those who have gone before, and for that to be possible the lives of those women need to be known and their books read, studied, valued and enjoyed. Today, the challenges facing women writers have changed. In the 1970s publishers such as Virago began returning books by neglected women authors to the literary canon. Representation is now very much a concern, and ensuring that women from ethnic minorities have their work read, reviewed, promoted and marketed on a level playing field with their white peers is increasingly important. The more perspectives we encounter the richer our understanding of life.

### Anita Desai

Anita Desai born on 24 June, 1937 at Mussoorie. She is a well known Indian writer. Her novels focus on the tortured, tormented, trodden image of women and the struggle of women against the male dominated world.

The novels *Cry, the Peacock* (1963) and *Voices in the City* (1965) deal with depressed housewives in altogether

different way. In *Cry, the Peacock*, Maya-the protagonist has to suffer as her husband can't understand her various needs while in *Voices in the City*, Monisha, suffers due to husband's insensibility as well as the cruel nature of mother-in-law.

In the novel *Where Shall We Go This Summer?* (1975), Desai presents the predicament of a married women who wants to win over the difficulties and sufferings of her life. The novel *Fasting, Feasting* (1999), takes place in a small village. This is a story of Uma and Arun. Uma an older women who is unmarried and no one cares about her future. She works hard in home and serves the old parents. On the other hand, a lot of efforts are taken to ensure Arun's education and future life. Because he is the male member of the family.

### Sudha Murthy

Sudha Murthy is born on 19th August 1950 in Shiggaon in Karnataka. She is a well known author in Kannada and English language. She has written novels that promote her views on feminism. She writes about women's struggle, problems and other feminine aspects. *Mahashweta* (2000) is a heart touching story about Anupama, a poor but beautiful girl. Dr. Anand falls in love with her and gets married to her. Suddenly she discovers a white patch on her foot and learns that she has leukoderma. Afterwards her life gets totally changed and she has to suffer a lot of problems in the course of time. *Dollar Bahu* (2003) tells the story of NRI marriages. It depicts the condition of Indian wife and NRI wife. The mother-in-law thinks that Indian daughter-in-law is not as good as NRI daughter-in-law. The novel highlights man woman relationship and various aspects related to women in male dominated society.

*Gently Falls the Bakula* (2008) is a story of marriage that losses its ultimate aim and becomes a failure as a marriage. The novel tells us about Shrikant and Shrimati. Shrikant works relentlessly and achieves success in IT company. While Shrimati gives up her academic aspirations and becomes husband's shadow, only fulfilling her duties as a corporate leader's wife. In the process she losses her own identity.

The novel *House of Cards* (2013) deals with the story of Mridula and Sanjay who settled in Bangalore after marriage. Sanjay is a doctor and in the course of time he earns a lot of money by corrupt practice. When Mridula comes to know about this truth, she has to face discontentment in married life despite a love marriage. This intricately woven novel explores human relationship and holds up a mirror to our society.

## VI. CONCLUSION

All during the 20th women have faced significant human rights challenges and social impediments due to the prevalence of male-dominated social structures. There is a direct line between literature and inequality. Sad occurrences, terrible circumstances, and the condition of women in the 18th and 19th centuries are often depicted in literature. In most cultures, women are expected to lag three steps behind males. Whether Anita Desai, Sudha Murthy and Virginia Woolf is portraying a male or female role, it is always the women who end up being the dominant ones. A major patriarchal strategy used to prevent women from realizing their actual identities as independent self-existence is the vivid depiction in literature of patriarchal ways of imposing a false identity on them.

## REFERENCES

- [1] Monika Duggal (2022) "Gender discrimination in the novels of Anita Desai & Githa Hariharan", *IJAR*, ISSN: 2394-5869, Volume-8, Issue-11, Pp:283-287
- [2] Aradhana Singh (2022) "Gender discrimination in the novels of ruth praver Jhabvala", *IJCRT*, ISSN: 2320-2882, Volume 10, Issue 7.
- [3] Vishwa Bandhu Sharma (2015) "A study gender issues in Indian writing in English", *Globus an International Journal of Management & IT*, ISSN: 0975-721X, Vol 7, No1.
- [4] Fazal Karam (2022) "An analytical study of gender discrimination in Anita Desai's fasting, feasting", *Palarch's journal of archaeology of Egypt / Egyptology*, vol. 19 no. 1
- [5] Noor-A-Jannath Tania (2022) "Virginia Woolf's "Women and Fiction": A Turn Toward the Impersonal", *Journal of Research in Humanities and Social Science*, Volume 10 ~ Issue 8 (2022) pp: 56-59, ISSN(Online):2321-9467
- [6] Abirlal Mukherjee( 2022) *Basic Human Rights Violations in Sudha Murty's Three Thousand Stitches*", *International Journal of English Literature and Social Sciences*, Issn no-2456-7620, Vol-7, Issue-2;
- [7] Dr.Naushad Khan (2018) "Critical Review of Past Literature on Gender Inequality in the World", *Research on Humanities and Social Sciences*, ISSN 2225-0484, Vol.8, No.13.
- [8] Senft, Theresa. (2020). *Reading Notes for Donna Haraway's Cyborg Manifesto*. 10.13140/RG.2.2.28370.99521.
- [9] Satya Prakash Das (2005) "Human rights : a gender perspective", *The Indian Journal of Political Science* Vol. 66, No. 4, pp. 755-772.
- [10] Catherine Verniers (2017) "Justifying gender discrimination in the workplace: The mediating role of motherhood myths", *PLOS ONE*, Volume-13, Issue-1 <https://doi.org/10.1371/journal.pone.0190657>



# Politics, Vaccine Distribution, and Public Reception during the Covid-19 Pandemic in Enugu State

E. E. Odeh<sup>1</sup>, S. M. Odibo<sup>1</sup>, H.C. Agbo<sup>1</sup>, G. E. Ezirim<sup>2</sup>, I. M. Ogbuka<sup>3</sup>

<sup>1</sup>Department of Political Science, Renaissance University Ugbawka, Enugu State

<sup>4</sup>Department of Political Science, University of Nigeria, Nsukka

<sup>5</sup>Department of Political Science, Enugu State University of Science and Technology, Enugu

Received: 04 May 2023; Received in revised form: 02 Jun 2023; Accepted: 10 Jun 2023; Available online: 18 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— The COVID-19 pandemic has posed unprecedented challenges to governments worldwide, with significant implications for public health, social and economic development, and global security. This study aims to examine the politics surrounding the distribution of COVID-19 vaccines and its impact on public reception in Enugu State, Nigeria. Using political ecology theory and a mixed-method approach that includes data collection through interviews, surveys, and document analysis, the study explored the factors that shape the distribution of vaccines and how government officials, community leaders, and public health agencies are involved in the distribution process. Additionally, the study will investigate how the political climate in Enugu State contributes to the public's perception and reception of the vaccine distribution efforts. The study seeks to identify the challenges encountered during the distribution of the COVID-19 vaccines in Enugu, including political influence, corruption, and bureaucratic red tape, among other factors. The study shows that inadequate vaccine distribution has led to elitist vaccine reception. The findings of this study will provide valuable insights to policymakers, public health officials and community leaders on the challenges and opportunities for effective vaccine distribution strategies in Enugu State, contributing to the pandemic response in Nigeria and beyond.



**Keywords**— Covid-19 Pandemic, Elitist Vaccine Reception, Political Ecology Theory, Public Vaccine Reception and Vaccine Distribution.

## I. INTRODUCTION

Governments around the world have faced unprecedented challenges as a result of the COVID-19 pandemic, which has serious consequences for public health, social and economic growth, and international security. A global health catastrophe has engulfed practically all of the world's nations. In order to stop the spread of the pandemic and lessen its effects on healthcare systems and economies, vaccines have become an essential tool (WHO, CDC, UN, 2021). But in many nations, notably Nigeria, the distribution of COVID-19 vaccines has grown complicated and politicized (Al Jazeera, 2021; BBC News, 2021; Africa News, 2021).

Nigeria had its first case of COVID-19 confirmed by the Infectious Disease Centre, Yaba, Lagos State, on February 27, 2020. This was confirmed when an Italian citizen arrived at the Murtala Muhammed International Airport, Lagos, at 10:00 p.m. on February 24, 2020, on board a Turkish airline from Milan, Italy. He was eventually confirmed positive when he visited his company's site in Ogun State and presented himself at his company's staff clinic, where he was confirmed and referred to the Infectious Disease Hospital (IDH) (Nigeria Centre for Disease Control, 2020). This led to contact tracing by the Nigeria Centre for Disease Control (NCDC). Places of first contact were traced using the manifesto of the flight of the index cases in Nigeria. Soon, the cluster of

cases was confirmed in Lagos and Abuja and further spread throughout the country.

The virus's emergence in Nigeria in February 2020 triggered a series of public health interventions, including lockdowns, travel restrictions, and other non-pharmaceutical measures. These actions were necessary to contain the disease's spread and prevent healthcare systems from becoming overwhelmed (Adeshokan, 2021). However, the pandemic has also exposed existing fault lines in the country's health system, revealing glaring gaps in infrastructure, emergency preparedness, and resource allocation. As such, Nigeria had to develop strategies to overcome these challenges and create systems to deliver critical medical resources such as vaccines (Mambondiyani, 2021). Despite the Nigerian government's efforts to distribute vaccines to every state, there is still a disparity in the distribution of the vaccines (Ukomadu & Sanni, 2021).

As of May 2023, the Nigeria Centre for Disease Control (NCDC) reported that Enugu State, which is in the southeast of Nigeria, has over 2,952 cases of COVID-19. The state government has implemented a number of measures to stop the virus from spreading, such as limiting gatherings, mandating the use of face masks in public areas, and putting contact tracing and testing procedures into place (Ojeme, 2021). However, there have been issues with the distribution of COVID-19 vaccinations in the state, such as worries about vaccine safety and the equal delivery of vaccines to all areas (Adebowale, Onyeji, Adebayo, & Ukpog, 2021).

The government's response in Enugu State has been characterized by a multifaceted approach, involving collaborations with various stakeholders such as religious groups, traditional leaders, and healthcare providers. The Nigerian Centre for Disease Control (NCDC) also played a significant role in coordinating the pandemic response to ensure that measures were consistent with globally agreed-upon best practices (Ifijeh, 2021). However, the public's perception of these measures has been mixed, with some citizens skeptical about the government's response to the pandemic. This skepticism about the government was a result of years of underfunded public healthcare infrastructure and other instances of government malfeasance. There were cases where people shunned vaccinations, citing mistrust and misinformation about the vaccine's safety and efficacy.

The adoption and uptake of vaccines are greatly influenced by how safe and effective they are perceived to be. According to a recent study by Olagoke et al. (2021), a sizable part of Nigerians are reluctant to receive the COVID-19 vaccination due to doubts about its safety,

efficacy, and belief in the capacity of the government to control the pandemic. The study underscores how crucial it is to increase public confidence and communication regarding vaccine distribution, safety, and effectiveness.

In addition, politics and corruption have been identified as significant challenges to the effective distribution of COVID-19 vaccines in Nigeria. Babalola et al. (2021) found that the political climate in Nigeria has influenced the allocation of resources and decision-making related to the pandemic response. Moreover, the study shows that corruption and political favoritism may affect the distribution of vaccines, resulting in certain communities and groups being prioritized over others. Despite these challenges, Enugu State's government has continued to dialogue with various stakeholders and roll out awareness campaigns to improve the public's perception of the pandemic response. These campaigns aimed to provide transparent communication to address rumors and misinformation. Another approach is the establishment of mobile vaccination centers that will bring the vaccines to every nook and cranny of the state.

The COVID-19 pandemic has sparked both challenges and opportunities for leadership and governance in Nigeria. The distribution of COVID-19 vaccines in Enugu State is a complex issue that involves political, social, and economic factors. Enugu state's response to the pandemic illustrates how the government has leveraged collaborations and partnerships with stakeholders to ensure an effective response to the pandemic (Nwachukwu, & Ezenwaji, 2021). Nevertheless, addressing public perception concerning the vaccines remains a significant challenge that the government must overcome to improve vaccination rates and curb the pandemic.

Studies have shown that corruption in the Nigerian health sector compromises the capacity of the healthcare provider to deliver public goods and control the outbreak of diseases (Fasan, 2020; Agwu, Orjiakor, Odii, & Onwujekwe, 2022). Again, a weak healthcare system and a large-scale immune-compromised population owing to the high prevalence of malnutrition, diabetes, hypertension, anemia, malaria, HIV/AIDS, and tuberculosis contribute to the rapid spread of COVID-19 in Nigeria (Lone & Ahmad, 2020). COVID-19-related misinformation also prompts people to act abruptly and increases the chances of the spread of the virus in Nigeria and elsewhere (Adepoju, 2020). The prevalence of highly congested and unsanitary slums also increases the spread of infectious diseases in Nigeria, including COVID-19 (Human Rights Watch, 2020; Ezeibe, 2020 et al). Other studies have also delved into the effects of the COVID-19



pandemic on national and state economies; many have glossed over the availability, distribution, and reception of vaccines in the post-lockdown era in Enugu State.

It is against this backdrop that the study is targeted towards unraveling the politics, vaccine distribution, and public reception during the COVID-19 pandemic in Enugu State. Specifically, to ascertain whether inadequate vaccine distribution is responsible for elitist vaccine reception in Enugu State.

## II. POLITICS, VACCINE DISTRIBUTION, AND PUBLIC RECEPTION OF COVID-19 VACCINE

The COVID-19 pandemic has been a global crisis that has affected almost every country in the world. Politicians have been playing a significant role in the response to the pandemic, and the distribution and reception of vaccines have also become crucial aspects of the crisis. This section analyzes how politics has influenced vaccine distribution and public reception in Nigeria, particularly in Enugu State. The review focuses on the following key variables: politics, vaccine distribution, and public reception.

An overarching relationship exists between politics, vaccine distribution, and its reception. First, equitable access to safe, potent, and effective vaccines is critical to ending the COVID-19 pandemic, and vaccination itself will stop the spread of this global pandemic. However, there are differences in the number of doses delivered and administered. Thus, vaccine distribution and reception are concerned with COVID-19 vaccine doses delivered and administered in addition to vaccine trends and demographic data (NCDC, 2021).

The reaction to COVID-19 has been significantly influenced by politics. Politicians in Nigeria have been in charge of implementing regulations, including lockdowns and preventing the dissemination of false information. The politics of the crisis have occasionally, nonetheless, had unfavorable effects. Umeora and Umeora (2021) claim that the politicization of the pandemic in Enugu State led to a shortage of resources, delayed testing, and a deficient healthcare system. This demonstrates how crucial politics is to the control of pandemics.

Vaccine distribution has become a global challenge due to limited supplies and unequal access. In Nigeria, the government has been responsible for the distribution of vaccines to different states. According to Adhikari et al. (2021), Enugu State received a relatively small allocation of vaccines, which led to vaccine shortages and delays in the vaccination process. The study also reveals that vaccine hesitancy, misinformation, and

fear of side effects have contributed to low vaccine uptake in Enugu State.

A critical component of vaccine delivery is public acceptance. In Nigeria, vaccine hesitancy is common, which has resulted in low vaccine uptake, claim Okonkwo et al. (2021). According to the report, hesitation about vaccines has been influenced by concerns about side effects, a lack of faith in the government and medical professionals, and religious convictions. The report also emphasizes the importance of politics in overcoming vaccination reluctance.

In conclusion, the COVID-19 pandemic continues to pose significant challenges to Enugu State, Nigeria, and the world. Politics has played a crucial role in the management of the crisis, with both positive and negative results. Vaccine distribution has also been a global challenge, with limited supplies and unequal access. Public reception has been a crucial aspect of vaccine distribution, with vaccine hesitancy being prevalent in Nigeria. These key variables are interlinked and require a coordinated response from various stakeholders, including politicians, healthcare providers, and the public. Future research should focus on developing strategies to address vaccine hesitancy, improve vaccine distribution, and enhance political commitment to the COVID-19 response.

## III. METHODOLOGY

The study employed a time-series design. The political ecology theory was used as a framework for analysis. The study adopted mixed research methods. The target population for the study was made up of 3,693,463. From the target population, sample sizes of 394 respondents were selected with justifications using purposive sampling and systematic sampling, respectively. The qualitative aspect of research used the documentary method, and 394 questionnaires were sent out using Yamane's formula (1967) for data collection. The data generated were analyzed using content and thematic analysis methods.

### 1. Theoretical Perspective

This study aims to examine the politics surrounding the distribution of COVID-19 vaccines and their impact on public reception in Enugu State, Nigeria. The COVID-19 pandemic has brought to light the political dynamics and complexities surrounding the distribution and reception of vaccines across different countries and regions. In Enugu State, Nigeria, the politics of vaccine distribution and reception have become a controversial issue, with different actors playing varying roles. Political ecology theory provides a lens through which to analyze the underlying

power relations and socio-economic factors that influence vaccine distribution and reception.

The prominent scholars within political ecology theory are Michael Watts (1983), Erik Swyngedouw (1999), Arturo Escobar (1995), and Nancy Peluso (1992). These scholars have significantly contributed to the development of political ecology theory and have provided valuable insights into the complex dynamics that shape human-environmental relationships.

According to Blaikie (2006), political ecology theory recognizes that environmental problems are socially and politically constructed and that the distribution of power and resources plays a key role in shaping these problems. In Enugu State, the distribution of vaccines is influenced by political power dynamics and resource allocation, which favour certain groups over others. There are concerns that political elites and well-connected individuals are receiving vaccines ahead of other groups, such as health workers and the elderly.

This is in line with the work of Robbins (2012), who argues that political ecology recognizes that access to resources is based on the power relations and social hierarchies that exist within a society. In Enugu State, the politics of vaccine distribution reflect social hierarchies where those with greater power and resources receive preferential treatment. This has created mistrust among some sections of the population who feel marginalized and excluded from the vaccine distribution process.

Furthermore, Leach and Scoones (2015) argue that political ecology theory also takes into account the dynamic interactions between different actors and their interests. In Enugu State, there are multiple actors involved in the vaccine distribution and reception process, including the government, private sector, and civil society organizations. These actors have different interests and priorities, which can impact the distribution and reception of vaccines. For example, private health providers may be more interested in serving their clients than reaching marginalized populations.

Additionally, Bryant and Bailey (1997) assert that political ecology theory helps to explain the causes and consequences of environmental inequalities, conflicts, and social injustices associated with resource distribution. In Enugu State, there is a possibility of environmental inequality and social injustice as some sections of the population may not have equal access to vaccines.

This framework's practical application well explains the pitiful situation of Nigeria's political system, which has been dominated by the political elite since the return of civilian and democratic administrations in Enugu State in 1999. This stratification has classified the political

environment into the rulers (elites) and the ruled (masses). Therefore, political ecology theory provides a useful frame for explaining the politics of vaccine distribution and reception in Enugu State during the COVID-19 pandemic. It highlights power relations, social hierarchies, the interests of different actors, and its consequences for equitable access to vaccines. By using political ecology theory, policymakers and stakeholders in Enugu State can better understand the underlying causes of these dynamics and develop policies and interventions that enhance equitable access to vaccines while reducing social and economic inequality.

The availability and accessibility of the COVID-19 vaccine are essential for cushioning the spread and effects of the COVID-19 pandemic. In other words, vaccination is a critical instrument in the battle against the COVID-19 pandemic. This theory re-emphasized the need to eliminate, at all costs, any element of politics in the distribution and reception of the COVID-19 vaccine. Vanguard News Nigeria (2021) shows the manifestation of the elitist reception of the COVID-19 vaccine in Enugu. This is because most of the people already vaccinated are health workers, security men, critical or strategic leaders at both state and local government levels, and some elderly people. Equally, vaccine nationalism in developed countries has led to a low rate of vaccine distribution in Nigeria and Enugu State in particular.

## 2. The Inadequate Vaccine Distribution and Elitist Vaccine Reception in Enugu State, Nigeria.

Tables 1, 2, and 3 show the demographic background of the respondents (gender, age, and educational qualifications).

Table 5.1 Gender

Gender	Respondents	Percentage
Female	219	55.6%
Male	175	44.4%
<b>Total</b>	<b>394</b>	<b>100%</b>

Source: Field Survey, 2023

From the above table, the female group has the highest number as it relates to the questionnaire. This is based on the fact that, out of the 394 copies of questionnaires collected, 219 were female, representing 55.6%, as compared with 175 male respondents, representing 44.4%.

Table 5.2 Age

Gender	Respondents	Percentage
18-38	114	36.5%
39-59	200	50.7%

60 and above	80	20.3%
<b>Total</b>	<b>394</b>	<b>100%</b>

**Source: Field Survey, 2023**

The above table reveals that the respondents between 39 and 59 years old, with 50.7%, have the highest number out of the 394 copies of questionnaires collected.

*Table 5.3 Educational Qualifications*

<b>Educational Qualifications</b>	<b>Respondents</b>	<b>Percentage</b>
1 <sup>st</sup> School Leaving Certificate	30	7.6%
SSCE	69	17.5%
Diploma/NCE	110	27.9%
Degree/HND	150	38.1%
Masters Degree/PhD	35	8.9%
<b>Total</b>	<b>394</b>	<b>100%</b>

**Source: Field Survey, 2023**

The questionnaire reviews that degree/HND educational qualification has the highest number, which is 150, which represents 38.1%, while diploma/NCE has 110, which represents 27.9%, SSCE has 69, which represents 17.5%, master's degree/Ph.D. has 35, which represents 8.9%, and 1st school leaving have 30, which represents 7.6%.

*Table 5.4 shows the availability and accessibility of Covid-19 Vaccine.*

<b>Option</b>	<b>No. of Respondents</b>	<b>Percentage</b>
Agree	108	27.4%
Disagree	125	31.7%
Not Sure	161	40.8%
Total of Respondents	<b>394</b>	<b>100%</b>

**Source: Field Survey, 2023**

From the above table, 108 respondents, representing 27.4%, agreed that there is availability and accessibility of the COVID-19 vaccine, while 125 respondents, representing 31.7%, disagreed, and 161 respondents, representing 40.8%, are not sure about the issue. From the above table, the response shows that the majority of people are not concerned about the availability and accessibility of the COVID-19 vaccine. In other words, vaccine nationalism in developed countries has led to a low rate of vaccine distribution.

#### IV. FINDINGS AND DISCUSSION

The emergence of the COVID-19 pandemic in Nigeria has posed significant challenges to the government, including how to distribute vaccines equitably to all states. Enugu State, like other states in Nigeria, has experienced inadequate distribution of COVID-19 vaccines, leading to an elitist vaccine reception. This issue has been exacerbated by the state's political landscape, vaccine distribution strategies, and public perception, making vaccine rollout a significant challenge (Ibrahim et al., 2020).

The state's political landscape has complicated vaccine distribution in Enugu State due to political rivalry and power struggles with the national government. The People's Democratic Party (PDP), the government of Enugu State, has not enjoyed a cordial relationship with the ruling All Progressives Congress (APC) at the national level. This rivalry has contributed to delays in vaccine distribution and caused unequal access to vaccines in certain areas of Enugu State (Nwabueze & Nwajiuba, 2021).

The politics of vaccine distribution play a significant role in shaping the reception of vaccines, particularly in countries with limited resources. In Enugu State, Nigeria, there have been concerns that the limited distribution of vaccines has led to an elitist vaccine reception, with political elites and well-connected individuals receiving vaccines ahead of other groups. Ojo (2021) notes that in Nigeria, vaccine distribution has been influenced by politics, with priority groups such as government officials, diplomats, and political elites receiving vaccines before other groups.

Osinusi and Sunmonu (2021) reported that in Nigeria, vaccine distribution is determined by power relations and social hierarchy, with wealth and political connections playing a significant role in determining vaccine prioritization. The Coalition of United Political Parties in Enugu State (CUPP) has accused the state government of prioritizing vaccine distribution to political elites and well-connected individuals at the expense of other groups, according to Abah (2021).

Furthermore, Enugu State's vaccine distribution tactics have been heavily centralized, which has a negative impact on the equal delivery of vaccines to both urban and rural areas. Instead of public health institutions, the majority of vaccinations have been provided to private hospitals in metropolitan areas, leaving rural communities underserved and disadvantaged (Ibrahim et al., 2020). People from low-income backgrounds who do not have access to private healthcare are disadvantaged by this distribution mechanism. As a result, an aristocratic vaccine

system has developed in which only the wealthy and privileged may obtain vaccines, while the underprivileged and defenseless populace are denied access. These circumstances combined to create an aristocratic vaccine reception in the state of Enugu.

Adeniji and Fagbamigbe (2021) found significant differences in the rate of COVID-19 vaccination by social class in Nigeria. In particular, they found that individuals from higher social classes were more likely to receive the vaccine, while those from lower social classes were less likely to receive it. A news report by The Guardian Nigeria (2021) highlights concerns about widespread vaccine inequity in Nigeria, with wealthier and better-connected individuals gaining access to vaccines first. According to the report, political leaders, lawmakers, and other well-connected individuals have been accused of receiving vaccines ahead of frontline health workers and other vulnerable groups.

A study by Olusanya et al. (2021) found that government incentives and interventions aimed at increasing vaccine distribution in Nigeria tended to benefit certain groups more than others. Specifically, they found that urban areas and higher socioeconomic groups tended to benefit more, while rural areas and lower socioeconomic groups were less likely to receive vaccines.

The availability and adequate distribution of the COVID-19 vaccine are the means of achieving far above-ground levels of vaccination in Nigeria and Enugu State in particular, and the motivation and readiness of the people to receive the vaccine are another issue. The most reliable means of combating the COVID-19 pandemic, since non-pharmacological measures could not prevent its spread, as epitomized in the emergence of a second wave, is vaccination (Isah & Ubaka, 2021). The COVID-19 pandemic must be fought, and the coronavirus vaccine is a crucial tool. To put it another way, if the vaccines are effectively administered and accepted by the public, the spread of the virus within the state will be slowed or prevented. The public should be encouraged to get immunized, and non-pharmaceutical methods of preventing the spread of the virus should also be maintained. Examples include wearing a face mask, regularly washing your hands with soap and water, and adhering to social protocol.

Furthermore, the public's mistrust of the government's handling of the pandemic has led to a decline in vaccination rates. Many people are skeptical about the safety and efficacy of the vaccines and are unwilling to take them. This mistrust is partly due to past experiences of corruption in government healthcare provision (Abimbola & Malik, 2020). Studies have shown that the

public's lack of trust in government healthcare systems is a significant barrier to vaccine uptake in Nigeria (Azodo et al., 2021).

In addition, these findings align with the core principles of political ecology theory, which considers how environmental and resource-related issues are influenced by political power and social hierarchies. The politics of vaccine distribution in Enugu State are shaped by power relations and social hierarchies among different groups. Wealthy and well-connected individuals are more likely to have access to the vaccines, while poorer and marginalized people may be excluded from the vaccine distribution process.

The state government of Enugu State has established mobile vaccination stations to reach remote locations where COVID-19 vaccinations are most needed in order to solve the concerns of inadequate vaccine distribution and elitist vaccine reception in the state. To boost public opinion and confidence in the COVID-19 vaccine, the government has also launched awareness campaigns about COVID-19, emphasizing the value of vaccination. In order to address the issue of vaccine distribution and vaccination hesitancy, the government has additionally requested cooperation from stakeholders, including traditional and religious leaders (Azodo et al., 2021). Our argument is that political rivalry, negative public perception, and an elite vaccination reception have all been present during the delivery of vaccines in Enugu State. To solve these issues and guarantee equal vaccination distribution throughout the state, the Enugu State government must take aggressive actions. A lot can be done to improve vaccine distribution in the state, including working with stakeholders to educate the public about vaccine safety and effectiveness and setting up additional mobile vaccination stations.

In the middle of August 2020, Enugu State had a rudimentary case casualty rate of 1.95% COVID-19. As a result of the fairly weak health systems in the state characterized by insufficient apparatus, low government financing, and a high burden of infectious diseases (such as TB, HIV, and Malaria), the COVID-19-associated fatality rate increased drastically between February and August 2020 (Uzochukwu, Onyejekwe & Aloho, 2021).

Table 6 shows that as of May 24, 2023, Nigeria had confirmed COVID-19 cases (266,675), active cases (3,577), discharged 259,953 cases, and recorded 3,155 deaths. From the table above, Enugu State recorded 2,952 cases (lab confirmed), 13 active cases (on admission), 2,910 discharged cases, and 29 deaths. However, from April 22nd to April 28th, 2023, no new confirmed cases of COVID-19 were recorded in Nigeria (NCDC, 2023).



Table 6.1 The Status of COVID-19 Pandemic in Enugu State

No. of Confirmed Cases	No. of Active Cases	No. of Discharged Cases	No. of Deaths
2, 952	13	2, 910	29

Source: Authors used from NCDC Coronavirus COVID-19 Microsite (2023).

To this end, the assertion that inadequate vaccine distribution has led to elitist vaccine reception in Enugu State is supported by recent research and news reports. To address this issue, policymakers need to focus on equitable vaccine distribution strategies that prioritize vulnerable and marginalized populations and minimize vaccine inequities. As a society, it is vital that we work towards ensuring adequate and equitable distribution of vaccines, especially in low and middle-income countries, to ensure maximum vaccine coverage in the fight against COVID-19.

## V. CONCLUSION

The distribution of COVID-19 vaccines in Enugu State has posed significant challenges. The politicization of vaccine distribution, corruption, vaccine safety and effectiveness concerns, and equitable distribution have all contributed to the complexity of vaccine distribution. The inadequate distribution of COVID-19 vaccines in Enugu State has led to an elitist vaccine reception, where vaccines are mainly distributed to urban areas and private hospitals, leaving rural areas and public health facilities underserved. This situation has been worsened by the state's political landscape and public perception, which has resulted in a decline in vaccination rates. To address this challenge, the Enugu State government has partnered with various stakeholders to improve vaccine distribution by establishing mobile vaccination centers and collaborating with religious leaders and traditional rulers to raise awareness about vaccine safety and efficacy.

However, it is essential to address the underlying causes of this problem, such as mistrust in the government's handling of the pandemic and political rivalry. This will require concerted efforts from all stakeholders, including government authorities, healthcare providers, community leaders, and the public. The equitable distribution of COVID-19 vaccines is necessary to contain the pandemic and prevent its resurgence in the future. Therefore, it is crucial to continue improving vaccine distribution to ensure that all citizens, regardless of

their socioeconomic status or geographic location, have access to vaccines.

Finally, the inadequate distribution of COVID-19 vaccines in Enugu State has led to an elitist vaccine reception. This situation has been caused by political rivalry, centralized vaccine distribution strategies, and public perception; hence, it has contributed to a decline in vaccination rates. To address these challenges, there is a need for transparency in vaccine distribution, making the COVID-19 vaccines accessible to all citizens, including those in rural areas. Ensuring equitable vaccine distribution is essential in curbing the spread of COVID-19 in Enugu State.

## REFERENCES

- [1] Abah, T. (2021). COVID-19: CUPP alleges lopsided vaccine distribution in Enugu. Daily Trust. Retrieved from <https://dailytrust.com/covid-19-cupp-alleges-lopsided-vaccine-distribution-in-enugu>
- [2] Abimbola, S., & Malik, A. U. (2020). Health systems reform in Nigeria: a ten-year review. *Health Policy and Planning*, 35(Supplement\_2), ii4-ii26.
- [3] Adebawale, N., Onyeji, E., Adebayo, H. & Ukpung, C. (2021). Insecurity, vaccine hesitancy and other likely reasons Nigeria missed COVID-19 vaccination target. *Premium Times Nigeria*. Retrieved from <https://www.premiumtimesng.com/coronavirus/476698-insecurity-vaccine-hesitancy-and-other-likely-reasons-nigeria-missed-covid-19-vaccination-target.html>
- [4] Adeniji, A. A., & Fagbamigbe, A. F. (2021). A geospatial analysis of COVID-19 vaccine uptake in Nigeria: the role of social determinants of health. *International Journal of Health Geographics*, 20, 1-11.
- [5] Adepoju, P. (2020). Nigeria responds to COVID-19; first case detected in sub Saharan Africa. *Nature Medicine*, 26(4), 444-448. <https://doi.org/10.1038/d41591-020-00004-2>
- [6] Adeshokan, O. (2021, February 27). Nigeria and the COVID-19 pandemic: one year later. *The Guardian Nigeria*. Retrieved from <https://guardian.ng/features/nigeria-and-the-covid-19-pandemic-one-year-later/>
- [7] Adhikari, S. P., Meng, S., Wu, Y. J., Mao, Y. P., Ye, R. X., Wang, Q. Z., ... & Sun, C. (2021). Epidemiology, causes, clinical manifestation and diagnosis, prevention and control of coronavirus disease (COVID-19) during the early outbreak period: a scoping review. *Infectious diseases of poverty*, 10(1), 1-12.
- [8] Africa News. (2021, May 11). Nigeria: COVID-19 vaccine distribution to states begins. Retrieved from <https://www.africanews.com/2021/05/11/nigeria-covid-19-vaccine-distribution-to-states-begins/>
- [9] Agwu, P., Orjiakor, C. T., Odii, A. & Onwujekwe (2022). Effects of corruption and unaccountability on responses of frontline health workers to COVID-19 in Nigeria: Lessons and considerations for the social work profession. *International Social Work*, 0(0). <http://doi.org/10.1177/00208728211073391>

- [10] Al Jazeera, (2021). Fantastic step forward: First COVAX vaccines arrive in Nigeria. Retrieved 14 March 2021. <https://aljazeera.com/news/2021/3/2/millions-of-free-covax-jabs-arrive-in-nigeria>
- [11] Al Jazeera. (2021, March 10). Nigeria receives first COVID vaccine doses through COVAX scheme. Retrieved from <https://www.aljazeera.com/news/2021/3/10/nigeria-receives-first-covid-vaccine-doses-through-covax-scheme>
- [12] Azodo, C. C., Ezeja, E. B., Okolo, M. O., Aniwada, E. C., Onyeagba, R. A., & Eze, C. E. (2021). Knowledge, belief, and attitude of dental students and fresh dental graduates towards COVID-19 vaccination in South-East Nigeria. *European Journal of General Dentistry*, 10(1), 34-40.
- [13] Babalola, M., Adebayo, B., Ladipo, O., & Awopetu, I. (2021). The role of political will, governance, and leadership in Nigeria's response to the COVID-19 pandemic. *African Development Review*, 33(S1), S175-S189. doi: 10.1111/afdr.12464
- [14] BBC News. (2021, March 2). Covid: Why Nigeria has not yet received any vaccines. Retrieved from <https://www.bbc.com/news/world-africa-56232124>
- [15] Blaikie, P. (2006). Is small really beautiful? Community-based natural resource management in Malawi and Botswana. *World Development*, 34(11), 1942-1957.
- [16] Bryant, R. L., & Bailey, S. (1997). Third world political ecology. Routledge.
- [17] Centers for Disease Control and Prevention (CDC). (2021). The COVID-19 pandemic's impact on global health security. Retrieved from <https://www.cdc.gov/globalhealth/healthprotection/covid-19-pandemic-impact-on-global-health-security.html>
- [18] Escobar, A. (1996). Constructing nature: Elements for a post structural political ecology. *Futures*, 28(4), 325-343.
- [19] Ezeibe, C. C., C. Ilo, E. N. Ezeibe, C. N. Oguonu, N. A. Nwankwo, C. K. Ajaero, & N. Osadebe. (2020). "Political distrust and the spread of COVID-19 in Nigeria." *Global Public Health*. doi:10.1080/17441692.2020.1828987.
- [20] Fasan, O. (2020). COVID-19 is a fertile ground for aggravated corruption in Nigeria. Retrieved April 16, 2020 from <https://www.vanguardngr.com/2020/04/covid-19-is-a-fertile-ground-for-aggravated-corruption-in-nigeria/amp/>
- [21] Human Rights Watch. (2020). Nigeria: Protect most vulnerable in COVID-19 response: Extended lockdown threatens livelihoods of millions. Retrieved April 14, 2020, from <https://www.hrw.org/news/2020/04/14/nigeria-protect-most-vulnerable-covid-19-response>
- [22] Ibrahim, M., Kareem, O., & Shuaib, F. (2020). Nigeria's response to COVID-19: A situational report. *Risk Management and Healthcare Policy*, 13, 1007-1014.
- [23] Ifijeh, M. (2021). Enugu's multifaceted approach to COVID-19. *THISDAYLive*. Retrieved from <https://www.thisdaylive.com/index.php/2021/08/17/enugus-multifaceted-approach-to-covid-19/>
- [24] Isah, A. and Ubaka, C.A. (2021). Pharmacists' readiness to receive, recommend and administer COVID-19 vaccine in an African country: an online multiple-practice setting survey in Nigeria. *African Journals Online (AJOL)* Vol.33 No.3 (2021) Eissn:1995-7262. Print ISSN:1995-7262,DOI: 10.4314/mmj.v33i3.9
- [25] Leach, M., & Scoones, I. (2015). The political ecology of disease in Tanzania. In M. Pelling & M. Redclift (Eds.), *Handbook of climate change and human security* (pp. 94-108). Routledge.
- [26] Mambondiyani, A. (2021, March 25). Nigeria develops vaccine delivery plan as COVID-19 exposes health weaknesses. *Devex*. Retrieved from <https://www.devex.com/news/nigeria-develops-vaccine-delivery-plan-as-covid-19-exposes-health-weaknesses-99553>
- [27] Nigeria Centre for Disease Control Coronavirus COVID-19 Microsite (2023). COVID-19 Nigeria. <https://covid-19.ncdc.gov.ng>
- [28] Nigeria Centre for Disease Control. (2020). COVID-19 situation report - 44. <https://ncdc.gov.ng/diseases/sitreps/?cat=14&name=An%20update%20of%20COVID-19%20outbreak%20in%20Nigeria>
- [29] Nigeria Centre for Disease Control. (2021). An update of COVID-19 outbreak in Nigeria. Retrieved August 31, 2021, from <https://ncdc.gov.ng/diseases/sitreps/?cat=14&name=An%20update%20of%20COVID-19%20outbreak%20in%20Nigeria>
- [30] Nwabueze, C. A., & Nwajiuba, C. A. (2021). Impact of COVID-19 pandemic on the Nigerian health sector. *Journal of Public Health in Africa*, 12(s1).
- [31] Nwachukwu, O., & Ezenwaji, M. (2021). The distribution of COVID-19 vaccines in Nigeria: Challenges and opportunities for leadership and governance. *Journal of Public Affairs*, 21(2), e2278. <https://doi.org/10.1002/pa.2278>
- [32] Ojeme, V. (2021). COVID-19 resurgence: State governments impose new measures to contain virus surge: Vanguard. Retrieved from <https://www.vanguardngr.com/2021/07/covid-19-resurgence-state-govts-impose-new-measures-to-contain-virus-surge/>
- [33] Ojo, O. (2021). Nigeria's coronavirus vaccination drive welcomed despite fears. Al Jazeera. Retrieved from <https://www.aljazeera.com/news/2021/3/2/nigerias-coronavirus-vaccination-drive-welcomed-despite-fears>
- [34] Okonkwo, J. E., Okeke, K. N., & Ogbonna, E. C. (2021). Towards COVID-19 vaccine acceptance in Nigeria: A Health Belief Model approach. *Health Education Journal*, 80(3), 365-374.
- [35] Olagoke, A. A., Olagoke, O. O., Hughes, A. M. T., & Oguntayo, R. (2021). Intention to vaccinate against the novel coronavirus disease (COVID-19) in Nigeria: A structural equation modeling approach. *vaccines*, 9(1), 40. doi: 10.3390/vaccines9010040
- [36] Olusanya, J. O., et al. (2021). COVID-19 vaccine access and distribution in Nigeria: A political ecology approach to understanding drivers and implications. *World Development*, 138, 105222.
- [37] Osinusi, T.O., & Sunmonu, O.M. (2021). COVID-19 vaccination: Exploring the political economy of Nigeria's

- vaccine campaigns. *Africa Review*, 13(1), 87-107.  
<https://doi.org/10.1080/09744053.2021.1913281>
- [38] Peluso, N. (1992). *Rich Forests, Poor People: Resource Control and Resistance in Java*. Berkeley: University of California Press.
- [39] Robbins, P. (2012). *Political ecology: A critical introduction*. John Wiley & Sons.
- [40] Swyngedouw, E. (1999). Modernity and hybridity: Nature, regeneracionismo, and the production of the Spanish waterscape, 1890-1930. *Annals of the Association of American Geographers*, 89(3), 443-465.
- [41] The Guardian Nigeria. (2021, March 23). Nigeria's vaccine distribution and the politics of patronage, by Sonnie Ekwowusi. Retrieved from <https://guardian.ng/opinion/nigerias-vaccine-distribution-and-the-politics-of-patronage-by-sonnie-ekwowusi/>
- [42] Ukomadu, A. & Sanni, S. (2021). Nigeria locked down over COVID-19, now vaccines lag behind. Reuters: <https://www.reuters.com/world/africa/nigeria-locked-down-over-covid-19-now-vaccines-lag-behind-2021-08-23/>
- [43] Umeora, O. U. J., & Umeora, M. C. (2021). Politics and public health in Nigeria: the place of COVID-19 pandemic in Enugu State. *The Pan African Medical Journal*, 38.
- [44] United Nations. (2021). COVID-19: A global crisis. Retrieved from <https://www.un.org/en/coronavirus/covid-19-global-crisis>
- [45] Uzochukwu, B.S, Onyejekwe, O. & Aloh, H. (2021). Incidence and case fatality rate for Covid-19 in Enugu State, Southeast Nigeria: An opportunity to make the right investment and improve strategic health purchasing in the health sector. *Sparc.africa/2021*
- [46] Vanguard News Nigeria, (2021). Enugu government flags off second phase of COVID-19 vaccination <https://www.vanguardngr.com/2021/08/enugu-govt-flags-off-second-phase-of-covid-19-vaccination/>
- [47] Watts, M. (1999). Resource curse? Governmentality, oil and power in the Niger Delta, Nigeria. *Geopolitics*, 4(1), 50-80.
- [48] World Health Organization (WHO). (2021). COVID-19 vaccines. Retrieved from <https://www.who.int/emergencies/disease-outbreak-news/item/2021-DON279#:~:text=Vaccines%20are%20a%20critical%20new,health%20systems%20and%20economies.>
- [49] World Health Organization. (2021). COVID-19 vaccine tracker and landscape. <https://www.who.int/publications/m/item/draft-landscape-of-covid-19-candidate-vaccines>



# Disability as a Plot Device in Nicola Griffith's "So Lucky": An Analytical Study

Ms. Irin Roshan<sup>1</sup>, Dr. Venkata Ramani. Challa<sup>2</sup>

<sup>1</sup>Research Scholar, Department of English, School of Social Sciences and Humanities, CMR University, Bengaluru, Karnataka, India

<sup>2</sup>Professor & Director, Department of English, School of Social Sciences and Humanities, CMR University, Bengaluru, Karnataka, India

Received: 08 May 2023; Received in revised form: 04 Jun 2023; Accepted: 12 Jun 2023; Available online: 19 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— Gender and disability are two intersecting identities with significant consequences for one's social experiences and possibilities. Individuals who identify as both female and disabled encounter particular obstacles that other categories do not. Disabled women encounter several challenges in their day to day lives that are frequently disregarded and neglected in society. These difficulties might vary from physical obstacles and restrictions to harassment and cultural shame. Despite decades of struggle to build a secure place for themselves in society, they are still regarded as outcasts or aliens. Disabled characters are often portrayed as negative characters in many works of literature. Their disability is used to create piteousness or fear among the audience. The prevalent assumption was that as these individuals were not dynamic participants in society, they had to rely on welfare or charity organizations. This paper attempts to analyze how the protagonist, Mara's life got disrupted in Nicola Griffith's *So Lucky*, after she is diagnosed with multiple sclerosis, and how her approach to life, partnerships, and even her livelihood are all affected. Her mobility is immensely hindered by the growth of her multiple sclerosis, she feels invisible and disconnected in society. The narrative is a particular case of representation as well as expression. It is the combined effort of writers, scholars, activists, academicians, and many brave voices that have made possible a discussion about seeing, understanding, and embracing difference. Nevertheless, this young and still-growing field of gender and disability research requires more attention from scholars of diverse origins.



**Keywords**— Disability, Abuse, Popular Fiction, LGBTQIA, Feminist criticism, Marginalization.

## I. INTRODUCTION

"There is no greater disability in society than the inability to see a person as more."

Robert M. Hensel

Disability studies is an interdisciplinary field of study that focuses on the experiences of people with disabilities. This field emerged in the late 20th century as a response to the social and political struggles of people with disabilities who demanded that their voices be heard and their rights respected. Disability studies draw on a range of disciplines, including sociology, anthropology, psychology, political science, history, and literature, to examine the social, cultural, and political dimensions of disability.

Before the twentieth century, society viewed people with disabilities as unwell, imperfect, and abnormal. These people were regarded as figures of terror and sympathy for many years. The prevalent assumption was that because these individuals were not active participants in society, they had to rely on welfare or charity organizations. For centuries disabled people have been considered outcasts. Even so, a disabled male is often considered more valuable than a disabled female. Women have historically been devalued by society.

In Nicola Griffith's "So Lucky", the protagonist, Mara is diagnosed with relapsing-remitting multiple sclerosis. Her world is shattered as she is treated differently because of her disability and her beloved wife leaves her. She recalls an incident of the past in which two men injured



her badly. She says, "*I was beaten by two men and I learned the story that most women already knew: that men beat women for no other reason than they could because they were raised on the story that women are weak. We were taught we are weak.*" Her experience highlights the pervasiveness of ableism and the appalling exploitation and neglect of the chronically ill and disabled in our society.

The chances of women from disadvantaged communities being empowered are destroyed by distorted rhetoric dressed in respectable language.

## II. DISABILITY AS A PLOT DEVICE

Disabled or deformed characters have been infused into stories from the dawn of writing, whether oral or recorded, myths or fantasies, folk or fiction. Deaf, dumb, blind, or lame characters have appeared in the story to serve various objectives, as and when the authors of such stories desired. But, unless the novel is a biography, such disabled individuals have always played second place to the able-bodied protagonists.

In literature, exterior abnormality is frequently used to indicate interior mental issues. This "twisted mind in twisted body" is a well-known literary trope for conveying evil and menacing. The author does this by emphasizing the character's deformities to the point of caricature, turning it into a type character. In these legends, physical beauty is associated with inner virtue, whereas infirmity is associated with wickedness. The fight between normalcy and deformity is portrayed as the archetypal conflict between good and evil, with the wicked handicapped characters hellbent on eliminating the good characters and finally being exterminated themselves. In literature, such handicapped and deformed archetypes abound, whether Eastern or Western, Indian or European.

Nicola Griffith is a specially-abled queer author, which makes her work "So Lucky" more meaningful because she has dealt with the issues that a disabled individual encounters. A narrative about disability and how it defines – and restructures – people's lives. The story opens with Rose, Mara Tagarelli's longtime girlfriend, abandoning her for another woman. As Mara seeks solace from one of her old friends, Aiyana, their friendship becomes sexual. Nevertheless, Aiyana's profession requires her to travel to New Zealand, leaving Mara alone when she finds she has multiple sclerosis. Mara is forced to resign as executive director of a multimillion-dollar AIDS nonprofit when the sickness and the side effects of medication therapy take their toll. As she is forced to resign, we can understand that people don't believe that disabled individuals can do something big. Her time in that environment offers her the tools she needs to advocate for herself and other people with

MS, but her failing body threatens Mara's sense of identity. Readers only view Mara as bitter and unpleasant because of her genuine and honest reaction to her sickness. When used effectively, disability can add depth and complexity to a character and provide insight into how the character interacts with the world around them. However, it is important to ensure that the portrayal of disability is respectful and accurate, and that it is not simply used as a cheap plot device or a way to generate sympathy for the character. Furthermore, it is important to remember that disability is not a monolithic experience and that there are many different types of disabilities that can impact individuals in unique ways. As such, it is important to approach the portrayal of disability with sensitivity and nuance, and to avoid perpetuating harmful stereotypes or tropes. Ultimately, the use of disability as a plot device can be a powerful tool for exploring complex themes and characters, but it must be done in a way that is respectful, accurate, and mindful of the diversity of experiences within the disabled community.

## III. SOCIO-FEMINIST APPROACH IN THE NOVEL

Rannveig Traustadottir's "Disability and Gender: Introduction to the Special Issue", discusses the diversity of disabled people based on gender, sexuality, socioeconomic class, race, ethnicity, and so on. The book tries to change perspectives by investigating how gender and disability interact to create experiences for the disabled in society. Basically, these studies consider disability and gender (as well as race, socioeconomic class, age, and sexuality) as interconnected categories of experience that influence all elements of human reality concurrently structuring people's lives.

In Griffith's story, *So Lucky*, we witness Mara being beaten up by a few men just because she is a female, and males regard women as weak and helpless. The narrative has three degrees of marginalization: first, she is a female, second, she is a lesbian, and third, she is disabled.

Because of their disability and gender, disabled ladies frequently endure many degrees of discrimination. This intersectionality can lead to compounded discrimination and exclusion, making it difficult for them to fully participate in society. Here are some examples of the levels of marginalization that disabled females may face:

- 3.1 **Physical and Emotional Hurdles:** Disabled women may face physical and mental barriers that limit their capacity to engage in daily activities such as using public transit or obtaining work. They may also face societal discrimination and stigma, which can contribute to feelings of isolation and alienation.

- 3.2 **Access to Healthcare:** Because of their handicap or gender, disabled ladies may have limited access to healthcare. They may struggle to locate healthcare practitioners who understand their specific requirements, or they may experience financial constraints that prohibit them from receiving critical medical treatments and services.
- 3.3 **Underrepresented in Society, Politics, and other facets of public life:** Disabled women are typically demeaned and neglected in many sectors. This lack of representation has the potential to propagate prejudices and support the notion that handicapped women are not respected members of society.
- 3.4 **Sexual and Gender-based Violence:** Because of their fragility and reliance on others for care, disabled females are more likely to be victims of sexual and gender-based abuse. They may also face obstacles in reporting and obtaining support services, which can increase the trauma of these events.
- 3.5 **Economic Exclusion:** Because of their handicap or gender, disabled females may experience economic marginalization. They may struggle to obtain work or access educational opportunities, which can lead to financial insecurity and poverty. Overall, the confluence of disability and gender can result in several degrees of marginalization for handicapped females, emphasizing the importance of addressing the issues women confront while also working towards making a more inclusive and equitable society.

Another research titled "*Social Exclusion Of Women With Disabilities In Sivagangai District: A Gender Analysis*" by Gomathi A. talks about the issues faced by females with a disability. In one of her topics, she talks about women with disability and employment. She mentions how disabled females are discriminated against in society, they don't get well-paid jobs, and though the scenario of employment is bad for disabled people, it is worst for females with disabilities.

These researchers have pioneered an entirely new and crucial area of scholarship which was almost non-existent until now. The contemporary discourse demonstrates focused efforts to initiate a discussion about gender and disability politics in the way language is utilized by those in power as a weapon for oppression and the continued dominance of marginalized people.

#### IV. CONCLUSION

The study of gender and disability is a growing field in the twenty-first century. Even though several laws and acts have been made for the protection and well-being of women, children, and people with disabilities, they are

still not given the same priority in society, and particularly disabled women must deal with all forms of prejudice. Disability is much more than a medical complication. The late twentieth-century disability rights movement gave rise to the field of disability studies. Disability is a topic that researchers are devoted to researching on a social, political, and cultural level. It is crucial to view disability as an essential component of human variety rather than a problem or a tragedy.

#### REFERENCES

- [1] "Disability Theory." *StudySmarter* US, www.studysmarter.us/explanations/english-literature/literary-criticism-and-theory/disability-theory/.
- [2] Griffith, Nicola. *So Lucky*. MCD X FSG Originals, Farrar, Straus and Giroux, 2018.
- [3] Hall, Melinda C. "Critical Disability Theory." *Stanford Encyclopedia of Philosophy*, Stanford University, 23 Sept. 2019, plato.stanford.edu/entries/disability-critical/.
- [4] Hansen, Dana. "'So Lucky' Is a Powerful Indictment of Ableism." *Chicago Review of Books*, 22 June 2018, chireviewofbooks.com/2018/06/22/so-lucky-nicola-griffith-review/.
- [5] Person. "Marginalisation of Women and the Social Exclusion Discourse." *Return to Frontpage*, Frontline, 6 Jan. 2021, frontline.thehindu.com/books/marginalisation-of-women-and-the-social-exclusion-discourse/article33313302.ece.
- [6] Pulrang, Andrew. "Words Matter, and It's Time to Explore the Meaning of 'Ableism.'" *Forbes*, Forbes Magazine, 12 Oct. 2022, www.forbes.com/sites/andrewpulrang/2020/10/25/words-matter-and-its-time-to-explore-the-meaning-of-ableism/?sh=64aa03a7162d.
- [7] *Social Exclusion of Women with Disabilities in Sivagangai District: A ...* www.researchgate.net/publication/354236880\_SOCIAL\_EXCLUSION\_OF\_WOMEN\_WITH\_DISABILITIES\_IN\_SIVAGANGAI\_DISTRICT\_A\_GENDER\_ANALYSIS.
- [8] "Syracuse University." *The Center on Human Policy Women and Disability Research Onbyforwith Women with Disabilities Comments*, thechp.syr.edu/women-and-disability-research-onbyforwith-women-with-disabilities/.
- [9] Traustadóttir, Rannveig. *Scandinavian Journal of Disability Research*, Stockholm University Press, 2 Feb. 2006, www.sjdr.se/articles/10.1080/15017410600831341/.
- [10] "Women More Prone to Disability than Men, and Particularly Vulnerable to Discrimination and Violence." *Women More Prone to Disability than Men, and Particularly (...)*, www.womenlobby.org/Women-more-prone-to-disability-than-men-and-particularly-vulnerable-to.



# A study of diasporic elements in the select works of Margaret Atwood, Jhumpa Lahiri and Kiran Desai

Rimasree Das

Department of English Literature, Amity University, Kolkata, India

Received: 05 May 2023; Received in revised form: 03 Jun 2023; Accepted: 11 Jun 2023; Available online: 19 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— After the two world wars and India's independence from the British in 1947, English-language writing in India has advanced significantly. Since the two world wars and India's independence from the British in 1947, Indian Writing in English, as it was once known, has advanced significantly with a few countable writers on the horizon. There weren't many writers in the corpus of works that were produced in the English language by Indian writers, especially before the label changed from Indo-Anglian Literature (that was named such before) to Indian Writing in English. The two most recent female authors to contribute to the field of Indian English literature are Kiran Desai and Jhumpa Lahiri, yet their creativity transcends the confines of gender. They speak to an Indian culture that has experienced social anguish and cultural displacement both inside and outside of their own nation as a result of globalisation and immigration. They express the suffering of Indian immigrants who have migrated in foreign countries and are filled with sentiments of loneliness and displacement while having no other options for freedom on many fronts. The selection of these two highly regarded and award-winning authors was made for a variety of reasons, including the fact that they are both contemporary writers with a wide range of parallels and differences. They share a lot of traits, yet they also naturally vary in overt and subtle ways. Nonetheless, the literary output they provide readers with is overwhelmingly impressive, and they give voice to the world's silent immigrants. They present sorrowful, yet true, stories. For instance, the fictional character Biju from Kiran Desai's novella "Inheritance of Loss" has heart breaking anecdotes to share with us about his status as an illegal immigrant and how he concealed from American Immigration police agents by vanishing from the restaurant and through the hotel's mouse hole. There are now tens of thousands of Bijus living in countries like the United States, Germany, France, Canada, the United Arab Emirates, Saudi Arabia, Bahrain, etc. Lahiri contrasts the two lives of two brothers who are travelling in opposite directions in her novel "Lowland", which is a poignant and emotional depiction of immigrants. State terrorism claims the life of a young man as the wealthy continue to amass ever-increasing wealth at the expense of the poor, who continue to live in poverty. The "Lowland", which was nominated for the prestigious Man Booker Prize in 2013, is sensitive to the brutal realities of society and the way the state uses the rural and ignorant majority for political purposes. The handling of female characters in immigrant stories also calls for a critical examination of Lahiri and Desai's literary creations. Another one of the well-known female writer Margaret Atwood in her novel "Surfacing" the main subject is separation. This is established in the opening chapter, as it is revealed that the narrator is politically dispossessed as an English speaker living in Quebec at a period when Québec was wanting to become an independent French-speaking nation. The narrator compares human contact to that of animals because she feels cut off from the people around her. As an illustration, the narrator thinks of an animal "at the instant the trap closes" while overhearing David and Anna having sex. Extremist David, who argues that Canada would be better off without the "fascist pig Yanks" and advises that they be driven out of the country by assault



beavers, is the face of nationalism. The researcher opted to pick these two Indian immigrant women writers and Margaret Atwood for the dissertation as a result.

**Keyword— Indian English Literature, Independence, Separation, Illegal Immigrant, Suffering.**

## INTRODUCTION

### a. Migration:

Migration refers to the movement of individuals or groups of people from one place to another, often with the intention of establishing a new permanent residence. People may choose to migrate for various reasons, including economic opportunities, social or political factors, environmental conditions, or personal circumstances. Migration can occur within a country (internal migration) or between countries (international migration). Internal migration involves people moving from one region or locality to another within the same country, while international migration involves crossing national borders. Migration can be voluntary or forced. Voluntary migration occurs when individuals or families choose to move for reasons such as better job prospects, education, or to join family members. Forced migration, on the other hand, refers to situations where individuals are compelled to move due to conflicts, persecution, natural disasters, or other factors beyond their control. Migration can have significant impacts on both the migrants themselves and the societies they leave or join. Migrants often face challenges in adapting to new environments, such as language barriers, cultural differences, and legal issues. They may also experience social and economic marginalization. However, migration can also bring benefits to both sending and receiving countries, such as filling labour market gaps, contributing to economic growth, cultural exchange, and diversity. It's worth noting that migration is a complex and multifaceted phenomenon influenced by a wide range of factors, including economic, social, political, and environmental dynamics. Policies and regulations related to migration vary between countries and can impact the experiences and outcomes of migrants.

### b. Diaspora:

Diaspora refers to the dispersion or scattering of a particular group of people from their original homeland or ancestral roots to other parts of the world. The term is commonly used to describe the dispersion of a specific ethnic, cultural, or religious community. The reasons for diaspora can vary. Historical events such as colonization, slavery, persecution, or political conflicts have often resulted in the forced migration and scattering of populations. Economic factors, such as seeking better job opportunities or escaping poverty, can also contribute to diaspora. Additionally, some diaspora communities have formed voluntarily as a result of personal choices,

educational pursuits, or marriage. Diaspora communities often maintain strong connections to their original homeland and share a collective identity, cultural practices, language, and traditions. They often establish social networks and organizations to support one another, preserve their heritage, and maintain ties with their homeland. These communities can contribute to the cultural diversity and enrichment of both their host countries and their countries of origin. Diasporas have played significant roles in shaping the cultural, social, economic, and political landscapes of both their host countries and their homelands. They contribute to transnational networks, remittances, trade, investment, and knowledge transfer. Diaspora communities often act as bridges between different cultures and societies, facilitating the exchange of ideas, values, and resources.

In recent times, advancements in transportation, communication, and technology have facilitated closer connections and interactions among diaspora communities. Online platforms and social media have provided opportunities for maintaining and strengthening cultural ties, political engagement, and collective actions. It's important to note that diaspora communities are diverse and heterogeneous, with individuals and groups experiencing diaspora in different ways. Their experiences and contributions can vary depending on factors such as socioeconomic status, education, legal status, and integration policies in host countries.

### c. Alienation:

The term "disaffection" refers to a certain type of cerebral or social disease, one that involves a problematic division between a tone and Other that should be connected. When regarded in this way, disaffection seems to play a big individual or critical part, maybe being cited as substantiation that liberal societies and liberal political study are in trouble. propositions of disaffection frequently single out a portion of these problematic separations as being especially significant, and they also give explicatory descriptions of the inflexibility and prognostic of disgruntlement, as therefore understood. Though not simply, the Hegelian and Marxist intellectual traditions are linked to conversations of disaffection. The core conception of disaffection is made clear in the current entry. It sets disaffection piecemeal from several affiliated terms, similar "fetishism" and "incorporation." also, it makes some abstract and normative complications more accessible, similar as the distinction between private and



objective disaffection, the demand for a mark by which seeker separations can be assessed as problematic, and (some aspects of) the connection between disaffection and ethical value. The empirical issues that are generally raised by presumably philosophical explanations of disaffection are conceded but not addressed. Disaffection' is generally seen as having veritably recent European origins. By the early fifteenth century, the expression had entered the English language and had acquired an interesting collection of connotations." Disaffection" and its cognates can relate to a variety of effects, including a person's disgruntlement from God( the Wycliffe Bible uses the term in this way), the original transfer of power rights( especially in land), and internal derangement( a literal connection that persisted into the nineteenth- century operation of the term" alienist" for a psychiatric croaker). Although G.W.F. Hegel( 1770- 1831), for illustration, generally uses' Enttäusserung' and not' Entfremdung' to relate to property transfer, it's occasionally claimed that the word' disaffection' entered the German language via English legal operation.( Only the ultimate term has an etymological connection to" fremd" or" alien," however.) likewise, it was presumably in French that the first philosophical discussion of disaffection, at least one of any complication, took place. In the Alternate converse, Jean-Jacques Rousseau( 1712 – 1778) judgments' lit' forms of amour propre — a love of oneself( which is occasionally restated as' pride' or' vanity' in aged English restatements) — whose toxin is amplified by certain social and literal developments, as manifesting themselves in alienated forms of tone; that is, in the conduct and lives of people who have ever come divided from their own nature( see Rousseau 1997, and Forst 2017, 526 – 30). There are restrictions on what can be stated about the idea of disaffection in general that is, what can be said that's useful without probing into the complexity of specific narratives, put out by certain pens, or connected to specific intellectual traditions. Although it isn't exorbitantly fugitive or grueling to understand, this introductory idea seems to capture numerous of these authors and traditions. This abecedarian conception of disaffection highlights a variety of cerebral and social problems involving one tone and others. It defines disaffection more specifically as the problematic separation of a person and an object that should be united.

### 2.1. Jhumpa Lahiri as a Diasporic writer:

Jhumpa Lahiri is indeed considered a diasporic pen. Born in London to Bengali parents, Lahiri spent her early times in the United States. Her parents' emigrant experience and her own parenting as a alternate- generation Indian-American deeply impact her jotting. Lahiri's workshops

frequently explore themes of artistic identity, relegation, and the struggles faced by emigrants and their descendants. She constantly delves into the complications of maintaining connections with one's artistic heritage while navigating life in a different artistic environment. Lahiri's stories frequently revolve around characters who straddle multiple worlds and grapple with issues of assimilation, loss, and a sense of belonging. Her debut collection of short stories," practitioner of distemperatures," won the Pulitzer Prize for Fiction in 2000. The stories in this collection examine the lives of Indian emigrants and their gests of being caught between two societies. Lahiri's posterior workshop, including her new" The Namesake" and another collection of short stories called" Unaccustomed Earth," further explore the themes of identity and the indigenous experience. Lahiri's jotting is characterized by her precise prose, attention to detail, and deep emotional resonance. She captures the nuances of artistic disturbance, family dynamics, and the hunt for particular and artistic authenticity. Through her stories, Lahiri offers perceptivity into the complications and challenges faced by diasporic individualities and the impact of migration on particular and family connections. As a diasporic pen, Jhumpa Lahiri has made significant benefactions to contemporary literature, offering a unique perspective on the gests and struggles of indigenous communities and the process of negotiating multiple artistic individualities. Her work has reverberated with compendiums worldwide and has helped exfoliate light on the different narratives within the diaspora.

### 2.2. Kiran Desai as a Diasporic writer:

Kiran Desai is also considered a diasporic writer. Born in India, Desai spent her early childhood in India before moving to England with her mother. Later, she relocated to the United States, where she currently resides. The experience of growing up in different countries and cultures has had a profound influence on Desai's writing.

Desai's works often explore themes of identity, displacement, and the impact of globalization on individuals and communities. Her writing delves into the complexities of migration, belonging, and the search for meaning in a rapidly changing world. She skilfully weaves together the personal stories of her characters with broader socio-political contexts, offering insights into the struggles and aspirations of diasporic individuals and communities. Set in India and the United States, the book examines the lives of characters caught between different cultures and social classes. It explores the effects of colonialism, globalization, and the challenges faced by immigrants in adapting to new environments while grappling with the loss of their cultural roots.

Desai's writing is known for its lyrical prose, rich imagery, and evocative storytelling. She captures the nuances of human emotions and the complexities of relationships, particularly within the context of migration and diaspora. Her work sheds light on the multifaceted experiences of individuals living between cultures, often conveying a sense of longing, nostalgia, and the yearning for connection and understanding. As a diasporic writer, Kiran Desai contributes to the exploration of the diaspora experience and offers a nuanced portrayal of the challenges and opportunities faced by individuals and communities navigating multiple cultural identities. Her work resonates with readers by addressing universal themes of human connection, displacement, and the search for meaning in a globalized world.

### 2.3. Margaret Atwood as a Diasporic writer:

Margaret Atwood is not typically considered a diasporic writer. While she has written extensively on themes such as identity, power, and gender, her work does not focus specifically on the diaspora experience or the challenges faced by immigrant communities. Margaret Atwood is a prominent Canadian writer known for her diverse range of literary works, including novels, poetry, and essays. She is celebrated for her speculative fiction, often categorized as dystopian or speculative fiction, which explores the relationships between power, politics, and gender dynamics. Atwood was born and raised in Canada, and her writing predominantly reflects Canadian settings and concerns. While her works often address universal themes and have international appeal, they do not directly engage with the diaspora experience or the challenges faced by immigrant communities.

However, it's important to note that Atwood's writing often examines broader social and political issues, including topics such as nationalism, environmentalism, and the complexities of human relationships. Her works may indirectly touch upon some aspects of migration or displacement, but they are not primarily focused on the diaspora or immigrant experience. As a highly acclaimed writer, Margaret Atwood's contributions to literature are significant, particularly in the realms of feminist literature and speculative fiction. While she may not be identified as a diasporic writer, her works have had a profound impact on the literary world and continue to resonate with readers globally. In this novel Atwood beautifully portrayed the elements of diaspora, alienation, separation and nostalgia through her unnamed narrator.

### 3.1. Diasporic elements in the novel *Surfacing* by Margaret Atwood

While *Surfacing* by Margaret Atwood does not primarily focus on the diaspora experience, there are certain

elements in the novel that can be interpreted as having diasporic undertones or themes related to displacement. Here are a few aspects that can be considered in relation to diaspora:

1. **Exploration of Identity:** The protagonist of *Surfacing* embarks on a journey to her childhood home in rural Quebec. As she delves deeper into her personal history and confronts her past, she grapples with questions of identity and belonging. This exploration of identity resonates with the experiences of diasporic individuals who often navigate multiple cultural identities and struggle with a sense of belonging to a specific place.
2. **Disconnection and Alienation:** The novel portrays the protagonist's sense of disconnection and alienation from her surroundings. As she immerses herself in the wilderness and disconnects from societal norms, she experiences a sense of displacement and dislocation. This theme of disconnection can be paralleled to the experiences of diasporic individuals who often feel disconnected from their ancestral homeland or struggle to fit into their new environments.
3. **Loss and Retrieval:** *Surfacing* explores themes of loss and the search for something lost. The protagonist's journey to her childhood home is driven by a desire to find her missing father, which symbolizes a quest for personal and cultural roots. This theme of loss and retrieval can be seen as reminiscent of the diasporic experience, where individuals and communities often seek to reclaim their cultural heritage and reconnect with their roots.
4. **Cultural and Linguistic Hybridity:** The novel touches upon the intersections of different cultures and languages. The protagonist is of mixed heritage, with both English and French influences. Atwood incorporates elements of Quebecois culture and French language throughout the narrative. This portrayal of cultural and linguistic hybridity reflects the experiences of diasporic individuals who navigate multiple languages, traditions, and cultural practices.

While these elements may not be the central focus of *Surfacing*, they offer glimpses into themes that resonate with the experiences of displacement, cultural dislocation, and the search for identity often associated with the diasporic context. However, it's important to note that *Surfacing* is primarily known for its exploration of feminism, environmentalism, and the complexities of

human relationships, rather than being a central diaspora narrative.

### 3.2. Lack of French Language proficiency

When the narrator was at the store to buy some food, she felt embarrassed speaking French to them because her high school French makes her accent sound like a tourist, and she wished she were not an American. Language also plays a significant role in the narrator's feelings of social alienation, especially in a country like Canada where people tend to speak French rather than English. I pause: perhaps the customs have changed, perhaps they don't speak English anymore. Have you ever had cooked meat? Because of my accent, I was blushing when I questioned her. The two males then grinned as well, but not at me. They were grinning at each other. I realise my error; I ought to have feigned to be an American (Atwood, 28–27).

When you know a language, you can speak it and be understood by those who speak that language, therefore the language barrier significantly increased the distance between the storyteller and the locals. Since dialectal variations can lead to miscommunication, language is crucial in developing connections with people. The narrator herself speaks French, but she agrees that "if you live in a place, you should speak the language" (Atwood 28).

### 3.3 Conclusion

We have seen during the course of the book that a variety of circumstances, including memories from her upbringing, psychological trauma, and even acting like a wild animal, contribute to and heighten the narrator's isolation. Lack of self-awareness, the trauma of her abortion, her X-lover's betrayal, and fear of failing to build solid relationships with people all have an impact on the narrator's persona and drive her to madness. She feels much more estranged when she returns to her house to look for her father since she is forced to reflect on her entire existence. Her choice to remain on the northern Quebec Island by herself and her relationship with nature, however, have helped her become more mindful of who she is and her status as a human being. The novel's greatest strength is that the narrator gives up thinking she is helpless and chooses to return to the city to start a new life with Joe after realising that harmony with the world is the best remedy for her estrangement. She has, however, grown more aware of whom she is and her standing as a human being as a result of her decision to remain on the northern Quebec Island by herself and her bond with nature. The narrator finally realises that harmony with the world is the finest cure for her estrangement from it all and decides to return to the city to start a new life with Joe. This is the novel's greatest strength.

### 4.1. Diasporic elements in the novel *Lowland* by Jhumpa Lahiri

Jhumpa Lahiri's novel "The Lowland" does contain certain diasporic elements. Here are a few aspects of the novel that can be considered in relation to the diaspora experience:

1. **Migration and Displacement:** "The Lowland" explores the theme of migration and displacement through the experiences of the characters. The novel tells the story of two brothers, Subhash and Udayan, who grow up in Calcutta but are later separated due to Udayan's involvement in political activities. Subhash eventually migrates to the United States, while Udayan remains in India. The novel examines the impact of this separation and how the characters navigate their new environments, highlighting the experience of being uprooted and establishing new lives in a different country.
2. **Cultural Identity and Assimilation:** As Subhash settles in the United States, the novel delves into his struggle to balance his Indian cultural identity with the need to assimilate into American society. He faces challenges in adapting to a new culture and experiences a sense of displacement as he tries to find his place in the diasporic community. The novel explores the tension between preserving cultural roots and embracing the adopted culture.
3. **Family and Relationships:** "The Lowland" explores the complex dynamics of family relationships and how they are affected by migration. The separation of the two brothers and their divergent paths lead to a ripple effect that impacts their families and subsequent generations. The novel delves into the ways in which diasporic experiences can strain family connections and create a sense of longing for a sense of belonging.
4. **Intergenerational Perspectives:** Lahiri's novel also examines the intergenerational perspectives within the diaspora experience. It portrays the differing viewpoints and conflicts that arise between generations who hold different values, aspirations, and levels of connection to their cultural heritage. These generational differences highlight the complexities of identity formation and the evolving nature of the diaspora experience.

While these elements contribute to the exploration of the diaspora experience, it's important to note that "The Lowland" is a multi-layered novel that encompasses

various themes and narratives. Jhumpa Lahiri skilfully weaves together personal stories, historical events, and socio-political contexts to create a nuanced portrayal of the characters' experiences within the diaspora.

#### 4.2. Conclusion

The Lowland by Jhumpa Lahiri attempts to examine the various issues that has led to the transformation from the colonial, postcolonial, including the subaltern to the globalised contemporary era, carrying forward the important issues that Diaspora studies are concerned about, including the exploration of the new areas of heterogeneity and cultural polarity that are rising continuously with the span of time. Marginalisation on multiple levels of race, class, gender, social class, and culture. Diversified culture and hybridity. These have always been the main concerns in research on post colonialism. Her writings touch on sensitive issues that are both Indian and global in nature, as well as the changes that have occurred in Indian culture, such as hybrid identities, cultural shifts, social taboos rooted in traditional societies, gender oppression, class conflict, and many other things. Being an immigrant herself, she has clearly and plainly captured the difficulties in her work as she experienced being split in two. The Lowland is different in that the isolation stems from Subhash, Gauri, and Bela being equally displaced in Calcutta and Tollygunge, where everyone is aware of Udayan and his plight, rather than from American society. There is a blank anonymity in America that permits certain Americans to know about Naxalites, guerilla activities, police roundups, and shootings. Gauri and Subhash may live on different sides of the enormous American continent and let the past slowly fade away. However, not everything is lost; there is still place for love and hope, even in the tiniest amount.

#### 5.1. Diasporic elements in the novel *Inheritance of loss* by Kiran Desai

Kiran Desai's novel "The Inheritance of Loss" contains several diasporic elements. Here are a few aspects of the novel that can be considered in relation to the diaspora experience:

1. **Cultural Displacement and Identity:** "The Inheritance of Loss" explores the experiences of characters that are displaced from their homeland and struggle with their cultural identity. The novel depicts the lives of Indian characters living in India and the United States, highlighting the challenges they face in negotiating their sense of self in a new cultural context. The characters grapple with questions of belonging, cultural assimilation, and the complexities of straddling multiple cultural identities.
2. **Immigration and Its Impact:** The novel examines the impact of immigration on individuals and families. It portrays the lives of characters that have migrated to the United States in search of better opportunities but find themselves caught between their old and new worlds. The struggles of adapting to a new society, facing discrimination, and maintaining connections to their homeland are explored throughout the narrative.
3. **Transnational Connections:** "The Inheritance of Loss" delves into the transnational connections maintained by diasporic individuals. The characters in the novel often maintain ties with their homeland, whether through family relationships, regular communication, or periodic visits. The novel explores the emotional complexities and tensions that arise from living in two worlds simultaneously.
4. **Loss and Nostalgia:** The novel portrays a sense of loss and nostalgia experienced by the characters for their homeland and the cultural traditions they have left behind. The yearning for connection to their roots and the desire to preserve their cultural heritage are recurring themes. The loss of cultural authenticity and the challenges of preserving and passing on traditions within a diasporic context are explored throughout the narrative.

"The Inheritance of Loss" vividly captures the experiences and struggles of diasporic individuals and communities. Kiran Desai skillfully weaves together personal stories, historical events, and sociopolitical contexts to portray the complexities of migration, cultural displacement, and the search for identity within the diaspora.

#### 5.2. Conclusion

Kiran Desai balances the good and bad aspects of being in exile in her book *The Inheritance of Loss*. Biju has a sense of denigration and estrangement in America throughout the book. This realisation gradually aids him in creating a fresh, strong emotion for India. His thoughts were preoccupied with the American ideal before leaving India. Biju viewed India as a ship that was going down from which he had to flee. Unexpectedly, his diasporic experience helps him to develop his Indianness. The message that experiences in exile always embrace multi-levelled losses in life is presented throughout the book. It is a constant process that is passed on from generation to generation. The novel's title in particular gives readers a sense of gloom. Even though the term "loss" in the novel's



title suggests a sense of emptiness, the story finishes with a glimmer of optimism.

#### 6.0. Comparative study of the novels:

A comparative study of the novels "The Lowland" by Jhumpa Lahiri, "The Inheritance of Loss" by Kiran Desai, and "Surfacing" by Margaret Atwood reveals several thematic and narrative similarities and differences. While all three novels touch upon themes of identity, displacement, and the complexities of human relationships, they offer distinct perspectives and explore these themes in unique ways.

##### 1. Diaspora and Displacement:

- "The Lowland" focuses on the experiences of characters who navigate the Indian diaspora, particularly those who migrate to the United States. It explores the challenges of assimilation, cultural identity, and the tensions between the homeland and the adopted country.
- "The Inheritance of Loss" portrays characters who experience displacement and migration, both within and outside of India. It examines the impact of immigration on individuals and families, shedding light on cultural dislocation, assimilation struggles, and the longing for a sense of belonging.
- "Surfacing" does not primarily focus on the diaspora experience. While it touches on themes of disconnection and alienation, it does not extensively explore the diaspora or immigrant experience.

##### 2. Identity and Cultural Complexity:

- "The Lowland" and "The Inheritance of Loss" delve into the complexities of cultural identity, particularly in diasporic contexts. They depict characters who straddle multiple cultural identities, negotiate between different worlds, and grapple with questions of belonging and assimilation.
- "Surfacing" explores the protagonist's journey of self-discovery and identity in the context of personal history and family heritage. While it does not specifically address the diaspora experience, it portrays the search for identity and the impact of cultural roots on personal identity.

##### 3. Family and Relationships:

- All three novels explore the dynamics of family and relationships. "The Lowland" and "The Inheritance of Loss" focus on familial connections in the diaspora, highlighting how

migration and displacement can strain and reshape family ties. They portray the impact of physical separation, generational conflicts, and cultural differences on family relationships.

- "Surfacing" delves into the protagonist's personal journey and her exploration of family history. It examines the complexities of familial bonds, intergenerational perspectives, and the ways in which family dynamics can shape individual identity.

##### 4. Narrative Style and Settings:

- Each novel employs a distinct narrative style and is set in different locations. "The Lowland" primarily takes place in India and the United States, while "The Inheritance of Loss" is set in India and England. "Surfacing" is set in Quebec, Canada. The settings contribute to the portrayal of cultural contexts and the exploration of place and belonging.

While all three novels touch upon themes of diaspora, displacement, and identity, they approach these themes from different angles and offer unique perspectives. "The Lowland" and "The Inheritance of Loss" specifically delve into the diasporic experience, while "Surfacing" explores related themes but within a different context. A comparative study of these novels allows for a deeper understanding of the complexities and nuances within diaspora literature and the diverse ways in which authors portray these themes.

### CONCLUSION

People with diasporic backgrounds constantly defy identity heads on several situations. Also, emigrants must acclimatise to their new terrain and culture. Repositioned individualities share in diasporic fight for their own advantages in order to come acclimated to the mongrel culture outside their separate territorial limits. After some time, those who have lived in diaspora from generation to generation begin to bear a double identity. New testaments start to shape how each person develops their own gospel of life. As a result, nationalism and sentiments of fidelity to one's motherland ultimately start to fade. There are presumably going to be new difficulties and chances in the future. With time and technological invention, connectivity's shapes will really evolve. The lines of the paradigm we operate with must thus be redrawn and stretched. The folks who have crossed the boundaries will be eaten at the conclusion by an unanticipated accomplishment. It's translocating rather than crossing borders. The novelist's professed workmanship, aesthetic

picture of a hard and empty script, and most importantly, the rich emblematic and connotive description, are each apparent upon reading the work. Lahiri's jotting is known for its plain, unornamented language, and numerous of her characters are emigrants from India who must balance the morals of their new country with those of their home country. To capture the difficulties and specifics of emigrant psychology and geste, she analyses the rambling enterprises and prejudices of her characters. Her autobiographical literature generally draws on her particular gests as well as those of her musketeers, family, familiarity, and other members of the Bengali communities she's associated with. She focuses a lot of her jotting on American Diasporas' social situations. It takes into account how individualities left their native countries and came dispersed, creating a mongrel culture and identity. The authors of the first and alternate generations of Indian diasporic fabrication have been completely compared in the environment of post-colonial characteristics, and it's concluded that the diasporic pens' individual bents aren't inescapably embedded only in the culture and tradition of a particular society, but also in the existent's evocation of the dilemma in terms of his or her hunt for identity, disaffection, immigration, and deportation. The degree to which first and alternate generation diasporic authors have succeeded in relating with and assimilating to their new host nations affects the style and content of their jottings. Three different authors — Kamala Markandaya's *The Nowhere Man*, Meena Alexander's *Manhattan Music*, and Anita Desai's *Bye Bye, Blackbird* all deal with analogous traumas, remembrances of the history, searches for identity, and passions of unwelcomeness. In conclusion, the novels "The Lowland" by Jhumpa Lahiri, "The heritage of Loss" by Kiran Desai, and "Surfacing" by Margaret Atwood offer compelling studies of identity, relegation, and the complications of mortal connections. While each new approaches these themes from distinct perspectives, they partake common vestments that contribute to the rich shade of diaspora literature. "The Lowland" delves into the Indian diaspora experience, particularly the challenges faced by characters who resettle to the United States. It examines the pressure between artistic identity and assimilation, pressing the struggles of belonging to multiple worlds. Lahiri's elegant prose and nuanced characterizations bring forth the emotional complications of the diasporic trip. "The heritage of Loss" delves into the lives of characters affected by migration, both within and outside of India. It delves into the impact of immigration on individualities and families, depicting the artistic disturbance, assimilation struggles, and craving for connection that arise from the diasporic experience. Desai's intricate liar captures the intricate web of

connections and the hunt for meaning in a changing world. "Surfacing" touches on themes of disposition, particular identity, and the hunt for belonging. While it doesn't primarily concentrate on the diaspora experience, it offers perceptivity into the mortal condition and the complications of connections. Atwood's suggestive prose and disquisition of particular histories invite compendiums to reflect on themes of identity, loss, and the impact of societal and environmental forces on individual lives. Inclusively, these novels contribute to the diaspora literature canon by slipping light on the gests of individualities and communities navigating relegation, artistic identity, and the craving for connection. Through their distinct narratives, these authors illuminate the complications of the diaspora experience, pressing the universal themes of mortal adaptability, the hunt for meaning, and the enduring bonds of family and heritage.

### ACKNOWLEDGEMENTS

I would like to thank my parents for proving me the required documents and helping me complete the work within time.

### REFERENCES

- [1] Lahiri, J. (2013, September 1). *The Lowland*.
- [2] Desai, K. (2005, November 28). *The Inheritance of Loss*. Atlantic Monthly Press. <https://doi.org/10.1604/9780871139290>
- [3] Atwood, M. (1998, March 16). *Surfacing*. Anchor. <https://doi.org/10.1604/9780385491051>
- [4] S. (2019, November 2). *Study Guide: The Inheritance of Loss by Kiran Desai (SuperSummary)*.
- [5] S. (2019, September 22). *Study Guide: The Lowland by Jhumpa Lahiri (SuperSummary)*.
- [6] Lahiri, J. (2004, March 1). *The Namesake*. Wheeler Publishing, Incorporated. <https://doi.org/10.1604/9781587245169>
- [7] diaspora - Google Search. (n.d.). Diaspora - Google Search. <https://www.google.com/search?q=diaspora&oq=dias&aqs=chrome.1.69i57j35i39l2j69i59j0i20i263i433i512j0i512j69i60l2.7477j0j9&sourceid=chrome&ie=UTF-8>
- [8] Representation of diasporic consciousness in name namesake novel - Google Search. (n.d.). Representation of Diasporic Consciousness in Name Namesake Novel - Google Search. <https://www.google.com/search?q=representation+of+diasporic+consciousness+in+name+namesake+novel&oq=&aqs=chrome.5.35i39i362l8.879623245j0j15&sourceid=chrome&ie=UTF-8>



# Ecological Gaze: An Exploration of Bharati Mukherjee's *The Tree Bride*

Dr. Patil Sangita Sharnappa

LBS Govt First Grade College, RT Nagar, Bengaluru, India

Received: 01 May 2023; Received in revised form: 02 Jun 2023; Accepted: 10 Jun 2023; Available online: 19 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— Bharathi Mukherjee is a diasporic writer. Most of her novels focus on assimilation as well as encounter with the East and the West. *The Tree Bride* also goes in the same line of thought through an amalgamation of historical portrayal which represents the East whereas the colonial narration highlights the West. A per contra account, the article departs from this wider theme and attempts to explore from the perspective of ecological narration. It depicts the picture of the exploitation of nature for the sake of the greed of human beings. To this end, the article attempts to spotlight on the anthropocentric attitude towards nature through a few aspects such as the advancement in science and technology—in the form of bombs—leads to self-destruction, the colonial attitude, and the climate change because of the onslaught on nature which leads to ecological degradation. These are the theoretical underpinnings to analyse the novel.



**Keywords**— Historical portrayal, colonial narration, anthropocentric attitude, climate change

To understand the function of a hand it is necessary to understand the whole body and consider the former in an organic relation to the latter. Similarly, a human is both a member as well as the home of which (s)he is a member.

(Leopold 1949:204)

## I. INTRODUCTION

Bharathi Mukherjee is a diasporic writer. Most of her novels focus on assimilation as well as encounter with the East and the West. *The Tree Bride* also goes in the same line of thought through an amalgamation of historical portrayal which represents the East whereas the colonial narration highlights the West. A per contra account, the article departs from this wider theme and attempts to explore from the perspective of ecological narration. It depicts the picture of the exploitation of nature for the sake of the greed of human beings. To this end, the article attempts to spotlight on the anthropocentric attitude towards nature through a few aspects such as the advancement in science and technology—in the form of bombs—leads to self-destruction, the colonial attitude, and the climate change because of the onslaught on

nature. These are the theoretical underpinnings to analyse the novel.

## II. IMPACT OF THE BOMB BLAST

Bharati Mukherjee, a winner of a National Book Critics Circles award, is the author of seven novels and two non-fictions. She is working as a Professor of English at the University of California, Berkeley. Bharati Mukherjee's *The Tree Bride* (2004) is a fusion of historical narration, especially British Raj, treachery, and mythological perception. This article departs from all these aspects and explores the ecological facets—certain features are focused on. The major focus is how the impact of anthropocentric actions on all living beings.

The ensuing prologue of the novel gives a broader perspective of the consequences of an inhuman attitude and the advancement in science and technology. The novel opens with the adverse impact of a bomb blast on a family settled in America. It gives many dimensions. Bish, the computer genius, is a representation of advancement whereas Tara pockets the traditional life of Indians through her own pragmatic experiences. The protagonist, Tara,

being pregnant along with her husband struggled to survive in terms of the proximity of an unexpected bomb blow, "The fire-borne sparks and ashes had freckled my face with a myriad of tiny black pits; some will never heal. Even on Haight Street, when I'm pushing Bish in his wheelchair. I'm the one they stare at" (Mukherjee 8). Mukherjee had espoused the horary effect of a bomb blast on a family, overall, on a pregnant woman and the foetus which is growing in her womb. Tara was not only worried about the forthcoming baby but also her handicapped husband, Bish. On the other hand, the article exhibits the impact of air pollution with reference to climate change and second-hand smoke exposure, which causes diseases such as cystic fibrosis, "I interrupted to say that sixteen years ago I conceived a child with the same man. Rabi's got issues, maybe even genetic issues, but no cystic fibrosis" (Mukherjee 10). The major focus is how the impact of modernization and advancement in science and technology on human lives and all living beings as well. Chief Seattle, a Duwamish Chief, proposes, "This we know—the earth does not belong to man, man belongs to the earth. All things are connected like the blood which unites one family. Whatever befalls the earth befalls the sons of the earth" (Shiva, Staying 19). This indirectly poses a question to humanity: Are we really developing or is it an Anthropocene attitude?

### III. THE COLONISED ATTITUDE TOWARDS NATURE

The colonisers such as Jack Snow, Tom Crabbe, Captain Partridge, and soon entered the land of Sunder Ban West Bengal. The East India Company and British Navy started the rupture of the forest which is a treasure of Sundari trees—straight and tall trees. They started exporting the logs of the tree, "A dense, tiger-and-timber-rich jungle that separates the sea from the fragile interior. The treasure and the terror of East Bengal is its limitless fresh water for rice and fish and the 'blue devil' indigo and the forests of Sundari trees, straight and tall with a purplish density more resistant than iron" (Mukherjee 52). During the British Raj, the business of trading was rampant. They exported metal and trees, mining and deforestation, a rape of the earth ultimately affects human lives and other living beings, "The basic design of an East Indianman, British, Dutch, or Danish, had not changed in two hundred years. They'd been sleek and beautiful at three masts and five hundred tons, then at six and seven hundred, but the companies' trade kept expanding and their ships grew heavier and more luxurious. Masts towered higher than the tallest tree, topped with a second mast subject to easy snapping" (Mukherjee 86). In such a way the Indian natural wealth exhorted utmost. The climate of India was changing by men's attitudes. It was an indirect

message to the British Raj and their trade of timber and metal which affect the natural cycle leads to a change in climate to uncertainty, "The slide of winter into spring had been imperceptible, sleety gray to rainy gray, the buds retarded, no color anywhere, but today held, just briefly, a touch of magic" (Mukherjee 170).

It was not stopped with the trade of timber. It further went on hunting and poaching. Vertie Treadwell, a coloniser, had shown manly virtue by hunting, poaching, and killing the animals, "He hunted alone. No herds of prey paraded in front of him. He was an absolute master of his territory, tolerating no other males, and he could personally manage any leopards and hyenas that impinged. He could climb, he could swim, and he could hide in broad daylight, standing tall in the play of light and shadow" (Mukherjee 181). He killed plenty of tigers. It was unimaginable to be an inhuman human being. Therefore, very aptly Mukherjee narrated what he was doing with the tiger. There were many questions about whether he sleeps on the skin of the tiger like the Mughal emperors or rubs his back against tiger-covered walls or cover his toes with tiger plush. It is a mockery of man's futile domination and leaves answered questions: Where are we going? Are we dominating nature and showing our power? Or is Nature ready to take revenge for each action? Placed in this context, it is very apropos to meditate on, "The humans of the future will surely understand, knowing what they presumably know about the history of their forebears on the earth, that only in one, very brief era, lasting less than three centuries, did a significant number of their kind believe that planets and asteroids are inert" (Ghosh 1).

### IV. BEFORE AND AFTER: A JUXTAPOSITION PANAROMA

The view of Calcutta with natural beauty, particularly the river Hooghly, which was once alive gradually became lifeless. It was drastically transitioned due to an anthropocentric attitude in the name of the British Raj. Once the place was, "Trees lined every road and were not confined to a few locked parks and private gardens. He had never seen so many parks, as though it were a divine mission to preserve greenery in such heat and dust. Monkeys chatted on the branches and begged for food, then snatched it" (Mukherjee 111). Apart from the city, the land was full of a bounty of flora and fauna. It was rich with forests, lakes, rivers, and animals. The most important is tigers. It is the land of tigers. John Mist, along with other colonisers, encroached on the forest by not only the trade of Sundari trees but also teak and Mahogany. This encroachment is an onslaught on the lives of animals and birds. The novel also juxtaposed then Calcutta and now



Calcutta. How drastically the city and the land had changed. It also throws light on the comparison of Calcutta and London from the perspective of closer to organic lives and the other epitome of modernisation respectively, "Public buildings were gray and soot streaked, the winter air foul and bilious. Calcutta streets, on the other hand, were wide and the pace was, set by ox cars and camels. A small army of bent-over women and children swept the roadways. Even the cow and camel dung was quickly picked up and piled into baskets." (Mukherjee 110). Moreover, it also deteriorated the agrarian culture which is passed from ages together. The new form of agriculture is introduced by the West and becomes a symbol of fashion and everyone praises it whereas the Indian traditional agriculture is considered a mean way of cultivation, "In the Hickey Home he was obliged to think of jute twelve hours a day, but jute could have been another Calcutta joke, like at the trial when he'd come in expecting praise and a little money, and came out an orphan with three years' probation. Jute was a slave trade. People talked of indigo and tea and timber, but no one ever spoke of jute" (Mukherjee 124-125). Everything had exploited at its extreme level, the city, the forest, the agriculture, and the rivers.

## V. CONCLUSION

The novel is a saga of the degradation of nature. The bomb blast is a metaphor for the adverse advancement of science and technology which had not only harmed Tara, Rabi, and Bish but also the foetus-growing in the womb. It hampered the lives of these three as well as pollutes the environment at maximum impacts the other living beings. Further, the British Raj, the colonisers on the colonised, lacerates all lives of living being, in the same way, ruptured organic culture and the age-old tradition of Indian nature love. This ecological invasion gradually led to climate change which espouses through the picturesque narration of than Calcutta and now Calcutta along with the glimpses of the Sundar Ban Forest. The novel instrumented the contemporary burning issue through the historical aspect-the British Raj-a novice equipment to the ecological problem.

## REFERENCES

- [1] Ghosh, Amitav. *The Great Derangement: Climate Change Unthinkable*. Penguin Random House India Private Limited, 2018.
- [2] Leopold, Aldo. *A Sand County Almanac and Sketches Here and There*. Oxford University Press, 1949.
- [3] Mukherjee, Bharati. *The Tree Bride*. Rupa Publication India Pvt. Ltd, 2004.
- [4] Shiva, Vandana. *Staying Alive Women, Ecology and Survival in India*. Women Unlimited, 2010.



# Eyeing Post-pandemic Learning: Reckoning the Effects of Blended Learning Scheme

Rose S. Mukay, Irene M. Dagyasi, Melanie S. Manuel, Lourdes Nicole Adeline Cosmiano

Received: 06 Feb 2023; Received in revised form: 04 Jun 2023; Accepted: 11 Jun 2023; Available online: 19 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— Due to the increasing number of Covid 19 cases in the country, educational institutions adopted various approaches which could cater the students' needs and abide with the health protocol at the same time. One of these approaches is the blended learning. This study looks into the effect of blended learning to the academic performance of the BS Criminology students. A descriptive research design was utilized to attain the research objectives while a documentary survey was conducted in gathering needed data. The average grade of 126 BS Criminology students who were enrolled in school year 2019- 2020 and 2020-2021 represented the academic performance of the students. The results of the study noted that there is significant difference on the students' academic performances before and during the implementation of blended learning. The study further showed that BS Criminology students performed better with the traditional learning approach than the blended learning. The test of association revealed that the academic performance of students is significantly associated with the mode of learning. Moreover, it was shown that better performance of the students is associated with traditional learning approach. Hence, this study prompts the administrators and faculty members, especially in the BS Criminology program, to consider strengthening and improving its traditional learning approach design and/or policy into a more constructive and critical discourse for a more meaningful post-pandemic learning experience among students.



**Keywords**— Blended learning, traditional learning, academic performance, BS Criminology

## I. INTRODUCTION

### Background of the Study

Due to the on-going Covid 19 pandemic, educational activities in the Philippines were halted, resulting in an unanticipated transition away from traditional learning and toward a system that focuses solely on digital teaching and learning. Due to limited movement during the pandemic, academic institutions have crafted policies which could both cater the educational needs of students and the health protocol as mandated. One of the schemes plotted and implemented during the heights of the pandemic was the blended learning scheme. There are various definitions and approaches that describe blended learning. Contemporarily, blended learning, known as mixed learning, contains rich learning strategies. According to Harvey and Chris (2001), a blended learning program may

consist of one or more program combinations like combining online and offline learning environments; combining collaborative and individual learning environments; combining structure and non-structured learning environments; combining pedagogical approaches ('e.g. constructivism, behaviourism, cognitivism') to produce an optimal learning outcome with or without instructional technology. In the case of Kalinga State University, blended learning is the combination of modular learning and online learning setup.

Online learning is creating educational resources, delivering teaching, and managing programs using the internet and other key technology (Fry, 2001). Hrastinski (2008) noted that the two types of online classes, asynchronous and synchronous online learning, are being compared. Teachers, businesses, and institutions must be

thoroughly aware of the advantages and disadvantages of online learning to be productive and efficient. This article added to the existing literature on online learning by providing thorough awareness of the migration methods of instructional delivery adopted by universities, faculty, and students, challenges, and opportunities in the global fight against Covid-19. It also discussed the crisis-response migration methods of higher educational institutions, students, and faculty members into online learning and the opportunities and challenges concerning Covid-19.

Students pursuing higher education during Covid 19-Pandemic have embraced Online Learning setup. This type of learning is a challenge for the students.

Online setup of learning is one of the most recent and innovative study methods to enter the pedagogy area during this time of pandemic. There has been a significant movement in approaches in recent years. Students can now learn on how to utilize the internet and computers. This numerous forms have evolved as new technology has been introduced. Most colleges, high schools, and other institutions throughout the have adopted this method of instruction, and the number of students enrolled online should have to embrace this new normal. There has been a great deal of research into the impact of online learning setup on the academic performance of the students.

The COVID-19 pandemic brought an education crisis that forced schools to abruptly shift to online distance learning. Regardless of the challenges in this migration, the teaching-learning process should continue. Self-regulated learning skills are essential in learning in an online environment. In the study of Calamlam et.al in 2021 it was reported that there is a subtle decrease in the perception of the online learning environment at the start of the course. A rise in the learning playlist scores has been observed at the start of the research methods course, but scores began to decline at the latter phases of the course. Results of regression analysis imply the influence of perception on the online learning environment on self-regulated learning skills.

Traditional Learning was also compared to Online Learning During the COVID-19 Pandemic based from the faculty's perspective. Alzahrani, M in 2021 investigated and further revealed that students performed better online than offline. He further argued that classroom activity has a positive effect on the overall performance of the students.

Based on the above premises, this study was conducted to look into the impact of online learning in the

academic performance of the BS Criminology students in Kalinga State University.

### Conceptual Framework

Several of the fundamental differences between learning online and in a traditional classroom setting were identified by McGovern (2004). These included the following: online learning requires students to have a certain level of computer skills and equipment that may not be necessary in the traditional environment; online instruction does not permit students the opportunity to learn by hearing since audio presentations are not normally available in online courses; and that online courses permit asynchronous learning rather than requiring students to be in a classroom at a given time and place.

Online teaching is the process of educating others via the internet. Various methods can be used, such as one-on-one video calls, group video calls, and webinars. You can start teaching from any location (home, coffee shop, co-working space) and enrol students from various backgrounds and geographical areas.

Online courses are defined by the university as containing more than 75% of instructional time conducted via the internet or web-based delivery methods.<sup>8</sup> We define Online as a binary variable equal to unity if the section was taught online and zero otherwise. The university first introduced online courses in the fall quarter of 2000. Our data began three years later (Fall, 2003) so the university had ample opportunity to create the infrastructure to make online courses successful by the time our observations begin. Over our sample period, 89,600 different course sections were taught, of which 1,584 (1.76%) were taught online. The average section enrolls 16.8 students though the enrolment distribution is heavily right-skewed with a number of sections enrolling hundreds of students, a fact we return to in the next section.

This study zeroes in to the effect of transitioning traditional learning setup to an online procedure to the academic performance of the BS Criminology students of Kalinga State University. To attain this, the semestral evaluation of the students in the pre-Covid school year is compared to the semestral evaluation when educational strategy has been transitioned to blended and/or online learning setup. As a result, a policy can be made as to what strategy could be considered while pandemic is still on and even when pandemic will be off.

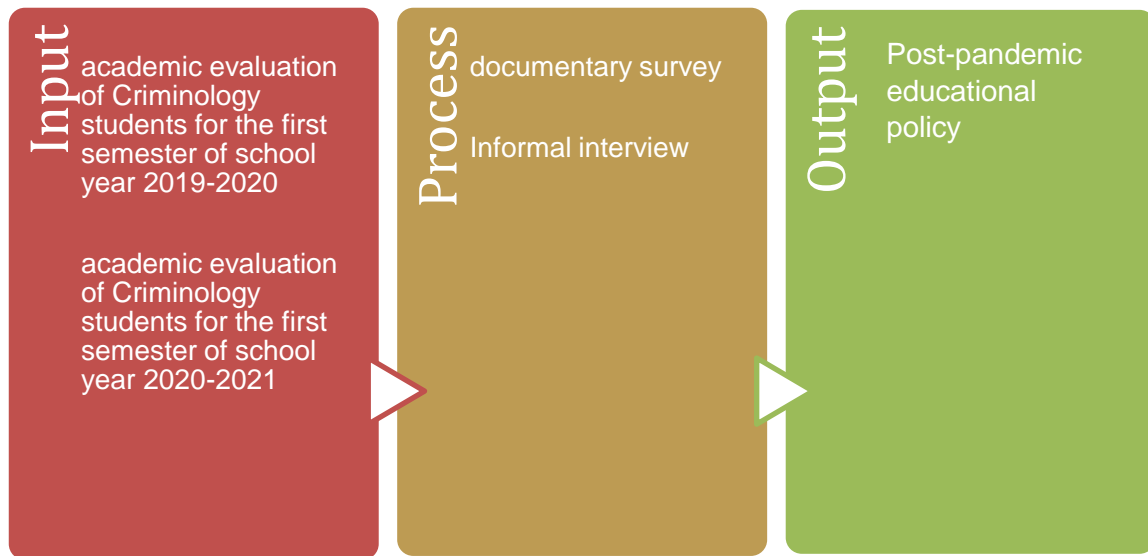


Fig.1. Conceptual paradigm

### Statement of the Problem

In March 2020, the educational system in the country started to transition from the traditional teaching and learning ways because of the Covid 19 pandemic. In order to adhere with the health protocols set by the Department of Health, the Kalinga State University transitions to blended learning scheme. With the abrupt change in the mode of learning, this study aimed to look into its impact to the academic performance of the BS Criminology students of the university. Specifically, this study sought answers to the following questions:

1. Is there a significant change in the academic performance of the Criminology students of KSU when engaged with blended learning?
2. Is there a significant association between the mode of instruction and academic performance of Criminology students?

### Objectives of the Study

This study is guided by the following objectives:

1. To compare the academic performances of the BS Criminology students in the pre-pandemic school year and while pandemic is at height.
2. To test if there is a significant association between the mode of learning and the academic performance of the BS Criminology students.

Hypotheses:

1. There is no significant difference in the academic performance of the Criminology

students before and during engagement with blended learning.

2. The mode of learning is not associated with the academic performance of the BS Criminology students.

### Significance of the Study

Determining the academic performances of the students before the Covid 19 pandemic and while it is on height gives a bird's eye view to the academic managers and administrators of the university if there is a significant change brought by the learning scheme adopted by the university while adhering with health protocols. The result of this study will serve as a baseline data in making policies regarding the mode of teaching and learning which suits the BS Criminology students.

This study would also serve as a basis of the faculty members of the Criminology program in designing their instructional strategies and procedure. With the designed program of instruction, the BS Criminology students would benefit the most.

### Scope and Delimitation

The research is focused on determining whether the blended learning setup during the Covid 19 pandemic affects the academic performance of the KSU Criminology students. The study involved freshmen who are enrolled in the course for the school year 2019-2020. This study only focused on the performance of these students who have enrolled the course before the pandemic and during the implementation of the blended learning and teaching



scheme. Students from other year levels were not involved as participants of the study. The data gathered showed only the general average of these students. Hence, varying variables like sex, age, or cultural background are not utilized in testing difference on the academic performance of the students involved.

## II. REVIEW OF RELATED LITERATURE

Due to its enhanced accessibility and flexibility, online education has grown in popularity. Online education has most recently been utilized in place of in-person instruction during the Covid-19 epidemic (Hodges et al., 2020; Nierenberg, 2020). It was seen to be convenient allowing students to study at their own pace and time. Students reported that online learning enabled them to hold a higher level of accountability for their own learning and to learn independently. However, not all experiences were positive (Sit, J. W., Chung, J. W., Chow, M. C., & Wong, T. K., 2005).

Studies included in the meta-analysis that pertain to fully online, semester-length college courses; there is no trend in favor of the online course mode (Jaggars, S., & Bailey, T. R., 2010). The findings of the study in the research entitled “Comparison of Academic Performance of Students in Online vs. Traditional Engineering Course” reveals that the online pedagogy had a negative effect on student academic performance when compared with the traditionally taught group. This was true for all demographics (gender, enrolment status, nationality) and categories (high, medium and low academic performance) of students except for high performing students for whom online pedagogy shows promise (Bir, D. D., 2019).

The online instruction provided during the Covid-19 pandemic was an example of emergency remote teaching (ERT), which differs greatly from a thoroughly thought-out, well-designed curriculum. (Hodges et al., 2020).

In the study of Nguyen, V. A. (2017) on the impact of online learning activities on student learning outcome in blended learning course, they found out that student-student interaction has a greater impact on student learning outcomes.

In the research of Smart, K. L., & Cappel, J. J. (2006) on Students’ Perceptions of Online Learning: A Comparative Study, the results indicate that the participants in an elective course rated the online modules significantly better than those in a required course.

Based on the finding of Hassan, A., Abiddin, N. Z., & Yew, S. K. (2014) on the study the Philosophy of learning and Listening in Traditional Classroom and Online Learning Approaches, there is no significance difference

between the two approaches. The students use the same strategy either online classroom or traditional classroom.

In the study of Ni, A. Y. (2013) on Comparing the Effectiveness of Classroom and Online Learning: Teaching Research Method, provides an evidence that the student performance as measured by grade is independent on the mode of instruction. Persistence in an online environment may be more challenging in research methods classes than in other public administration classes.

The study on Students’ Perceptions of Teaching and Social Presence: a Comparative Analysis of Face-to-face and Online Learning Environments, indicates that students’ perceived stronger teacher and social presence in the online section compared to the face-to-face section. (Bowers, J., & Kumar, P. (2015)).

On the other hand, the study on Online Learning amid the Covid-19 Pandemic: Students’ Perspectives Adnan, M., & Anwar, K. (2020) highlighted that online learning cannot produce desired results in underdeveloped countries where a vast majority of students are unable to access the internet due to technical as well as monetary issues. The lack of face-to-face interaction with the instructor, response time and absence of traditional classroom socialization.

Overall, previous research demonstrates that student learning outcomes in a variety of online courses and labs in elementary, secondary, and higher education are comparable (Faulconer & Gruss, 2018; Patrick & Powell, 2009; Sun & Chen, 2016; U.S. Department of Education, 2009; Weber & Lennon, 2007).

### Definition of Terms

*Covid 19 Pandemic* – this refers to the pandemic brought by the spread of the coronavirus disease which is caused by the SARS-CoV-2 virus.

*Mode of Instruction* – this refers to the ways of which learning experiences are delivered to students.

*Traditional Learning* – this refers to the mode of teaching and learning before the Covid 19 pandemic hits. It includes face to face engagements of teachers and students which usually happen inside the classroom or school premises.

*Online Learning* – it refers to the use of the digital technologies and internet to deliver instruction to the students.

*Blended Learning* – it refers to the combination of teaching-learning methodologies in delivering instructions. In the case of Kalinga State University, blended learning involves the use of learning modules and online learning.

*Academic Performance* – this refers to the overall performance of students in their enrolled subjects as

described through their average grade for the semester or school year.

*Criminology Students* – these are students who are enrolled in BS Criminology program.

### III. METHODOLOGY

#### Locale of the Study

The study was conducted in the main campus of Kalinga State University particularly in the College of Criminal Justice Education. This college houses two programs such as BS Criminology and Bachelor of Forensic Science. For this study, only the BS Criminology students were involved.

#### Research Design

The study descriptive research design as it aims to measure the effect of the blended learning scheme adopted by the university in the academic performance of the students. Documentary survey was utilized in the collection of data needed to attain the above-cited objectives. This type of data collection involves gathering and analyzing information using pre-existing data that is already available. These data can take the form of research papers, review articles, books, and official records (What is descriptive, 2021).

#### Respondents/Informants/Research Participants of the Study

The study aims to look into the impact of the blended learning setup in the academic performance of the Criminology students. To meet the goal, the research participants were the Criminology students who have undergone both the face-to-face and online learning scenarios. Specifically, the first year students enrolled in BS Criminology for SY 2019-2020 were considered as participants of the study.

#### Instrumentation

Since the study aims at looking into the impact of the blended learning setup to the academic performance of the Criminology students, the general weighted average of the research participants during the face-to-face classes was sought for comparison with their GWAs during the online classes. Data were backed up with narratives of the participants as to their experiences in both learning setups.

#### Data Gathering Procedure

The data needed in the study were gathered through records review. The researches sought permission from the dean of the College of Criminal Justice Education to access and review the true copy of grades of the research participants. These data aid in looking into the impact of

the blended learning scheme to the academic performance of the students, quantitatively. Also, interviews with the participants who are conveniently available was informally done to verify data from their copy of grades. As a backup method, observations of faculty members were sought.

#### Data Analysis

From the true copy of grades of the students, the general average was computed to determine their academic performance. For this study, range of general average was crafted to easily describe the academic performance of the students. General average ranging from 3.01 – 5.0 is marked as failed; 2.501 – 3.00, low; 2.0 – 2.50, average; and, 1.0 – 1.99, high. To test the effect of the blended learning to the academic performance of the students, paired sample t-test was computed while test of association, specifically point biserial correlation, was conducted for the attainment of the second objective.

### IV. RESULTS AND DISCUSSION

Table 1 presents the comparison of the general average of the Criminology students before the adoption of blended learning scheme and when engaged with the blended learning scheme.

*Table 1. Difference on academic performance of Criminology students before and while engaging with blended learning*

	n	Mean	Standard Deviation	p-value
Average before adopting blended learning scheme	126	2.2778	.27854	0.002
Average when engaged with blended learning scheme	126	2.5008	.80890	

The result of the test reveals that the BS Criminology students performed better before the adoption of the blended learning scheme compared to their academic performance when blended learning is implemented. This is proven by the higher general mean of 2.28 which is described as average. Also noted from the test is that the general average of the students when engaged to blended

learning is more varied/scattered than their general average before the adoption of the said learning style.

From the documentary survey conducted, there are 11 failing marks noted during the semester where traditional learning is adopted. However in the next school year when blended learning was mandated for implementation, the number of failing marks increased by 300%. There were 6 students who dropped in SY 2020-2021. When asked through an informal interview, the weak signal and insufficiency or lack of resources of the students during the implementation of blended learning contributed to the failing marks, low general average, and existence of dropouts. This result seconded the study among engineering students taking up traditional and online engineering courses. Bir, D. (2019) iterated that there is a negative impact of the online pedagogy to the academic performance of the engineering students.

Looking into the significance value of .002 which is lesser than the alpha (.05), the null hypothesis stating that there is no significant difference in the academic performance of the Criminology students before and during engagement with blended learning is rejected. This means that there is a significant difference in the academic performance of the students when learning scheme is transitioned from traditional to blended. This is similar with the results generated by the studies conducted by Ceylan, V. et.al., (2017) and Li, Z et. al. (2013) which asserted significant difference in the academic achievement score/performance when exposed to face to face and blended learning. In contrary, empirical analysis done by Kwak, DW et. al. in 2015 noted that introduction of blended learning among undergraduate students did not affect the academic performance of the students despite their preference of live lectures over online learning delivery. No significant difference was also asserted by Vo, H et. al. in 2017.

In the case of this present study, the change noted in the academic performance of BS Criminology students upon implementation of blended learning is negative. This is in contrary with the study of Bazalais, P. et al. (2018) which suggests that the blended learning approach leads to more conceptual change, acquisition of more skills, and higher performance.

Table 2 presents the test of association of the mode of learning and the academic performance of the BS Criminology students.

		Mode	Average
Mode	Pearson Correlation	1	.182**
	Sig. (2-tailed)		.004
	N	252	252
Average	Pearson Correlation	.182**	1
	Sig. (2-tailed)	.004	
	N	252	252

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The result of the study shows the significant association of the mode of learning and the academic performance of the students represented by their average grade ( $p < 0.05$ ). Using a scatterplot diagram for verification, it was found out that the higher average grade of students is associated with the traditional learning setup. Though the mean difference is quite small, the result in the test of association implies that Criminology students have better academic performance before the implementation of blended learning. This result is in contrary with that of Vo, H et. al. in 2017 which confirms that BL is significantly associated with greater learning performance of STEM-disciplined students than with traditional classroom practice.

### Summary

Due to the health protocols of which everyone must adhere with because of the increasing number of Covid 19 cases in the country, Kalinga State University adopted the blended learning approach for the continuous delivery of instruction. The results of this study noted that there is a significant difference in the academic performance of the BS Criminology students before and during the implementation of the blended learning scheme. Moreover, there is a significant association between the mode of learning and the academic performance of the students.

## V. CONCLUSION

From the aforementioned findings, this study asserts that the mode of delivery of instruction affects academic performance of learners. It further confirms the effect of the blended learning scheme on student performance in higher education setting. Moreover, traditional learning approach is conjectured as better scheme than the blended learning.

### Recommendation

The findings of the study encourage the implementation of traditional learning approach among Criminology students. Blended learning, however, may be

used to back up the former approach. Also, the result of the study prompts the administrators and faculty members, especially in the BS Criminology program, to consider strengthening and improving its traditional learning approach design and/or policy into a more constructive and critical discourse for a more meaningful post-pandemic learning experience among students.

## REFERENCES

- [1] Bazelais, P., & Doleck, T. (2018). Investigating the impact of blended learning on academic performance in a first semester college physics course. *Journal of Computers in Education*, 5(1), 67-94.
- [2] Bir, D. D. (2019). Comparison of Academic Performance of Students in Online vs. Traditional Engineering Course. *European Journal of Open, Distance and e-Learning*, 22(1), 1-13.
- [3] Ceylan, V. K., & Kesici, A. E. (2017). Effect of blended learning to academic achievement. *Journal of Human Sciences*, 14(1), 308-320.
- [4] Fry, K. (2001). E-learning markets and providers: Some issues and prospects. *Education+ Training*, 43(4/5), 233–239. <https://doi.org/10.1108/EUM000000005484>.
- [5] Hrastinski, S. (2008). Asynchronous and synchronous e-learning. *Educause Quarterly*, 31(4), 51–55.
- [6] Hughes, G. (2007). Using blended learning to increase learner support and improve retention. *Teaching in higher education*, 12(3), 349-363.
- [7] Jaggars, S., & Bailey, T. R. (2010). Effectiveness of fully online courses for college students: Response to a Department of Education meta-analysis.
- [8] Kwak, D. W., Menezes, F. M., & Sherwood, C. (2015). Assessing the impact of blended learning on student performance. *Economic Record*, 91(292), 91-106.
- [9] Li, Z., Tsai, M. H., Tao, J., & Lorentz, C. (2014). Switching to blended learning: The impact on students' academic performance. *Journal of Nursing Education and Practice*, 4(3), 245.
- [10] Nguyen, V. A. (2017). The impact of online learning activities on student learning outcome in blended learning course. *Journal of Information & Knowledge Management*, 16(04), 1750040.
- [11] Rakes, G. C., & Dunn, K. E. (2010). The Impact of Online Graduate Students' Motivation and Self-Regulation on Academic Procrastination. *Journal of interactive online learning*, 9(1).
- [12] Sit, J. W., Chung, J. W., Chow, M. C., & Wong, T. K. (2005). Experiences of online learning: students' perspective. *Nurse education today*, 25(2), 140-147.
- [13] Thomas J Law 2 Feb, 2021, Online Teaching: Everything you need to know in 2021.
- [14] Ward, M. E., Peters, G., & Shelley, K. (2010). Student and faculty perceptions of the quality of online learning experiences. *International Review of Research in Open and Distributed Learning*, 11(3), 57-77.
- [15] Yeboah, A. K., & Smith, P. (2016). Relationships between minority students online learning experiences and academic performance. *Online Learning*, 20(4), n4.





# Proximate Analysis of Enhanced *Coffea canephora* var with endemic floral species

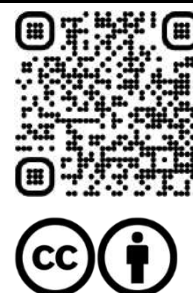
Melanie Manuel, MST; Helen F. Bais, PhD; Gringo S. Serion, MATbiology

Received: 06 May 2023; Received in revised form: 06 Jun 2023; Accepted: 14 Jun 2023; Available online: 21 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— This study focused on examining the proximate analysis of *Coffea Canephora* var that was enhanced with endemic floral species. The physico-chemical analyses conducted revealed that *Solanum nigrum* enhanced coffee had a moisture content of 13.42%, crude fat of 2.47%, crude protein of 15.12%, ash content of 6.35%, and a total carbohydrate content of 64.52% (w/w) with 348 Kcal energy per serving. Similarly, *Colocasia* sp. cf. *Formosana* hayata enhanced coffee had a moisture content of 12.15%, crude fat of 3.03%, crude protein of 11.29%, ash content of 6.68%, and a total carbohydrate content of 68.86% (w/w) with 355 Kcal energy per serving. Furthermore, enhanced coffee with *Momordica charantia* had a moisture content of 10.01%, crude fat of 1.41%, crude protein of 13.78%, ash content of 6.46%, and a total carbohydrate content of 70.39% (w/w) with 356 Kcal energy per serving. It was showed that three enhanced coffees had an average energy intake of 3%, which can supplement the Required Energy and Nutrient Intake of an adult Filipino. The study results can provide a low-fat enhanced and enriched coffee in the Kalinga table, as presented in its nutrition facts. However, further investigation is required to determine the safety and microbiological quality of enhanced coffee with floral species, particularly in the quantification of amino acids, vitamins, and minerals. Additionally, it is recommended to investigate the acceptability, market analysis, and utilization of locally grown and traditionally used plant species that could enhance and enrich coffee to meet the country's demand.



**Keywords**— *Coffea canephora*, moisture content, floral species, nutritional facts.

## I. INTRODUCTION

### 1.1 Rationale

Recent study on the organolytic evaluation of *Coffea canephora* or robusta enhanced with three (3) floral species of *solanum nigrum* (locally termed am-amti) var, *colocasia* sp.cf. *formosana* hayata (pikaw), and *momordica charantia* leaves (parya balang) have been undertaken during the fiscal year 2021. The findings shows a moderate acceptability in terms of the parameters on taste, aroma and degree of preference. Basing from recommendations and findings of the former research, have prompted the proponents to present the chemical assay as deemed necessary since it is considered “food”.

This study entitled “The Bio-Assay and Proximate Analysis of Pikaw, Parya balang and am amti looks into the importance of proximate analysis to something taken in into the body as in the case of beverages, food, pastries, breads

and the like since the analyses allows one to make legitimate comparisons on the basis of specific nutrients. The process is made mandatory for the standardized nutritional labels to contain and present content information on the following five constituents - protein, fat, moisture, ash and carbohydrates, where the constituents themselves are known as “proximates” and the process of determination of their contents.

Proximate Analysis stands for a method, determines the values of the macronutrients in food samples. In general, those values are being declared as nutritional facts shown usually on the labels of the final (end) food products, but they are also being determined during the production process. The beginning of the nutritional analysis originates back in 1861 and since then it has been continuously developed, modified and improved. This study investigated the Proximate analysis of the three (3) floral species of *Solanum nigrum* (locally termed am-amti) var, *Colocasia*

sp.cf.*Formosana hayata* ( pikaw) , and *Momordica charantia* leaves ( parya balang) with ground *Coffea canephora* or robusta.

## 1.2 State of the art

In spite of the fact that coffee production and exports in the Philippines are low, the country is still an important coffee market. It was a pioneer as an instant coffee importer in 2011 and is predicted to become one of the largest consumers of instant coffee at the global level by the end of 2021. The strong demand for instant coffee has further increased the opportunity for many businesses in retail. Policymakers are engaged with stakeholders in order to help domestic producers take advantage of both the local and international markets and facilitate economic up-gradation. Hence, to gain traction from abroad, it becomes necessary to improve the coffee quality of the Philippines through the process and product upgrading. Additionally, the strong local demand has further led to encouraging the government to strengthen the coffee sector in the country.

Furthermore, coffee retail brands like Starbucks, the Coffee Bean & Tea Leaf, and UCC have set their bases throughout the country. This is further providing an impetus for the market to thrive in the forecast period. Additionally, with the emergence of small and independent coffee shops in the Philippines, the market is poised to grow at a significant pace along with rising coffee demand over the next five years.

This discussed that the demand is high but the supply is low thus it is in consideration that this study was conducted to expedite the low produce we are experiencing by developing an enhanced coffee.

## 1.3 Analysis of the Problem

The presence of big companies like Nestle is contributing to the market's growth offering a wide range of soluble coffee products in order to satiate the coffee needs of the Filipinos. Nescafe Classic, Nescafe Classic Decaf, Nescafe Classic Strong, Nescafe Gold Blend, Nescafe Gold Cappuccino, NESCAFÉ® Blend & Brew™ Original, NESCAFÉ® Blend & Brew™ Strong, and many more are available under the Nescafe brand. One of its products, Nescafe Classic, is available in 2 grams, 25 grams, 50 grams, 100 grams, and 200 grams. It is made from Robusta coffee beans. The company is the biggest buyer of Robusta beans in the Philippines. Considering the dilemma that we are facing and answers yet to be sought in raising the supply of coffee in the country, this study infused natively produced floral species available in the locality to enhanced the traditionally brewed coffee along with its nutritive constituents with the goal of savoring the natural aroma of coffee and acquire the nutrients these floral species can provide.

## A. Significance of the Study

The present study aims to determine the proximate analysis of Enhanced *Coffea canephora* var with endemic floral species for providing additional coffee variation enriched with nutrients available from *Solanum nigrum* ( locally termed am-amti) var,*Colocasia* sp.cf.*Formosana hayata* ( pikaw) , and *Momordica charantia* leaves ( parya balang) . The study would be the stepping stone of research that aims to promote, convert and invent natural products by maximizing the use of *Solanum nigrum* ( locally termed am-amti) var,*Colocasia* sp.cf.*Formosana hayata* ( pikaw) , and *Momordica charantia* leaves ( parya balang).

## B. Scope and Delimitation of the Study

This study specifically focused to determine the proximate analysis of Enhanced *Coffea canephora* var with endemic floral species for future natural product development.

## II. REVIEW OF LITERATURE

The study of Gaibor et al on the analysis of caffeine content of two canton varieties of *coffea ganephora* or locally termed caluma and echeandia's present values range of 0.445-2.182% using the UHPLC method. The values obtained with the Soxhlet method were of 0.625-2.150%, standard deviation value were higher than the ones using the UHPLC method. This indicates that the precision and exactitude of the UHPLC method is more accurate. These shows that robusta coffee from Ecuador shows a lower caffeine content compared to arabica coffee which is generally the more appreciated in the markers for their organoleptic properties than robusta coffee. While Arabica plants are delicate and are grown at elevations between 600-2000 m.; robusta plants are more hardy, higher yielding and can be grown at lower altitudes of 2,27, 200-800 m.

Robusta coffee in this study was cultivated in an altitude between 1400-1800 m a.s.l and the Concentration of phytonutrients in the plants depend of soil, water and nutrients. These phytonutrients can vary depending on the agronomic and environmental conditions of the cultivar (genetic factors, altitude, temperature, hydric conditions, fertilization and maturation of beans). It is known that parameters as altitude and temperature can affect the caffeine content .

*Coffea canephora* ( robusta) was reported with a caffeine content of 2.6% in green beans of coffee. The caffeine content with a value of 0.445% is lower than in *coffea Arabica* which 0.583% .This low value of caffeine content allows the use of robusta coffee in the production of decaffeinated coffee as norms indicate a content lower of 1.0% of caffeine as measured using RP-UHPLC and soxhlet

. This study shows consistently, that of the many varieties of *coffea ganephora* (robusta) and *coffea Arabica*, It is always *coffea ganephora* (robusta) that showed a lower caffeine content as compared to *coffea Arabica* from using the methods of soxhlet, UHPLC method and chromatographic method. Further, as the coffee is roasted, the variety *coffea canephora* grown in Ecuador in the cantons of Caluma and Echeandía show low percentages of caffeine than *coffea arabica*. Two analytical methods were used to determine the caffeine content from 8 locations in the 2 cantons. The best results were the ones obtained with the UHPLC method due to its high reproducibility and low differences between the results.

Robusta roasted coffee had a low concentration of caffeine that suggests that this species could be used to make decaffeinated or low-caffeinated beverages however there was no sensory analysis work carried out to determine the consumer acceptance.

From the above information, this study entitled “Organolytic Evaluation of Enhanced *Coffea canephora* var with endemic floral species” uses the basic elemental procedures the sensory organolytic evaluation before looking into the bioassay or proximate analysis of the experimental products after all the raw materials are combined.

The study of Seninde et. al from the Center for Sensory Analysis and Consumer Behavior of Kansas State University (KSU) based in Manhattan, USA shows that the sensory characteristics of brewed coffee can be attributed to their non-volatile and volatile compounds (e.g., pyrazines and pyridines that are produced during all phases of coffee production including growing, fermentation, roasting, and brewing processes. Arabica and Robusta green beans have different chemical compositions and consequently varying flavor profiles when roasted.

Green and roasted Robusta coffee beans have a higher chlorogenic acid content than corresponding Arabica beans. For example, Chlorogenic acids such as the feruloylquinic and caffeoylquinic acids found in Robusta roasted beans are 1.5 to 2 times higher in concentration as compared to those in arabica beans. During the coffee roasting process, the total chlorogenic acids are reduced to about 50% at the medium roast level and to small quantities at the dark roast level. Chlorogenic acids contribute to the bitter taste, acidity, and astringent flavor of the coffee when it is brewed. Additionally, chlorogenic acids act as precursors to the formation of phenols and catechols.

During the coffee roasting process, the initial drying phase is mainly characterized by small endothermic reactions which lead to loss of free water, browning, and increase in volume. The moisture content of the roasted coffee ranges

from 1.5% to 5% and this depends on the roasting degree attained. The sucrose in the beans caramelizes when their internal temperature reaches 130 °C which explains the yellowish color of the beans. With the bean temperature increasing beyond 160 °C, the color changes to light brown, and the beans further increase in volume. The flavor formed is a result of the endothermic and exothermic reactions when the coffee beans reach a temperature of about 190 °C. Some of the free amino acids and peptides are used in the Strecker degradation process while other amino acids and sucrose are involved in the Maillard reactions, and this results in the bean color change from light brown to almost black. At this point, air or water is used to rapidly cool the coffee beans and consequently stopping the exothermic reactions.

Various compounds impact the bitterness of the coffee brew. Caffeine, a methylxanthine, is heat stable and has bitter sensory characteristics. Roasted Robusta beans contain two times the caffeine concentration contained in Arabica beans. This accounts for a large proportion of the higher bitterness usually found in coffee brews made from Robusta beans.

Trigonelline, an alkaloid, also contributes to the bitterness of coffee brew. Unlike caffeine, trigonelline is degraded during roasting and produces nicotinic acid and other volatile compounds such as pyridines and pyrroles.

Trigonelline and proteins are broken down through Maillard reactions with sugars that are present in green beans to produce volatile compounds such as pyridines, pyrroles, and pyrazines. The pyrazines, pyrroles, and pyridines are responsible for aroma attributes such as nutty, roasted, and toasted notes in the coffee aroma.

This current study entitled “Organolytic Evaluation of Enhanced *Coffea canephora* var with endemic floral species” uses the basic elemental procedures of sensory organolytic evaluation before looking into the bioassay or proximate analysis of the experimental products after all the raw materials are combined.

The subsequent phase of the above study shall look into the caffeine content, anti-oxidant substances or the general chemical contents when thoroughly mixed with grind *coffea ganephora* by endemic local floral species found in the province.

Below are previous catalogues of edible floral species which have semblance of bitter taste of *coffea ganephora*. On that note, the bitter taste could be attributed to its alkali / basic properties to the possible acidic contents of caffeine and anti-oxidant chemicals or substances in *coffea ganephora*. The study of Akubugwo et. al on the Nutritional Potential of the Leaves and Seeds of Black Nightshade *Solanum nigrum* L. Var *virginicum* from

Afikpo-Nigeria (Am-amti) had been assessed to have protein content of the leaves and seed as 24.90% and 17.63% respectively.

Other findings on the ash contents are 10.18% and 8.05% respectively for two samples of *Solanum nigrum* var, crude fibre of 6.81% and 6.29 and carbohydrate of 53.51 and 55.85% for the leaves and seed respectively.

Mineral analysis revealed the order of the following : Mg>K>Ca>Fe>Na>Mn>Zn in the leaves and Mg>K>Fe>Ca>Na>Mn>Zn in the seeds. Phosphorus and sulphur levels were 75.22 and 8.55 mg/100g in the leaves and 62.50 and 14.48, g/100g in the seeds. Vitamin content indicate the order vit C>vit B,>Folic acid>Vit E>Vit A in both the leaves and seeds.

Phytochemical analysis revealed high oxalate, phenol but low sterol content in the studied plant materials.

Cyanide levels were higher in the leaves compared to the seeds. These results suggest that *S. nigrum* L. Var virginicum to be nutritive despite the presence of some anti-nutritive components like oxalate.

*S. nigrum* is a good source of energy. Mineral element analysis show that *S. nigrum* contains high levels of magnesium and phosphorus but relatively low level of zinc.

Akubugwo's study indicates the vitamin C content of *s. nigrum* to be of high value than vitamin A. Below are the other vitamins assessed from *s. nigrum* as follows:

- Vitamin A is 4.66±0.02 - 1.71±0.03
- Vitamin B1 is 17.14±0.01 10.91±0.01
- Vitamin C 35.18±0.02 23.38±0.01
- Folic acid 11.61±0.01 8.13±0.02
- Vitamin E 9.72±0.02 5.71±0.01 ( Note; the values are mean ± S.D of triplicate determinations. On the other hand ,the phytochemical Compositions of *Solanum nigrum* L. Var. virginicum leaves and seeds are as follows :
- Mg- Composition (Mg- /100g) of Leaves /100g) of Seeds
- Alkaloids 1.62±0.02 1.07±0.05
- Saponins 0.25±0.01 0.16±0.01
- Flavonoids 0.81±0.01 1.01±0.01
- Anthocyanin 0.13±0.01 0.08±0.01
- Sterols 0.05±0.00 0.00±0.00
- Tannins 0.19±0.01 0.00±0.00
- Total Oxalate 78.65±0.04 58.81±0.01
- Phytic acid 0.82±0.01 0.48±0.02
- Total Polyphenol 13.17±0.02 14.69±0.01
- Cyanide 10.63±0.02 1.53±0.02 ( Note; the values are mean±S.D of triplicate determinations. low.

However, from the study it shows that initial processing such as cooking is known to significantly reduce total oxalate content of vegetables. This may therefore mitigate the potent adverse effect of consuming the plant that Phytochemicals have potential beneficial effects such as polyphenols which reduce blood pressure while saponins may prevent cancer. It can therefore be concluded from the study that *S. nigrum* L. Var virginicum leaf and seed from Ebonyi state, Nigeria contain appreciable levels of protein, from the fibre and carbohydrate. *S. Nigrum* ( am-amti) is a good source of magnesium, phosphorus and the water soluble vitamins such as vit C, B and folic acid. In summary therefore, the plant has high nutritional value and is recommended as a cheap source of plant protein, energy and mineral elements such as magnesium and phosphorus.

*Colocasia* sp. cf. *formosana* Hayata, another native or local or endemic to the province of Kalinga was analyzed and studied at Saint Mary's University, Bayombong, Nueva Vizcaya, Department of Chemistry shows the phytochemical screening, antimicrobial and cytotoxicity of the plant "pikaw".

Pikaw has phytochemicals that include flavonoids, tannins, saponins, essential oil, triterpenes, fatty acids, sugar, coumarins, anthrones, phenols, alkaloids, steroids and anthraquinones.

In addition, pikaw ethanolic extract cannot inhibit bacteria *S. aureus*, *E. coli* and *B. subtilis* but it has high ability to inhibit the fungus *C. albicans*.

The range of the zones of inhibition of Pikaw ethanolic extract on *Candida albicans* from the study of Soliven show that the range is comparable with miconazole, clotrimazole and ketoconazole.

Hence, the Pikaw ethanolic extract can be made into products to serve as substitute of commercially available antifungal diseases caused by *Candida albicans*. Pikaw has also a cytotoxic property because after 18 hours the LC50 = 941.528 ppm, after 21 hours the LC 50 = 743.894 ppm and after 24 hours the LC50=634.807 ppm. From the study, it was recommended that pikaw can be processed as antifungal cream, ointment and other antifungal products since the ethanolic extract resemble the commercial preparations of miconazole, clotrimazole and ketoconazole.

*M. Charantia* (bitter melon or bitter gourd/ parya balang, paryat bakir) is a flowering vine in the family Cucurbitaceae. It is a tropical plant that is widely cultivated in Asia, India, East Africa, and South America for its intensely bitter fruits that are commonly used in cooking and as a natural remedy for treating diabetes.

It is a climbing perennial that usually grows up to 5 m, and bears elongated fruits with a knobby surface. It is a



useful medicinal and vegetable plant for human health and one of the most promising plants for diabetes.

The main constituents of bitter melon which are responsible for the anti-diabetic effects are triterpene, proteid, steroid, alkaloid, inorganic, lipid, and phenolic compounds.

Several glycosides have been isolated from the *M. charantia* stem and fruit and are grouped under the genera of cucurbitane-type triterpenoids. In particular, four triterpenoids have AMP-activated protein kinase activity which is a plausible hypoglycaemic mechanism of *M. charantia*.

*M. charantia* fruits consist glycosides, saponins, alkaloids, reducing sugars, resins, phenolic constituents, fixed oil and free acids. *M. charantia* consists the following chemical constituents including alkaloids, charantin, charine, cryptoxanthin, cucurbitins, cucurbitacins, cucurbitanes, cycloartenols, diosgenin, elaeostearic acids, erythrodiol, galacturonic acids, gentisic acid, goyaglycosides, goyasaponins, guanylate cyclase inhibitors, gypsogenin, hydroxytryptamines, karounidiols, lanosterol, lauric acid, linoleic acid, linolenic acid, momorcharasides, momorcharins, momordenol, momordicilin, momordicin, momordicinin, momordicosides, momordin, momordolo, multiflorenol, myristic acid, nerolidol, oleanolic acid, oleic acid, oxalic acid, pentadecans, peptides, petroselinic acid, polypeptides, proteins, ribosome-inactivating proteins, rosmarinic acid, rubixanthin, spinasterol, steroidal glycosides, stigmastadiols, stigmasterol, taraxerol, trehalose, trypsin inhibitors, uracil, vacine, v-insulin, verbascoside, vicine, zeatin, zeatin riboside, zeaxanthin, zeinoxanthin amino acids-aspartic acid, serine, glutamic acid, thscinne, alanine, g-amino butyric acid and pipelicolic acid, ascorbigen, b-sitosterol-d-glucoside, citrulline, elasterol, flavochrome, lutein, lycopene, pipelicolic acid. The fruit pulp has soluble pectin but no free pectic acid. Research has found that the leaves are nutritious sources of calcium, magnesium, potassium, phosphorus and iron; both the edible fruit and the leaves are great sources of the B vitamins.

Based on the multitude of medical conditions that bitter melon can treat, scientists are more and more interested in studying its bioactive compounds and their actions on the body. However, as many studies report, there has been substantial emphasis on the anti-diabetic compounds and their hypoglycemic properties.

A number of reported clinical studies have shown that bitter melon extract from the fruit, seeds, and leaves contain several bioactive compounds that have hypoglycemic activity in both diabetic animals and humans. Momordicine II and 3-hydroxycucurbita-5, 24-dien-19-al-7, 23- di-O- $\beta$ -

glucopyranoside (4), were isolated as saponins from *M. charantia*.

Both compounds showed significant insulin releasing activity in MIN6  $\beta$ -cells at concentration of 10 and 25  $\mu$ g/mL. The major compounds that have been isolated from bitter melon and identified as hypoglycemic agents include charantin, polypeptide-p and vicine.

### Nutritional value

Nutritional value refers to the quantity and quality of nutrients found in the food item, according to the Healthy-food-site.com. Information about the energy (measured in calories), the macronutrients (carbohydrates, protein, fats), micronutrients (vitamins and minerals) and phytochemicals of the food are required to understand this

### Total soluble solids

Total soluble solid is the amount of total soluble solid present in the unit volume of solution. It measures the sugar content of sugar solutions (honey, juices, syrup) which the sugar is the major component using refractometer is determined by the index of refraction. Total soluble solids is an important quality parameter in many food products. Its analysis is also a commonly practiced one. It typically indicates the amount of dissolved sugars in the product, thus affecting both safety and hedonic properties. It can be measured using a refractometer, which calculates the total soluble solids of the sample in °Brix. (Quality Parameters and Quality Control Methodologies | Coconut Handbook (tetrapak.com))

### Total and reducing sugars

The most important sugars present in wine and fruit juice are the hexoses - glucose and fructose. These are the sugars that yeast ferment to produce alcohol. They have the characteristic of being reducing sugars, as they contain functional groups capable of being oxidised and therefore causing reduction of other species under specific conditions.

### % Fat

Fats are important for good health and proper functioning of the body. They are a source of energy, essential fats and enhance the absorption of fat soluble vitamins. However, too much fat and/or the wrong type of fat may negatively affect our health.

Fats also give foods a particular texture, appearance and flavour. This article summarises the types of fats we eat, the foods in which they are found, their effect on our health, and the recommended consumption levels. Eating sufficient amounts of the right types of fats is important for a number of reasons. Dietary fats are a major source of energy for our bodies and are structural components of our body cells. The fat-soluble vitamins A, D, E and K cannot be absorbed by

the body without the help of fats. Some fats (e.g. omega-3 and omega-6) are essential as the body cannot produce them and therefore need to be obtained through diet. They are needed for vital processes such as brain, eye and heart function, growth and development. (EUFIC. (2015, September 22). Facts about fats. Eufic. Retrieved October 27, 2021, from <https://www.eufic.org/en/whats-in-food/article/8-facts-on-fats>)

### Crude Protein

The term “crude protein” is really important to understand before one gets into the merits of its levels in poultry feed, or any feed for that matter. Normal, (wet chemistry) analysis of feed measures the nitrogen content of the feed and then, based on protein containing “on average” 16 % nitrogen, the value analysed is multiplied by 6.25 to arrive at a crude protein value. The assumption that all crude protein contains 16% nitrogen and that all the nitrogen found in feed, or feed ingredients, is actually protein really does result in a crude measure of the true protein in feed and hence the term used to describe it. However, crude protein still has its value as a quick and relatively cheap measure to assess whether theoretical feed formulation and actual feed analysis are comparable.

### pH

The pH value of a food is a direct function of the free hydrogen ions present in that food. Acids present in foods release these hydrogen ions, which give acid foods their distinct sour flavor. Thus, pH may be defined as a measure of free acidity. More precisely, pH is defined as the negative log of the hydrogen ion concentration. Therefore, if a food has a pH value of 3.0, then the concentration of hydrogen ions present in that food is equal to  $10^{-3}$  (0.001) moles/liter. And if the pH value is 6.0, then the concentration of hydrogen ions equals  $10^{-6}$  (0.000001) moles/liter. These examples show that the concentration of hydrogen ions decreases as the pH value of the food increases. This explains the sometimes confusing fact that a low-pH food is a high-acid food and vice versa.

### Ash

Ash refers to the inorganic residue remaining after either ignition or complete oxidation of organic matter in a foodstuff. A basic knowledge of the characteristics of various ashing procedures and types of equipment is essential to ensure reliable results. Two major types of ashing are used: dry ashing, primarily for proximate composition and for some types of specific mineral analyses; wet ashing (oxidation), as a preparation for the analysis of certain minerals. Microwave systems now are available for both dry and wet ashing, to speed the processes. Most dry samples (i.e., whole grain, cereals, dried vegetables) need no preparation, while fresh

vegetables need to be dried prior to ashing. High-fat products such as meats may need to be dried and fat extracted before ashing. The ash content of foods can be expressed on either a wet weight (as is) or on a dry weight basis. This article would be primarily focusing on Estimation Of Ash Content In Food.

Ash content represents the total mineral content in foods. Determining the ash content may be important for several reasons. It is a part of proximate analysis for nutritional evaluation. Ashing is the first step in preparing a food sample for specific elemental analysis. Because certain foods are high in particular minerals, ash content becomes important. One can usually expect a constant elemental content from the ash of animal products, but that from plant sources is variable.

Dry ashing refers to the use of a muffle furnace capable of maintaining temperatures of 500–600°C. Water and volatiles are vaporized, and organic substances are burned in the presence of oxygen in air to CO<sub>2</sub> and oxides of N<sub>2</sub>. Most minerals are converted to oxides, sulfates, phosphates, chlorides, and silicates. Elements such as Fe, Se, Pb, and Hg may partially volatilize with this procedure, so other methods must be used if ashing is a preliminary step for specific elemental analysis.

Ash or mineral content is the portion of the food or any organic material that remains after it is burned at very high temperatures.

The ash constituents include potassium, sodium, calcium and magnesium, which are present in larger amounts as well as smaller quantities of aluminum, iron, copper, manganese or zinc, arsenic, iodine, fluorine and other elements present in traces.

Ash content represents the total mineral content in foods. Although minerals represent a small proportion of dry matter, often less than 7% of the total, they play an important role from a physicochemical, technological and nutritional point of view.

Determining the ash content may be important for several reasons. It is part of proximate analysis for nutritional evaluation. Ashing is the first step in preparing a food sample for determination of specific elemental analysis.

When powdered foods, are heated to a temperature of about 500°C for at least four hours, the water and other volatile constituents are evolved as vapors and the organic constituents are burnt off in the presence of oxygen of the air, to carbon dioxide and oxides of nitrogen and also eliminated together with hydrogen as water.

The ash content of most fresh foods rarely is greater than 5%. Pure oils and fats generally contain little or no ash;

products such as cured bacon may contain 6% ash and dried beef may be as high as 11.6% based on weight basis.

Ash content is a widely accepted index of refinement of foods, such as wheat flour or sugar. Since the mineral

content of the bran is about 20 times that of the endosperm, the ash test is reliable indicator of the efficiency of which the separation of bran and germ from the rest of the wheat kernel.

### III. RESEARCH PARADIGM

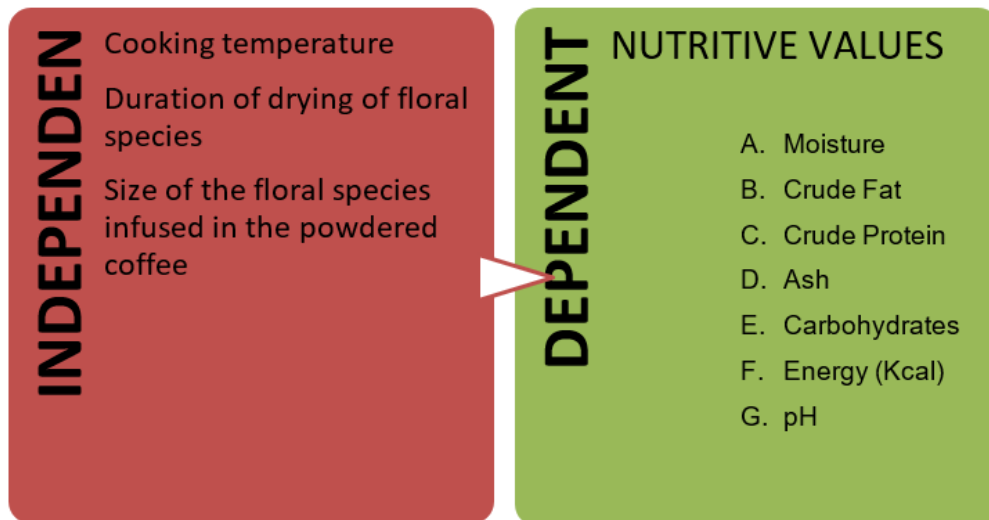


Fig.1. Research Paradigm

### IV. OBJECTIVES

This study was conceptualized to identify the nutritive values of the three (3) floral species of *Solanum nigrum* var, *Colocasia* sp.cf. *Formosana hayata*, and *Momordica charantia* leaves with ground *Coffea canephora* or robusta, specifically, it aims to:

1. To identify the nutritive content of the enhanced coffee in terms of:

- Moisture
- Crude Fat
- Crude Protein
- Ash
- Carbohydrates
- Energy (Kcal)
- pH

### V. MATERIALS AND METHODS

#### 5.1 Locale of the Study

The study was conducted at Kalinga State University, Food and Analytical Laboratory, Bulanao Tabuk City, Kalinga. This is in cooperation with DOST-CAR for all procedures employed was adapted from the AOAC procedures. Sample preparation and determination of moisture, ash, pH, %Carbohydrates, and Calories was conducted at Kalinga State University, Food and Analytical Laboratory,

Tabuk City, Kalinga. All analyses were conducted from January to December 2022.

#### 5.2 Research Design

The study was experimental to determine the nutritive values. Results of the study was compared to the standard values as reflected Philippine Dietary Reference Intakes (PDRI) 2002 and Required Energy Intake (RENI) set by the Food and Nutrition Research Institute.

#### 5.3 Data Gathering

The research proposal was submitted for the recommendation and approval of the Research Council. The researchers sought the supervision and recommendation of Ms. Jasmin Dona-al, a Registered Chemist who assisted one of the researchers, who is registered Chemical Technician for the experimental analyses.

#### 5.4 Experimental Procedures

1. Drying phase of the raw materials

- Samples of of *Solanum nigrum* (SN) var locally termed as “ am-amti”, *Colocasia* sp.cf. *Formosana Hayata* (Col) aka “ pikaw”, and *Momordica Charantia* (MC) wild aka “ paryat bakir or parya balang” are cleaned thoroughly removing the stalks, petioles and hard or tough parts and set aside for aeration

of about a day on October 29, 2022 at Purok 2, Bulanao Norte, Tabuk City, Kalinga Province. A week long of sundrying was then employed.

- B. When the desired texture was attained, the samples of Samples of SN, Col and CM were brought to the KSU-Analytical laboratory for pulverization and sieving.



Figure 1. Drying of floral species by Mr. Gringo Serion



Figure 2. Removal of foreign materials in the sample and sample preparation.



Figure 3. Roasting and preparation of Robusta coffee ready for sample preparation.

## 2. Combination of *Coffea Canephora* powder with the pulverized 3 floral endemic species

- A one kilogram of green coffee beans was used as a baseline data which was set aside until all the necessary materials are prepared.
- In a pre-heated wok at 150 °C obtained, the green bean *Coffea canephora* were subjected for roasting for 30 minutes least .
- The three flavor enhancers from dried endemic floral species were mixed to one kilogram of *Coffea canephora*. A mixture was made for every floral specie included in the study. One (1) kilogram of coffee is enhanced with 250 grams of fine granules of the three dried endemic floral.
- The mixture is subjected for heating at a temperature of 60 oC for another 15 minutes.
- The mixture is brought to cooling temperature of 25 °C  
( average normal room temperature)

## 3. Nutritive Analysis

- Moisture determination  
Preparation of Crucibles includes placing the the crucibles (with cover placed upside down) in the drying oven pre-heated to required temperature (following Appendix 1) for at least one hour. It was then transfered into a desiccator, cooled for 30 min and weighed (W1).
- Samples were mixed thoroughly by turning the tightly closed bottle up and down three (3) times. Two (2) grams of samples were weighed in duplicate into a pre-weighed crucible (W2). Crucibles with sample inside are placed in the drying oven pre-heated to 100 °C. The cover was placed upside down and was not fully covered the entire crucible to allow space for the release of heat/smoke/moisture.

Samples were heated for 4 hours starting when the oven reaches the desired constant temperature. At the end of the drying time, samples were transfered into a desiccator, cooled for 30 min and weighed (W3).

Calculations

$$\% \text{ Moisture} = \frac{W2 - (W3 - W1)}{W2} \times 100$$

where:

W1 = weight of empty crucible

W2 = weight of sample



W3 = weight of dish + sample after drying

#### C. % Fat

##### Preparation of Extraction Cups

The extraction cups was placed in the drying oven and dry at 100°C for at least 1 hour then cool in a desiccator for 30 min. and weigh (W1).

##### Preparation of Test and QC sample

Sample was mixed by inverting the tightly closed bottle five (5) times. About 1 g of sample was weighed in duplicate into a filter paper (W2) and was placed on an aluminum dish. The sample was placed in the aluminum dish with filter paper in the drying oven at 100°C for 1 hour. Dried sample was transferred and was wrapped with the filter paper into a thimble and proceed with the extraction procedure.

##### Extraction Procedure

The thimble with sample was inserted into the Soxtec system then 40 mL Petroleum ether was added to the extraction cups and was inserted them into the unit with extraction cups holder and proceed with the extraction. The extraction cups then be released and removed dried at 100°C for at least 1 hour. The cups was cooled at room temperature in a desiccator for 30 min. and was weighed (W3).

##### Calculations

Calculate the Crude Fat using the following formula:

$$\% \text{ Fat} = \frac{(W3 - W1) \times 100}{W2}$$

W2

Where:

W1 = weight of extraction cup (empty)

W2 = weight of sample

W3 = weight of extraction cup + free fat

The result was expressed to the nearest hundredths (0.01%) in g per 100 g sample.

#### D. Crude Protein

The crude protein content was determined following the micro Kjeldahl method (AOAC 2005). Approximately 1 g of raw material was hydrolyzed with 15 mL concentrated sulfuric acid (H<sub>2</sub>SO<sub>4</sub>) containing two copper catalyst

tablets in a heat block at 420 °C for 2 h. After cooling, H<sub>2</sub>O was added to the hydrolysates before

neutralization and titration. The amount of total nitrogen in the raw materials was multiplied with both the traditional conversion factor of 6.25 and species-specific conversion factors in order to determine total protein content. Percentage of nitrogen (N) was calculated using the following equation.

$$\text{Nitrogen (\%)} = \frac{(S-B) \times N \times 0.014 \times D \times 100}{(\text{weight of sample} \times V)}$$

Where:

D = Dilution factor

T = Titration value = (S-B)

W = weight of sample, 0.014 = Constant value.

Crude protein was obtained by multiplying the corresponding total nitrogen content by a conventional factor of 6.25. Thus crude protein (%) = % of N × 6.25.

#### E. % Ash

The crucibles were placed (with cover placed upside down) in the hot air oven set at 100°C at least one hour. The crucibles were transferred into a desiccator, and then cooled for 30 min and weighed and labeled as (W1). 2 grams of samples were weighed in duplicate into pre-weighed crucibles (W2) and analyzed using ashing conditions in Appendix A. Samples in crucibles were placed the furnace. The cover was placed upside down and not fully covered the entire crucible, allowing space for the release of heat/smoke/moisture. Samples were incinerated following ashing conditions in Appendix 1. The crucibles were placed in the hot air oven set at 100°C at least one hour before transferring the crucibles in a desiccator, cooled for 30 min and weighed (W3).

Calculation:

$$\text{g ash per 100g} = \frac{(W3-W1)}{W2} \times 100$$

Where: W1 = wt. of empty crucible, g

W2 = wt of sample, g

W3 = wt of crucible + ash, g

Reporting of ash in the test sample

Results were expressed to the nearest hundredths (0.01%) in g per 100 g sample

#### F. Computation of Carbohydrates

Total Carbohydrates=  $100 - (\% \text{ Moisture} + \% \text{ Ash} + \% \text{ Crude Protein} + \% \text{ Total Fat}) \times 1.03$

G. Computation of Energy (Kcal)

Total energy in KiloCalories=  $((4 \times \% \text{ Protein}) + (9 \times \% \text{ Fat}) + (4 \times \text{Total Carbohydrates})) \times 1.02$

H. Procedures for pH Determination

To determine pH values, 5 g sample was blended with 20 mL of distilled water for 1 min using a homogenizer (Ultra-Turrax T25, Janke and Kunkel, Germany). The pH was then measured with a pH meter Benchtop Ph Meter (pH/MV AND EC/TDS/Salinity/Resistivity meter) Before measuring pH, the detector was calibrated with pH 4 and pH 7 buffer. All treatments were performed in triplicates.



Figure 4. Pulverization, grinding and mixing of floral species and coffee powder.



Figure 5. Physico-chemical analysis, determination of pH.



Figure 6. Weighing of crucibles as one of the procedures of proximate analysis.



Figure 7. Samples for Moisture and Ash Analysis including the positive control.



Figure 8. Crucibles inside the furnace as one of the procedures indicated.

## VI. RESULTS AND DISCUSSION

### NUTRITIVE VALUES

Results of the laboratory tests revealed that in terms of nutritional value, enhanced coffee had a considerable amount of nutrients that could supplement the daily diet. Nutrients were available per 1 gram of sample. The table below summarizes the collected nutritive values.

Table 1. % Moisture of Enhanced coffee with floral species

Parameter	Enhanced coffee with floral species		
	SN	Col.	CM
Moisture, %	13.42	12.15	10.01

Results of the study showed that among the enhanced coffee, coffee enhance with *Momordica charantia* has the least moisture percentage among the three floral species.

Food makers pay close attention to the moisture (or total solids) content of their products for several reasons. Food quality, preservation, and resistance to degradation are all impacted by moisture. Calculating the moisture content is also required to determine the content of other food ingredients in a consistent manner (i.e., dry weight basis). Total solids are a term used to describe the dry stuff that is left behind following a moisture analysis.

Although moisture content is not listed on a nutrition label, it must be calculated to get the overall amount of carbohydrates.

Table 2. % Crude Fat content of Enhanced coffee with floral species

Parameter	Enhanced coffee with floral species		
	SN	Col.	CM
Crude Fat, % w/w	2.47	3.03	1.41

As gleaned on the table *Colocossia* var has the highest %crude fat among the three floral species which is inevitably low compared to another food source.

The overall amount of fat in a sample is measured as crude fat. Fats are crucial for the growth of the brain, the health of the skin, and the coat. T

Table 3. % Crude Protein content of Enhanced coffee with floral species

Parameter	Enhanced coffee with floral species		
	SN	Col.	CM
Crude Protein, % w/w	15.12	11.29	13.78

Protein is an important building block of bones, muscles, cartilage and skin. Experimental results showed that the enhanced coffee has considerable amount of protein where the sample with *Solanum nigrum* has the highest amount.

Table 4. % Ash content of Enhanced coffee with floral species

Parameter	Enhanced coffee with floral species		
	SN	Col.	CM
Ash, % w/w	6.35	6.68	6.46

While "mineral content" measures the quantity of particular inorganic components like Ca, Na, K, and Cl that are present in a food, "ash content" measures the total amount of minerals that are present in a food. The result of the study revealed that an average of 6.5% of ash content is present among the three floral species sample when compared with a normal bakery by-product was deemed higher that contains 2.5% only (<https://www.feedtables.com/content/ash>, 2022). Although about 99 percent of coffee is water, it helps to meet the body's nutritional needs. An 8-ounce cup of coffee delivers essential vitamins and minerals, including B1, B2, B3, and B5 vitamins, as well as Manganese, Potassium, Folate, and Phosphorous. ([https://www.healthline.com/nutrition/coffee-good-or-bad#TOC\\_TITLE\\_HDR\\_2](https://www.healthline.com/nutrition/coffee-good-or-bad#TOC_TITLE_HDR_2))

Table 5 % pH of Enhanced coffee with floral species

Parameter	Enhanced coffee with floral species		
	SN	Col.	CM
pH	5.6	5.8	6

Results have shown that the samples were mildly acidic. Coffee is weakly acidic and has a pH ranging from ~4.85 to ~5.10. Coffee contains over 30 organic and chlorogenic acids, and the acid content is different for different coffees. The acid content depends on various factors like roasting, grinding, and brewing conditions.

Table 6. Estimated Average Requirements per day of moisture, crude fat, crude protein, ash, carbohydrates, and energy (kcal) as per Philippine Dietary Reference Intakes 2015 of Enhanced coffee with floral species

Parameter	Enhanced coffee with floral species			Estimated Average Requirements per day*
	SN	Col.	CM	
Moisture, %	13.42	12.15	10.01	n/a
Crude Fat, % w/w	2.47	3.03	1.41	n/a
Crude Protein, % w/w	15.12	11.29	13.78	57-49**
Ash	6.35	6.68	6.46	n/a
Carbohydrates	64.52	68.86	70.39	55-79***
Energy (Kcal)	348	355	356	2530 (M) 1930 (F)

\*Philippine Dietary Reference Intakes 2015

\*\*Estimated Average Requirements per day of adults ages 19-70

\*\*\*Acceptable Macronutrient Distribution Range for Adults ≥19

The table above summarizes the collected nutritive values of Enhanced coffee with floral species and the Estimated Average Requirements per day of moisture, crude fat, crude protein, ash, carbohydrates, and energy (kcal) as per Philippine Dietary Reference Intakes 2015. It greatly implies that the Enhanced coffee with floral species can be a potential source of carbohydrates and minerals and showed an average of 2.3 % of crude fat. Data above showed that Enhanced coffee with floral species can supply 3% of the energy intake of an adult Filipino.

## VII. SUMMARY AND CONCLUSION

The results of the laboratory tests showed that enhanced coffee with floral species had a significant number of nutrients that can supplement the daily diet in terms of nutritional value. Enhanced coffee with *Solanum nigrum* has % moisture of 13.42, Crude Fat, % of 2.47, Crude Protein % of 15.12, Ash content of 6.35% and a total of Carbohydrates 64.52% (w/w) with Energy of 348 Kcal per serving. On the other hand, enhanced coffee with *Colocasia sp.cf. Formosana hayata* has % moisture of 12.15 Crude Fat, % of 3.03, Crude Protein % of 11.29, Ash content of 6.68% and a total of Carbohydrates 68.86% (w/w) with Energy of 355 Kcal per serving. Results also showed that enhanced coffee with *Momordica charantia* has % moisture of 10.01 Crude Fat, % of 1.41, Crude Protein % of 13.78, Ash content of 6.46% and a total of Carbohydrates 70.39% (w/w) with Energy of 356 Kcal per serving.

To establish its nutrition facts, Enhanced coffee with floral species can supply 3% of the energy intake of an adult

Filipino. Results showed that the natural product developed has low fat and can considerably supply minerals based from the % ash analysis. Samples can supply trace amount of protein as well. All enhanced coffee with floral species were mildly acidic based from its measured pH.

## VIII. IMPLICATIONS AND RECOMMENDATIONS

The present study explored the utilization of floral species locally grown in the Province of Kalinga and traditionally used and can be seen in any palatable dish serve in an *Ykalingan* table. Studies have shown that the demand for coffee is high but the supply is low thus innovation was formulated to aid in one way or another to meet the demand. Coffee imported into the Philippines appreciated in cost by 56.2% from \$21.6 million during 2014. Year over year, imported coffee purchased by Filipinos spiked by 322.9% from \$58.5 million in 2017. Result of the study suggested that enhancing the traditional coffee with floral species can be used alongside with its nutritive content enriched from the plants used.

The study further recommends to establish the microbiological quality of the samples for commercialization.

The acceptability, market analysis and utilization of other fruits and vegetables species that is locally grown and used traditionally in the province of Kalinga should be considered as well.

The researcher further recommends the quantification of amino acids and vitamins to be included in the diet and practice.



## REFERENCES

- [1] Akubugwo et. al, "Nutritional Potential of the Leaves and Seeds of Black Nightshade: *Solanum nigrum* L. Var virginicum from Afikpo-Nigeria Department of Biochemistry, Abia State University, PMB 2000
- [2] Gaibor, Juan et. al. ; Determination of Caffeine Content in Robusta Roasted Coffee (*Coffea canephora*) by RP-UHPLC-PDA, Asian Journal of Crop Science ISSN 1994-7879 DOI: 10.3923/ajcs.2020.90.96 ( RRL 1) Lawless & Heymann, 2013@  
<https://www.google.com/search?q=hedonic+scale+for+beverages&oeq=hedonic+scale&aqs=chrome.1.69i57j35i39j0i512l8.6786j0j15&sourceid=chrome&ie=UTF-8>
- [3] Jones, L.V., Peryam, D.R., and Thurstone, L.L. 1955. Development of a scale for measuring soldiers' food preferences. Food Research, 20, 512-520.
- [4] Edmunds, Jennifer et al, International Plant Genetic Resources Institute ( IPGRI) ISBN 92-9043-321-3, Italy, 1997
- [5] [https://en.wikipedia.org/wiki/Solanum\\_nigrum](https://en.wikipedia.org/wiki/Solanum_nigrum) International Soliven, Samuel Levine, Phyto Chemical Screening, Anti Microbial and Cytotoxicity Properties of Pikaww, St. Mary's University, Bayombong, Nueva Viscaya, Philippines @ <https://echoesineducation.files.wordpress.com/2018/04/science-research-pikaw-samuel-levine.pdf>
- [6] Bitter Gourd (*Momordica charantia*): A Dietary Approach to Hyperglycemia Michael B. Krawinkel, MD, and Gudrun B. Keding, MSc agr, July 2006: (I)331–337
- [7] Seninde, Dennis Richard and Edgar Chambers, Coffee Flavor: A review, Center for Sensory Analysis and Consumer Behavior, Kansas State University, Manhattan, KS 66502, USA, Beverages 2020, 6(3), 44; Link: <https://doi.org/10.3390/beverages6030044>
- [8] Soliven, Levine et al, "Phytochemical Screening, Antimicrobial and cytotoxicity Properties of *Colocasia* sp. cf. *formosana* Hayata, SMU, Nueva Viscaya, Philippines Sutthaya Poolperm and Wannee Jiraungkoo (An Update Review on the Anthelmintic Activity of Bitter Gourd, *Momordica charantia*)  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5414453/>
- [9] Official Methods of Analysis of AOAC International, 2016, 20th edition Chapter 44 p.8, Method 923.09
- [10] A Guidebook to Plant Screening: Phytochemical and Biological / Beatrice Q. Guevara, editor. – Rev. ed. – Manila: Research Center for the Natural Sciences, University of Santo Tomas, c 2005
- [11] Meilgaard, M., Civille, G.V. and Carr, B.T. (1999) Sensory evaluation techniques. 3rd Edition, CRC Press, Boca Raton. doi:10.1201/9781439832271
- [12] McGlynn, W. (2016, July 1). The Importance of Food pH in Commercial Canning Operations - Oklahoma State University. The Importance of Food PH in Commercial Canning Operations. <https://extension.okstate.edu/fact-sheets/the-importance-of-food-ph-in-commercial-canning-operations.html>
- [13] Kjeldahl, J. Neue Methode zur Bestimmung des Stickstoffs in organischen Körpern. Fresenius' J. Anal. Chem. 1883, 22, 366–382.
- [14] Lourenço, S.O.; Barbarino, E.; De-Paula, J.C.; Pereira, L.O.d.S.; Lanfer Marquez, U.M. Amino acid composition, protein content and calculation of nitrogen-to-protein conversion factors for 19 tropical seaweeds. Phycol. Res. 2002, 50, 233–241.
- [15] Mariotti, F.; Tome, D.; Mirand, P.P. Converting nitrogen into protein—Beyond 6.25 and Jones' factors. Crit. Rev. Food Sci. 2008, 48, 177–184.
- [16] EUFIC. (2015, September 22). Facts about fats. Eufic. Retrieved September 27, 2021, from <https://www.eufic.org/en/whats-in-food/article/8-facts-on-fats>.
- [17] Chemical Safety Facts About Methanol. ChemicalSafetyFacts.org. (2021, May 25). Retrieved September 27, 2021, from <https://www.chemicalsafetyfacts.org/methanol/#:~:text=Food.%20Methanol%20occurs%20naturally%20in%20many%20foods%2C%20including,Uses%20%26%20Benefits.%20Safety%20Information.%20Back%20to%20Top>.

## APPENDIX A

SAMPLE	WEIGHT (g)	TEMP (°C)	TIME*(h)	REFERENCE
Animal Feed	2	600	Until white ash	AOAC 942.05, Ch.4, p.8
Bread, Baked Products and Cereal Foods	3-5	550	Until light gray ash	AOAC 923.03 Ch.32, p.2
Fruit & Fruit Products	5-10	525	Until white ash	AOAC 940.26 Ch.37, p.7
Meat & Meat Products	3-5	550	Until gray/white ash	AOAC 920.153 Ch.39, p.4
All Other Food	2	550	Until white ash	AOAC 942.05



# A comparative study Beckett's *Waiting for Godot* and Ionesco's *Rhinoceros*

Rimasree Das

Department of English Literature, Amity University, Kolkata

Received: 02 May 2023; Received in revised form: 04 Jun 2023; Accepted: 12 Jun 2023; Available online: 21 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— The definition of ludicrous according to Eugene Ionesco is "that which is devoid of purpose. Man is lost when he is cut off from his transcendental, philosophical, and theological origins; all of his activities become ludicrous, meaningless, and pointless. Every time Ionesco defines the term ridiculous by referring to the same concept of the absurd, his representation of the absurd infers a paradox. The term "absurd" doesn't have a clear definition. Therefore, despite all attempts to provide meaning, the absurdity of the ludicrous exists in the situation of meaninglessness. The word "absurd" defies easy interpretation in Camus and Ionesco's statements. Ultimately, it is impossible to definitively define the word "absurd". How therefore may the concept of the Theatre of the Absurd be defined? The term's creator and leading theorist, Martin Esslin, claims that "the Theatre of the Absurd is a part of the "anti-literary" movement, which has found expression in abstract painting with its rejection of "literary" elements in pictures or in France's "new novel" with its reliance on the description of the objects and rejection of empathy and anthropomorphism." Esslin, like Camus and Ionesco, doesn't give the concept of the ridiculous a specific meaning. Instead, he is able to draw attention to the connection between European literature and abstract art from the 1940s and 1950s. A literary text either imparts or asks for the process of concretization anytime it interacts with the reader, therefore there may be an "abstract" painting but not a "abstract" piece of literature, one could say. "Absurdity" of the literary text appears to be the equivalent of "abstractness" in art in Beckett's "Waiting for Godot" and Ionesco's "Rhinoceros" due to the ways in which both concepts contest the established structures by undervaluing ideas or disobeying the rules of artistic and literary production in art and literature. However, these two works touch on the subject of resistance in the process of enacting it. As a result, a counter-performance occurs in Beckett's text, inviting the reader to interpret it in a different way. Or, the text of Ionesco shows a character against the enigmatically alluring, jouissance-like harmony of the rhinoceroses. Resistance ends up being the only defining trait of "Literature of the Absurd". Additionally, the absurdity of these poems is a result of resistance. Resistances represent both the idea of absurdity and the texts of the Theatre of the Absurd. As a conclusion, we might state that the concepts "absurd" and "absurdity" defy accurate definition and clear interpretation. Certain referents and signifieds cannot under any circumstances be associated with these words. Second, the absurdity of the texts is created by resistances that either the narration or the literary text's structure exhibits in the works that Martin Esslin refers to as texts of the Theatre of the Absurd. Exploration of the word "resistance" is necessary here.

**Keywords**— Absurd, Ionesco, resistance, anthropomorphism, transcendental, philosophical.



## INTRODUCTION

One of the key individual in French avant-garde theatre in the 20th century was Eugène Ionesco, a Romanian-French writer who was born in and died on 28 March 1994. He wrote most of his plays in French. With his "anti play," *The Bald Soprano*, which helped launch the Theatre of the Absurd, which includes a number of plays that, in keeping with the ideas of the philosopher Albert Camus, explore concepts of absurdism and surrealism, Ionesco started a revolution in the ideas and techniques of drama. In addition to receiving the Jerusalem Prize in 1973 and the Austrian State Prize for European Literature in 1970, he was admitted to the Académie française in 1970.

Samuel Barclay Beckett was an Irish novelist, playwright, short story writer, theatre director, poet, and literary translator who lived from 13 April 1906 to 22 December 1989. His writings are grim, impersonal, tragicomic, and frequently paired with black humour and foolishness. These themes are present in both his literary and theatrical works. As his artistic career developed, his work grew more repetitive and self-referential, with greater aesthetic and linguistic experimentation. He is regarded as one of the last modernist authors and a major player in the Theatre of the Absurd, as defined by Martin Esslin. Beckett, who spent the majority of his adult life in Paris, wrote in both French and English. Beckett received the Croix de Guerre in 1949 for his service as a member of the French Resistance organisation Gloria SMH (Réseau Gloria) during World War II. The Nobel Prize in Literature was given to him in 1969 "for his writing, which, in new forms for the novel and drama, finds its elevation in the destitution of modern man." He and Jorge Luis Borges earned the first Prix International in 1961. In 1984, he became the first individual to be chosen as Saoi of Aosdána.

**1.1.** The theatre of the absurd is a term coined by the critic **Martin Esslin** to describe a group of plays written by European writers, including Samuel Beckett and Harold Pinter, in the aftermath of World War II. These writers sought to create works that would reflect the sense of existential despair and alienation felt by many people in the post-war era.

The key features of the theatre of the absurd include:

- **Illogical and fragmented narratives:** Absurdist plays often lack traditional narrative structures and feature disjointed and seemingly random events.
- **Nonsensical dialogue:** Absurdist plays frequently make use of language in unconventional ways, with characters speaking in circles or using meaningless phrases.

- **Surreal and absurd elements:** Absurdist plays often feature surreal or absurd situations that defy logic or reason.
- **Themes of existentialism and alienation:** Themes pertaining to the human condition, such as the purpose of life, the absurdity of human existence, and the sense of alienation that many people feel in contemporary society are explored in absurdist plays.

**Eugène Ionesco** and **Samuel Beckett** are two of the most prominent writers associated with the theatre of the absurd. Although they have distinct styles and themes, their works share many similarities in terms of the use of illogical narratives, nonsensical dialogue, and surreal elements. Ionesco's plays, such as "**Rhinoceros**" and "**The Bald Soprano**," often feature a sense of the grotesque, with characters and situations that defy logic and reason. The plays use humor, irony, and satire to critique modern society and question the meaning of human existence. Ionesco's plays often focus on the loss of individual identity and the dangers of conformity. Samuel Beckett's plays, including "**Waiting for Godot**" and "**Endgame**," are known for their spare, minimalist style and bleak, existential themes. Beckett's works often feature characters who are trapped in absurd situations and are unable to escape their own sense of despair and alienation. Beckett's plays use repetition, silence, and absurdist humor to explore the human condition and the limitations of language and communication.

Both Ionesco and Beckett were influenced by the philosophical and existential ideas of their time, particularly the work of thinkers like **Martin Heidegger** and **Jean-Paul Sartre**. Their plays reflect a sense of disillusionment and skepticism about traditional values and institutions, and they offer a critique of modern society and the human condition. Overall, the theatre of the absurd, as exemplified by the works of Ionesco and Beckett, challenges audiences to question their assumptions about the nature of reality, language, and human existence. The works of Ionesco and Beckett are important in literature because they pushed the boundaries of traditional dramatic forms, reflected the anxieties and uncertainties of their time, and explored fundamental questions about the human condition. Their legacy continues to inspire writers and artists till date.

"**Rhinoceros**" by Eugène Ionesco and "**Waiting for Godot**" by Samuel Beckett are both plays that are commonly associated with the theater of the absurd. Although the two plays have distinct plots and characters, there are several similarities between them.

- **Lack of Logical Narratives:** Both plays lack a conventional narrative structure, with events happening in a seemingly random and disconnected manner. The characters are often confused about what is happening, and the audience is left to draw their conclusions about the meaning of the events.
- **Themes of Existentialism:** Both plays explore themes of existentialism, questioning the purpose of human existence, the meaning of life, and the nature of reality. The characters in both plays grapple with these questions, often with no clear answers.
- **Repetitive Dialogue:** Both plays make use of repetitive and nonsensical dialogue, with characters often repeating the same phrases or talking in circles. This technique adds to the feeling of confusion and disorientation experienced by both the characters and the audience.
- **Symbolism:** Both plays make use of symbolism to convey their themes and ideas. In "Rhinoceros," the rhinoceros is a symbol of conformity, while in "Waiting for Godot," the tree is a symbol of hopelessness and despair.

The concept of absurdity is defined as follows by Albert Camus in "The Myth of Sisyphus": "A world that can be described by logic, however flawed, is a familiar world. But man feels alienated in a cosmos that has been suddenly bereft of the illusion of light. His exile is unrecoverable since he lacks both the memory of a past home and the prospect of a future promised place. The separation between the actor and his environment, and between the actor and his life, is what genuinely creates the absurdity sense." According to Camus, "life" lost all of its meaning during a time of war and atrocities, when death is most apparent. So, man shouldn't try to end his life. It is not strange that characters in The Theatre of the Absurd's plays battle and resist despite their futility and desperation. This fight, which Camus refers to as the experience of absurdity, may be seen as the effort to exist. Camus describes the sensation of absurdity as a constitution that calls for additional interpretation; he does not define the absurdity or the ludicrous itself; rather, he defines the emotion of absurdity. Camus attempts to define the phrase, but is unable to pin down the absurd's fundamental meaning since there isn't one. However, according to Eugene Ionesco, absurdity is "anything which lacks aim... Man is lost when he is cut off from his transcendental, philosophical, and theological origins; all of his activities become ludicrous, meaningless, and pointless." Every time Ionesco defines the term ridiculous by referring to the

same concept of the absurd, his representation of the absurd infers a paradox. The term "absurd" doesn't have a clear definition. Therefore, despite all attempts to provide meaning, the absurdity of the ludicrous exists in the situation of meaninglessness. The word "absurd" defies easy interpretation in Camus and Ionesco's statements. Ultimately, it is impossible to definitively define the word "absurd".

How therefore may the concept of the Theatre of the Absurd be defined? The term's creator and leading theorist, Martin Esslin, claims that "the Theatre of the Absurd is a part of the "anti-literary" movement, which has found expression in abstract painting with its rejection of "literary" elements in pictures or in France's "new novel" with its reliance on the description of the objects and rejection of empathy and anthropomorphism." A literary text either imparts or asks for the process of concretization anytime it interacts with the reader, therefore there may be an "abstract" painting but not a "abstract" piece of literature, one could say. "Absurdity" of the literary text appears to be the equivalent of "abstractness" in art in Beckett's "Waiting for Godot" and Ionesco's "Rhinoceros" due to the ways in which both concepts contest the established structures by undervaluing ideas or disobeying the rules of artistic and literary production in both art and literature. However, these two works touch on the subject of resistance in the process of enacting it. As a result, a counter-performance occurs in Beckett's text, inviting the reader to interpret it in a different way. Or, the text of Ionesco shows a character against the enigmatically alluring, jouissance-like harmony of the rhinoceroses. Resistance ends up being the only defining trait of "Literature of the Absurd". Additionally, the absurdity of these poems is a result of resistance. Resistances represent both the idea of absurdity and the texts of the Theatre of the Absurd. As a conclusion, we might state that the concepts "absurd" and "absurdity" defy accurate definition and clear interpretation. Certain referents and signifieds cannot under any circumstances be associated with these words. Second, the absurdity of the texts is created by resistances that either the narration or the literary text's structure exhibits in the works that Martin Esslin refers to as texts of the Theatre of the Absurd. Exploration of the word "resistance" is necessary here. The word "gap" also carries political and social connotations. Ionesco defines "rhinocerosization" as- "I was astounded to see everyone around me completely embrace Nazism. Of course, it took time; it wasn't an overnight procedure. Everyone eventually found a good enough cause to join the ruling party. When you ran into an old acquaintance, he would suddenly start to alter right in front of your eyes. I was instructed to keep my opinions to myself. I have witnessed



mutations firsthand. People have changed just in front of my eyes. They lost their original personality and acquired a new one. They merged into one another." Ionesco alludes to the process of "thingification" of the ego, or identification with the object of one's flight. Given that he fights against nazification as well, Ionesco opposes concretization. It is the rhinocerosization, raising both political and literary issues at once, expressing the text's rejection of your acceptance of the text with its blank spaces. Berenger, like Vladimir, represents the reader who refuses concretization in this manner and is self-forgetting.

The blind reader in "Waiting for Godot" is portrayed by Estragon and Pozzo as someone who continuously forgets everything. Pozzo responds, "I don't remember meeting anyone yesterday." But tomorrow I won't remember what I said to whoever today. So don't depend on me to teach you. Boy, Godot's messenger, is also blind, as shown by his admission to Vladimir that despite having visited him the day before, he doesn't know who he is. Estragon and Vladimir's tendency to be unthinking also develops into an issue of forgetting oneself- "No longer are we in danger for thinking. Not the worst thing are thoughts. Thinking is a terrible act. The characters would prefer not to think because it requires them to memorise information and make rational judgements. They still act in certain ways, but Ionesco argues that their actions have no purpose. "My darling Berenger, you don't exist because you don't think," responds Jean" in response to Berenger's admission that he periodically doubts his existence. You'll think once you get going. Unlike Jean, who accentuates his willpower in a Nietzschean way, Berenger thinks that "life is a dream." When speaking about his alcoholism, Berenger says, "I'm conscious of my body constantly, as if it were made of lead, or as if I were carrying another man on my back." "I have a hard time accepting who I am. Even my own identity escapes me. Once I've had a drink, the lead then leaves and I return to being myself." Berenger learns the purpose of his life by losing himself and entering his unconscious. He successfully avoids remembering and thinking on a regular basis. Or, to put it another way, he struggles with awareness, which compel him to remember and reflect. He reaches the realm of self-forgetfulness and learns about his true self in the process. Due to his fixation with logic and reason, Berenger maintains his self-forgetting throughout the performance by refusing to remember, even when every single person transforms into a rhinoceros.

Resistance to language: Lucky in "Waiting for Godot" delivers a protracted monologue that makes no sense at all. First of all, Benjamin says that Lucky's meaningless speech is an example of pure language since it "no longer means or expresses anything." The second problem is

linguistic suffering. As Lucky expresses the original language without referring to a specific meaning, he not only exhibits the death of the language and frees it from the illusion of reading, but his expression also conveys a notion of the text's unreadability. The inability to interpret Beckett's writing suggests that the signifier does not match a certain signified. Loss of origin in the literary text results from the separation of the reference and the referent. Silences are another element of Beckett's prose that contribute to its unintelligibility and discontinuous narrative. Beckett devalues language, in Esslin's words, "to communicate the incommunicable." Since he wants to transmit the uncommunicable, Beckett periodically suspends the narration by going into silence. The author communicates the incommunicable by urging the reader to participate inside the text so that the text may realise its existence since he lacks the text to illustrate it with suitable discourses and logical explanations. As a result, the text demonstrates its desire for the reader. Godot cannot be conveyed; the only way it can be is via the language's loss of value and its origin. In order for the reader to recognise the text's presence at this point, Beckett's text extends an invitation.

Eugène Ionesco's play "Rhinoceros" can be interpreted from several political perspectives. One interpretation is that the play is a critique of the rise of fascism and totalitarianism in Europe in the 1930s and 40s. The play is set in a small French town where people are turning into rhinoceroses one by one. The transformation is seen as a symbol of conformity and the loss of individual identity. The play can be seen as a warning against the dangers of mass movements and the surrender of individual will to group thinking. The rhinoceroses can be seen as a metaphor for the Nazi Party and the way in which individuals were swept up in the movement without thinking critically about their actions. Another interpretation of the play is that it is a criticism of the French Resistance during World War II. In this reading, the characters who remain human are seen as passive and ineffective in the face of the rhinoceros transformation. The play can be seen as a critique of the French resistance's inability to prevent the Nazi occupation of France. Finally, the play can be seen as a commentary on the human condition and the struggle to maintain individual identity in the face of societal pressures. The transformation of the characters into rhinoceroses can be seen as a metaphor for the loss of identity that occurs when people give in to societal norms and expectations.

## 1.2. Imagery of Rhinoceros in Eugene Ionesco's play.

Eugene Ionesco's play "Rhinoceros" is a dramatic exploration of conformity and the rise of fascism. The play features the imagery of rhinoceroses as a

metaphor for the transformation of human beings into mindless beasts.

In the play, the rhinoceroses are initially a symbol of something exotic and rare, but as more and more people transform into rhinoceroses, they become a symbol of a brutal and violent society. The imagery of the rhinoceros also highlights the absurdity of conformity, as people start to follow the herd and abandon their individuality.

As the play progresses, the rhinoceros becomes a symbol of power, as those who transform into rhinoceroses gain strength and become nearly invincible. The rhinoceros also becomes a symbol of destruction, as the transformed individuals wreak havoc on their surroundings.

Overall, the imagery of the rhinoceros in "Rhinoceros" serves as a powerful metaphor for the dangers of conformity and the potential for humanity to devolve into mindless beasts under certain circumstances.

### 1.3. Imagery of *Waiting for Godot* in Samuel Beckett's play.

Samuel Beckett's play "Waiting for Godot" is a tragicomedy that explores the human condition through the experiences of two characters, Vladimir and Estragon, who are waiting for someone named Godot who never arrives. The play is famous for its use of imagery to convey a sense of despair and absurdity. Here are some examples of the imagery used in the play:

1. **The Tree:** A solitary, leafless tree stands in the center of the stage, serving as a visual symbol of the characters' isolation and barren existence. The tree is a constant reminder of the passing of time, as Vladimir and Estragon remark on its slow growth and the changing seasons.
2. **The Road:** The play takes place on a desolate road, with no indication of where it leads or where the characters have come from. The road represents the journey of life, with all its twists and turns, and the uncertainty of what lies ahead.
3. **The Hat:** Pozzo, a character who appears in the second act, wears a hat that becomes a focal point of the play. The hat represents the trappings of power and status, as Pozzo flaunts his wealth and control over his slave, Lucky.
4. **The Moon and Stars:** The moon and stars appear throughout the play, serving as a source of light in the darkness and a reminder of the vastness of the universe. However, they also add to the sense of confusion and disorientation, as the characters struggle to make sense of their surroundings.

5. **The Absurdity of Everyday Objects:** Beckett often uses everyday objects in unexpected ways to highlight the absurdity of human existence. For example, Vladimir and Estragon's hats become a source of endless amusement and frustration, while Lucky's rope is both a symbol of his enslavement and a tool for his brief moment of freedom.

Overall, the imagery in "Waiting for Godot" serves to highlight the themes of isolation, uncertainty, and the absurdity of life.

Eugène Ionesco and Samuel Beckett's absurd plays remain relevant in contemporary society for several reasons:

- **They challenge conventional thinking:** The theatre of the absurd, as exemplified by the works of Ionesco and Beckett, challenges conventional ways of thinking and invites audiences to question their assumptions about the nature of reality, language, and human existence. In an era of "fake news" and alternative facts, the works of Ionesco and Beckett can serve as a reminder to think critically and challenge established ways of thinking.
- **They explore universal human themes:** The works of Ionesco and Beckett explore universal themes such as the search for meaning, the struggle for identity, and the limitations of language and communication. These themes continue to resonate with contemporary audiences who are grappling with similar issues in their own lives.
- **They offer a critique of modern society:** The works of Ionesco and Beckett offer a critique of modern society and its values. They challenge the status quo and encourage audiences to question the institutions and norms that shape their lives. In an era of political and social upheaval, the works of Ionesco and Beckett can serve as a call to action for those seeking change.
- **They inspire new forms of art:** The works of Ionesco and Beckett have had a significant impact on contemporary art forms, including theatre, literature, and film. Their legacy continues to inspire new generations of artists who are experimenting with new forms and pushing the boundaries of conventional thinking.

## CONCLUSION

The sole distinction between Ionesco and Beckett is that Ionesco's text gradually depicts the resistance act using words rather than against language as Beckett's text does.

Although Ionesco is engaged in politics, one cannot label his writing as political. Ionesco depicts the nazification of the continent in his writing in a horrible way. It is catastrophic, contains critiques of rationality, Nietzscheanism, Nazism, and even Sartrean existentialism, but the way the book plays itself in contrast to the rhinocerosization phenomena is unorthodox; hence, it is anti-political. Ionesco instead discards any potential performances that may arise in response to rhinocerosization, offering no new strategy for the fight against Nazism or any other ideology. Ionesco doesn't allow his book to finish with an Adam and Eve scenario, even as Daisy and Berenger were beginning to think about getting married and having kids so they might fight against those strange monsters. Ionesco emphasises the disaster that Berenger is fighting alone to avert rather than battling Nazism on political fronts. The presence of a pure language makes the calamity obvious. Given that only Berenger speaks and understands it, that pure language is also dead. As a final point, despite my hypotheses about the ways in which jouissance appears in Ionesco's text, together with Beckett's text, they can both be read as texts of jouissance, which imposes a state of loss, discomforts, unsettles the reader's historical, cultural, psychological assumptions, the consistency of the reader's tastes, values, memories, and brings to a crisis the reader's relation with language.

### ACKNOWLEDGEMENTS

I would like to thank my parents for proving me the required documents and helping me complete the work within time.

### REFERENCES

- [1] Beckett, Samuel. *Waiting for Godot*. 1998.
- [2] Lauzanne, Gloria. *Understanding French Literature: «Rhinoceros» by Eugène Ionesco: Analysis of the Key Passages of Ionesco's Play*. 2018.
- [3] Ionesco, Eugène. *Rhinoceros*. 1959. Bowker, <https://doi.org/10.1604/9782070368167>.
- [4] "Eugène Ionesco - Wikipedia." *Eugène Ionesco - Wikipedia*, 1 July 2018, [en.wikipedia.org/wiki/Eug%C3%A8ne\\_Ionesco](https://en.wikipedia.org/wiki/Eug%C3%A8ne_Ionesco).
- [5] "Samuel Beckett - Wikipedia." *Samuel Beckett - Wikipedia*, 1 Apr. 2017, [en.wikipedia.org/wiki/Samuel\\_Beckett](https://en.wikipedia.org/wiki/Samuel_Beckett).
- [6] "Psychoanalytic Analysis of the Characters in Beckett's 'Waiting for Godot.'" *International Journal of Science and Research (IJSR)*, vol. 6, no. 12, International Journal of Science and Research, Dec. 2017, pp. 66–68. *Crossref*, <https://doi.org/10.21275/art20178416>.
- [7] "Waiting for Godot - Wikipedia." *Waiting for Godot - Wikipedia*, 5 Jan. 1953, [en.wikipedia.org/wiki/Waiting\\_for\\_Godot](https://en.wikipedia.org/wiki/Waiting_for_Godot).
- [8] "Rhinoceros (Play) - Wikipedia." *Rhinoceros (Play) - Wikipedia*, 1 Jan. 1959, [en.wikipedia.org/wiki/Rhinoceros\\_\(play\)](https://en.wikipedia.org/wiki/Rhinoceros_(play)).



# English Academic Writing Performance Level of KSU Students

Lourdes Adeline Nicole Y. Cosmiano

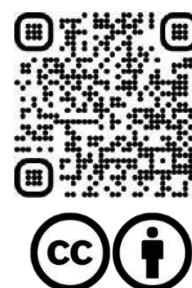
Kalinga State University, Bulanao, Tabuk City, Kalinga

Received: 17 Feb 2023; Received in revised form: 24 Mar 2023; Accepted: 12 Jun 2023; Available online: 21 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— *Linguists and scholars have been studying the influence of English language competency on numerous domains such as academic performance and employability for many years. While early researchers suggested that English proficiency did not predict high academic ratings and employment aptitude, evidence now shows that English proficiency is a cutting-edge asset in areas of academic success and employment in highly competitive and demanding industries in various fields of specialization. This is descriptive-evaluative research that employed a survey to investigate the English proficiency level and the relationship between English proficiency and academic accomplishment of technical writing students. In this study, a non-probability sampling strategy, namely the purposive sampling technique, was used. The findings show majority of respondents are proficient at English grammar and reading but have a low degree of competency in writing. Only grammar had an effect on the respondents' sex profile out of the three English competence levels tested. The survey also indicated that respondents' English proficiency levels (grammar, reading, and writing) are highly connected to their academic accomplishment. It is recommended that a more thorough evaluation and analysis be conducted in order to identify real variables and predictors that would truly affect and influence students' levels of proficiency and academic achievement, ultimately creating and producing the best teaching and learning enhancement program.*



**Keywords**— *Proficiency, Technical Writing, learning enhancement*

## I. INTRODUCTION

For many years now, linguists and researchers have examined the impact of English language proficiency on various fields like academic success and employability. While early researchers suggested that English proficiency does not dictate high academic rating and employment aptitude, evidences are now showing that proficiency of the English language is a cutting-edge asset in areas of academic success and employment in a highly-competitive and demanding industries in different field of specialization.

It is on this ground that the issue of how English language proficiency relates to academic achievement and employability is relevant to the educational development of bilingual and trilingual students.

This issue has been a widely debated topics not only in the Philippines, but also around some parts of the United

States and Europe. Underlying these issues, the question of what proficiency means and how it relates to the academic achievement and employability should be addressed. Central to the understanding of English language proficiency is J. Cummins's Theory of Language Proficiency. To be proficient in a second language (English, for Filipinos), both basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) need to be developed. The latter is the basis for students' academic success but may take from 5-7 years or longer to master. The former, in contrast, is usually attained within the first two years of exposure to the second language and is characterized by superficial oral language skills.

Language proficiency, furthermore, develops along these two continuums: from context-embedded to context-reduced communication, and from cognitively less-demanding to cognitively-demanding tasks. Then how do



we measure English language proficiency? Canale provided a set of criteria he termed communicative competence to assess proficiency in the language as follows: grammatical competence which encompasses knowledge in lexical items and rules of morphology, syntax, sentence, grammar, semantics, and phonology; discourse competence which is the ability to connect sentences in stretches of discourse and form a meaningful whole out series of utterances; sociolinguistic competence which involves knowledge of socio-cultural rules of language; strategic competence which is the verbal and non-verbal communication strategies that may be called into action to compensate for breakdown in communication due to performance variables or due to insufficient competence.

Summing it up, English language proficiency is competence in basic mechanics, manipulation and ability to use words, phrases, and sentences, distinction of appropriate function of the language, and compensation or remediation for a lack in some language areas. These have been the basis for myriad of researches on the relationship of English language proficiency to academic achievement of the students. At present, researches have turned their attention to the broad cognitive development of language among students. These researches have found an increasing evidence for positive relation between English language proficiency and reasoning abilities including “nonverbal problem-solving skills, divergent thinking skills, and field dependence”. Research has also indicated that additive-bilingual students who have high proficiency in English outperform their monolingual counterparts who have low proficiency in English on tasks requiring high level of cognitive control.

The series of studies by J. Cummins in 1979, 1981, 1989, and 1992, respectively, have shown that proficiency in the acquired language must be obtained in order for the students’ cognitive abilities to be properly incited. In short, academic achievement is only attained through literacy and proficiency of English. Additionally, the more proficient one is in English, the quicker one is to amass knowledge. For a student to be academically competent in areas like Mathematics, Science, Humanities, Arts, and even Character Education, focus on “linguistic structures, functions, and mechanics” 14, should be considered first.

Thus, culturally diverse students must make the transition from using only concrete language style to a more contextualized language. Systematically selecting language activities along the oral-proficiency continuum and facilitating the development of the students’ narrative abilities prove to be effective in promoting academic achievement as well. Furthermore, Wallach and Miller noted that “the shift from utterance-based communication

to text-based communication means that students engage in the manipulation of language topics, forms, and functions”, which is very crucial in attaining academic success. According to the researches of Wallach and Butler, and of Simon, there is an existing relationship between English language proficiency and academic achievement, and becoming academically good involves proficiency in English. Thomas and Collier suggested that sustained instruction in English enhances students’ academic success in later years, as shown in their research study on high school students.

The general perception of a “declining English competence” of our students and graduates has been constantly talked about by industry insiders, media practitioners, and educators. Has there been a decline of English competence? If there is, what measures are currently in place to ensure academic and language success in schools? Does proficiency in the English language ensure good academic standing? What factors contribute to proficiency in the English language ensure good academic standing? What other factors contribute to language proficiency and academic performance of students?

### **Background of the study**

The academic achievement of bilingual and/or trilingual students has long been a major educational concern. It has been said that before these students are confronted with academically challenging tasks in any discipline, they should be masters of the English language first. Since, majority of the subjects taught in the school use English language as medium of instruction. But the question here is: how do these learners acquire the standard of English proficiency? There are several factors that affect or inhibit learners in attaining mastery of English; thus, attaining academic success is near to impossible. Such factors includes age and/or level of maturity, first language proficiency, and attitude and individual differences. Collier said that “for academic achievement, it does not matter when second language begins, as long as cognitive development continues at least through the age of 12.

First language proficiency is also a major factor, as what was noted by researchers that it may inhibit the development of the second language. Sex, age and attitude and individual differences. It is on this premise that this research study is geared to prove or disprove the validity of the effects of English language proficiency on academic achievement and employability. Sufficient data are then gathered to supplement the research study and to aid the researcher with the proper procedures in conducting the study. These data are grouped according to relevance and importance and on the degree of reference. The interest of the research study started as a practical observation in the

classroom. It has been observed that those who have ability, in whatever level of proficiency, in the English language have the competitive advantage over those who are less or no ability to use English in terms of academic performance.

### **Statement of the problem**

This study determines the significant correlation of English language proficiency to academic achievement of technical writing students of College of Criminal Justice Education-KSU for the school year 2018-2019.

### **Objectives of the Study**

This study investigated the English proficiency level and the significant correlation of English language proficiency to academic achievement of the technical writing students of CCJE - KSU. The results further enhanced the teaching-learning process and the goal of English education.

Specifically, it dealt on the following objectives:

1. To determine the English proficiency level of the technical writing students of CCJE-KSU.
2. To determine if there is significant difference on the English proficiency level of the respondents when group according to sex and age.
3. To sought the correlation between the respondent's English proficiency level and their academic performance.

### **Hypothesis**

A. English proficiency level of respondents has no significant difference when group according to sex.

B. English proficiency level of respondents has no significant difference when group according to age.

C. English language proficiency has no significant effect on academic achievement of the students; thus, no correlation can be made between the level of proficiency in English language and academic achievement.

The study on the relationship of English language proficiency and academic achievement has been the subject of many researches for decades now. Educators and school administrators promote the idea that language proficiency affects academic performance and language proficiency and academic performance affect employability. Although there are some who contradicted such idea, the impact of the results of these researches and studies proved to be interest-provoking and had alarmed those in the authority. That is why considerable number of similar studies is still conducted. The study on the significant effects of English language proficiency on academic achievement is the key factor in understanding learners' diverse ways on acquiring mastery of the subject matters specially those that use English as medium of instruction.

The study alone may eliminate subjectivity on the part of the teachers in terms of assessing the academic performance of the students. In such ways, the teachers are given prior knowledge about the capacity of their students to use the English language and eventually make the necessary adjustments so that all students, in whatever level of English proficiency they have, shall learn effectively whatever the academic subject is. Additionally, understanding that the students are going through a predictable and sequential series of developmental stages in English language proficiency helps teachers predict and accept students' current stage, while modifying their instruction to encourage progression to the next stage. This study can also help teachers develop appropriate instructional strategies and assessments that guide students along a continuum of language development.

This study will also benefit the students themselves. Having this background, they can already adjust to different academic tasks in the classroom. Also, this shall provide them with necessary information on assessing their own competence in English and suit it to appropriate level of academic struggle. They will be given substantial help for them to understand their level of competencies in the language. In the case of those who are in the authority, they will be given enough background on the level of English proficiency and its effect to academic achievement of the students. With this, they shall have basis in future program implementation in relation to educational development.

Furthermore, this research study is an important area in English language education, perhaps an area that can be significantly studied more. This study will generate new ideas that can be used for future researches related to the topic. As a mere research study, this may not be the be-all and end-all in describing students' academic learning styles, but this will be a starting point in analyzing the important role of English not only as an international language, but also as a language of academics.

Finally, understanding the concept of English language instruction and its impact to the overall academic performance of the students is a good bird's eye view to course developers and educators. Identifying the areas of English our students are challenged with versus the English proficiency requirements in their job application in the future. Moreover, it is imperative for the whole academe to understand the demands of the global market and the relevance of language proficiency and academic performance to employability. This research ultimately seeks answers to the unidentified reasons of the "declining English proficiency" and what effective programs and solutions can we implement to address such issues.

Existing research on factors contributing to academic achievement of students in higher education reveals a number of factors in multiple dimensions. In general, these factors fall into the following four categories: academic, psychosocial, cognitive, and demographic (McKenzie & Schweitzer, 2001). All these factors have been extensively explored and examined by previous research. For example, among academic factors, prior academic achievement (e.g., McKenzie & Schweitzer, 2001; McKenzie, Gow, & Schweitzer, 2004), learning skills and habits (e.g., Abbott Chapman, Hughes, & Wyld, 1992), learning strategies (i.e., general learning strategies, subject-matterspecific strategies) and approaches (e.g., Duff, Boyle, Dunleavy, & Ferguson, 2004; Pokay & Blumenfeld, 1990; Sadler-Smith, 1996; Watkins & Hattie, 1981) were explored as variables influencing academic performance. With regard to the psychosocial dimension, social integration into the university system, motivation, anxiety, social and emotional support, and psychological health were explored (e.g., Terenzini & Pascarella, 1978). The cognitive dimension, which includes self-efficacy (e.g., McKenzie & Schweitzer, 2001) and an individual's attribution style (e.g., Peterson & Barrett, 1987) were also studied in many empirical studies. Lastly, various demographic features such as gender and age were examined in relation to academic performance in higher education (Li, Chen, & Duanmu, 2010).

## II. METHODOLOGY

### Locale of the study

This study was conducted at the CCJE-KSU in Tabuk City, Kalinga. CCJE is one of the colleges of Kalinga State University located at the Bulanao campus.

### Research Design

This study is descriptive-evaluative research using a survey to seek the English proficiency level of the technical writing students of CCJE-KSU. The study is also relational in the sense that it sought the correlation between the respondent's English proficiency level and (a) their identified profile variables – age, sex, and final grade, (b) identified macro skills – reading, writing and grammar.

### Respondents

The respondents of this study were the 33 identified technical writing students who were enrolled in Technical Writing of CCJE - KSU for the AY-2018-2019.

Non-probability sampling procedure was employed, specifically the purposive sampling technique. Students' final grade were the marks considered in the academic achievement of the respondents of the study.

### Instrument

The pertinent data needed for the study were collected with the use of the data-gathering instruments.

Personal Data Sheet (PDS) – profiles and which will likewise serve as the personal variables in this study. This is comprised of questions that seek for the background of the respondents like age, sex, final rating in Technical Writing.

English Proficiency Test Questionnaire. The English Proficiency test was composed of 80 items, with three different types of test such as; Reading (20 items), and Writing (30 items), and Grammar (30 items).

### Data Gathering Procedure

Researcher obtained an approval from the college dean of College of Criminal Justice Education where the study was carried out. Participation in the study was voluntary. Participants were given informed consent forms, which provided information regarding the study, including the contact information of the researcher.

The questionnaire was the primary tool used in gathering the data and information pertinent to the study. It consisted of three (3) parts.

**READING:** A 20 question which requires students to read quickly to find specific information in authentic texts such as newspapers, university calendars, web pages, and bibliographies.

**WRITING:** The Writing test involves writing a composition on a topic assigned to the respondents. The time for this test is 45 minutes.

**Grammar:** The grammar test is a fill-in-the-blank type of exam which accounts for the way in which words are combined to form sentences.

### Data analysis

To answer the specific questions in this study, the following statistical treatments were employed.

Frequency and Percentage. This was used to determine the respondents' profile.

Mean. This was employed to establish the respondents' language proficiency in the English language.

Pearson – r Correlation Analysis. This was utilized to determine whether the respondents' profile correlates with their English proficiency level.

Anova. This was utilized to determine the difference between the Respondents' English Proficiency Level and their Age.

### III. RESULTS AND DISCUSSION

*Table 1. Frequency and Percentage Distribution of the English Proficiency Level of the Respondents in Grammar*

English Proficiency Level Grammar	Frequency	Percent
Poor	2	6.1
Good	26	78.8
Very Good	5	15.2
Total	33	100.0

The table clearly shows that 15.2% or five (5) of the respondents are very good in English and only 6.1 % or two (2) of them are poor. Majority of the respondents are generally good in English grammar. It is shown by its percentage of 78.8 and its number of 26 respondents. This implies that their attendance and consistence in attending the lectures could have helped their acquisition of English proficiency in grammar.

*Table 2. Frequency and Percentage Distribution of the English Proficiency Level of the Respondents in Reading*

English Proficiency Level Reading	Frequency	Percent
Poor	2	6.1
Good	28	84.8
Very Good	3	9.1
Total		100.0

The table shows that only 3 or 9.1% of the respondents got the very good proficiency level in reading and similar to grammar, only 2 or 6.1% of the respondents got poor proficiency level in reading. Of the 33 respondents, 28 or 84.8% of them got the good proficiency level. This could mean that, similar to their acquisition of proficiency in grammar, their attendance to classes and lectures had contributed to their reading proficiency.

#### Summary of the Result

1. To determine the English proficiency level of the technical writing students of CCJE-KSU.

##### 1.1 Grammar

Five (5) or 15.2 % of the respondents are very good in English and only 6.1 % or two (2) of them are poor. Majority of the respondents are generally good in English grammar. It is shown by its percentage of 78.8 and its number of 26 respondents.

##### 1.2 Reading

Only 3 or 9.1% of the respondents got the very good proficiency level in reading and similar to grammar, only 2 or 6.1% of the respondents got poor proficiency level in reading. Of the 33 respondents, 28 or 84.8% of them got the good proficiency level.

##### 1.3. Writing

Only 5 or 15.2% of the 33 respondents got the “good” proficiency level in writing and the 28 or 84.8% of the respondents had the poor level of proficiency in writing

2. To determine if there is significant difference on the English proficiency level of the respondents when group according to sex and age.

English proficiency levels, reading and writing were found to have no significant relationship with the respondent’s age and sex.

3. To sought the correlation between the respondent’s English proficiency level and their academic performance.

English proficiency levels (grammar, reading and writing) are statistically not significantly related to the academic achievement of the respondents. The results of - .224 for grammar, .133 for reading and -.014 show low degree of correlation to the academic achievement of the respondents. This implies that the English proficiency level on grammar, reading and writing does not strongly influence the respondent’ academic achievement.

### IV. CONCLUSION

The English proficiency level of the respondents in grammar, reading and writing is statistically significantly related to the respondents’ academic achievement. The proficiency level is a strong indicator of the students’ performance inside the classroom.

### V. RECOMMENDATIONS

Participation and listening to lectures and class sessions would strongly help and enhance the knowledge and skills of the students in technical writing. Formative assessment must be strengthened and more exercises, practices and exposure on writing must be made to develop and improve the skill in writing. The results and conclusions should be reviewed and analyzed to come up with the real variables



and predictors that would really affect and influence the students' level of English proficiency and academic achievement. Further research and study should be made on the student's level of English proficiency to be able to create and produce the better, if not the best, teaching and learning enhancement program.

## REFERENCES

- [1] Qi Li, Zhilong Xie, Guofang Zeng, *The Influence of Teaching Practicum on Foreign Language Teaching Anxiety Among Pre-Service EFL Teachers*, *SAGE Open*, 10.1177/21582440221149005, 13, 1, (215824402211490), (2023)
- [2] Dukhayel Aldukhayel, Remote Presentations: Making L2 Presentations Less Stressful, *Education Research International*, 10.1155/2022/5353819, 2022, (1-11), (2022)
- [3] Tricia Thrasher, Impact of Virtual Reality on L2 French Learners' Language Anxiety and Oral Comprehensibility, *CALICO Journal*, 10.1558/cj.42198, 39, 2, (2022).
- [4] Sena Damla YEŞİLYURT ÖZER, Emrah GÖRGÜLÜ, The effects of virtual environment on young adolescents' foreign language anxietySanal öğrenme ortamının genç ergenlerin yabancı dil kaygısı üzerindeki etkileri, *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi*, 10.29000/rumelide.1222265, (2022).



# Post-modernism, Paraphilia, Sadism, Necrophilia, and Sexually Motivated Homicide: An Interdisciplinary Reading of Dennis Cooper's "Frisk" (1991)

Mgr. Adam Briedik

Slovakia

Received: 20 Apr 2023; Received in revised form: 05 Jun 2023; Accepted: 16 Jun 2023; Available online: 24 Jun 2023  
©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license  
(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— This paper explores the representation of sexually motivated homicide in Dennis Cooper's "Frisk" (1991) while employing an interdisciplinary framework in methodology, specifically: psychopathology and forensic psychology. First, the novel's cultural context points to its postmodern strategies, indicative of the psychopathological effects of late capitalist culture. Then the paper turns its attention to the novel's protagonist, Dennis, who is initially diagnosed with paraphilic disorder as defined by the "Diagnostic and Statistical Manual of Mental Disorders" (2013). Afterward, implementing a typology developed by Anglo-Canadian criminologist Lee Mellor, Dennis is analyzed and categorized as a homicidal necrophilic offender and a homicidal sexual sadist. The detailed investigation of his sexually motivated crimes places the character among the most notorious serial killers in the world.

**Keywords**— Dennis Cooper, *Frisk*, forensic psychology and literature, serial killers in literature, necrophilia in literature, sexual sadism in literature



## I. INTRODUCTION

Sexual sadism and necrophilia—two of the most revolting manifestations of abnormal sexual behavior and pervert sensuality—have been recorded since ancient times. Homicidal sexual sadism and necrophilia are themes and motifs that seldom obtain much literary space and even less interdisciplinary academic exploration; however, a literary tradition dates back to the scandalous writing of the Marquise de Sade and his philosophy of libertine sexuality. De Sade's combination of pornography and hedonistic philosophical discourse resulted in Western literature's most controversial piece of fiction: *The 120 Days of Sodom* (1785). While the term 'sadism' is derived from his name, his opulent sadism did not denote a disposition for a mental disorder, but his licentiousness may have been considered an impetus.

Throughout the 80s and the 90s, a group of American authors—unbound by norms or convention—explored and wrote about issues such as sexual freedom, violence, crime,

and drug culture. Of these, the queer novelist, poet, critic, and activist, "[Dennis] Cooper is on the order of the Marquise de Sade: one which disrupts the demands of utilitarian, or an ordered and rationally productive society" (Viegner 1994, 113). Whereas the publication of his novel *Frisk* (1991), along those of Bret Easton Ellis or Chuck Palahniuk, caused the most histrionic reactions and controversy, it received the least critical attention from scholars. Only recently has Dennis Cooper achieved wider attention outside the obscure underground circles and gained some scholarly attention he deserves.

This paper addresses the novel's protagonist, Dennis, applying an interdisciplinary framework of psychopathology and forensic psychology.<sup>1</sup> It employs one of the most recent typologies of serial killers while attempting to categorize the character as a curious combination of homicidal sexual sadist and a homicidal necrophilic offender. First, the analysis approaches the novel's cultural context; then, the attention is turned to the

postmodern framework of the narration. The multivalency of the framework is very much reminiscent of the processes operating in the late capitalistic culture's background, the same processes that have been pathologizing a cultural neurosis. As sexual sadism and necrophilia are classified as types of paraphilia by the *Diagnostic and Statistic Manual*, the 5th ed. (*DSM-V*) published by American Psychiatric Association, Dennis is initially diagnosed with paraphilia. While *DSM-V* (2013) is a valuable diagnostic tool, in order to analyze the particular paraphilic expression, the study instead applies a more sophisticated typology of sexually motivated homicidal offenders from the field of forensic psychology, namely: Lee Mellor's *Homicide: A Forensic Psychology Casebook* (2016).

### Dennis Cooper and Frisk

James Annesley (1998, 140) dubbed the writing of Dennis Cooper—together with artists such as Susanna Moore, Lynne Tillman, and Bret Easton Ellis, whereas Jay McInerney, Gary Indiana, and Chuck Palahniuk and their vapid, post-punk nihilism should have been also included—"Blank fiction/Blank generation" (note the reference to the generational cohort of the Beat generation that explored the issues of sexual freedom, drug abuse and transgression of social norms as well). According to Annesley (1998, 140), the literary output of Blank generation privileged minimalistic superficiality over complexity and valued the mass/pulp culture over the highbrow one. In his discussion on violence in blank fiction, Annesley obliquely references the ethics and aesthetics of Generation X. The term Generation X was popularized by Douglas Coupland's *Generation X: Tales for an Accelerated Culture* (1991). As a demographic cohort, it refers to the generation that came to age during the epilogue of Cold War anxieties, the proliferation of free market economics, the dominance of conservative politics, the demise of the nuclear family, and the labor emancipation of women. As a countercultural movement that crystallized in Pacific North-west, Seattle, WA, in the second half of the 80s and reached its peak by the end of the first half of the 90s, this generation was characterized by existential nihilism, antisocial behavior, radical cynism, and passive revolt, along their anti-consumerist, anti-establishment, and non-conformist outlooks. Kurt Cobain was reluctantly crowned the spokesman of Generation X, and according to Fisher (2008, 9):

"In his dreadful lassitude and objectless rage, Cobain seemed to have given wearied voice to the despondency of the generation that had come after history, whose every move was anticipated,

tracked, bought and sold before it had even happened...."

At the same time, another literary term inclusive of Cooper's name, "transgressive fiction", became part of critical discussion. According to Michael Silverblatt (1993), who was the first one to popularize and define—let us use the sacred word—genre of "transgressive fiction" in his article for *Los Angeles Times*: "[E]xploring the sexual frontiers," he argues that the transgressive writing, has violation at its core as definitive: "violation of norms, of humanistic enterprise, of the body. Really, it's the Marquis de Sade who officiates at the American orgy" (Silverblatt 1993).<sup>2</sup> Thus, human body—often objectified and commoditized—is the central object of narrations that disturbingly progress to subsequent intentional transgressions. While providing explicit descriptions of such hideous crimes as sexual assaults, rape, torture, mutilation, homicide, and even pedophilia and necrophilia, the characters of transgressive fiction regularly harbor illicit and distressing thoughts. At the same time, the concurrence of nihilism and antisocial behavior indicates persisting mental illness among the genre's protagonists.

Although Fran Mason (2016, 193), unlike Annesley (1998), defines the generational cohort marked with 'X' as a specific literary movement—and most importantly subsequently derivative of "blank fiction" while referencing Bret Easton Ellis and Chuck Palahniuk as representatives of the latter—in summary, all three terms: "blank generation", "generation X", or "transgressive fiction" are used almost interchangeable. They attempt to encompass the same assembly of authors, whereas each addresses different aspects, whether it is the style, the philosophical orientation, or the central object of this literature, yet predicated upon similar impetuses.

The countercultural movement of the 90s was consequently assimilated into the mainstream; the entertainment industry labeled, commoditized, and sold the marginalized demographic, geographic, and artistic subculture as "grunge". Fisher—following Frederic Jameson's (1988) assumption that postmodern culture is a *mélange* of "dead styles" in an "imaginary museum"—described the process, where the late capitalist culture pre-emptively employs the gestures of the counterculture:

Cobain knew he was just another piece of spectacle, that nothing runs better on MTV than a protest against MTV; knew that his every move was a cliché scripted in advance, knew that even realizing it is cliché. In the same context, the alternative zone's cyclical repetition of previously

recycled gestures of rebellion has proven to be pointless (2008, 9-10).

According to Mason (2016), Generation X's postmodern employment of retro vision operates as a form of rebellion against this capitalistic commoditization. Therefore, it was probably Kurt Cobain's demise in the spirit of his predecessors—Jimmy Hendrix and Sid Vicious—that most readily epitomized the impossibility of stylistic innovation.

With its place at the heart of the American cultural mainstream, this cultural mode entered academic grounds; thus, "[N]o longer can blank fiction be dismissed as the aberrant productions of a marginalized group" (Annesley 1998, 140). Even though Mason accused Generations X's questioning of grand narrative (Mason 2016, 193), he does not recognize the fact that the particular strain of fiction does so not by deconstructing them or through overt intertextuality, but through incorporation of marginalized, pulp genres such as snuff writing, scat pornography, splatterpunk, body horror, queer literature, and neo-noir.

Cooper's novel *Frisk* (1991) is evocative and inclusive of the fact since his combination of pornography with social discourse as a vehicle of his narration is justified by his utilitarian ends. Seemingly, a novel of casual surfaces about sex, homosexuality, violence, sadism, pornography, death, HIV/AIDS, and drug culture but even such taboo issues as necrophilia, pedophilia, coprophagy, and cannibalism; the text was composed as a reaction to Cooper's stay abroad in Europe. While he called it his "revenge on Holland for the unpleasant time [he] had there" (Hester 2020, 135), the novel is *ipso facto* a dissection of American society. Before providing minute insights into a character in Dennis Cooper's semi-autobiographical novel *Frisk* (1991), it seems necessary to introduce some previous perspectives on the text. Even though there are only a handful of critical essays, the novel has achieved a notorious cult status. A dominant portion of the narrative revolves around Dennis and is focalized from his perspective—it primarily focuses on the etiology of his deep sexual fascination with excessive sexual behavior and his obsession with death influenced by snuff pornography; it also documents several of his failed relationships. Conclusively, he embarks on a sexually motivated necrosadistic killing spree in Amsterdam, which is the object of the latter analysis.

The transgressive author Jean Genet provides a paratextual link in the novel's epigraph. Furthermore, Young (1992, 258) recalls references to Bataille's *Story of the Eye*<sup>3</sup>, and argues that the text abounds with allusions and references to surrealism. Whereas his critical interpretations of Cooper's fiction focused on the intertextual influences on his obscene and decadent prose, he somehow omits Cooper's comments

on such popular contemporaneous slasher franchises as *Friday the 13th* and *A Nightmare on Elm Street*. Although the novel depicts the times when "[T]he detours around AIDS weren't marked yet" (Cooper 1991, 39), the epidemics of HIV that affected the homosexual community is not an explored discourse in the narrative, nor serves as a metaphoric/symbolic death in the exclusively homosexual environment of the novel. Cooper rather transposes the attention to the American decaying urban/industrial setting; maybe therefore, Ben Gove (2000) excluded Cooper from the growing pantheon of recognized American queer literature. According to Diarmuid Hesters, who wrote an exhausting biography about Cooper, queer studies pioneers at the University of Sussex, Alan Sinfield and Jonathan Dollimore included Dennis Cooper's *Frisk* on the syllabus in a class on Sexuality, Fiction, and Subculture (Jonathan, 2020). However, Dennis' queerness/otherness does not represent what Dollimore considers the internalized cultural guilt in texts of other queer authors, paradoxically affirmative with homophobic texts, nor confirms Dollimore's assumptions about homosexuality's artistic imagination of death, cultural degeneration, and sterility (1988, 295-305). Also, the narration does not perceive sexual orientation as a social restriction, nor regards imposition of such labels as abusive or constituting the essence of radical difference, perpetuating what Phillips considers the violence among homosexuals constructed as fragmented, fractured, and frustrated—creating an identity that simultaneously is a social taboo (Phillips 1999; 154, 156, 66-67). The last word to say has the author himself since Cooper has been distancing himself from the gay community with quite an audacity, he stated "To put it in a cliché, [my work is] a kind of thorn in [the homosexual community's] side or something" (Nicolini, 1993,3). So the novel does not operate as a vicious probe into the American queer society, specifically to the margins of this community engaging with fetishism.

According to Matthias Viegner, Cooper "demystifies" the interiority of post-modernism (1994, 112). Rather than focusing on a singular prominent protagonist, the narrative offers several perspectives and points of view and presents some fictional accounts, digressions, and questionable histories. Overall, the novel is a fragmented, erratic compilation—a pastiche of genres, containing letters, telegrams, journal entries, and even "an artsy murder-mystery novel, some salvageable fragments of which are interspersed through the section" (Cooper 1991, 40) "TORN 1986 (1987)". The narration can be described as moving away from the rigidly imposed hierarchy to a more arborescent form, moving freely between characters, resulting in constant dynamic changes of interconnected, fluent narrations with no boundaries or discreet units.



Despite its fragmented character, the non-linear narration simultaneously indicates the post-modern self-reflexivity of the text. Cooper invites the reader repeatedly to explore the boundaries of fiction and reality, and the limits of narrative truth: for example, Cooper's fictional character of Dennis and the real persona confuse and span reality and fiction. Eventually, the narration's last invitation of the reader to its artificiality makes it apparent that the main body of the narrative is a mere fabrication of Dennis. The series of five murders that takes the form of bleak memoir and claustrophobic adjacent letters describing at length Dennis' sexually motivated atrocities is revealed as a pure fantasy of an unreliable narrator. The final confrontation between Dennis and his ex-boyfriends—Julian and his younger brother, Kevin, who both traveled to the Netherlands—consequently decenters the narration. Cooper personally accentuated how the disregarding cumulated suspension of disbelief and horror reveals the text's ethical orientations. Cooper does not engage in a conversation with the reader through post-modern minimalistic omissions; the communication instead functions as based on the metafictional disturbance in the conclusion, which transposes the moral responsibility upon the reader as he is confronted with these facts:

The novel is about the difference between what is possible in one's fantasy life, and what is possible in one's real life. It tries, in various ways, to seduce readers into believing a series of murders are real, then announces itself as a fiction, hopefully leaving readers responsible for whatever pleasure they took in believing the murders were real. I mean it to challenge readers around issues of morality, and to make them wonder why the novel's ending leaves them feeling disappointed or relieved (Hester 2020, 136).

Whereas the complexities of the postmodern framework point to specific strategies like fragmentation, generic hybridity, indeterminacy, metafiction, and intertextuality, the novel is ultimately a critique of America: its decadent consumerism, obsession with destructive violence, serialization and commoditization of sex, existential nihilism, and artificiality of its experience in hyperreality. *Frisk* introduces the narration with an ascending countdown, each number a picture presenting a young model—Henry—in five ephebophilic pornographic snuff acts including bondage and mutilation. The quintet is a central pivot of the novel that shocked the protagonist with its mesmerizing power:

Five. Close-up. The blotch is actually the mouth of a shallow cave, like the sort ocean waves carve in cliffs. The uneven frame of ass skin is impeccably smooth. The inside of the cave is gray, chopped-up, mushy. At its centre's a pit, or a small tunnel entrance, too out-of-focus to actually explore with one's eyes, but too mysterious not to want to try (Cooper 1991, 4).

This quotation is very much indicative of Generation X's indifference with its countercultural ethics and aesthetics through the explicit pulp obscenity of marginalized genres. Through the fragmented initial setup of five snuff photos, Cooper invites his reader into a never-ending loop of ropes, orifices, and mysterious wounds, but also introduces the bleak and fragmented landscape of American society where death and sex have been homogenized, serialized, and sold along drugs, slasher horrors, images of death in the news, prostitution, and pornography. The polaroid enumeration points to the commodification of sexual experience, which became an object torn by the economic processes taking place between the social forces of offer and demand—insistent on the necessary meditation between the realm of desire, the social production, and their respective repressions.

Capitalist society requires an effective mechanism to counteract the explosive force of desire with the potential to threaten its structures of exploitation, servitude, and hierarchy. When Dennis discovers Henry—the young model from the photographic set—is very much alive, the object of his desires and the center of their acquisition has been radically dislocated. The postmodern scholar Fredric Jameson (1988) accuses the incoherence of the postmodern economy and corporate media of society's schizophrenic ills. He argues schizophrenia is an extreme mental state coexistent within capitalism, enforcing psychological repression linked to social oppression. Further elaborating on "the view of schizophrenia" by Lacan, although questioning its clinical accuracy (118), he assumes that schizophrenic ills of postmodern culture are "closely related to the emergence of this new moment of late, consumer or multinational capitalism" (125).<sup>4</sup>

Jean Baudrillard (1983, 4) claims that substituting a sign of a real thing in hyperreality creates a simulation that no longer refers to an external model. According to Baudrillard, the first real novel about simulation, J. G. Ballard in *Crash* (1973), conflates the human body with the car's mechanics in the dimension of photography and cinema (1991). What inextricably links the texts is the lens of camera. However, Cooper's dimension of hyperreality

does not operate as an analogical mixture of technology with sex. Dennis eventually discovers the photographs to be just an *escamotge* with its seductively arousing yet imitated reality of sex, violence, and death. Cooper concludes the novel the same way he begins it, with a re-enactment of the initial photoshoot, this time pointing to its artificial, simulated, recycled character. Following the cultural logic of late capitalism, where simulations replace reality with hyperreality, the final composition becomes a Baudrillardian *simulacrum* of the initial composition, which was a simulation of a snuff sexual act:

Five. Close-up. The 'wound' is actually a glop of paint, ink, makeup, tape, cotton, tissue, and papier-mâché sculpted to suggest the inside of a human body. It sits on the ass, crushed and deflated. In the central indentation there's a smaller notch maybe one-half-inch deep. It's a bit out of focus. Still, you can see the fingerprints of the person or persons who made it (Cooper 1991, 128).

Here Cooper's style becomes more telegraphic and artificial—the apex captured by an emblematic camera deciphers the previous perverse imagery as a gabble of parts that sound like a demented inventory, a list of unrelated objects, and a subject—all recruited to repopulate or, more ambiguously, recombine them in an unexpected but more meaningful way:

Still, Kevin and/or his camera would have to be God, Julian thought, to transform a mud pie on someone's ass into the sort of nightmarish image one spends ones adult life obsessing about.

Julian took his seat . . . clack, clack . . . I came to mind. Not the psychotic me, but the teenager gaying purposefully into the holes in boys' bodies. Back in those days my compulsions were rigueur, business as usual, part and parcel of sex, as far as Julian knew (Cooper 1991, 126).

The quotation points to a postmodern fragmentation as manifested through an abrupt shift in perspective. The fluent transfusion of identity cumulates in a potent sense of identity, and paradoxically, the seemingly empty centre functions positively as it is productive and produces new reality, a material reality. In light of Jameson's perspective, Cooper seems to depict the distinct culture arising from this schizophrenia and accuses the postmodern industry of pathologizing neurotic behavior, ruptured personality, and isolated self and fractured identity. Maybe that is why, according to Elizabeth Young, Cooper's representation of

death attempts to counter the cyclical structures of post-modernity (1992, 260-61). Dennis' perversion is no longer on the order of the neurotic, the repressed, or the transgressive. On the contrary, it leads to non-perverted pleasure where every wound and eroticized vocabulary of intimacy and sex is replaced by indifferent language. Thus, Dennis Cooper's *Frisk* is a prime example of a literary account about the dysfunctionality of hyperreality. This dimension, which is inseparable from Cooper's text as well, has become more than a thematic restriction of the text. His imitation indicates an effort toward an expression of uniqueness while following its utilitarian ends and overcoming the continuously dysfunctional circulation of figures in the capitalist market. So while Ballard's topography of the human body coincides with the industrialized landscapes and its machinery, Cooper's corporal exploration of superficial appearances operates as a vicious critique of shallow capitalism, deprivation and affluence of consumerist need, objectification and the deafening effects of serialization of sex, violence, and death.

### Dennis: Paraphilia

Both *DSM-V* (2013) and the *International Classification of Diseases (ICD-10)* (1992) by WHO (the World Health Organization) categorized necrophilia and sexual sadistic disorder under paraphilic disorders. There is a consensus that paraphilias are not *ipso facto* psychiatric disorders. "The term *paraphilia* denotes any intense and persistent sexual interest other than an interest in genital stimulation or preparatory fondling with phenotypically normal, physically mature, consenting human partners" (APA 2013, 685). The term "paraphilic coercive disorder" refers specifically to the preference for non-consenting sexual acts" (Thornton 2010). The number and taxonomy of paraphilia have been debated and, in some cases, lists 549 specific types (Aggrawal 2008, 369-382).

Ballard's internalization of the dystopian setting and technology in *Crash* is a probe into several paraphilic subjects and their derivative sexual fetishism. The novel's protagonist, Ballard, develops a specific car-crash sexual fetishism combined with obsessive symphorophilic thoughts about certain celebrities. Unbound by norms and seemingly nihilistic, Dennis' anti-social behavior also indicates a severe psychological disturbance. Hester defines the novel's thematic restrictions to sex, death, and corporal investigation as bordering with the attentiveness of a "psychotic" (2020, 136). Collin Harrison (2010) identifies not only the concerns of this defining piece of 90s fiction as pedophilia, necrophilia, pornography, and drugs but regards the text as an elaboration on the "serial killer motif". Even though Hester and Harrison point in the directions this paper ventures into, they do not engage with serious analysis.

Their researches have not explored the links between postmodern capitalism and its correlated social neurosis nor have entered into analyses of minute psychopathology and forensic psychology in interpretation.

The etiology of *paraphilia* in connection with the character seems like a plausible point of entry into the diagnosis. While the current state of research in the field has found so far no empirical evidence of genetic factors contributing to the development and no conclusive support for brain trauma, "ineffective social environment" and "formative events" are often cited as determinants, and substance abuse is considered as inhibitive (Mellor 2016a, 84-89). While there is no proof of substance abuse as an etiologic factor, Dennis is a frequent drug taker, which could be considered an inhibitor of sexually motivated offenses, and explain how openly he articulates his violent, perverse, and destructive imagination. John Money (2011) offered a theory of paraphilia based on *vandalized lovemaps*. Any change in the *lovemap* after puberty occurs through "decoding" an already extant *lovemap* rather than "encoding" it. In cases where a juvenile has been subjected to abusive sexual activity with a partner that may be years older than them, he may act out a *paraphilic lovemap* that mirrors this experience, but with themselves now in the role of the more senior participant. Dennis describes the formation of his *lovemap* beginning in 1969, at the age of thirteen, as an avid reader of homosexual pulp pornography; he is strongly affected by his regular visits to a local shop, where he often masturbates. Being sexually active by this age and engaging in light BDSM, his paraphilic preference and interest in sexually gratifying sadism and necrophilia are constituted by his exposure to the same snuff pornographies presented at the novel's beginning. Dennis claims they "went on to completely direct or destroy [his] life" (Cooper 1991, 30). As a result, he becomes obsessed with sadism and death as his paraphilic preference. Another character closely tied to the central polaroid quintet, Henry, describes his sexual development in a similar fragmented framework of "encoding" and "decoding" as Money (2011):

'Wild.' Henry *knew* it. His feelings, thoughts, etc., were the work of people around him. Men particularly. The first made a weirdly detached person out of his body and mind when he was thirteen or something. The next man corrected his predecessor's mistakes. The next changed other stuff. The last few only tinkered because Henry was perfect, aside from some bad habits (Cooper 1991, 5).

Dennis' *fantasyscape*, borrowing Moller's (2016b, 98) term referring to "the scenario in the imagination where the *lovemap* becomes animated, and occurs in space and

sequentially", includes such scenes as when Dennis "lay in bed putting Finn through hell in [his] thoughts. [He] tore up his body like it was a paper bag and pulled out dripping fistfuls of veins, organs, muscles, tubes" (Cooper 1991, 38). Even Dennis' atrocities with his two German companions, including a handful of victims, are all paraphilic, revealing Dennis' "[I]nterest in sexual death" (Cooper 1991, 40). This especially Sadean section is an explicit and nauseating excursion into the world of sexual sadism, necrophilia, coprophagia, and anthropophagi. Dennis' confession portrays explicit details and representations of brutally executed torture, rape, mutilation, armed assault, murder, bondage, and drug abuse perpetrated upon innocent people. However, the postmodern interplay decenters this narration, and the serial murder account is *defacto* a fantasy. Dennis eventually confesses:

I sort of know... well, basically because I realized at some point that I couldn't and wouldn't kill anyone, no matter how persuasive the fantasy is. And theorizing about it, wondering why, never helped at all. Writing it down was and still is exciting in a pornographic way. But I couldn't see how it would ever fit into anything as legitimate as a novel or whatever (Cooper 1991, 123).

His imagination, repressed for years, is reconstructed; he can exercise his most deviant impulses and no longer suppresses his wayward, malevolent needs. Ian Brady (2001, 92) talks about how the inability to enact fantasy fuels the compulsions of homicidal offenders. While Dennis can conquer the desires of his *Id*, and the narration could be ascribed with a particular therapeutic effect, when he encounters Julian and Kevin, he confesses "[A]bout Kevin". Their interaction after the years intensifies the postmodern cyclical structures, as "[Kevin] reminds [him] of something [he] felt before [he] stopped feeling anything. Pre-desire, pre-violence" (Cooper 1991, 114). Thus, Kevin is proposed as a subject capable of triggering the encoding process retroactively. In the failing world of Dennis' simulation, substituting the first model with Kevin operates as a compelling illusion, opening a glimmer of possibility. However, rather than being a coping mechanism or a last resort, the account was composed to invite Julian and Kevin into his escalating, accelerated madness. Without a gravitational pull, his desires—magnified here to an uncanny extent—are disfigured and may give rise to a more neurotic lust and incorrigible perversion of drives. In contrast, his desired self-repressions as a purposeful variance is no romanticization of mental disorder:



So I started sending letters to people who already knew me, thinking they'd either write back and give me some sort of objective analysis, or else relate to the fantasy, come here, and give me the courage or amorality or whatever to actually kill somebody in league with them. You're the only ones who ever answered, though (Cooper 1991, 123).

Here, the metafictional strategy operates at its most explicit. At this point of the narration, it is evident that Dennis is not just an unreliable narrator but also innocuous. The unapologetic crimes, described in an unapologetic tone, are just lucid accounts influenced by obsession. Thus, Dennis' *fantasyscape* is the object of his subsequent categorization as a homicidal offender. Otherwise, the paper would have to consider the fictitious murders—executed in an isolated windmill in the Netherlands operating as a brewery and providing the perfect setting for the realization of his wicked fantasies while finding accomplices in two Germans from Köln who are hiding from the German authorities after strangulation of one person—depicting a less innocuous form of neurosis from the perspective of forensic-psychology.

Not every sexual homicide is necessarily indicative of paraphilia; the diagnosis ascertains paraphilia according to the nature of the urges, fantasies, and behaviors but diagnoses the disorder based on distress and impairment in social and occupational space. Dennis' disregard for others, obsessive thoughts, turbulent relationships, and occupational distortion occupy the entirety of the narration. Thus, on the surface, Cooper's unapologetic prose informs of Dennis' diverse unapologetic homicidal acts motivated by paraphilia: necrophilia and sexual sadism. Considering the *DSM-V* (2013), categorizing sexual sadists and necrophilic homicidal offenders as representatives of disorder with paraphilic character is examined from the perspective of a typology developed by criminologist Mellor (2016a, 2016b). The interdisciplinary nature of the study applies the typology for homicidal necrophilic offenders that distinguish eight categories (A-H) of homicidal necrophilia with existing accounts and examples (see Figure 1). His typology of homicidal sexual sadists and his elaboration on the subject present eight categories, while two are hypothetical ones without any actual examples (see Table 1). The divisions of these typologies are compatible, and their combination produces hybrid categorization, which attempts to pigeonhole the totality of paraphilic desires and experience in sexually motivated homicides.

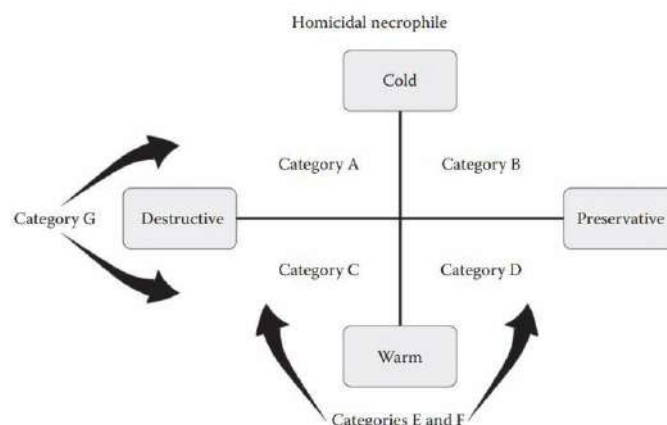


Fig.1: Mellor's new typology of homicidal necrophiles (2016, 104)

Table 2: Mellor's (2016, 135) Typology of Homicidal Sexual Sadists

Category	Destructive	Prolonged	Elaborate	Example
1 <sup>a</sup>	Y	Y	Y	Fred West
2 <sup>a</sup>	N	Y	Y	Robert Berdella
3	Y	Y	N	Chicago Rippers
4	N	Y	N	Keith Jespersion
5	Y	N	N	Andrei Chikatilo
6	N	N	N	Dennis Rader
7	N	N	Y	N/A
8	Y	N	Y	N/A

Note: Categories in *italics* may hypothetically exist, though our research has revealed no examples of offenders who exemplify the category.

<sup>a</sup> Categories that would be considered sexual sadists by the standards of Dietz, Hazelwood, and Warren in their numerous collaborative studies and articles on the phenomenon. Such offenders have been termed *complex sexual sadists*.

## Dennis: Necrophilia

There are records of necrophilia dating back to the ascend of civilization—practiced by the embalmers of Ancient Egypt, by the Moche civilization in South America, while Herodotus wrote of Greek tyrant Periander (Aggrawal 2016, 4-7). Richard von Krafft-Ebing dubbed it as a “horrible manifestation of sadism”(referring to mutilation rather than actual sexual acts.)(1999). In literature, the theme exists in examples from Greek myths (Dimoetes, Achilles, and Penthesilea) and Egyptian myths (conceiving of Horus by Isis and Osiris) (Aggrawal 2016, 4-7); Aggrawal mentions “Sleeping Beauty” as a variation on the theme in folklore; provides an example of *Hamlet* and revenge tragedy genre in general as abounding with necrophilic desires; and discusses William Faulkner's *A Rose for Emily* (Ibid, 17-18). Paradoxically, Aggrawal ignores the growing body of Sadean tradition and authors like Poppy Z. Brite and Tony Burgess

Closely associated with other activities, namely: cannibalism, vampirism, and necrophagia; necrophilia is also known as “necrophilism, necrolagnia, necrocoitus,



necrochlesis, and thanatophilia" (Aggrawal 2016, 1). The fifth edition of *DSM* (2013) diagnoses it under "other specified paraphilic disorder" (705) with other specific paraphilias and does not assign it a specific subclass, nor does *ICD-10* (1992), instead is grouped under Code 302.89 (*ICD-10*: F.65.89). It is characterized by recurrent, intense sexual interests in corpses, causing obvious distress and impairment in critical areas of social functioning; when combined with associated and often comorbid sadism, the specific paraphilia is called "necrosadism" (Aggrawal 2016, 2). From the four types of necrophilic attachment in Mellor's (2016a, 100) "Thematic-Derivative Model of Sexual Progression", Dennis enters only the first stage: *necrophilic fantasies* in the *fantasy* stage. Since it is revealed that his colossal crimes were not more than an uncanny blur of fantasy, fiction, and reality, thus Dennis belongs to a group of necrophiles who are somewhat less innocuous from a legal standpoint. However, from a psychosocial perspective, their behavior manifests aberrant impulses; they do not engage in intercourse with corpses yet are content with fantasizing about these acts.

Mellor (2016b, 98) identifies several allures of necrophilia that coexist in various combinations. The "passivity/inertia" is the most common allure in connection with corpses (unrejective, uncritical); however, not in the case of Dennis. While he casually comments on the passivity of his victims, in a few instances injects them with heroin for complicity, even binds them, this should be perceived as his *modus operandi*. For example, his *vincilagnia* is not paraphilic in character, and also, the rest of these actions do not satisfy sexual arousal nor present an eroticized ritual relevant to the motivation of his murders. Their employment functions but a necessary precaution. He restrains his partner but for practical reasons, not erotic, aesthetic, nor somatosensory stimulation:

What's weird is he didn't fight back. He just accepted death. Every single time I've killed a Dutch boy this happens. It must be a part of the problem that makes them so cold and unknowable in general. They're like rabbits, at least in the sense that when rabbit gets scared it freezes up. You can threaten to kick it, it won't move. If one of those boy sever actually fought with me now, I'd probably have a brain hemorrhage I'd be so shocked (Cooper 1991, 94).

Dennis—a "predator aesthete" (Cooper 1991, 39)—rather represents "corporeal/sensory" allure. According to Mellor (2016b, 98), this allure's sexual stimulation arises from looking at, hearing, tasting, smelling, touching the body-

including its innards. This allure is exhibited during the last, most brutal murder of a prepubescent boy when he engages in intercourse ante-, peri-, and post-mortem, indicative of possible pseudo-vampirism and cannibalism. "The Germans felt weird about killing a kid, but they did it" (Cooper 1991, 102); they assisted him throughout the act and subsequent disposal of the mutilated body:

I rolled the kid over, cut his ropes. I pressed the point of the blade into the base of his throat and made a long, straight slit all the way down his chest, stomach. It wasn't deep enough, so I went over it again....I licked all inside there. It was incredibly lush. ... I went over the cut once more. It opened up. I pulled back the halves of white stomach flesh and saw his jumbled yellow guts, which had a weird strong stench. His chest was still rising and falling. That fascinated me for some reason, so I punched his face several more times. Then I deep-tongued his slobbery mouth for a while (Cooper 1991, 105).

Observing several factors related to the physical transformation of the body after death, the focus is on the corporeal/sensory necrophilic allure. Furthermore, this allure is empowered by the appeal of "spiritual/magical" (Moller 2016b, 98), where the eroticization of the metaphysical ideas regarding death as a state or force, including mythical figures. In one of his fantasies, he "imagined that [he with his sexual partner, Finn] were on top of an Aztec Pyramid. [He] held a knife or whatever they used in those days to sacrifice Finn to whoever they thought they worshipped back then. [He] couldn't sustain an illusion like that for more than a second or two, so [he] came on [Finn's] chest, with groan . . ." (Cooper 1991, 39), connecting himself casually with the ancient cult of bloody sacrifices to gods. However, a deeper analysis of Dennis' homicidal motivations reveals other complexities arising from the combination of these two allures. While he identifies the corporeal/sensory allure of his sexual gratifications, stating: "I'm pretty sure if I tore a guy open, I'd know him as well as anyone could because I'd have what he consists of right there in my hands, mouths, wherever." (ibid., 52), a murder for him has secret connotations knowledge and liberation, and in his account of fit he invites his ex-boyfriend Julian to "participate in this discovery...this major transcendence or answer [he has] found in killing cute guys" (ibid., 107). His depiction of sex is not identifying, elating, liberating, or cathartic; it is hardly adequately satisfying with regard to the psychological intensity of his sexual deprivation.

Although the murders do not exhibit "ritual/iconography" allure and Dennis does not sexualize cultural symbols associated with death or funerary practices (Moller 2016b, 98), his fantasies and discussions include fascination with splatter horrors and associated probes from the filming sets. The last allure, "reminiscent/identity", relates to necrophilic attraction to deceased loved ones (Moller 2016b, 98); this allure is echoed in his fixation upon a reminiscence of the specific model, Henry. The choice of victims seems random, and the impulses often motiveless his victims are preferentially male. His obsession with the model manifests in his physiologic preferences in partners, as well his projection upon them: Male, younger, lean, pale, dark-haired, full-lipped, dazed looking. ... Every guy I've wanted since has had his same basic look (Ibid, 44).

Excluding Aggrawal's (2016) focus on the severity of manifested psychosis in his typologies; Moller's (2016a) categorization of homicidal necrophilia—not defined by motivation—considers the interplay of two relevant factors in profiling: destructiveness and duration. Both binary in character, "destructiveness" refers to the propensity of paraphilic mutilation in opposition to "preservative" while "duration" determines offenders as "warm" or "cold" based on the period of the sexual activities post-mortem (103).

Dennis engages in single situational post-mortem intercourse, but all of his murders depict ante-, and peri-mortem coitus, sometimes post-mortem masturbation and fellatio. All the phases are a mixture of sexually motivated sadistic torture and mutilation. However, he is not necessarily preferential to excision as a necromutilophil. When returning to the last murder, it captures a dissection of an eleven-year-old boy, whom they inject with heroin, tie up, eviscerate, and dismember. Dennis sodomizes the corpse, and engages in coprophagy as well:

I was really delirious. ...his system was too broken down by that point or whatever. When I looked up, Jorg was trying to carve off the kid's left leg. ...The kid's insides were much more science-fictional than I imagined. Still, there was something ugly and earthy about them. I could understand why they were meant to be hidden. ...We tipped the kid onto his side. At that, guts sloshed out of the stomach wound onto the futon. (Cooper 1991, 105).

This dark scheme with two German accomplices, replete with destruction and mutilation beyond simple incision appearing ante-, peri-, and post-mortem, includes beating and bondage. However, it is Cooper's language, unapologetic as Dennis' murders and proportional with that

of de Sade, Genet, Bataille, Ellis, or even Burroughs, which encompasses a narration of mechanical fantasies and insistence of quantitative obsession and fulfillment, and his enfranchised exploration of necrophilia is not for the squeamish. Following the vertical behavioral axis of Moller's model (see Figure 1), "duration" is determined by the growing number of factors correlated with physiological transformations upon the body consisting of many stages starting with clinical death and concluding with full skeletonization (Moller 2016a, 103). After the second murder, Dennis becomes "more imaginative and violent now" (Cooper 1991, 94-95). Furthermore, he becomes more methodical as he finds accomplices in the two German murder guys, Jorg and Ferdinand, who live in a squat not far from the mill. Their initiative facilitates the orchestration of the third murder just moments after their initial rendezvous. The next victim "was a typical Dutch yuppie guy ..." (Cooper 1991, 95). After an armed assault on him, "... They kicked every part of his body ... He was semi-unconscious when they quit the battering, etc." (Cooper 1991, 96):

The guy was all bruised and sliced up, but cute nevertheless, though I've seen better bodies. ... I stabbed the buttocks a couple of times. They didn't bleed. ... Jorg ran over and stomped the shit into his face. I heard more stuff break in his head. I asked If they thought he was dead. Ferdinand asked if I wanted that. I said, Okay. Ferdinand picked up a kitchen knife, Jorg took the Swiss army knife, and they stabbed his chest, making 'oof' noises. He bled really wildly. He had to be dead after that.

The paper has already discussed that the homicides executed by Dennis focus on the "corporeal/sensory" and "spiritual/magical" allures. Dennis' first necrophilic defining allure is closely related to his profiling as a "warm" homicidal offender. His fascination with corpses is limited to immediate post-mortem activity. He describes the decapitation that happens during the fourth murder; Dennis' primary interest in the mutilation of the corpse seemed "kind of pointless with him dead" (Cooper 1991, 101). Even when he asks them to decapitate him: "They left the head behind resting on one ear. It continued to hold this incredible allure, but in a weird way, obviously, since it didn't mean much anymore" (Cooper 1991, 101-102). The constellation of his excessive behavior sufficiently exhibits enough evidence, and his predilections place Dennis in Moller's (2016a) category C of homicidal necrophilic offenders—belonging in a group including some of the most bizarre and heinous serial killers. Based on the observable

behavior, the character is an intersection of a "destructive" and "warm" offender.

### Dennis: Sadism

The presence of sadism in literature has already been mentioned briefly, yet the subject has attracted some serious attention from academic circles. For example, Kearney (1982) and Muchembled (2008) dates the theme in fiction back to the early modern writings, specifically: Nicolas Choder de Laclos's *A Dialogue between a Married Woman and a Maid* (1660). On the other hand, Storr (2013) ascribes sadism to Western society in general; maybe, therefore, Kuncich (2009) discussed its relevance in British colonial fiction.

Sexual Sadism Disorder in *DSM-V* refers to "recurrent and intense sexual arousal from the physical or psychological suffering of another person, as manifested by fantasies, urges, or behaviors" (2013, 696). It is classified as "algolagnic disorder" (685), characterized by causing considerable distress in the individual and urges of inflicting pain upon a non-consenting partner. As a paraphilic, Dennis is an individual "whose satisfaction has entailed personal harm, or risk of harm, to others" (APA 2013, 685-86). The paper has provided two examples of Dennis' necrophilic activities. Offenders, however, should not be regarded as a single specific paraphilic deviation—instead, a curious mixture with dominant paraphilia. According to Moller (2016a, 92), the traits of a sexual sadist—typically psychopathic—usually supersede those of the homicidal necrophile. Money (1990, 27) characterized sexual sadism as involving "an obsessive and compelling repetition of sexual thoughts, dreams or fantasies that may be translated into acts in which the mental or physical suffering of a victim is intensely sexually arousing". Thus, homicidal sexual sadist's paraphilia pertains to the infliction of real suffering and subsequent sexual arousal stemming from acts of rape, torture, and mutilation. In order to categorize Dennis as a homicidal sexual sadist, the paper considers the typology created by criminologist Lee Mellor (2016a, 136). The typology consists of eight classes oriented around three binary factors in the killers behavior: *Destructive/Preservative*; *Prolonged/Brief*; *Elaborate/Simple* (137). Additionally, he elaborates methodology of torture among elaborate sadists, following four characteristics: (i) variation in torture methods, (ii) complex torture apparatus, (iii) psychological torture, (iv) record making (e.g., using notes/media to document the process) (137-138). His rendering of eight possible categories, six of which Mellor identified and exemplified among multiple criminal offenders. Dennis is a "destructive" sadist. His progressively more vicious murders refer to incidences of intentional torture,

mutilation, disfigurement, and excision in the ante- and perimortem stages transforming him from initially preservative into a destructive offender. He engages in extreme kinds of "destructiveness": dismemberment, evisceration, even in the fourth murder decapitation:

I said, No, his death was important to me... When he screamed his mouth opened incredibly wide.. Then I really wanted to kill him. The red mouth triggered the need, because it was a preview or something. ... I pulled out the knife and made a light horizontal cut across his stomach, which dribbled more blood I stretched out his penis and tried to saw it in two. ... I wanted the Germans to cut off his head for some reason, so they severed the rope suspending him and turned the corpse on its stomach. They sawed through its neck—carving, hacking, abrading, etc. ... When none of us cared about the corpse anymore, the Germans picked it up by the armpits and started downstairs (Cooper 1991, 100-101).

Description of the fourth murder orchestrated with his German accomplices is accompanied by some beating, bondage, necrophagy, incision, rape and mutilation of sexual organs, and victim's decapitation. Taking into consideration the second binary factor, Dennis does not engage in prolonged or episodic tortures of his victims, defining him as a brief offender in opposition to a prolonged sadist who tortures his victim for an hour or more. For example, the second murder of a boy of fifteen, which commences as consensual hebephilic intercourse and culminates in his death by asphyxiation:

I was starving for him. . . . When he answered, Okay, I decided to kill him for some reason. Then I got so emotionally weird that I almost broke down. . . . He opened his eyes very wide. Otherwise he didn't fight me at all. It takes a lot longer to strangle someone than I'd think. At some point his eyes changed. They got kind of empty, fake. . . . He looked so beautiful with his eyes empty, I don't know why. I walked back to the futon, sat down, and gazed into their glassiness a long, long time, daydreaming and numb. . . . I had million ideas how I wanted to carve up and study the kid. I couldn't do it, I don't know why (Cooper 1991, 92-94).

Sexual sadism is best understood as a process; the function operates in a progressive eroticized communication- a sadistic cycle: 1. sadist inflicts negative stimulus; 2. he perceives victims reaction; 3. finally the murderer experiences an enhancement in self-concept (Mellor 2016a, 139). Here, the sadistic cycle follows the sensory/corporeal allure, and the dynamism of responsiveness of behavior influencing the events and emotions occurring during the homicide accentuates the necrophilic character of the murder. Furthermore, the sadistic cycle in the example does not follow a prescribed orgasmic fantasy narration, but Dennis' case is improvisational, experimental, and brief.

The third dichotomy is the most subjective, and Mellor (2016a, 137) states that a useful heuristic is the identification of at least three characteristics of an "elaborate" sadist. Dennis does not inflict pain in various methods; he does not employ complex torture apparatus; he does not intentionally engage in psychological torture; however, he documents the suffering of his victims, recording the murders in the form of letters. However, he does so in order to mediate his experiences, not recapitulate them for his personal pleasure and gratification. His first murder—"Call him Jan" (Cooper 1991, 91)—best describes the simplicity of his methodology as its execution happens in a sudden outburst of violence during their intercourse:

I was about to come. I picked up an empty beer bottle without even thinking and hit the guy over the head. ... I grabbed hold of his neck and ground the broken bottle into his face, really twisting and shoving it in. Then I crawled across the room and sat cross-legged, watching him bleed to death. (Cooper, 91)

What seems a situational, catathymic homicide is just a prelude to the superficial character of torturous and permutatory designs upon his subsequent captives. Afterward, he describes his disposal of the body in a detached, almost dissociative manner:

Hours passed. At some point I dragged Jan upstairs to the top of the mill. ... There's a smallish room shaped like a bell that nobody's gone into for hundred of years or whatever. I stuffed him inside and washed the stairs, floor. Whatever's left of the body is there. I've never checked. I'm not interested in a dead body's smell, no matter how cute it was (Cooper 1991, 92).

When the sexual sadism takes precedence, the investigator should expect a suspect to have more of the sex sadist's charming, psychopathic character (Moller 2016a, 92). From

all the murders mentioned above, it is evident that the vast majority of Dennis' murders centers on motifs of sexual torture and mutilation driven by perverse lust; on the other hand, the necrophilic murders and his willingness to have sex with a dead body more accurately reflect his psychopathy - more specifically, the "secondary psychopath" type as understood by Karpman (1948). His lack of self-control and impulsivity, combined with his low emotional intelligence, stand in contrast to the communicative skills, persuasive charm, and histrionic nature of a "primary psychopath". While affective deficits, grandiosity, and social predation indicative of narcissism characterize primary psychopaths, Dennis, as a "secondary psychopathy", is spontaneous and opportunistic in the "simple" selection of his methods of execution. Thus, his behavior is theoretically phenotypical of his paraphilia's comorbidity with the antisocial personality disorder. In conclusion, Dennis is destructive/brief/simple. Therefore, he belongs into class 5 of homicidal sexual sadistic offenders as outlined by Mellor.

## CONCLUSION AND FURTHER DISCUSSION

In summary, through the demystification and employment of marginalized genres, Cooper analyzes the relationship between material reality and deprivation in acquiring a need in the capitalistic society. Dennis' paraphilic ruminations here and there interrupted by scattered fragments of fiction conflantly obsessed with a male body, sex, violence, and death ultimately constitute the postmodern framework of *Frisk* where affluent society's offered simulation extracted the transcendent from the sexual experience, depriving it of its essence. In Dennis' narration, no longer repressing his malevolent and wayward compulsions, any person can be substituted for another, and the airless atmosphere has asphyxiated its reference. His realization that the object of his desire revolves around an empty centre forces him to radically reconsider the psychological self-repression imposed on him by the social oppressions of capitalism. Dennis attempts to break the chains of simulation through the positive force of production, constituting the new immanent model. The general image of a serial killer, both in the media and popular culture, is relatively consistent and complicit with etiology of paraphilia: a white male, odd and eccentric behavior, dysfunctional relationships (Yaksic 2005); he tortures, mutilates, and murders animals, and his engagement in sexually motivated sadism is a result of a severe sexual/physical abuse and neglect in his childhood (Beasley 2004). Statistically homosexually oriented paraphilic homicidal offenders represent 17%, which Mellor regards conflated and overrepresentation, while staggering in



number, 43%, victimize both children and adults (2016a, 139). These staggering facts do not provide a further insight into Dennis' character. However, they inform on his obvious mediocrity among the actual homicidal sexual offenders.

In conclusion, reconsidering the narration from the perspective of Aggrawal's proposed a ten-tier typology of necrophilic behavior determined by the severity of manifested psychosis. Dennis belongs to class III (2009, 317): homicidal necrophiles that only fantasize about murder. When the study eliminates the artificiality of the narration from the premise and analyzes the fantasyscape, Dennis, the serial killer, can be categorized as an exciting combination of a type C homicidal necrophile with a pretty common type 5 sexual sadist. He belongs among the most dangerous group of people globally; it includes killers who compulsively prey on people and resort to killing to fulfill their desires. The narration is equally gruesome as Dennis is a genuine representative of necrophilia and sexual sadism whose desires are reflected and accentuated by other proposed mental disorders and psychotic states proposed in the paper.

These assumptions may possibly serve as a point of entry for further discussion with a similar interdisciplinary framework in psychology and forensic medicine. For example, Dennis can be discussed in connection with cluster B personality disorders or in terms of psychopathy and sociopathy. Furthermore, following Holmes and Holmes' 2009 typology based on the crime scene, Dennis oscillates between visionary/hedonist lust murder. Anil Aggrawal's (2009, 320) ten-tier typology of homicidal necrophiles and subclasses (Aggrawal 2016, 74), together with his categorization of thirteen classes among necromutilosexuals (Aggrawal 2016, 80-81), is also a plausible choice. According to Mellor (2016a, 92), this 5C lust murderer is often a mutilophile and in tabloids usually dubbed ripper. The most shocking example is Andrei Chikatilo, who was paradoxically not sheltered in a capitalistic background; he is a possible contestant for a comparative study or other characters of transgressive/blank/Generation-X fiction, for example, Bret Easton Ellis' cannibalistic sadist, Patrick Bateman, or the paraphilics from J. G. Ballard's *Crash*.

## Notes

<sup>1</sup> The name Dennis without a surname always refers to the novel's character while the study always references Cooper by his surname.

<sup>2</sup> Silverblatt (1993) provided an alphabetical list containing French and American names of the most scandalous writers along the most prominent post-modern scholars: Kathy Acker, Roland Barthes, Georges Bataille, Jean Baudrillard,

Dennis Cooper, Joan Didion, Bret Easton Ellis, Michael Foucault, William Gass, Jean Genet, William Burroughs, De Sade.

<sup>3</sup> The methodological origin of the concept of transgression in fiction is associated with Michel Foucault's essay *A Preface to Transgression* (1963). Foucault analyzes *Story of the Eye* (1928) by Georges Bataille as an example of the genre.

<sup>4</sup> However, it is necessary to add that Jameson perceives Lacan's understanding of schizophrenia as essentially "a language disorder" and "schizophrenic experience of a whole view of language acquisition [...], giving us a linguistic version [...] in terms not of biological individual" (Jameson 1988, 118).

## REFERENCES

- [1] Aggrawal, Anil. 2008. *Forensic and Medico-legal Aspects of Sexual Crimes and Unusual Sexual Practices*. Boca Raton, FL: CRC Press.
- [2] ———. 2009. "A New Classification of Necrophilia". *Journal of Forensic and Legal Medicine* vol. 16(6): 316-20. <https://doi.org/10.1016/j.jflm.2008.12.023>
- [3] ———. 2016. *Necrophilia: Forensic and Medico-legal Aspects*. London: CRC Press.
- [4] American Psychiatric Association. 2013. *Diagnostic and Statistic Manual of Mental Disorders*, 5th ed. Arlington: American Psychiatric Association Publishing.
- [5] Annesley, James. 1998. *Blank Fictions: Consumerism, Culture, and the Contemporary American Novel*. London: Pluto Press.
- [6] Ballard, James Graham. 1973. *Crash*. London: Jonathan Cape.
- [7] Baudrillard, Jean. 1983. *Simulacra and Simulation*, translated by Paul Foss, Paul Patton, Phillip Beitchman. New York: Semiotext(e).
- [8] Beasley, James. O. 2004. "Serial murder in America: Case study of seven offenders." *Behavioral Sciences & the Law*, 22(3): 395-414. <https://doi.org/10.1002/bsl.595>
- [9] Brady, Ian. 2001. *The Gates of Janus: Serial Murder and Its Analysis*. Port Townsend, WA: Feral House
- [10] Cooper, Dennis. 1991. *Frisk*. New York: Grove Weidenfeld.
- [11] Coupland, Douglas. 1991. *Generation X: Tales for an Accelerated Culture*. New York, NY: St. Martin's Press
- [12] De Sade. 1996 (1785). *120 Days of Sodom and Other Writings*. New York, NY: Grove Press.
- [13] Dollimore, Jonathan. 1988. *Death, Desire and Loss in Western Culture*. Harmondsworth: Penguin.
- [14] Fisher, Mark. 2008. *Capitalist Realism: Is There No Alternative?* Washington: Zero Books.
- [15] Gove, Ben. 2000. *Cruising Culture: Promiscuity, Desire and American Gay Literature*. Edinburgh: Edinburgh UP.
- [16] Harrison, Colin. 2010. *American Culture in the 1990s*. Edinburgh: Edinburgh UP.
- [17] Hester, Diarmuid. 2020. *Wrong: A Critical Biography of Dennis Cooper*. Iowa City, IA: University of Iowa Press.

- [18] Holmes, Ronald M. and Holmes, Stephen T. 2009. *Profiling Violent Crime: An Investigative Tool*, 4th ed. Thousand Oaks, CA: Sage
- [19] Jameson, Fredric. 1988. "Postmodernism and Consumer Society." *The Anti-Aesthetic: Essays on Postmodern Culture*, edited by Hal Foster, 111-125. Port Townsend: Bay Press.
- [20] Jonathan, Paul. Interview with Diarmuid Heste. *The Dangerous Art of Dennis Cooper: an interview with Diarmuid Hester, author of Wrong: A critical Biography of Dennis Cooper*, by Paul Jonathan. minor literature[s]. 16.07.2020. [minorliteratures.com/2020/07/16/the-dangerous-art-of-dennis-cooper-an-interview-with-diarmuid-hester-author-of-wrong-a-critical-biography-of-dennis-cooper-by-paul-jonathan/](http://minorliteratures.com/2020/07/16/the-dangerous-art-of-dennis-cooper-an-interview-with-diarmuid-hester-author-of-wrong-a-critical-biography-of-dennis-cooper-by-paul-jonathan/)
- [21] Karpman, Benjamin. 1948. "The myth of psychopathic personality". *American Journal of Psychiatry* 104: 523-534.
- [22] Kearney, Patrick J. 1982. *A history of erotic literature*. Bath: Parragon
- [23] Krafft-Ebing, Richard von. 1999. *Psychopatia Sexualis: A Clinical-Forensic Study*. Burbank, CA: Bloat.
- [24] Kucich, John. 2009. *Imperial Masochism: British Fiction, Fantasy, and Social Class*. Princeton: Princeton UP.
- [25] Mellor, Lee. 2016a. *Homicide: A Forensic Psychology Casebook*. Boca Raton, FL: CRC Press.
- [26] ———. 2016b. *Understanding Necrophilia: a Global Multidisciplinary Approach*, edited by Anil Aggrawal, Eric Hickey and Lee mellor San Diego, CA: Cognella.
- [27] Mason, Fran. 2016. *Historical Dictionary of Postmodernist Literature and Theatre*, 2<sup>nd</sup> edition. Lanham, MD: Rowman and Littlefield.
- [28] Money, John. 1990. Forensic sexology Paraphilic serial rape (biastrophilia) and lust murder (erotophonophilia). *American Journal of Psychotherapy* 44(1): 26-36.
- [29] ———. 2011. *Lovemaps: Sexual/erotic Health and Pathology, Paraphilia and Gender Transposition in Childhood, Adolescence, and Maturity*. Buffalo, NY: Prometheus Books.
- [30] Muchembled, Robert. 2008. *Orgasm and the West: A History of Pleasure from the 16<sup>th</sup> Century to the Present*. Cambridge: Polity.
- [31] Nicolini, Kim. 1993. "Dennis Cooper's Monster in the Margins". *Bad Subjects* 5: 1-5.
- [32] Phillips, John. 1999. *Forbidden Fictions: Pornography and Censorship in Twentieth-Century French Literature*. London: Pluto Press.
- [33] Silverblatt, Michael. 1993. "SHOCK APPEAL/ Who Are These Writers, and Why Do They Want to Hurt Us?: The New Fiction." *Los Angeles Times*, August 1, 1993. [latimes.com/archives/la-xpm-1993-08-01-bk-21466-story.html](http://latimes.com/archives/la-xpm-1993-08-01-bk-21466-story.html).
- [34] Storr, Anthony. 2013. *Human Destructiveness (Psychological Revivals): Roots of Genocide and Human Cruelty*. London: Routledge
- [35] Thornton, David. 2010. "Evidence regarding the need for a diagnostic category for a coercive paraphilia". *Archives of Sexual behavior* 39(2): 411-8. DOI: 10.1007/s10508-009-9583-6
- [36] Viegner, Matthias. 1994. "Men who kill and the boys who love them". *Critical Quarterly* 36(1): 107-14.
- [37] World Health Organization. 1992. *International Classification of Diseases-10: Classification of Mental and Behavioral Disorders: Clinical Descriptions and Diagnostic Guidelines*. Geneva: WHO.
- [38] Yaksic, E. 2015. "Addressing the challenges and limitations of utilizing data to study serial homicide." *Crime Psychology Review*, 1(1), 108-134.
- [39] Young, Elizabeth. 1992. "Death in Disneyland: The Work of Dennis Cooper". *Shopping in Space: Essays on America's Blank Generation Fiction*, edited by Elizabeth Young and Graham Caveney: 235-263. New York: Serpents Tail.



# Piper Betel and Areca Nut: Interfacing Cultural, Communication and Ethno-therapeutic Knowledge as Reflected in the Kalinga Epic, the Ullalim

Ronald B. Bulwayan, Divina Alunday – Balocnit, Jessie Grace M. Sannadan

Received: 03 May 2023; Received in revised form: 07 Jun 2023; Accepted: 15 Jun 2023; Available online: 25 Jun 2023  
©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license  
(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— This study is focused on piper betel/arecanut chewing in Kalinga. It aimed to explore the Kalinga epic, the Ullalim to find out the cultural significance of piper betel/areca nut chewing. The literary analysis of the Kalinga epic revealed that there are cultural significances and ethno-therapeutic effects of chewing piper betel/ areca nut reflected in the Ullalim. It is then recommended that young chewers should become more aware of the social and cultural significances of chewing piper betel/areca nut.

**Keywords**— Piper betel, Communication, Cultural, Ethno-therapeutic, Kalinga epic



## I. INTRODUCTION

### Background of the Study

Approximately 600 million people worldwide chew areca nut from the *Areca catechu* palm tree. The proper terms are “areca fruit” in reference to the fibrous drupe containing the seed, “areca nut” in reference to the seed only, and “betel quid” in reference to the areca fruit or areca nut combined with the *Piper betle* leaf and other additives. The nut is also chewed for cultural reasons among populations in regions where the practice is endemic ( Paulino, Y. et. Al. )

Betel-nut chewing is an ancient practice among Asians, and betel nuts are consumed in a large variety of ways. Betel nut is the fourth most widely used addictive substance in the world. People chew it as stimulant and mouth freshener. Evidence suggests that betel nut products are associated with increased risk for malignancies (mainly of the oral cavity, esophagus, and stomach), metabolic syndrome, kidney disease, and obesity. Its chewing is also independently associated with cardiovascular disease and all-cause mortality. It has been found to be a common cause of airway obstruction in children, and may aggravate asthma ( Niloufer Sultan Ali, et. At.).

Chewing the mixture of betel nut and betel leaf is a tradition, custom or ritual which dates back thousands of

years in much of the geographical areas from the Cordillera. It constitutes an important and popular cultural activity in many places in the Philippines. It is not known how or when the betel nut and the betel leaf were first combined into one psychoactive drug. The mixture of both has a ceremonial and highly symbolic value.

Tourists visiting the Cordilleras are often curious how the natives “paint the town red”. No, it’s not the same as how Mr. Google would define it as “to go on a spree” or “to get drunk”. In the Cordilleras, they literally paint the town red. Going further into the rural areas, unfamiliar people would be shocked with sights of reddish stains on the floor. Some might even think that a blood bath happened recently in the area. Relax; these are spits of betel nut or what the locals would refer to as “nganga” or “moma” ( Cosalan, 2017)

Betel nut is considered to be the fourth most addictive substance in the world after nicotine, alcohol, and caffeine. Though chewing betel nut is a part of the culture and tradition of some tribes, there are strong and growing evidences of serious health problems from frequent and regular use (<http://wiki.com.ph>).

On the other hand, “nganga” was also classified by the World Health Organization (WHO) as a carcinogen. Studies show that chewing betel nut may cause mouth,

esophagus laryngeal and lung cancers. It can also cause oral submucous fibrosis, diabetes and hypertension, precancerous lesions, withdrawal symptoms in newborn, and tooth destruction. It acts as an Amphetamine which is a stimulant and just like it, betel nut is addictive. Its effects are more harmful than beneficial ( Cosalan, 2017 ).

The important question that needs to be pursued regarding betel nut chewing in Kalinga is that: is this just a new interesting phenomenon to explore because of the observable and significant increased number of young chewers who taught of adopting this cultural activity/ style of betel nut chewing?

#### Conceptual Framework

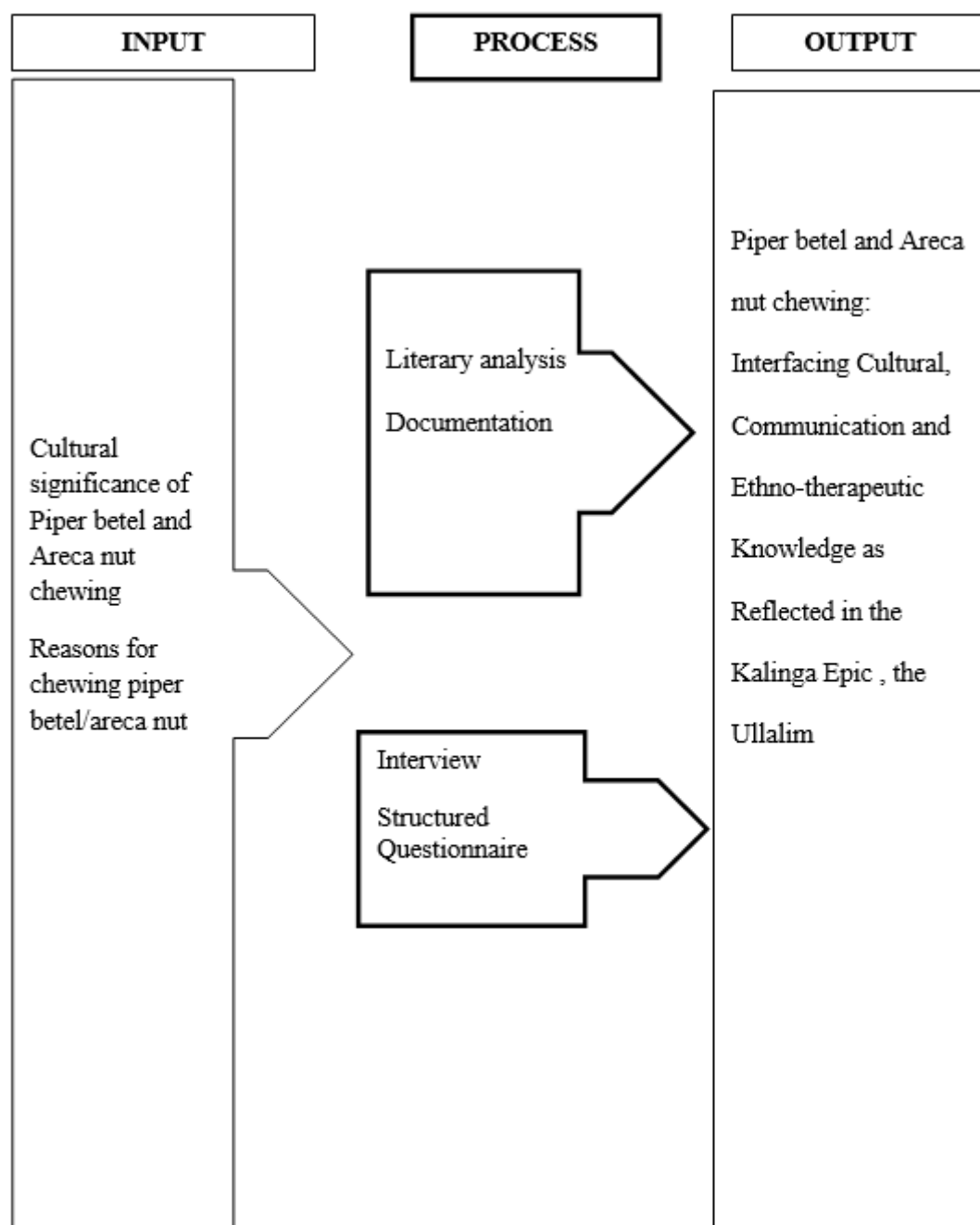


Fig.1. Conceptual Paradigm of the study

Elderly people in the Philippines invariably remember a time in their youth when offering atray of *buyo* or *hitso* (native terms for the betel chew) was the essence of urbanity, an act of courtesy and politeness in

every house especially in the homes of the wealthy. A homeowner would never fail to offer betel to anyone who entered his house for to do so would be a serious breach of hospitality. On formal occasions, the ingredients of the



quid would be served in precious metal trays (*bandejados* or *buyeras*) or boxes offered by servants, daughters of the household or even the lady of the house herself ([http://www.lasieexotique.com.ph./](http://www.lasieexotique.com.ph/))

For travellers, a bag of betel may be more essential than food. Chewing betel helps withstand hunger and exhaustion. Warriors too may need it to revive strength and for that added boost of courage (<http://www.lasieexotique.com.ph./>)

The offering of betel was an essential component of every rite of passage such as birth, courtship, betrothal and marriage, healing and finally death (<http://www.lasieexotique.com.ph./>)

The practice of betel chewing used to be prevalent throughout the Philippines from the mountains in the north to the Muslim communities in the south. The tribal people of the Cordillera, commonly called Igorots, carry their containers around their waists or in little specially made baskets. Most of the men, especially the older ones, chew betel constantly. The Igorots believe that the chewing of betel staves off hunger and tiredness as they work long hours in their rice fields (<http://www.lasieexotique.com.ph./>)

According to the Philippine historian, William Henry Scott, "the preparation, exchange and serving of betel nut was the most important social act among the Visayans". Men carried the necessary ingredients with them in little special baskets or pouches ready to share these with friends and associates. On special occasions a touch of musk or a slice of cinnamon bark or some other aromatic flavouring may be added. The chewing of betel also figured in courtship and romance. To offer a partially chewed betel to the beloved was an act of flirtation; to send one in response was an acceptance of his advances (<http://www.lasieexotique.com.ph./>)

To the rural folk, the chewing of betel consists of plucking a betel leaf off the vine growing in the backyard, picking a nut off the areca palm, dabbing it with a lime paste and popping it into one's mouth. In some places, the custom may be a purely social undertaking, offering betel to an acquaintance or to a stranger as a gesture of friendship (<http://www.lasieexotique.com.ph./>)

In central and southern Mindanao, betel chewing may be a simple pleasure and at the same time hold ritualistic associations. This custom is especially noted among the Maranao, Maguindanao, Bagobo and Tausug groups.

Epics in Philippine literature are narratives based on oral tradition that revolve around heroic deeds or supernatural events. Usually in verse, they are chanted or sung. The advent of Western ways have obliterated much

of old customs and traditions in the Philippine countryside (<http://www.lasieexotique.com.ph./>)

Scott notes the role of betel in Visayan epics, "The Panay epic of *Humadapnon* climaxes with a sixty-two line description of betel nut being prepared and served by *binokot* (ugly and stunted) maidens". In a Subanon epic, writes Scott quoting from a source, "when the hero Sandayo appears before Datu *Daugbulawan*", he was so young that "the sword at his waist scraped the floor". He was told, "*Bata, ka'naginapog: podapa no p'nlebon* (Child, no lime for you: you know not woman)".

In the Kalinga Epic, Ullalim verses tell of the importance of betel in the life of the Kalinga. Palms of areca are planted on the slopes of their village hills and the borders of their fields and houses. These trees perpetuate themselves by dropping their ripened fruits on the earth where the "Kalinga live and die". "Behold here, a nice red ripe betel nut," the *ullalim* opens a *Message of the Betel Nut* with. The stereotyped phrase "a nice red ripe betel nut" is repeated several times elsewhere in the verse. Betel nuts are endowed with such "great magic powers. . . that they are almost characters in the play". They are said "to bleed, speak..invite courtship, cause pregnancy, bring bad omens", functioning as actual participants in the events narrated by the bard (<http://www.lasieexotique.com.ph./>)

If we now turn towards folk literature, one of the documented literary pieces is the story of Banna and Lagunnawa which repeatedly mentioned the important role of Piper betel and betel nut chewing in their lives in the story. To our knowledge, in the hundreds of stories documented, there are lots of verses that tell us about betel and areca play a central role.

The betel leaf and nut chewing culture is believed to be an age-old practice as it plays a very important social role; it appears that this custom cannot be disassociated from Kalinga culture. However, the exploration of historical sources and the fieldwork lead us to doubt its ancient nature.

In the light of this recent interest, it is important to understand both the important cultural and literary role of betel nut chewing in Kalinga .

Figure 1 illustrates how the study was conducted. It consists of three parts. The first box in the paradigm is the input, which draws insights from the current status of Piper betel and Areca nut chewing in Kalinga, cultural significance of Piper betel and Areca nut chewing and ethno-therapeutic activity of piper betel and areca nut as reflected in the Kalinga epic, the Ullalim.

The second box contains the process, the analysis of the Kalinga epic, the Ullalim, documentation, interview,

focused group discussions, meta-analysis of related researches and structured questionnaire.

Drawn from the input of the research were the analyzed output on the Piper betel and Areca nut chewing in Kalinga.

### Statement of the Problem

There are evidences that piper betel and areca nut chewing is growing rapidly among young people in Kalinga. It is observed that many high school and college students are engaged in chewing piper betel and areca nut.

It is much more likely that young people are influenced by their peers at school and their present situation to chew betel nut. Young chewers should become more aware of the cultural significance of this practice.

More researches are clearly needed on this topic and to clearly differentiate the practices of the young chewers. How widespread is betel nut chewing among younger generations? Are younger people not picking up the habit as a result of assimilation and urbanization? Have the young chewers become addicted with a chronic habit for betel chewing with all its risks, or is this more of a regional identity marker involving sporadic chewing for social reasons to identify themselves and other Indigenous people? Are the practices changing in different jurisdictions as to reasons of chewing and habits? More information also needs to be gathered from the people about betel nut practices and their knowledge on the disadvantages and health risks. Who is chewing? Is it mainly men or women? Do people begin the habit as children, youths, or adults? There is a need to document practices and conduct more researches on the prevalence of chewing habit.

This paper provided an overview on the current status of Piper betel and Areca nut chewing in Kalinga, cultural significance of Piper betel and Areca nut chewing as reflected in the Kalinga Epic, the Ullalim.

### Objectives of the Study

This study attempts to review, compile and explore comprehensively the history, literature of Areca nut chewing and the ethno-therapeutic knowledge of the chewers on Piper betel and Areca nut chewing in Kalinga for CY 2017 – 2018.

It is specifically focused to undergo studies on the following objectives:

1. To explore the cultural significance of Piper betel and Areca nut chewing as reflected in the Kalinga Epic, the Ullalim.
2. To determine the reasons of the respondents for chewing piper betel/areca nut.

### Significance of the study

Knowing the cultural significance of betel nut chewing in both of its traditional and modern style would lead to its appreciation and young chewers will learn to be responsible chewers if they respect their culture and at the end, they will develop the habit of caring for their culture as they develop the habit of chewing betel nut.

## II. REVIEW OF RELATED LITERATURE

### Current status about piper betel and areca nut chewing

In Kalinga, they call the areca nut as “*bua*”, the piper betel as “*gawed or lawod*”. If they mix the ingredients, they call it as “*momma or mamma*”. The native who love it, chew it with equal passion. There are many names but one word to describe each state’s relationship with betel nut: passion.

Nowadays, chewers get their share from the market. The supply though comes from the barrios and from other neighboring provinces like Ifugao and Apayao. This is because, the province do not have a piper betel and areca nut plantation. That’s why they cannot produce betel nut that’s enough for consumption.

An outsider who is not aware will be simply stunned if offered betel nuts and leaves instead of water. It is strange how betel nut has come to occupy such an important place in the Kalingas. So much so that visitors may often wonder what’s with the Kalingas that they are always red-mouthed. What is that little pouch hanging around their waist. Or, the little steel box they carry wherever they go? Of all the things, why do they offer betel nut when you go to their homes?

Locals have it in stock and do not run out of it ever. After all, it is not considered a good omen to run out of it. They love to start and end their meal with *betel nut*. Even when a person dies, they resort to the humorous side of life by believing that the person has gone to heaven to have *betel nut* with God. But then it isn’t without a reason that they give such an importance to *betel nut*. As per urban legend, wherein someone had to give up his life due to poverty as he had nothing to offer his friend who came to visit him, to that day, the people are known to serve *betel nut* as a mark of equality to every visitor. All are offered *betel nut* by every home regardless of their economic status. The betel nut, thus, is a great social leveler.

The article of Mohammad, R. et.al (2015 ) provides an overview of many characteristic of areca nut and therapeutic effect of phytochemical effect of its

biochemical on various disease conditions. Areca nut biochemical compounds have been recently recognized as functionally active molecules, possessing antioxidant, hypoglycemic activity, antiallergic and other useful properties, as well as exert protective effects against cardiovascular and other diseases. As mentioned in the article that further studies are required to know the underlying mechanisms and type of biochemical compounds involved in this beneficial effect and to ensure these studies, it would facilitate for utilization in modern medicine.

Another study found out that piper betel has a great potential of medicinal and Nutrients value. Piper betel is known to worldwide and consumed frequently as mouth freshener and also used as potent source for novel therapeutically value. This value reveals it to be fit for its future usage as a promising source for treating various conditions. Therefore, the same with lots of biological activities and has a tremendous strength to come out as a future herb medicinal and nutrients uses( Sunil Kumar Shah, et. Al.2016 )

#### **Cultural significance of piper betel and areca nut chewing**

Historically, plants have been known to make or break a culture. In addition to plants being food staples in societies, many plants are integrally linked to a culture because they improved or adversely affected its history ( <http://www.encyclopedia.com/history> ).

It is easy to think about plants as being used for food or medicine, or even as a source of technology, for example, in the making of spears or blowguns or the furniture in your own house. But, how many people associate a particular plant with a particular culture? Plants had cultural roles in ancient civilizations, are tied to historical events, and can be important identifiers in modern-day cultures. For example, Indigenous peoples or natives used various dye plants to produce unique colors for weavings that symbolized their particular tribe, family, and sometimes their ethnolinguistic identity (<http://www.encyclopedia.com/> )

The betel plant is an evergreen creeper, with heart-shaped leaves. It belongs to the family of Piperaceae, which includes pepper and Kava. It is native to South and South East Asia. It is available in India, Nepal, Bangladesh and Sri Lanka.

Betel leaves play an important role in Indian tradition, customs and rituals.

All auspicious Vedic functions or puja require betel leaves. It is believed that Lord Shiva and Parvati

themselves had sown the seeds of paan in the Himalayan ranges.

Some songs of Eastern India describe the Himalayas as the birth-place of betel leaf or paan.

Betel leaf is considered auspicious in Hindu religion. Betel leaf or Paan holds equal importance with other Hindu sacred trees and plants including Durva Grass, tulasi, bilva, etc.

One of the most important puja items in Hindu rituals is the betel leaf. Known as *tambula* in Sanskrit, the word owes its origin to the term 'tamra' that denotes copper which is red-colored. In other regional languages in India the betel leaf is known as *pan*, *nagve*, *vetta* or *vettla*. The betel leaf is used in pujas by Hindus for both spiritual and health reasons (<https://www.speakingtree.in/blog/significance-of-betel-leafpan-in-hindu-customs-health-benefit>)

Betel nut is a mandatory item on every religious occasion of the community: birth, marriage and death ceremonies. It is not offered to visitors but it is offered to guests by the community during birth ceremonies. During weddings, betel nuts are exchanged between the bride and grooms( <http://food.ndtv.com/opinion>. ).

Traditionally, betel leaves and betel nuts on a bed of banana leaves are used to welcome the groom. This symbolic gesture represents warmth and respect. During feasts, it is served after a meal as it is believed to aid in digestion. It is an after-meal indulgence more for digestion than anything to do with tradition ( <http://food.ndtv.com/opinion>. ).

When you visit a home of the natives, the host will dole out a small platter of betel nut and offer you before water or coffee is served. This is also a custom seen in many homes of the indigenous peoples. The other places in the region may not go to the extent of offering it to their guests, but they do not love it any lesser. Most of them begin their day with *betel nut* and end with *betel nut*. It would be hard to count the number of nuts an individual would consume in a day( <http://food.ndtv.com/opinion>. ).

The sentiment resonates all over the region even though the reason may not be the same. For instance, even a wedding is incomplete without betel nut. Right from the invitation till the celebration, betel nut is an important ingredient. If an invitation for wedding comes without the *betel nut*, it could convey that the hosts are not very keen on your presence. In important festivals like, betel nut has its defined place ( <http://food.ndtv.com/opinion>. ).

If we now turn towards folk literature, just recently and partly documented, mention of *doma* is made in at least two popular stories, *GasaLameySenge* and

Namtala which dates back to the second half of the 19th century. Similarly, doma appears in the colourful history of Ap Wang Drugay, a highly amusing personality and the Bhutanese equivalent of AkhuTumpa of Tibet, who is supposed to have lived in the 19th century. However, to our knowledge, in the hundreds of stories documented, there is not even a single in which betel and areca play a central role ([www.twitter.com/illumelation](http://www.twitter.com/illumelation) ).

Because of its diffusion and availability, domapani is no more considered an important gift or a mark of honour, but as a symbol of conviviality and friendship. To offer domapani when meeting someone at the bus stops or at the time of a fortuitous encounter implies the desire to chat, and therefore if two persons already know one another, it means that they wish to maintain and strengthen their friendship ([www.twitter.com/illumelation](http://www.twitter.com/illumelation) ).

It is also a mark of friendship, and even of intimacy if someone asks somebody else to prepare a quid. This implies that they know each other well ([www.twitter.com/illumelation](http://www.twitter.com/illumelation) )

Taiwan has built a distinct culture built around betel, which is now mostly chewed by blue-collar workers and truck drivers. The term “betel nut beauty” or “betel nut girl” harks back to a once-common sight along Taiwan roadsides: scantily-dressed young women selling betel nuts and cigarettes from neon-lit glass enclosures generations (<https://www.huffingtonpost.com/melissa-legarda/asias-crimson-addiction-.html> Mar 17, 2016 )

In Vietnam, the common saying, “*the betel begins the conversation*”, refers to betel being used to “break the ice” in awkward or formal situations. The ritual forms an important part of new marriages: when the areca nut and the betel leaf come together, it signifies the couple’s love joining as one generations (<https://www.huffingtonpost.com/melissa-legarda/asias-crimson-addiction> Mar 17, 2016 )

In the Philippines and Thailand, betel chewing was once a widespread cultural custom. Although urban areas, cities, and big towns have replaced the tradition with more modern vices like cigarettes and gum, betel nut chewing remains very much alive in rural areas. Chewing betel in these countries is now mostly done amongst rural tribes, lowland provincial folks, and elder generations (<https://www.huffingtonpost.com/melissa-legarda/asias-crimson-addiction> Mar 17, 2016 )

In Vietnam also, the areca nut and the betel leaf are such important symbols of love and marriage that in Vietnamese the phrase “matters of betel and areca” is synonymous with marriage. The tradition of chewing areca

nuts starts the talk between the groom's parents and the bride's parents about the young couple's marriage. Therefore, the leaves and juices are used ceremonially in Vietnamese weddings. The folk tale explaining the origin of this Vietnamese tradition is a good illustration of the belief that the combination of areca nut and the betel leaf is ideal to the point they are practically inseparable, like an idealized married couple (<http://web.archive.org/web/> )

Malay culture and tradition hold betel nut and leaves in high esteem. Traditionally, guests who visit a Malay house are presented with a tray of areca nuts and betel leaves, in much the same way as drinks are offered to guests in many cultures around the world. There is even a Malay proverb about the betel nut, “*bagaikanpinangdibelahdua*”, loosely translated like a betel nut cut in two, referring to the similarity of two persons such as twins or siblings, because the two halves of the cut betel nut are very similar to each other (<http://web.archive.org/web/> )

### III. VI. METHODOLOGY

#### Locale of the study

This study was conducted in some selected areas in Kalinga.

#### Research Design

The findings were derived from a qualitative exploration of piper betel and areca nut chewing practices combined with quantitative analysis of patterns of chewing in Kalinga.

Some of the questions that were used as probes are listed on questionnaire.

Documentary analysis was used to gather data on the significance of piper betel and areca nut chewing as reflected in the Kalinga epic, the Ullalim.

#### Respondents/ Research Participants

The respondents of this study were the betel nut chewers, young chewers were selected from Kalinga State University both college and high school, and the older chewers were taken from the community using the judgment (or purposive) sampling technique, which is similar to quota sampling but without a sampling frame.

Selected participants included those who are chewing piper betel and areca nut long before and until now, and they make it as a habit. Interested participants were recruited if they: 1) are students who are chewing piper betel and areca nut within the past 1 – 2 years 2) identified traditional/ old chewers who started chewing long before and until now they are still practicing it.



Population of the study as to sex

Sex	f	%
Male	74	67.27
Female	36	32.73
TOTAL	110	100

Population as to age

AGE	f	%
<b>Young chewers</b>		
15 – 25	33	30
26 – 35	24	21.82
<b>Older chewers</b>		
36 – 45	18	16.36
46 – 55	12	10.91
56 – 65	15	13.64
66 – 75	8	7.27
<b>TOTAL</b>	<b>110</b>	<b>100</b>

From the above table, it shows that out of 110 respondents, 74 or 67.27% are male and 36 or 32.73% are females.

It is shown further that, 57 or 51.82% are young chewers and 53 or 48.18% are old chewers.

### Instrumentation

Structured questionnaire was used to gather information on the prevalence of chewing and current concepts.

The Kalinga epic (Ullalim) and other literary pieces was analyzed to get data on the cultural significance of the piper betel and areca nut chewing.

Guide questionnaire was prepared to facilitate interview with the respondents.

### Data gathering

This study was conducted using survey and ethnographic methods to gather the relevant information. The tools used were: documentary analysis of the Kalinga epic and other literary pieces; participant observation and interviewing. A brief description of these two research tools follows: Participant Observation is collecting data through participant observation allows the researcher to be a part of the setting being studied. The researcher is able to learn firsthand the actions and patterns of behaviors of the

participants and allows for the development of a trust relationship between the participants and the researcher. The goal of participant observation as Erickson (1973) tells us is to make the strange familiar and the familiar strange. This new understanding will provide new ways of thinking about that aspect of social interaction that one is researching. In this method, the researcher consciously observes the setting, the participants, and the events, acts, and gestures that occur.

The interview is considered to be one of the major research tools used by social researchers. An interview is defined as a purposeful and directed conversation between two people in order to gather information. Bogdan and Biklen (1982) tell us that the interview is a tool used by the researcher to gather data in the participant's own words in order for the researcher to gain some insights on how the participant interprets the concept studied. Specific questions as a guide to move the interview along were prepared by the researchers.

### Data analysis

The analysis and the interpretation of the data collected made use of quantitative and qualitative method. In qualitative research, the process of analysis and interpretation is always ongoing. The informants' consensus was also used to investigate relevant data needed in the study. Responses of all selected informants were

summarized to make general statements about the data/information gathered.

Documentary analysis was used to cull data on the cultural significance of piper betel and areca nut chewing.

Responses of the respondents were subjected to statistical treatment for interpretation and analysis.

#### IV. RESULTS AND DISCUSSIONS

Present status of Piper betel and Areca nut chewing in Kalinga as to ingredients consumed, proportion of ingredients consumed, classifications of chewers; frequency of chewing, and reasons to start chewing.

##### Ingredients Consumed

Ingredients for old chewers	Ingredients for young chewers
Betel leaf	Betel leaf
Betel nut	Betel nut
Apog ( powdered native shell/Lusu )	Powdered lime ( Commercial apog )
Native tobacco	Tobacco
Piper betel fruit ( Pudo )	

##### Proportion of ingredients consumed ( N = 110 )

Proportion	Descriptive equivalent	f	%
2 betel nut leaves, 1 betel nut, half teaspoon lime, small amount of tobacco	Much (3)	8	7.27
1 betel nut leaf, ½ betel nut, ¼ teaspoon lime, small amount of tobacco	Moderate (2)	57	51.82
½ betel nut leaf, ¼ betel nut, ¼ teaspoon lime, small amount of tobacco	Less: (1)	45	40.91

As to the proportion of the ingredients of momma, 57 or 51.82% of the 110 respondents chew in moderation, that is; 1 betel nut leaf, ½ betel nut, ¼ teaspoon lime, small amount of tobacco.

##### Classifications of Chewers ( N = 110 )

Chewers ( Age )	f	%
Modern/ Young chewers ( 15 – 35 )	57	51.82
Traditional/old chewers ( 36 – 75 )	53	48.18
Chewers ( Sex )		
Male	74	67.27
Female	36	32.73
TOTAL	110	100

The piper betel/areca nut chewers are classified into two according to their age bracket. The young chewers are those with age from 15 – 35. According to the elders, chewing piper betel is for old people only, those whose age is near 40 years old.

From the 110 respondents in this study, 57 or 52% are young chewers and 53 or 48% are old chewers.

Most of the chewers are males, there are 74 males out of 110, and only 36 chewers are female

#### Frequency of chewing ( N = 110 )

Frequency of chewing	f	%
Less to 2x a day	30	27.27
3x a day	29	26.36
4x or more a day	51	46.36
TOTAL	110	100

The table shows that most of the chewers chew piper betel 4x or more a day. The other chewers have for at least 3x a day.

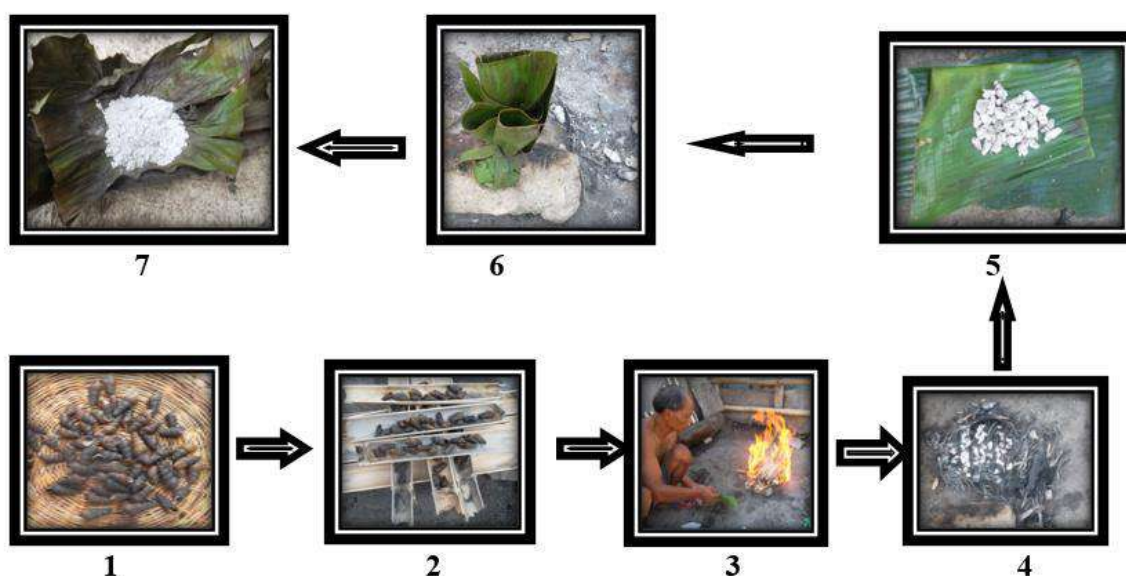
#### Reasons started chewing ( N = 110 )

Reason	f	%
Availability	65	59.09
Preparation for others	33	30
Others: Curiosity	12	10.91

Out of the 110 chewers, 65 or 59.09% started chewing piper betel because it is always and readily available. 33 or 30% started to chew because they are preparing the momma for others or for the elders. They pound the mixed ingredients for those elders who have no teeth or have weak teeth. Only 12 or 10.91% started out of curiosity. They started chewing because it was readily available and they were constantly exposed to the practice. A chewer explained this by stating: “I picked it up at the house [...] everyone that stays at my house chews betel nut, my uncles, everybody.”

#### Traditional preparation of the ingredients to be chewed by momma chewers

##### Procedure in preparing apog ( Traditional )



STEPS:

1. Clean and dry the shell/luso.

2. Place the dried shell into the dry bamboo and pile them one on top of the other.
3. Put fire at the bottom of the piled bamboo, maintain the fire until the shell becomes white and brittle.
4. Spread the ashes to expose the cooked/burnt shell.
5. Pick each shell and place each on a piece of banana leaf.
6. Tie the banana leaf and wait for few hours until the shell is soft and powdered. The banana leaf will maintain the hot temperature and the moisture will be collected and it will help soften the whitened shell until it becomes powder.
7. Open the banana leaf. The powdered shell is now utilized as apog for momma/ piper betel/areca nut chewing.

#### THE INGREDIENTS FOR THE OLD CHEWERS



Areca nut ( Buwa



Piper betel ( Gawed )



PIPER BETEL FRUIT ( PUDO )

Powdered shell ( Apog )



THE INGREDIENTS FOR THE OLD CHEWERS WITH NATIVE TOBACCO





INGREDIENTS FOR THE YOUNG CHEWERS

### Significance of Piper betel and Areca nut chewing as reflected in the Kalinga Epic, the Ullalim

The significances or values of chewing of Piper betel and Areca nut or known to Kalinga as Momma were reflected in their epic, The Ullalim. The values associated with momma chewing the social value, cultural value and the therapeutic value. The Ullalim also presented the importance of momma to communication especially between and among strangers and to a man courting a lady. Momma also became a magical character in some versions to show its value in the life of the IKalingas.

To show those significances or values, the four (4) versions of Ullalim namely, The magic Birth of Banna, The Heroic Exploits of Banna, Nibalya da Kalinga or Marriage between enemies and Banna we Mimulaga or Banna becomes a Python, were dissected.

#### SOCIAL VALUE

<b>Kalinga Text</b>	<b>Translation:</b>
<i>Bumongabongaoyda</i> <i>Kawagawagasonda</i> <i>Di dalanunayonda</i>	Proudly strutting up and down, They speed – up On the path they tread.
<i>Nidaldallatomanda</i> <i>Lamaganmalunawa</i> <i>Maam – ammongdayana</i> <i>Un mangista si moma</i>  (Verses 85 – 90 Ullalim II)	As soon as they arrived At the resting place of Malunawa They assembled there To chew betel nut

### **Interpretation:**

In every gathering, whether formal or informal, chewing betel nut serves as a unifying force to the people. It is thru the sharing and chewing of momma that they can show their unity and harmony.

<b>Kalinga Text:</b>	<b>Translation:</b>
<i>Annaeallamaganda</i> <i>Inde lamagan Gowa</i> <i>Umallibunnubunda</i> <i>Koda mantaggimoma</i> (Verses 25 – 30)	Here they take a rest That is, on the resting place of Gowa They squat in packed groups Forthwith they chew their betel nut

### **Interpretation:**

Sharing and partaking of momma together helped in maintaining the camaraderie or friendship among the members of the group.

#### COMMUNICATION

<b>Kalinga Text</b>	<b>Translation:</b>
<i>“Dawawamnagannawa</i> <i>Inapulankonmoma</i> <i>Ta ibaga ta ngadan ta”</i> (Verses 306 – 310, Ullalim II)	Onnawa of Lukiban After a while, began to talk She presented him a betel chew And then she speaks saying

	<p>“Accept this gentleman, This chew I with lime provide So that we may tell our names.</p>
--	---

#### Interpretation:

Sharing of momma is used to start a conversation or it used to show intention that you want to converse to a certain individual. It is also used as a peace offering to an individual especially to a stranger.

<b>Kalinga text</b>	<b>Translation:</b>
<i>IlamkanuSuyyaba</i>	Look suyyaba
<i>Dinayawdawnaginga</i>	He interrupted those saying
<i>Danikakanagannawa</i>	Come nearer here gentleman
<i>Ta dita di mammoma</i>	For we two shall do the chewing
<i>Teiniggaksiapa</i>	Since I put the interdict
<i>Upongkonlaggunawa</i>	On my child Laggunawa
<i>Da magmagannanawa</i>	For the gentleman
<i>Ingsanku pay iyoya</i>	Only then will I consent
<i>Awadumoymangala</i>	If someone shall go to get
<i>Balos min imagobya</i>	The requital of us Magobya people
<i>(verses 710 – 715, Ullalim II)</i>	If someone shall bring out
	Liddawa’s jar like head
	He shall be the one to marry
	My child laggunawa

#### Interpretation:

The offering of momma is used to challenge a certain individual either to test his courage or the sincerity. The verses showed that although Suyyaba offered momma to Dulliyaw, his purpose is to show interdiction to the love offered by Dulliyaw to his daughter Laggunawa.

<b>Kalinga Text</b>	<b>Translation:</b>
<i>Lam at Bannagumminga</i>	Lo Banna says
<i>Naudandalisan ta</i>	Here let us begin to share
<i>De gaggaittebuwa</i>	The betel nut slices
<i>Ta lusantaibaga</i>	So that we both may tell
<i>Inakay da ngadan ta</i>	Our respective names
<i>(Verse 75, Ullalim II, Banna Becomes a Python)</i>	

#### Interpretation:

The offering and accepting the offered momma can start a conversation especially between strangers. It can also be used as a peace offering.

<b>Kalinga text</b>	<b>Translation:</b>
<i>Lam! At bannagumminga</i>	Look Banna now speaks
<i>“An – osogkagannawa</i>	Come down gentleman
<i>Ate gait nibuwa</i>	We two of course are to chew
<i>Lusantaibagangadanta</i>	Slices of betel nut
<i>Maag gay tan an – itta</i>	The two of us are to tell our names
<i>DungdunganImanila</i>	Forthwith Dungdungan of Manila
<i>Lumugsad ate buwa</i>	Uttered a sigh of relief
<i>Nabusda pun nammoma</i>	His mind became thankful
<i>Lam! Bannagumminga</i>	He descended from the betel tree
<i>Nganingadan nu sana?</i>	After they had finished chewing
<i>(Verses 265 -275, The KalingaUllalim II, Banna Becomes a Python)</i>	Banna speaks:
	What is now thy name?

#### Interpretation:

The following verses showed further the roles of momma in communication. It is used as an instrument between two strangers to start their conversation.

It is to be noted that under the social value, the cultural value can also be integrated. For instance in the

offering and partaking of momma between two strangers, it is a culture that when the offered momma is accepted by the other, it is equivalent to a friendship, that as long as the other is within the company, nobody can hurt him.

#### CULTURAL VALUE

<b>Kalinga Text</b>	<b>Translation:</b>
<i>Kanankanu di Ullalimee</i>	Says the Ullalim, it is said;
<i>Awadosa 'ngannawa</i>	Long ago, there was a gentleman
<i>LubunudDulawona</i>	In the village of Dulawon
<i>Un gnagd a buwaya</i>	A terrible crocodile
<i>Batoknankinogkogma</i>	His fear – inspiring tattoo
<i>Nandum an di abala</i>	All over his chest displayed
<i>Nanbuloyisisinibla</i>	Reached his shoulder and blades
<i>Naayongansidangla</i>	He dwelled in a house of planks,
<i>Nan – imongsilagimba</i>	It stood in the shadow of dangla – shrubs
<i>Yabuwa 'nmangublawana</i>	And trees of red – ripe betel nuts
<b>(Ullalim II, verses 1 -10)</b>	

#### Interpretation:

The betel nut played an essential part in the life of the people. Betel nut is a common commodity or distinct plant within the community which will be mentioned when the place is described.

<b>Kalinga Text</b>	<b>Translation:</b>
<i>Summakaysiballawa</i>	When banna had mounted in the house
<i>Mangalait sin buwa</i>	He cuts a betel nut into slices
<i>Idawawanamoma</i>	He presents the betel chew saying
<i>“Dawawaommandiga</i>	“Accept lady dignified
<i>Inapulakonmoma</i>	The chew I with lime provided
<i>No adikanadumla</i>	If though art not averse
<i>Inaginbuludaka”</i>	To my person
<b>(Verses 700 – 705, Ullalim II)</b>	

#### Interpretation:

It is a culture of the Kalinga people to prepare slices or pieces of betel chew before they will start their travel or journey, for this will serve as their foodstuff along their way.

Momma or betel nut is also used to start a conversation and as a love offering by a man to woman to show his interest to her. The offering of a momma by a gentleman to a lady dignified usually is the start of a courtship. The acceptance of the lady dignified to the offered momma symbolized her acceptance to the proposal of the gentlemen which usually ended to a marriage.

<b>Kalinga Text</b>	<b>Translation:</b>
<i>AngiilakanBanna</i>	Looking at Banna
<i>Laggunawagumminga</i>	Laggunawa now speaks
<i>Bannadallukaud de angwa</i>	Banna please thou ought to make
<i>Ate gait tebuwa</i>	A sliced chew of betel nut
<i>Angan – anungusanta</i>	To be our very last one
<b>(Verse 155, The KalingaUllalim II, Banna Becomes a Python)</b>	

#### Interpretation:

<b>Kalinga Text</b>	<b>Translation:</b>
<i>Mankalkalognaona</i>	He puts them in a row
<i>De ginaitnabuwa</i>	The betel nuts he had cut into slices
<i>Pasig umassikbuwa</i>	Both of them smiled
<i>Lam kadkanu'tmandiga</i>	Behold now, lady dignified
<i>Kona gay dinawawa</i>	She presently did accept
<i>Lukkusna'tbandila</i>	His bag of red cloth ( with betel slices)
<i>Ko pay mantaggimoma</i>	Forthwith she also mouths a betel chew
<i>Napagus di nammomana</i>	As soon as he was chewing
<i>Lam kadkanu'tgannawa</i>	Behold now, gentleman
<i>Ummassiasikbuwa</i>	He laughed and laughed
<i>We inbayabayawna</i>	While holding her shoulders
<i>Ginagaitna'nbuwa</i>	The betel nut slices
<i>Agomakaymandiga</i>	
<i>Inabusnoingista</i>	

Inningaw sin bandila (Verses 90 – 100)	exclaiming; There! Thou art caught! Lady dignified Thou didst it chew What was in the red cloth
---	---

### Interpretation:

Betel nut is used in courtship. A gentleman would offer a sliced betel nut to a dignified lady. And when the dignified lady accepted the sliced betel nut it would mean that she accepted the loved offered by the gentleman. That would lead to a constant visit of the man to the house of the lady. And if the man is lucky enough, that would lead to a marriage.

Kalinga text:	Translation
Kanankanu di Ullalimee Intakadgattokmansalla Si lamagan ad Gowa Ta asitamanlanglanga Mipan gay di atta Si ossankallumaga  Manimongsilagimba Kanbuwanmangublawana Naay – ayongansidangla Da buloy un sinabla Paspasig un dinuma  Simmakumallumaga Si ossanili un sana No bokon da Dulawona? (Verses 1 to 10)	Says the Ullaim it is said; If we go to have a broad look From the resting place of Gowa So we shall then view from afar Just be eyes as arrows flown Toward one checkered habitat.  Coconut palms in clusters grow And nice red ripe betel nuts Overshadowed by dangla shrubs Are the houses made of planks Each abd all of beauty exquisite  Who may be dweeling in that checkered habitat In such unique village If not the folks of Dulawon

### Interpretation:

The betel is associated with the people since it is one of the noticeable plants found in the community, that it is mentioned when the place is described.

Kalinga text:	Translation:
<i>Adipunassampiga</i> <i>Andi'ninagamidna</i> <i>Di panyonanbandila</i> <i>Andin galaitona</i> <i>Angublawon un buwa</i>  <i>Nangangput pun nammoma</i> <i>Kananakadganinga</i> <i>InanGimbangonana</i> <i>Dallumipadduwawa</i> <i>Uyawin di lakasa</i> <i>Ta aaminokiwalta</i> <i>Silupku'ndaliwangga</i> (Verses 40 – 50)	In a single magic they finished There he took hold of His pouch of red cloth There he cuts in slices A nice red ripe betel nut  When he had finished chewing He then said to his mother: Mother Gimbangonan, As always, let me have The key to the coffer For I shall lay out all My clothes finest wearings

### Interpretation:

Momma is a constant fixture in a luggage of an Ikalinga whenever he travels for it has multiple functions. Aside from it is easy to carry, you can chew anytime you want without wasting time to prepare it.

Kalinga Text	Translation:
<i>Summakaysiballawa</i> <i>Mangalait sin buwa</i> <i>Idawawanamoma</i>  “Dawawaommandiga <i>Inapulakonmoma</i> <i>No adikanadumla</i> <i>Inaginbuludaka”</i> (Verses 700 – 705, Ullalim II)	When banna had mounted in the house He cuts a betel nut into slices He presents the betel chew saying  “Accept lady dignified The chew I with lime provided If though art not averse To my person



### Interpretation:

It is a culture of the Kalinga people to prepare slices or pieces of betel chew before they will start their travel, for this will serve as their “balon” along their way.

Momma or betel nut is used to start a conversation or as a love offering by a man to woman called the “Mandiga”.

Kalinga Text	Translation:
Kona sinalukbaba	He (Dulliyaw) lifted
Layawna get mandiga	Dulaw up
Biikniannanawa	And moved the lady dignified
Ippunkidugdug – ana	To the other side of the house
Gumanipak gen buwa	Nothing could be better
Gawan din kullindawa	
Pasigdaassikbuwa	Betel nuts crackled
Gawan di kullindawa	In the midnight darkness
(verses 150 – 160)	Both of them smiled
	In the midnight darkness

### Interpretation:

When the lady dignified accepted the momma offered by the gentlemen, they now share in chewing momma. The courtship usually took place during night and the partaking of momma usually lasts until the cock crows in the early morning.

#### MAGICAL ROLE OF MOMMA

In some versions of the Ullalim, the betel nut played as a character. He can speak so that he is sent to invite people to certain gatherings. He can also cause pregnancy for he is a spirit. Here are some of the verses lifted from the different versions of the Ullalim.

Kalinga Text	English Translation:
<i>Kanankanu di ullalimee;</i>	
<i>Maag, kanunammotwa</i>	Says, it is said the Ullalim
<i>Dulaw ad Kagayana</i>	Suddenly he looked up (saying)
<i>Ya-ukadKagayana</i>	Dulaw of Kagayan
<i>Annayabuwaeeangublawona</i>	Ya – u dear of Kagayan
<i>Ayyawamnin da agta</i>	Behold here a nice ripe betel nut
<i>Teanneamoddinuma</i>	

<i>Kapun ta gaitona</i>	A play thing maybe of the agta urchins
<i>Ya-u ad Kagayana</i>	For this is an exquisite one
<i>Lam kadkanu di buwa</i>	
<i>Pummaltokyadummala</i>	
<i>Lam kadkanugannawa</i>	As soon as it is cut, Ya – u of Kagayan
<i>Matoykabuwaeeangublawona</i>	Look now! The betel nut
<i>Pakamanpangangasa</i>	Sprung up and started bleeding
<i>Paakmanpangangasa</i>	
<i>Moyakmandokkatona</i>	
<i>Kad an imadogyaya</i>	Behold now! The gentleman curses it
<i>(Verses 1-15)</i>	May you die, nice red ripe betel nut, Why dost thou frighten us? Why do I frighten you? I come being sent to invite (sent) by a man of Madogyaya

### Interpretation:

The betel nut was sent to invite people to attend an occasion. This can also be predicted that the betel nut is a part of a plan to seduce the betrothed Dulaw to fall into the hand of Dulliyaw.

Kalinga text	Translation:
<i>Maagkanunammotwa</i>	Suddenly she looked up
<i>Dulaw ad Kagayana</i>	Dulaw of Kagayan and says
<i>Nakayidulawonka</i>	Please! Thou of Dulawon
<i>Kokamangidawawa</i>	Right now offer me
<i>At singait at buwa</i>	A betel nut slice
<i>Lam at idulawona</i>	
<i>Kona kanuinlaw</i>	Behold the man of Dulawon
<i>De anungus di buwa</i>	He forthwith took out from his bag
<i>Ko pun ipaddawawa</i>	The last betel nut
<i>Nataag e nagila</i>	

Pamanmanpangangasa Ginagaitkubuwa Dimmanninumoyana (Verses 325 – 335)	But just when he is about to offer it He is stupefied at what he saw “why , it is frightening The betel nut I have cut Whither may it have gone
--	--

#### Interpretation:

The betel nut offered by Dulliyaw to Dulaw disappeared. This will be discovered later that betel nut caused the pregnancy of Dinanaw. This can be interpreted that Dulaw does not deserve to the mother of Banna for she is not sincere and clean woman.

Kalinga Text	Translation:
Napgus di nanamsana Mangaliakdangana Ko pun ta allanglanga Kokanu gay nipana De nittibun di atta Ginagait e buwa  Ko gay anummadumma Nangalindukmaana Kona kanuingista Mangaliakdangana (Verses 350 – 355)	As her bath was quickly taken She strides homeward But meanwhile looking all around Immediately her eyes were directed Like an arrow onto a betel nut already cut  She picked it up at once Forthwith she smelled it Right away she chewed it Striding up homeward

#### Interpretation:

The betel nut was the same betel nut that disappeared from the hand of Dulliyaw. It seems that the betel nut chose Dinanaw to be his mother for she is clean.

### ETHNO-THERAPEUTIC VALUE

Kalinga Text	Translation:
DungdunganImanila Nabakas di kadudwa Ang-angngit sin buwa Angan –anungusana  Maag pun sintummuppa Napasikanuluna Inakay de Malaga BummusngilulunBanna (verses 240 – 245, The Ullalim II, Banna Becomes a Python)	Was broken the mind Of Dungdungan of Manila He slices a betel chew His very last one  When suddenly by a spittle The python’s head Got spattered Banna’s head came out

#### Interpretation:

Momma is used to heal wounds or diseases.

Kalinga Text	Translation:
Adipunmakaginga Bannaidulawona Tepaat un nangonawa  Nippunkinannaisna Katlunalgawnasana Umabos gay di moma Un papnaginista (Verses 300 – 305, Ullalim II)	Banna of Dulawon Cannot say a word For he was very hungry Cooked rice he had not eaten For three days now Just only betel nuts He had always chewed

#### Interpretation:

Momma is used as a food supplement so as to avoid starvation.

Kalinga Text:	Translation:
Sinalsamal pay banna Maaminmadillangana Agsisimot di loda  NanlinamagpudGowa Nangalaitsibuwa Otpopa pay nammoma (Verses 80 – 85)	Banna still increased his speed So that sparkling glitter all emit At the tips of the loda grasses As he reached the resting place of Gowa He cut a betel nut into And start chewing

### Interpretation:

Chewing of momma increases body strength or power. Chewers believe that after a long and tiring journey, chewing momma will replenish the lost energy from their body.

Kalinga Text:	English Translation
Innaminnaiwwagga	He massacred all of them
Tagu we Ibibbila	The people of Bibbila
Nadakadak did ala	The blood was waded
Nangwa pun kanuBanna	And what Banna did
Andi'ninukkayagna	He spread open
Panyona un bandila	His pouch of red cloth
Ginalaitnabuwa	He cut a betel nut into slices
(verses 300 – 305)	

### Interpretation:

After a successful exploit, a celebration will surely follow. But the celebration is not complete without the chewing of momma. The chewing of momma adds superfluous satisfaction on the part of the victor that could further boast his reputation as a warrior.

### Reasons for Chewing piper betel/areca nut

Reasons for chewing piper betel ( N = 110 )

Reasons	f	%	Rank
<b>A. Personal</b>			
Health benefit	73	66.36	1
Past time	65	59.09	2
Satisfaction	56	50.91	3
Pleasure	53	48.18	4
Comfort	25	22.73	9
<b>B. Social</b>			
Peer pressure	46	41.82	7
Social acceptance	52	47.23	5
Availability at ceremonies	31	28.18	8
Cultural identifier/ preservation	49	44.55	6
Make new friends	4	3.64	10

Basing from the table, the main reason of the chewers is for personal benefit. They chew piper betel/areca nut for health/ medical benefit. According to them, they chew for cavity protection and to maintain fresh breath or anti-bad breath. There are also medical benefits that they get from chewing, like, healing their ulcer.

Chewing is also considered as their past time activity. They chew in order to satisfy their want and to let them feel relax.

Since piper betel and areca nut are freely offered to chewers, they believe that it is one way to socialize with other people, they chew in order to be accepted by the group and for them to feel that belong to their group.

Chewing or momma is part of the cultural activity of the Indigenous people of Kalinga. It one of their cultural identifier, so that chewing momma is one way to preserve the Kalinga culture.

From the study of Murphy, K. L.; et.al., the reasons why the native people chew piper betel/areca nut are : because of its medical properties, sign of beauty, availability at ceremonies, cultural identifier, social importance, peer pressure, and for social acceptance.

Betel nuts are widely used treatments for various digestive issues too. Aside from its oral care benefits, betel nuts are also used as a vermifuge to eliminate stomach worms such as tapeworms and roundworms. The arecoline

in betel nuts are also known to promote blood sugar control and prevent the onset of diabetes. Other digestive issues address by betel nuts include indigestion, diarrhea, dysentery, and stomach aches (Garcia, E. )

Reasons for chewing piper betel as to sex

Reasons	Male (N = 74)	%	Rank	Female ( N = 36 )	%	Rank
C. Personal						
Health benefit	46	62	1	27	75	1
Past time	40	54	2	25	69	2
Satisfaction	38	51	3	18	50	5
Pleasure	37	50	4	16	44	6
Comfort	18	24	10	7	19	10
t-test	T = 9.27,t. <sub>05</sub> = 2.78; Significant					
Pearson Correlation	Correl = 0.94 Very High Correlation					
D. Social						
Peer pressure	34	46	5.5	12	33	8
Social acceptance	29	39	7	23	64	3
Availability at ceremonies	21	28	8	10	28	9
Cultural identifier/ preservation	34	46	5.5	15	42	7
Make new friends	2	27	9	2	56	4
t-test	T = 2.85,t. <sub>05</sub> = 2.78; Significant					
Pearson Correlation	Correl = 0.76 High Correlation					

For both male and female respondents, their personal reasons in chewing Piper betel are for health benefits and for past time.

As to social reasons, the male respondents chew because of peer pressure and for cultural identifier and preservation. For the female respondents, they chew in order to be accepted by the group and by the society.

Furthermore, the result of the t –test shows that there are significant differences on the perceptions of the respondents on their reasons for chewing piper betel/areca

nut when they are grouped according to sex. This implies that their reasons for chewing betel nut depend on their sex.

It is also shown on the table that the relationship between sex and personal reasons resulted to a very high degree of correlation, while sex and social reasons have high correlation. This indicates that sex can influence both the personal and social reasons for chewing the betel nut.

Reasons for chewing betel nut as to age

Reasons	Young chewers ( below – 35 ) ( N = 57 )	%	Old chewers ( 36 – above ) ( N = 53 )	%
<b>A. Personal</b>				
Health benefit	26	46	5	9
Past time	38	67	22	42
Satisfaction	23	40	29	55



Pleasure	35	61	23	43
Comfort	19	33	15	28
<b>B. Social</b>				
Peer pressure	26	46	10	26
Social acceptance	19	33	23	45
Availability at ceremonies	26	46	5	9
Cultural identifier/ preservation	26	46	28	43
Make new friends	15	26	12	23
<b>t-test</b>	<b>T = 3.46, t.05 = 12.78; Not Significant</b>			
<b>Pearson Correlation</b>	<b>Correl = 1.00 Perfect Correlation</b>			

As to the age of the respondents, the young chewers chew piper betel for past time and for the sake of pleasure. As to their social reason, they chew because of peer pressure, the ingredients are always available during occasions and ceremonies, and for them to preserve their culture, since they consider chewing as part of their cultural identifier.

The old chewers do the habit of chewing in order to satisfy their want and it also serve as their past time activity. It already became a habit for them and they are already addicted on it. Chewing for them is an indication of social acceptance. This is also their way of preserving their culture since this activity became part of their way of life.

The table further shows that there is no significant difference on the perceptions of the respondents on their reasons for chewing when they are grouped according to age.

Moreover, based on the gathered data, the computation revealed a perfect correlation between age and the reasons of the respondents for chewing piper betel/areca nut as evidenced by the result of the Pearson Correlation test of 1.0. This implies that age can directly influence the reasons for chewing betel nut, however their reasons do not differ as to age.

## V. CONCLUSIONS

The cultural significance of piper betel/areca nut chewing is clearly reflected in the Kalinga Epic, the Ullalim. From the literary analysis of the epic, it shows that there are many cultural significances that are illustrated such as social value, cultural value, and ethno-therapeutic value.

The quantitative analysis confirmed the qualitative exploration of piper betel/areca nut chewing, and has provided further evidence of the variability in

chewing practices among young and old chewers. If future research should include an intervention, the differences in chewing practices should be considered for the intervention to succeed.

The early age of initiation reflects the urgent need to intervene and protect this vulnerable group from falling prey to this addiction. If not stopped at present, these young chewers may indulge in other addictive habits including tobacco use and cigarette smoking.

## RECOMMENDATIONS

The young generation should increase their awareness on the cultural significance and the therapeutic value of chewing piper betel/ areca nut so that they will learn to respect this cultural activity and how to be a responsible chewer.

Although *moma* is a significant cultural activity for Kalingas, chewers must be made to understand the importance of cultural sensitivity and be responsible in taking into account others in the social milieu who consider betel nut chewing as socially unacceptable.

## REFERENCES

- [1] Aishwarya, C. J. et. Al. ; Phytochemicals A Review: Nutraceuticals Properties of Piper betel (Paan)
- [2] Aishwarya, C. J. et. Al. ; Therapeutic Importance A Review: Nutraceuticals Properties of Piper betel (Paan)
- [3] Ali, Niloufer, S. et.al. Betel Nut (Areca catechu) Usage and Its Effects on Health; Department of Family Medicine, The Aga Khan University, Karachi, Pakistan; 8 April 2011
- [4] Chirino, Pedro S.J. :Relacion de las Islas ( The Philippines in 1600 ) translated by Ramon Echevarria, Historical Conservation Society, Manila 1983
- [5] Cosalan, Mae Fatima: "Nganga", a nut of Culture, January 7, 2017
- [6] Dwivedi, V. et. Al. (2014 ) Review Study on the Potential Activity of Piper Bettle; Journal of Pharmacognosy and Phytochemistry

- [7] Garcia, E.( 2017 ) Betel Nut – Sources, Health Benefits, Nutrients, Uses And Constituents At NaturalPedia.Com
- [8] Mallat, Jean: Les Philippines Histoire, Geographie, Moeurs... translated by PuraSantillas – Castrence, National Historical Institute, Manila 1983
- [9] Murphy, K. L.; et.al.; Sociocultural Factors that Affect Chewing Behaviors among Betel Nut Chewers and Ex-Chewers on Guam
- [10] Paulino, Yvette C. et. Al. :Areca (Betel) Nut Chewing Practices in Micronesian Populations
- [11] Rashid, Mohammad; et. Al. Areca Catechu: Enfolding of Historical and Therapeutic Traditional Knowledge With Modern Update
- [12] Scott, William Henry: Barangay (Sixteenth-Century Philippine Culture and Society), Ateneo de Manila University Press, 1994
- [13] Shah, S. and Garg, Gopal; et. Al. :PiperBetle: Phytochemical, Pharmacological and Nutritional Value in Health Management
- [14] Shah, S. K. et. Al.; Piper Betle: Phytochemical, Pharmacological and Nutritional Value in Health Management; Narendra Patel International Journal of Pharmaceutical Sciences Review and Research International Journal of Pharmaceutical Sciences Review and Research [www.globalresearchonline.net](http://www.globalresearchonline.net)
- [15] S.SripradhaSaveetha; Betel Leaf – The Green Gold; Dental College,Chennai
- [16] Wang, SC. Et. Al. :Betel nut chewing and related factors in adolescent students in Taiwan.
- [17] Wazir, Sartaj S. et. Al. Prevalence of areca nut chewing habit among high school children of Parsa district of Nepal
- [18] Wolters, K. et. Al. Betel Nut: Review of Natural Products. Facts & Comparisons; St. Louis; Wolters Kluwer Health, Inc.; July 2009
- [19] [www.illumelation.com](http://www.illumelation.com)
- [20] [www.twitter.com/illumelation](https://twitter.com/illumelation)( MelissaLegarda )
- [21] <http://www.encyclopedia.com/> Do Plants Have Cultural Roles?
- [22] <http://www.encyclopedia.com/> Plants That Made History
- [23] <https://www.speakingtree.in/> significance-of-betel-leafpan-in-hindu-customs-health-benefits)



# The Functions of Bayas in Bodong Celebration among the Kalinga's

Ronald B. Bulwayan, Divina Alunday – Balocnit

Received: 07 May 2023; Received in revised form: 09 Jun 2023; Accepted: 14 Jun 2023; Available online: 25 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC

BY license (<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— *The study looked into the functions of bayas in the bodong celebration of the Kalingas. It made use of ethnographic method, specifically interview of the elders and bodong holders. Actual photo-documentation was also used to capture important procedures of the rituals.*

**Keywords**— *Bayas, Bodong, Kalinga*



## I. INTRODUCTION

### Background of the Study

Wine has evolved as part of life, culture and diet since time immemorial. As an enduring cultural symbol of fine life, the role of wine has evolved over time, changing from an important source of nutrition to a cultural complement to food and conviviality compatible with a healthy lifestyle. Cultural appreciation of wine reflects the diversity of the wine regions, the savoir-vivre and culinary habits (<http://wim.essencecms.com/>)

Drinking, like ritual, is a medium for 'constructing the world'. Drinks define significant transitions in our lives through their function as "brightly coloured material labels of events" (Douglas, 1987). As we have noted elsewhere, the type of drink served defines the nature of the event, and, in a more active sense, 'constructs' the social relationship between the drinkers, dictating the type of interaction appropriate to the occasion. In Douglas's terms, drinks "give the actual structure of social life as surely as if their names were labels affixed upon expected forms of behaviour." (<http://www.sirc.org>)

Bayas is the local wine of the Kalingas. It is one of the cultural products of Kalinga. Some of the people are engaged in basi/ bayas production. The basi/ bayas that they produce is for their personal consumption and/ or for business. This is an important activity for them for

additional family income, but more importantly, they find it very significant since basi/ bayas is part of their culture that they must have to preserve it.

The production of bayas is one of the traditional activities of the people long before and until now, it is still prepared and produced in a traditional way. The method of production is preserved, in the same manner that the use and function is also preserved and still significant until this date.

Bayas is made by fermenting boiled, freshly extracted, sugar cane juice. The juice is boiled in vats and when cooked, it is cooled. Once it has been cooled, it is transferred in an "Ammoto", a big earthen jar. Dried Gamu is mixed with the juice which is used to start the fermentation. The mixture is left for up to three months to ferment and up to one year to age. The final product is a light brown color and has a sweet and a bitter flavor.

This Kalinga Bayas should be served during significant rituals and special occasions. It plays significance in Kalinga culture beyond its usual recreational function as an alcoholic beverage. The people have their own traditional practices on the uses of bayas, like during rituals, dawak, "pusipus", bodong celebration and other activities which are of cultural significances. These are being passed from one generation to another.

Bodong is an oral tradition and a peace covenant between two tribes. It is literally translated as "peace pact".

It has been an institution maintaining peace and harmony as well as maintaining relationships and alliances between and among Kalinga Villages. It is as old as the memory of the every Kalinga and interwoven in their social and material culture as their way of life. It is passed from generation to another ( Sugguiyao ).

The people in Kalinga still maintain and actively practice this indigenous system of governance through the "BODONG" literally translated as "PEACE-PACT". It has been an institution maintaining peace and harmony as well as establishing relationships and alliances between and among Kalinga people which later expanded to some areas in Mountain Province and other nearby provinces ( Sugguiyao ).

In the practice of the Bodong, there are procedures that are being followed. It is observed that the Bayas is always an important material that is utilized during the rituals of the procedure. During the Bodong celebration, it is a must that Bayas should be abundantly available and it should be continuously served to the elders who are present during the celebration. The age of the Bayas has also its status symbol.

The Bodong was made possible long before and it is being passed from one generation to another. Today, it is a strongly recommended cultural practice to be followed as peace – pact agreement.

According to Bulwayan, bayas is associated with the original establishment of the Bodong in ancient times. The Bodong holder, who is a tribal elder and should be a leader, should possess his own Bayas. In the olden times, he should have his own sugar cane plantation and have his own inherited "Ammutu", an antique earthen jar that serves as storage for Bayas. He further explained that, a Bodong holder should have a readily available Bayas all the time so that while waiting for the proper time to have Bodong rituals, the Bayas will age. This is so because the age of the Bayas has also its status symbol. The older the Bayas, the higher its regard.

There are studies about Bodong, but one of the less-studied aspects of the Bodong is the use of wine ( Bayas ) during the highlight of the celebration. There is little idea written on the overall role of wine during this ritual. This is unfortunate because the little documentation that does exist shows wine as a colorful significant material of the conflict itself. Wine is special for carrying national or regional character or identity.

A culture is a 'way of living' of particular tribe residing in a particular region. Culture can encompass traditions, rituals, practices, language, values, materials, etc.

As a cultural practice deeply rooted within the memory of ancestral life, bodong also embodied personal, social, spiritual and metaphysical values through a wide array of visual symbols that were ultimately derived from nature.

Indigenous people built a body of knowledge based on the resources they found on the land. Traditional knowledge is also the social capital of the people, their main asset in the struggle for survival, to produce food, to provide for shelter or to achieve control of their own lives (<http://www.indigenous.educ.com/>).

A group's religious beliefs explain where the people fit in relation to the universe and how they should behave while here on Earth. Religious beliefs, being derived from ideas that are exclusive to religion, often relate to the existence, characteristics and worship of a deity or deities, divine intervention in the universe and human life, or the deontological explanations for the values and practices centered on the teachings of a spiritual leader or group ( Clouser )

Religious beliefs, being derived from ideas that are exclusive to religion, often relate to the existence, characteristics and worship of a deity or deities, divine intervention in the universe and human life, or the deontological explanations for the values and practices centered on the teachings of a spiritual leader or group ( Clouser )

Religious beliefs influence culture in a variety of ways. Certainly before societies were as civilized as ours, religious beliefs and culture were much more effectively mixed ( <http://www.enotes.com/people/missy575> )

Religious beliefs often unify people in a culture, coming together for meals, listening to the same music that identifies a religious belief, and practicing the same methods of worship gives people a shared identity ( <http://www.enotes.com/people/missy575> )

People's beliefs are very strongly influenced by their culture and family ( <http://www.enotes.com/people/missy575> )

Today, religious beliefs help determine the value systems used in a culture

Science also influences culture, in many modern societies, by playing a major role in shaping cultural worldviews, concepts, and thinking patterns. Sometimes this occurs by the gradual, unorchestrated diffusion of ideas from science into the culture. At other times, however, there is a conscious effort, by scientists or nonscientists, to use "the authority of science" for rhetorical purposes, to claim that scientific theories and



evidence support a particular belief system or political program ( Craig ).

It is the concern of this study to discover and explore "What is the content of the message conveyed by drinking bayas that makes it a fit object to symbolize and ritualize the celebration?" Why is bayas an essential element of these rituals in so many very different cultures?

The answer seems to lie in the natural affinity between alcohol and ritual: alcohol is an integral element of rites of passage because drinking 'performs' the symbolic, psychological and social functions of these rituals (<http://www.sirc.org/publik/>).

It is the foremost aim of this study to explore the significant functions of bayas during bodong celebration and to draw connections between the religious beliefs of the members of the sub-tribe who are celebrating bodong as part of their culture.

It also tried to find out further explanations of this celebration in the light of their local scientific knowledge that shape their cultural practices and rites.

### **Conceptual Framework**

The core of wine production and consumption is shaped by historical, geographical and cultural factors. The way producers approach their wine is moulded by where they have learnt how to make it and, crucially, the understanding their culture has of what wine is and how it should be made. Consumers, likewise, drink wine with varying attitudes which are shaped by those myriad features which shape consumer behaviour around the world, from climate through religion to food – as well as a range of symbolic factors. That wine takes different forms in its production, and is made by individuals and organizations which have very varied ideas about the nature of what they are producing. The type of organization the winemaker works for, therefore, has an impact on how the product is understood and thus how it is made.

Wine is an integral part of Jewish laws and traditions. The *Kiddush* is a blessing recited over wine or grape juice to sanctify the Shabbat. On Pesach (Passover) during the Seder, it is a Rabbinic obligation of adults to drink four cups of wine. In the Tabernacle and in the Temple in Jerusalem, the libation of wine was part of the sacrificial service. Note that this does not mean that wine is a symbol of blood, a common misconception that contributes to the Christian myth of the blood libel. "It has been one of history's cruel ironies that the blood libel—accusations against Jews using the blood of murdered gentile children for the making of wine and matzot—became the false pretext for numerous pogroms. And due

to the danger, those who live in a place where blood libels occur are halachically exempted from using red wine, lest it be seized as "evidence" against them." ( <http://www.wiki.com> ).

From the article of Blanchard, she stated that the chemical content of wine may also make the drinker get smarter. Resveratrol may help improve short-term memory. After just 30 minutes of testing, researchers found that participants taking resveratrol had a significant increase in retention of words and showed faster performance in the portion of the brain associated with the formation of new memories, learning, and emotions.

She also included that, Researchers at Harvard Medical School uncovered evidence that resveratrol directly activates a protein that promotes health and longevity in animal models. Resveratrol increases the activity of sirtuins (longevity pathways), a group of genes that protects the body from diseases of aging ( <http://www.ncbi.nlm.nih.gov> ).

In Christianity, wine is used in a sacred rite called the Eucharist, which originates in the Gospel account of the Last Supper (Gospel of Luke 22:19) describing Jesus sharing bread and wine with his disciples and commanding them to "do this in remembrance of me."

When we partake of the wine, we acknowledge the covenant relationship ratified by the blood of Jesus Christ. We are in effect saying we will allow God's Spirit to work in our hearts and minds, meaning that we will keep God's laws out of a deeply thankful attitude for His forgiveness of our sins. Without the gift of the Holy Spirit, we cannot muster up the spiritual strength to obey His laws. The apostle Peter refers to us as the "elect...for obedience and sprinkling of the blood of Jesus Christ" (1 Peter 1:2). The Passover wine is a yearly renewal of our agreement to this covenantal relationship ( <http://www.wiki.com> ).

As we can see, the Passover is one of the most meaningful events of the year in the life of a Christian. We have seen that some in the early Church who were partaking of the Passover symbols of bread and wine were guilty of the blood and body of the Lord because they never understood or bothered to learn the real meaning and significance of their actions" ( <http://www.wiki.com> ).

It is from the above concepts that this study is anchored. It is stated in the bible that the wine is an important part of the Eucharistic Rites. But few people know the meaning or significance of it.

It is then the intention of this study to explore the meaning of the significant cultural functions of Kalinga Basi ( Bayas ) during bodong celebration, with the data,

gathered, it will develop an understanding of and appreciation for traditions of culture and belief in human societies; and to draw connections between the cultural rites of the bodong and their local scientific knowledge.

The present generation will become aware of this and they will develop appreciation on drinking while in celebration or festivity.

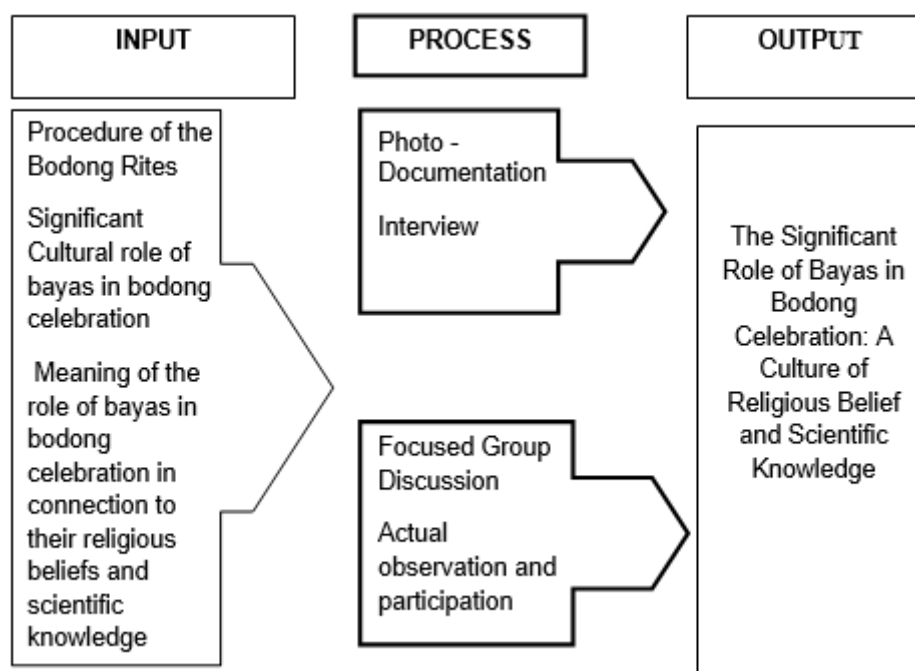


Fig . 1. Conceptual Paradigm

### Statement of the Problem

This study looked into the cultural functions of bayas and its connection to the Religious beliefs and scientific knowledge of the members of the tribe.

### Objectives of the Study

This study attempted to review, compile and explore comprehensively the cultural role of Kalinga Basi/Bayas.

It is specifically focused to undergo studies on the following objectives:

1. To present the procedure of the Bodong that shows the significant cultural functions of Bayas/Kalinga Basi.
2. To explore the meaning of Bayas drinking during Bodong rituals.
3. To draw connections between the Religious beliefs of the members of the tribe and their local scientific knowledge to the rites of the Bodong celebration.

### Significance of the study

This study is significant for the readers, indigenous people, students and most especially to the younger generations for they will be able to:

- develop an understanding of and appreciation for traditions of culture and belief in human societies;
- develop the ability to analyze these works in the light of their historical, social, political, economic, religious, and/or cross-cultural conditions of production and reception;
- examine ways in which traditions of culture and belief shape the identities of individuals and communities; and
- draw connections between the subjects/ topics covered and cultural issues of concern or interest that are likely to arise in ones' own life.

### Scope and Delimitation of the study

This study was confined to a short period of time for practical reasons. This was focused on the cultural significance of bayas as reflected on the bodong celebration. Number of interviewees in the study was limited by their availability and the researcher's time. The interview data collected was limited by the knowledge and ability of the participants in recalling events within the time delimited.

## II. REVIEW OF RELATED LITERATURE

### Social and cultural roles of alcohol

Given overwhelming evidence for the primacy of sociocultural factors in determining both drinking patterns and their consequences, it is clear that ethnographic research findings on the social and cultural roles of alcohol may have important implications for policy-makers - particularly in areas such as Europe where economic and political 'convergence' could have significant impact on drinking-cultures and their associated lifestyles.

In this context, it is essential for those concerned with policy and legislation on alcohol to have a clear understanding of the sociocultural functions and meanings of drinking. This section outlines the principal conclusions that can be drawn from the available cross-cultural material regarding the symbolic uses of alcoholic beverages, the social functions of drinking-places and the roles of alcohol in transitional and celebratory rituals. (<http://www.sirc.org/publik/drinking6.html>)

### Symbolic roles

From the ethnographic material available, it is clear that in all cultures where more than one type of alcoholic beverage is available, drinks are classified in terms of their social meaning, and the classification of drinks is used to define the social world. Few, if any, alcoholic beverages are 'socially neutral': every drink is loaded with symbolic meaning, every drink conveys a message. Alcohol is a symbolic vehicle for identifying, describing, constructing and manipulating cultural systems, values, interpersonal relationships, behavioural norms and expectations. Choice of beverage is rarely a matter of personal taste.

### Situation definer

At the simplest level, drinks are used to define the nature of the occasion. In many Western cultures, for example, champagne is synonymous with celebration, such that if champagne is ordered or served at an otherwise 'ordinary' occasion, someone will invariably ask "What are we celebrating?".

In the Weiner Becken in Austria, *sekt* is drunk on formal occasions, while *schnapps* is reserved for more intimate, convivial gatherings - the type of drink served defining both the nature of the event and the social relationship between the drinkers. The choice of drink also dictates behaviour, to the extent that the appearance of a bottle of *schnapps* can prompt a switch from the 'polite' form of address, *sie*, to the highly intimate *du* (Thornton, 1987).

Even in societies less bound by long-standing traditions and customs, where one might expect to find a

more individualistic, subjective approach to the choice of drinks, the social meanings of different beverages are clearly defined and clearly understood. A US survey (Klein, 1991) examined perceptions of the situational appropriateness of various types of alcoholic drink, finding that wine, but not spirits or beer, is considered an appropriate accompaniment to a meal; wine and spirits, but not beer, are appropriate drinks for celebratory events, while beer is the most appropriate drink for informal, relaxation-oriented occasions.

In cultures with a more established heritage of traditional practices, perceptions of situational appropriateness may, however, involve more complex and subtle distinctions, and rules governing the uses of certain classes of drink are likely to be more rigidly observed. In France, for example, the aperitif is drunk before the meal, white wine is served before red, brandy and digestifs are served only at the end of the meal and so on (Clarisse, 1986; Nahoum-Grappe, 1995). In traditional circles, any alteration to this 'liquid punctuation' of a meal is akin to a serious grammatical error, and greeted with similar horror or contempt. Among Hungarian Gypsies, equally strict rules apply to brandy: brandy may only be consumed first thing in the morning, during the middle of the night at a wake, or by women prior to a rubbish-scavenging trip. It would be regarded as highly inappropriate to serve or drink brandy outside these specific situational contexts (Stewart, 1992).

### Status indicator

Choice of beverage is also a significant indicator of social status. In general terms, imported or 'foreign' drinks have a higher status than 'local' beverages. Thus in Poland, for example, wine is regarded as a high-status, middle-class drink, while native beers and vodkas are 'ordinary' or working-class. In a comparative study, Polish university students were found to drink eight times as much wine as their American counterparts, reinforcing their status and specialness as the 'nation's elite' through their beverage preference (Engs *et al*, 1991). In France, by contrast, where wine-drinking is commonplace and confers no special status, the young elite are turning to (often imported) beers (McDonald, 1994; Nahoum-Grappe, 1995).

Preference for high-status beverages may be an expression of aspirations, rather than a reflection of actual position in the social hierarchy. Drinking practices, as Douglas (1987) reminds us, are often used to "construct an ideal world" or, in Myerhoff's terms, as 'definitional ceremonies' through which people enact not only "what they think they are" but also "what they should have been or may yet be" (Papagaroufali, 1992).

There may also be a high degree of social differentiation within a single category of beverage. Purcell (1994) notes that in Ancient Rome, wine was not simply the drink of the elite: its variety and calibrability allowed its use as a differentiator "even within exclusive, high-ranking circles". Wine was, and is today in many cultures, "a focus of eloquent choices".

### Statement of affiliation

Choice of beverage may also be a statement of affiliation, a declaration of membership in a particular group, generation, class, 'tribe', sub-culture or nation and its associated values, attitudes and beliefs.

Certain drinks, for example, have become symbols of national identity: Guinness for the Irish, tequila for Mexicans, whisky for Scots, *ouzo* for Greeks etc.; and to choose, serve - or indeed refuse - one's national beverage can be a powerful expression of one's loyalties and cultural identity. The 'national drink' is often the symbolic locus for positive, sometimes idealised or romanticised, images of the national character, culture and way of life. For Scottish Highlanders, for example, whisky represents traditional values of egalitarianism, generosity and virility, and to refuse a 'dram' may be seen as a rejection of these values (Macdonald, 1994).

The consumption or rejection of a national, local or traditional beverage is often an emotive issue, particularly in areas undergoing significant cultural change or upheaval, where 'new' drinks are associated with 'modern' lifestyles and values. Some surveys indicate that the general pattern across Europe is for people of higher educational level to consume the 'new' beverage type for their region (usually wine in the North, beer in the South) more often than the less-educated, who tend to favour traditional beverages (Hupkens *et al*, 1993).

These factors can also overlap with the symbolic use of alcohol as a 'generation differentiator'. In contemporary Brittany, for example, Maryon McDonald (1994) observes that:

*" ... in the domain of drinks, there is generally an increasing sophistication when one moves from cider to wine to beer, correlating with decreasing age and with a move from agriculture to occupations outside it. In other words, the older peasant drinks cider; the younger person outside agriculture opts for beer."*

In Spain, the adoption of non-traditional drinks and drinking styles by the younger generation has been more problematic (Alvira-Martin, 1986; Pyörälä, 1986, 1991; Rooney, 1991, Gamella, 1995). Many young Spaniards appear to have adopted, along with beer-drinking, patterns of binge drinking previously unheard-of

in Spain and more commonly associated with British 'lager-louts'. It is, however, too soon to tell whether their current habits will persist into maturity (Gamella, 1995). There are currently very early signs of a similar adoption of 'alien' drinking patterns along with foreign beverages among Italian youth, although so far this has been limited mainly to the *context* of consumption, with the traditional beverage (wine) being consumed in the traditional context of meals with the family, while the new beverages are drunk in other social contexts, with peers, outside the family (Cottino, 1995).

### Gender differentiator

While differences in age, class, status, aspirations and affiliations are frequently expressed through beverage choice, the most consistent and widespread use of alcohol as a social 'differentiator' is in the gender-based classification of drinks. Almost all societies make some distinction between 'masculine' and 'feminine' beverages: even where no other differentiation is found, this primary division is likely to be evident, and, often, to be rigidly observed.

### Social bonding

These integrative qualities, along with its role as a special, liminal environment, contribute to the key function of the drinking-place as a facilitator of social bonding. This function is so clearly evident that even in ambivalent drinking cultures, where research tends to be problem-centred and overwhelmingly concerned with quantitative aspects of consumption, those conducting research on public drinking-places have been obliged to "focus on sociability, rather than the serving of beverage alcohol, as the main social fact to be examined" (Campbell, 1991).

The facilitation of social interaction and social bonding is, as noted elsewhere in this review, one of the main functions of drinking itself - the perception of the "value of alcohol for promoting relaxation and sociability" being one of the most significant generalisations to emerge from the cross-cultural study of drinking (Heath, 1987, 1995). It is not surprising therefore, that the drinking-place should be, in many cultures, an institution dedicated to sociability and convivial interaction.

Basi is the local beverage of Ilocos in northern Luzon in San Ildefonso where it has been consumed since before the Spanish conquest. In the Philippines, commercial basi is produced by first crushing sugarcane and extracting the juice. The juice is boiled in vats and then stored in earthen jars (*tapayan*). Once the juice has cooled, flavorings made of ground glutinous rice and *duhat* (java plum) bark or other fruits or barks is added. The jars are then sealed with banana leaves and allowed to ferment for several years. The resulting drink is



pale red in color. If fermented longer, it turns into *suka* or vinegar. Wikipedia, the free encyclopedia

In Kalinga, we have the Kalinga Basi locally termed as “Bayas” or “Fayas”. It plays significance in Kalinga culture beyond its usual recreational function as an alcoholic beverage.

Drinking, as we have already noted, is essentially a social act, subject to a variety of rules and norms regarding who may drink what, when, where, with whom and so on. Drinking does not, in any society, take place ‘just anywhere’, and most cultures have specific, designated environments for communal drinking.

Daily wine consumption is part of a dietary pattern that encourages long life through eating fewer animal-based foods and eating more plant-based foods. A 2007 study suggests procyanidins, compounds found in red wine tannins, help promote cardiovascular health. People who have high concentrations of the compound tend to live longer (<http://www.ncbi.nlm.nih.gov> ).

In Christianity, wine is used in a sacred rite called the Eucharist, which originates in the Gospel account of the Last Supper (Gospel of Luke 22:19) describing Jesus sharing bread and wine with his disciples and commanding them to “do this in remembrance of me.” *Newadvent.org. 1907-03-01. Retrieved 2012-03-05.*

All of the above mentioned local wines are unique in their own places and these are all part of their cultural identity. The name of the local wine speaks of the place from which it is produced. Each has also special function or role in their own rituals and practices.

### III. METHODOLOGY

#### Locale of the study

This study was conducted in Tanudan, Kalinga.

#### Research Design

Ethnographic research design was used in this study. The findings were derived from a qualitative exploration of the cultural role of Bayas as used in the Bodong rituals.

Interview with the members of the Kalinga Council of Elders was done to gather data on the meaning of the role of bayas during bodong celebration.

The focus group discussions examined the cultural role of bayas. Documentary analysis was used to gather data on the significance of bayas.

#### Respondents/ Research Participants

The respondents of this study were the members of the Kalinga Council of Elders. Three of the officers of

the said council are shown in the photo below. Found in the left is the President, Mr. Andres Ngao – I, extreme right is Mr. Francisco A. Bulwayan and second from left Mr. Florencio Alunday. Other interviewees are the bodong holders and elders of Mangali, Tanudan, Kalinga.



Photo credit: dep.ed website

#### Instrumentation

Guide questionnaire was prepared to facilitate the interview with the respondents.

#### Data gathering

This study was conducted using ethnographic methods to gather the relevant information. The tools used were: documentary analysis of the bodong rituals, participant observation and interviewing. A brief description of these two research tools follows: Participant Observation is collecting data through participant observation allows the researcher to be a part of the setting being studied. The researcher is able to learn firsthand the actions and patterns of behaviors of the participants and allows for the development of a trust relationship between the participants and the researcher. The goal of participant observation as Erickson (1973) tells us is to make the strange familiar and the familiar strange. This new understanding will provide new ways of thinking about that aspect of social interaction that one is researching. In this method, the researcher consciously observes the setting, the participants, and the events, acts, and gestures that occur.

The interview is considered to be one of the major research tools used by social researchers. An interview is defined as a purposeful and directed conversation between two people in order to gather information. Bogdan and Biklen (1982) tell us that the interview is a tool used by the researcher to gather data in the participant's own words in order for the researcher to gain some insights on how the participant interprets the concept studied. Specific questions as a guide to move the interview along were prepared by the researchers.

The researchers asked permission from the proper authority for the conduct of the study.

## Data analysis

The analysis and the interpretation of the data collected made use of qualitative method. In qualitative research, the process of analysis and interpretation is always ongoing. The informants' consensus was used to investigate relevant data needed in the study. Responses of all selected informants were summarized to make general statements about the data/ information gathered.

Documentary analysis was used to cull data on the cultural functions of bayas.

## IV. RESULTS AND DISCUSSION

### Procedure of the Bodong Celebration

Bulwayan and Alunday identified the procedure of the bodong celebration.

The Bodong:

1. Sildip – This is the ceremony done upon the arrival of binodngan with the messenger. Bayas is served to show acceptance and subsequent accommodation in the community.

The Photos show activities during the Sildip

Preliminaries of the bodong celebration:

1. Allasiw – This process is done when two persons from different tribe meet and wish to have a Podon. They will exchange their spear or any metal to signify their desire to have a Podon. They will announce this to their respective tribe members.
2. Bulliti – This is the process wherein a messenger is sent to invite the binodngan or kapodon for the bodong celebration. Bayas is served to the courier to welcome him upon arrival in the residence of the Peace pact holder. It is also served when all the elders are gathered as means of disseminating the information of the invitation.

The Bodong Celebration



Fig. 1



Fig. 2

Figure 1 shows the arrival of the Bodong holder of the other tribe (kapodon) and is being welcomed by the Bodong holder and the members of the tribe.



Fig.3



Fig. 4

Figure 2 and figure 3 show the two Bodong holders confirming their approval and acceptance of the Bodong thru a ceremony and is being witnessed by the members of both tribes.

Figure 4 shows the members of the invited tribe witnessing the ceremony which confirms the acceptance and forming of Bodong between them and the other tribe.

2. Lonok - This is the signal that the two tribes entered into peace pact agreement and that they are here for celebration.

Photos of the Lonok



Fig. 5

Fig. 5: The photo shows the two bodong holders and their respective wives seated together as a sign that the tribes have accorded a Bodong between the two tribes.



Fig. 6



Fig. 7

Figures 6 and 7 show the members of both tribes who came to witness the formulation of Bodong between the two tribes.



Fig. 8



Fig. 9

Figures 8 and 9 exhibit the unity dance thru patpong or beating of the gangsa is participated by the members of the two tribes. The unity dance symbolized the acceptance and becoming as one of the two tribes who decided to have a peace pact.

3. Inom – This is the main ceremony of the bodong celebration. This is the part that both tribes will enjoy with the beating of the gong and dancing with it.  
Bayas is served before the start of the main program to keep the people concentrated and focused on the occasion. It is served every now and then during merry making to encourage the people to participate in the activities.



It is also served to the elders/ tribal leaders who are called to talk during the program to recognize their presence and also as a sign of respect and gratitude for their advices.

Photos during the Inom Celebration of A Bodong



Fig. 10



Fig. 11

Figures 10 and 11 show the cultural dance contestants during the main celebration of the Bodong. Cultural dance competition is the main attraction of a Bodong celebration wherein, barangays who belong to the tribe will showcase their talents in dancing accompanied by patpong or beating of the gangsa.



Fig. 12



Fig. 13

Figure 12 shows cultural dance contestants in their concluding performance. The contestants usually bring or use props to highlight their performance.

Figure 13 shows men playing the Tupayya. Tupayya is another way of playing or beating the gangsa with the used of the bare palms or hands.

4. Pagta – This is the bylaws of the bodong which contain the three main objectives/values; panyaw, ngilin, bain. This is the ceremony wherein the elders formulate the laws of the bodong. Bayas is served during the opening of the ceremony as a means of acknowledging the presence of the tribal elders who shall enact the laws of the bodong. It also helps to make the group discussion and formulation alive. It is also served after the laws/pagta is completed and being reviewed. This is to remind the people of the provisions of the pagta for approval and adoption.





*The photos show the members of the two tribes participating in the formulation of the rules and regulations of the Pagta of the Bodong. During the Pagta, all classes or organizations of the society are represented to make sure that rules and regulations are fair to all.*

#### The Bodong Rite , Cultural Functions of Bayas and its meaning

After the pagta, both side will participate in the Tumangad wherein the bayas is served to all of them. Tumangad is the highlight of the bodong celebration.

5. Tumangad – This is the final rite of the bodong ceremony. This is done during early morning when the sun starts to rise.

#### Significant Materials to be used during the Tumangad

It make use of significant cultural materials such as bayas; ginamat; lusong ( mortar ), payawyaw ( old porcelain bowl ):



*Fig. 15. Payawyaw ( Porcelain )      Fig. 16. Mortar (the payawyaw placed  
On top of the mortar) and Ginamat*



Fig. 17. Galoon of bayas

The Ginamat/tapis is the cultural costume of women of the Ykalingas. This is used during the tumangad as a symbol of prestige. It should also be the tapis that has the highest status, not just the ordinary one.

Two mortars are used, they are made to stand near each other. They will place the payawyaw/panay/porcelain bowl on top. The mortar is positioned in such a way that it will be facing the rising sun. This is done so that they will make sure that the sun's rays will directly strike the bayas that is contained in the porcelain bowl.

The position of the mortar is very specific because the elders want to be assured that when the tribal elders drink the wine, they are also facing the sun.

They need to face the sun because they believe that the sun is Divine, that they need the intervention of Kabunyan in this significant rite. They believe that Kabunyan will give them the strength and power to rule the two tribes.

The two porcelain bowl or panay or tapak in Kalinga are also very significant. This is another cultural material of the Ykalinga wherein it also symbolizes prestige. These two bowls are used to contain the bayas, and they are placed on top of the mortar which is covered with tapis. Each bowl of bayas is designated to each tribe

And the most significant material is the bayas/Kalinga basi. This is very important because drinking the bayas that is poured in the panay symbolizes agreement or approval of the pagta, and this will give the full attainment of harmony and unity among the two tribes.

#### The Tumangad Rite

Tumangad comes from the root word "Tangad" which means "looking up". In this rite, the first elder who will drink the bayas will do the "tumangad" to evoke the blessings of Kabuniyan and other deity.

Both parties during the bodong celebration will designate an elder leader to perform the tumangad. They will tell or boast of their exploits but at present, because people are educated, leaders performing this act tell of their contribution in society.

- A. The pouring of the bayas in the payawyaw – An elder leader with status is selected to pour the bayas in the payawyaw. He is chosen by the tribe to do the task because he has the ability and power to control the tribe not to do untoward things that is against the pagta of the bodong. This elder will remind also the members of the tribe to follow the core values of the Ykalinga, the Paniyao, Ngilin, and Bain.



Figure 18: Pouring of the Bayas in the Payawyaw. An elder pours the Bayas in the Payawyaw ready for the Tumangad.

- B. Announcement of the Tumangad Rite – The moderator approaches the area where the materials are set to declare that the rite is ready. The moderator is also an elder leader who is very much knowledgeable of the rite. They ask first the intervention of Kabuniyan before they start the rite.

Start of the Tumangad rite



Fig. 19



Fig. 20.

Figure 19 shows a man invoking the presence of Kabuniyan before the Tumangad rite. In figure 20, the moderator declares the start of the Tumangad.

- C. Palpaliwat – This is done by the first elder from each tribe to drink the bayas. The elder who will do this is a leader who has rich experience in ruling the community and who has significant achievements.

This ritual is done right after drinking the bayas directly from the payawyaw. After drinking, the elder leader will chant his heroic exploits done in his lifetime. He also includes boasting his achievements/ accomplishments as a means of challenging the opponent and the others for emulation. The other elders are seated near the person who is doing the palpaliwat to encourage the actor to say more and to deliver it with confidence. They show full support to their leader.

The bayas is believed to give encouragement and assertiveness. It also enlightens the elder to open his mind to relate his past experiences and to be more assertive and confident in delivering his palpaliwat.



Fig. 20

Figure 20 shows the selected elders from both tribes delivering their Palpaliwat. After the palpaliwat, the elders who delivered their Palpaliwat are the first ones to drink the Bayas from the Payawyaw.





Fig. 21

Figure 21 shows selected elders from the two tribes drinking alternately from the payawyaw after the two elders who have delivered their palpaliwat are finished. The selected elders will drink directly from the payawyaw.

- D. Refilling of the bayas – Other men are assigned to refill the payawyaw with bayas. During this part of the Tumangad rite, the other members of each tribe are invited to drink the bayas directly from the bowl. Everybody should participate because drinking the bayas is a sign of approval and agreement of the pagta of the bodong. It is also a taboo if the bayas is not consumed.

After they drink the bayas, both tribes exchange pleasantries for the success of the Tumangad rite.



Fig. 22



Figure 22 shows members of the two tribes lined up to have their turned of drinking the bayas in the payawyaw.





Fig. 23

Figure 23 shows equality among men and women in the Bodong. Even the women can drink the bayas from the payawyaw.

- E. Final Palpaliwat and Kicking off of the Mortar/ Lusong. This is the last part of the Tumangad Rite. Two prominent persons from both tribes will do the final palpaliwat. They tell their experiences and accomplishments in the society. Their final statement of their Palpaliwat is to invoke the guidance of Kabuniyan for the success of the bodong of the two tribes. The renewal of the pagta is already done and that Kabuniyan would bless each tribe to have a better relationship. The relationship between the two tribes is already renewed.

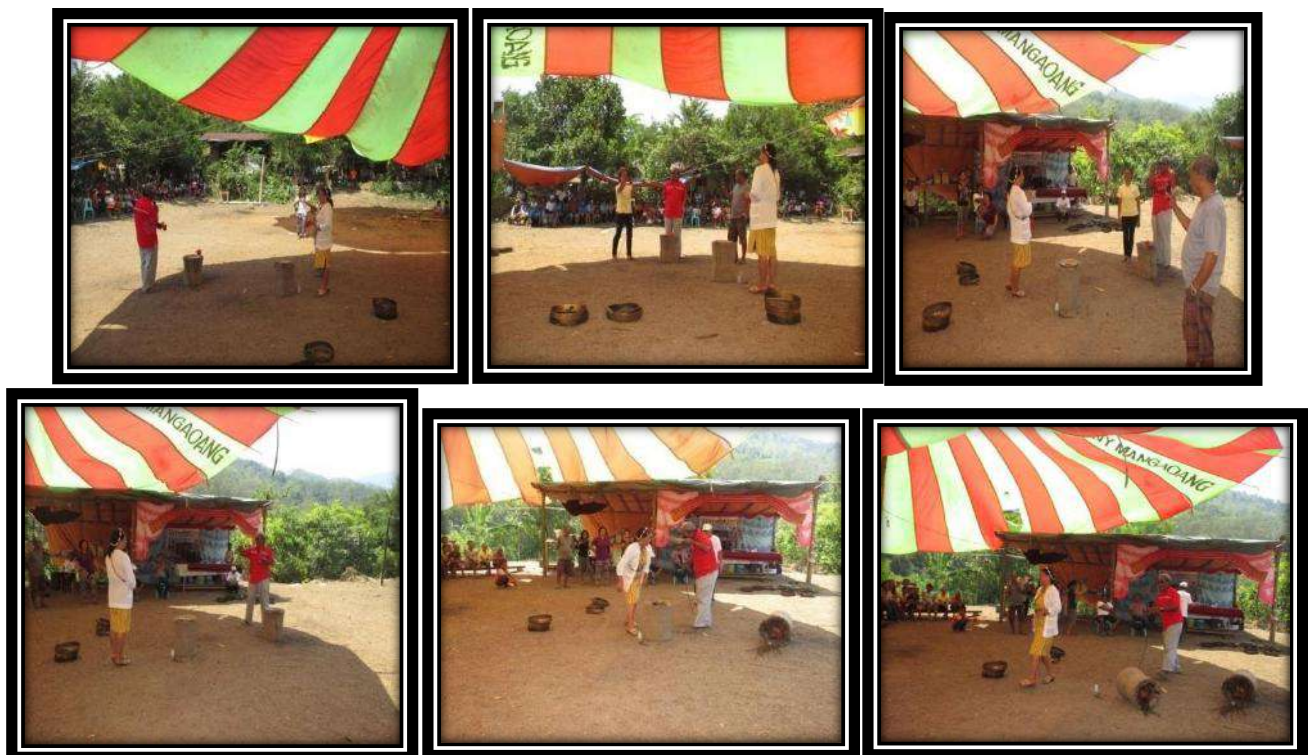


Fig. 24

Figure 24 shows elders from both tribes delivering the final Palpaliwat. It is to be noted that a woman delivered her palpaliwat. This is very symbolic as women can also pride themselves on their successes or achievements in the palpaliwat.

After each leader delivered their piece, they prepare to kick the mortar/ lusong. They do this as sign that the tumangad rite is successfully done and there is no untoward incident happened. The Pagta is already sealed. Any violation of the pagta after this part is already another story of the bodong.

Bulwayan identified the cultural significance of bayas, he said that is an index of Kalinga economic wealth; symbol of hard-work and industry; symbol of power and leadership and as status symbol.

He also added the values that are caught from the cultural significance of bayas. Drinking from one bowl signifies unity between two tribes. People are also recognized of their achievements in life. There is cooperation and participation among members of the tribe. Producing and storing bayas gives economic stability. This is so because the bayas is considered a product of hard work and industry. Cultivation of sugar cane and production of bayas requires industry and patience.

From the above presented procedure of the bodong, it was found out that the bayas is very significant during the rites. It signifies acceptance, affirmation

Religious Belief and Scientific Knowledge that supports the explanation on the meaning of the significant role of bayas in bodong celebration

Religious Belief	Bodong Rite
<ul style="list-style-type: none"> <li>In Christianity, wine is used in a sacred rite called the Eucharist, which originates in the Gospel account of the Last Supper (Gospel of Luke 22:19) describing Jesus sharing bread and wine with his disciples and commanding them to "do this in remembrance of me."</li> </ul> <p>When we partake of the wine, we acknowledge the covenant relationship ratified by the blood of Jesus Christ. We are in effect saying we will allow God's Spirit to work in our hearts and minds, meaning that we will keep. God's laws out of a deeply thankful attitude for His forgiveness of our sins. Without the gift of the Holy Spirit, we cannot muster up the spiritual strength to obey His laws. The apostle Peter refers to us as the "elect...for obedience and sprinkling of the blood of Jesus Christ" (1 Peter 1:2). The Passover wine is a yearly renewal of our agreement to this covenantal relationship (Newadvent.org. 1907-03-01.</p>	<ul style="list-style-type: none"> <li>Tumangad comes from the root word "Tangad" which means "looking up". In this rite, the first elder who will drink the bayas will do the "tumangad" to evoke the blessings of Kabuniyan and other deity.</li> <li>They need to face the sun because they believe that the sun is Divine, that they need the intervention of Kabunyan in this significant rite. They believe that Kabunyan will give them the strength and power to rule the two tribes.</li> <li>The final statement of their Palpaliwat is to invoke the guidance of Kabuniyan for the success of the bodong of the two tribes. The renewal of the pagta is already done and</li> </ul>

Retrieved 2012-03-05.)

that Kabuniyan would bless each tribe to have a better relationship. The relationship between the two tribes is already renewed.

The table presents the significant relationship of the use of Bayas in an important celebration to that of a wine used in Eucharistic celebrations. As it was revealed in the table, the drinking of the bayas during the Tumangad by the first elder is to invoke the presence and intervention of Kabuniyan to bless the affair and the members of the two tribes. Part of the invocation is for the continuous smooth and good relationship of the two tribes.

It is similar to the partaking of wine between Jesus and His disciples, wherein, drinking the wine renewed the agreement or covenant between Jesus, disciples and the people. During the Tumangad, drinking the Bayas renewed and strengthened the peace pact between the two tribes.

It is to be noted that although there is a continuous and abundant supply of bayas during the whole duration of the Bodong celebration, it is observed that there is rare incident of those who get drunk or intoxicated and commit unnecessary actions or commotion. It is because the wine utilized is blessed by Kabuniyan.

The table presents the significant scientific discussion why the Tumangad is conducted during early morning and the significance of bayas in every in every important gathering.

It was revealed in the table that sun is the source of energy, so it strengthens the individual. It is for this reason that the Tumangad is conducted early morning for it is believed that the sun will strengthen not only the members of the two tribes but also their relationship. It is also believed that when the sun strikes the bayas in the payawyaw, it is blessed and it will help to nourish the health of those who drink it.

It was also revealed that wine had chemical content Resveratrol, which makes one smarter. It was for this reason that wine is continuously and abundantly served during the whole duration of the Bodong. For when someone is under its influence, he tends to think quicker and react faster. This is quite evident among elders for when they are under the influence of Bayas, their memory became sharp and can remember past events or experiences which they can share when they are going to speak.

Scientific Knowledge	Bodong Rite
<ul style="list-style-type: none"> <li>The sun as source of energy. The energy that gives strength to an individual.</li> <li>From the article of Blanchard, she stated that the chemical content of wine may also make the drinker get smarter. Resveratrol may help improve short-term memory. The participants in the study had a significant increase in retention of words and showed faster performance in the portion of the brain associated with the formation of new memories, learning, and emotions.</li> </ul>	<ul style="list-style-type: none"> <li>This is done during early morning when the sun starts to rise.</li> <li>The mortar is positioned in such a way that it will be facing the rising sun. This is done so that they will make sure that the sun's rays will directly strike the bayas that is contained in the porcelain bowl.</li> <li>The bayas is believed to give encouragement and assertiveness. It also enlightens the elder to open his mind and/or to remember his past experiences, and to be able to relate his past experiences and to be more assertive and confident in delivering his palpaliwat.</li> </ul>

## V. CONCLUSIONS

The study found out that there are specific procedures that are followed in the bodong celebration. Bayas has a significant function in the bodong celebration.

It also provide proofs that the rituals in the bodong celebration using the Bayas is related to the religious beliefs and scientific knowledge of the tribe.

## RECOMMENDATIONS

It is recommended that more extensive, systematic and detailed cross-cultural examination of the use of basi in transitional and festive rituals should be done. It would provide valuable insight into perceptions of drinking and beliefs about the powers and properties of alcohol in different societies.

It also encourages a more thorough understanding of the ritual functions of Bayas.

And finally, we wish for scientific knowledge to act as a bridge of understanding between different cultures in the world and that diverse societies can understand and participate in the evolution of this essential knowledge related to the survival of humanity.

## REFERENCES

- [1] Billiet, Francisco, CICM and Lambrecht, Francis, CICM; The Kalinga Ullalim
- [2] Bermosa, Nobert Soloria; ( 2008 ); Production of Popular Native Wines in the Philippines
- [3] Blanchard, Jessica; 14 Surprising Health Benefits of Wine; ( <http://www.lifehack.org> )
- [4] "Catholic Encyclopaedia: Altar Wine". *Newadvent.org*. 1907-03-01. Retrieved 2012-03-05.
- [5] How do religious beliefs influence culture? ( <https://www.enotes.com/homework-help/how-do-religious-beliefs-influence-cul> )
- [6] Kettem, Vanessa L. ( 2013 ); Documentation on Sugarcane Wine (fwayash) Processing in Sadanga, Mountain Province
- [7] Park, K. I., et. Al.; Symposium on Indigenous Fermented Foods; Bangkok, Thailand
- [8] Peralta, Mark Robert Bryan, et.al.: Lambanog Wine Manufacturing; Sanghaya Inc.
- [9] Rivera-Espinoza, Y. et. Al. Characterization of a Wine-like Beverage Obtained from Sugarcane Juice; Departamento de Graduados e Investigaci3n en Alimentos, Escuela Nacional de Cienci
- [10] Rouse, Joseph ; What Are Cultural Studies of Scientific Knowledge? ( <http://muse.jhu.edu/demo/configurations/1.1rouse.html> )
- [11] Stuart, Godofredo U. Jr. MD. ; (2016 ); Binunga
- [12] Suguiyao, M. (1990). The Kalinga Hill Tribe of the Philippines. Manila: National Center for Culture and the Arts.
- [13] Trinidad, Richard; 2013; Studies on Production of Native Wine from Rice; Vijay Wadhwa and Manjusha Gondane
- [14] The Passover Bread and Wine: The Meaning of the Passover Symbols ...  
<https://www.ucg.org/the-good-news/the-passover-bread-and-wine-the-meaning-of-the-passover-symbols> Apr 4, 1996





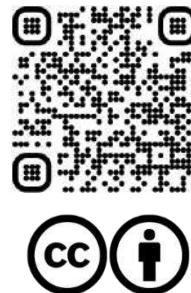
# Unravelling Marginality and Masculinity: Exploring the Interplay of Gender and Power in Gabriel Garcia Marquez's *Chronicle of a Death Foretold*

Shalini Jha

Independent Researcher, Bihar

Received: 11 May 2023; Received in revised form: 14 Jun 2023; Accepted: 22 Jun 2023; Available online: 25 Jun 2023  
©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license  
(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— This research paper examines the portrayal of gender prejudice and power structures in Gabriel Garcia Marquez's novella, *Chronicle of a Death Foretold*. Set in a patriarchal society in Latin America, the story revolves around the murder of Santiago Nasar and the societal norms that perpetuate toxic masculinity and misogyny. Through a blend of magical realism and journalistic storytelling, Marquez critiques the entrenched sexism and the concept of "machismo" in the culture. The paper explores the subordination of female characters, the association of honour with female chastity, and the destructive consequences of lopsided gender roles. The analysis highlights the marginalized position of women within the narrative and the social structures that contribute to their powerlessness. Furthermore, the paper discusses the resistance of certain female characters, challenging the prevailing norms and offering glimpses of agency and empowerment. Marquez's *Chronicle of a Death Foretold* is a powerful critique of gender prejudice and exposes the harmful impact of gender-based social hierarchies.



**Keywords**— *Chronicle of a Death Foretold*, Gabriel Garcia Marquez, gender prejudice, Latin American society, power structures

## I. INTRODUCTION

*Chronicle of a Death Foretold* (1981) by Gabriel Garcia Marquez, initially published in Spanish, is a magical realist novella. The novella is about the murder of Santiago Nasar, a twenty-one-year-old wealthy Colombian, by the Vicario brothers to avenge the loss of their sister's virginity. Their sister, Angela Vicario, is 'returned' to her family when her husband, Bayardo, discovers on the wedding night that she is not 'pure'. Angela names Santiago as the one to whom she lost her virginity.

The novella, written in a journalistic fashion, has an omniscient narrator. Supposedly, the author, the narrator, attempts to chronicle and investigate the crime after twenty-seven years of its date. It is based on actual events that occurred in a town in Columbia. The names of people and places are fictionalized. The incident is well known in Columbia, and the truth associated with the novel

exemplifies the patriarchal society of Latin America. At the same time, several instances of women being humiliated, oppressed, attacked, dismissed, silenced and belittled are given to us. What is also made clear is that such treatment is entrenched in the social structures that govern this place.

From how daughters are brought up to how marriages are planned, female chastity is tied to concepts of honour, and the cult of machismo is upheld, the culture laid bare in the novella is built around highly prejudiced ideologies of gender. Mark Millington argues in his essay "The Unsung Heroine: Power and Marginality in *Chronicle of a Death Foretold*" that the murder of Santiago Nasar encapsulates the power structure in the town, one that aims to safeguard the machismo. The women characters are "peripheral to the main actions of the narrative just as they are peripheral to the structures of power in the society represented." (Millington, 1995) As Mark Millington rightly points out,



the novella displays that the female characters remain powerless in the male-dominated society, specifically in the Columbian society where the novella is set.

The death foretold is bound to happen because of the lopsided gender politics. Before we know about the killers, we are informed about the victim, Santiago Nasar. He ensures he is within the culture of violence and the idea of male honour in his practice of owning guns and “falconry equipment.” (Marquez, 2014, p. 3) The cult of machismo endorses Santiago’s falconry, for it lauds both the social and sexual portrayal of male domination and power. These are violent and masculine traditions he has inherited from his father, even as his mother sits and broods alone in the large house.

Santiago Nasar displays the patriarchal tradition of looking at women as vulnerable, and for him, the idea of being the predator is exciting. He breeds horses and inherited from his father “the manipulation of firearms, his love for horses, and the mastery of high-flying birds of prey” (Marquez, 2014, p. 6). He, like his father, who seduced the cook Victoria Guzman in her teenage years, desires and manhandles the cook’s daughter, Divina Flor, with his “butcher hawk hand.” (Marquez, 2014, p. 12) When Nasar is killed in the story for having deflowered and consequently dishonoured Angela, the Vicario brothers plead not guilty before God, as the murder is “a matter of honour” (Marquez, 2014, p. 49). After three years of jail and trial, their plea of “homicide in legitimate defence of honour” (Marquez, 2014, p. 48) is accepted by the court, and they are acquitted of murder. The verdict is a joke on the customs of their society, which dismisses the charges of a cruel murder for the preservation of ‘machismo’. Honour and chastity are linked with Angela’s virginity, and revenge is justified for violating the code of honour. The community can rationalize the cruel murder of Santiago Nasar as he had expiated the insult and the Vicario twins had proved their status as ‘men’, and ‘the seduced sister’s honour’ was restored.

The critic Anthony Burgess writes, “The minimal distinction of the novella lies in the exactness with which its author has recorded the customs of a community in which machismo is the basic ethos.” (Burgess, 1983) The assertiveness and aggression associated with expressing masculine virility form the crux of the culture. Such a dimension of personality, i.e., social conformity, leads people to believe that the world is dangerous, and thereby, they exhibit a great degree of Right-wing Authoritarianism and prioritize the maintenance of social hierarchy in both their public and private lives by eliminating any kind of threat to the social order. However, the Vicario brothers, Pablo and Pedro, do not seem to be instigated enough to kill Santiago. They seem to be quite afraid. Pedro, quite

ironically and ridiculously, has a urinary problem, and he ties his penis to ease the pain as he prepares to kill. Intoxication is an aid to the brothers as they are compelled to murder “for honour”. Sharon R. Bird posits that “hegemonic masculinity” is perpetuated notwithstanding different individual approaches or belief systems that challenge hegemonic conceptualization. Even if there are non-conforming individual tendencies, the transgression of hegemonic masculinity generally fails. Punishment or excommunication is the most expected consequence. (Bird, 1996) The fear of such punishment is precisely the reason why the Vicario brothers fail to stop themselves from committing the crime of murder.

While it is only the men who defend the code of honour via action, the women accept and support the idea. It is representative of what Evelyn P. Stevens calls the concept of “marianismo”, which is the “other side” of the “male-oriented stereotype”. It “exalts the virtues supposedly associated with womanhood...chastity, coyness and timidity”, and the women are supposed to be “the custodians of virtue and propriety.” (Stevens, 1973) Most women in the novel uphold this concept. When Angela is brought back to her parents, her mother, Purisima Del Carmen, beats her up, and the very next day, she makes Angela wear a veiled red dress and takes her away to a remote village. Angela tells the narrator that her mother is “a poor woman devoted to the cult of her defects.” (Marquez, 2014, p. 93) II) Another instance: Pablo Vicario’s fiancée, Prudencia Cotes. She knows about the twin’s plan to kill Santiago and tells the narrator unflinchingly, “I knew what they were up to, and I didn’t only agree, I would never have married him if he had not done what a man should do.” (Marquez, 2014, p. 63) Prudencia subscribes to the belief that a man may not want to do it but should do it to confirm masculinity. This could be pointed out as masculinity being a masquerade. In his essay, “Masculinity as Masquerade”, Donald Moss rightly argues that masculinity “lacks the capacity to legitimate itself”. It always needs affirmation, and there, in that need, lies its delegitimizing “weak point...its confession to be less than—other than—it aspires to.” (Moss, 2012)

None of the men come up to stop the murder from happening; two women take charge but are unsuccessful in their attempt. Clotilde Armenta is the woman who owns the milk shop from where the Vicario brothers take the murder weapons and leave to kill Santiago. She is sympathetic towards the twins, and their bravado appears feigned to her. An insightful woman, she tries to stop Pedro Vicario. She is pushed away. Her husband does not believe her when she tells him of the murder plan. She remains helpless despite knowing about the death that was foretold by the brothers and failed in trying to stop it. The narrator’s mother, Luisa Santiago, leaves all chores aside when she knows that

Santiago Nasar is about to be murdered. She immediately leaves to warn her friend and Santiago's mother, Placido Linero, of the impending danger. She is resolute and unhesitant, but she meets failure.

In our attempt to understand the sexual prejudice addressed in the novella, the upbringing of the Vicarios is a critical aspect. They are brought up in accordance with the traditions of the patriarchal Latina society. The brothers were brought up to be men. The girls had been raised to get married. They knew how to do screen embroidery, sew by machine, weave bone lace, wash and iron, make artificial flowers and fancy candy, and write engagement announcements. Unlike the girls of the time, who had neglected the cult of death, the four were past mistresses in the ancient science of sitting up with the ill, comforting the dying, and enshrouding the dead. (Marquez, 2014, p. 30) The girls in Angela's house have been tutored to be wary of men and "raised to suffer". (Marquez, 2014, p.31) Such an ideology, i.e., Social Dominance Orientation (SDO), perpetrates sexual prejudice. (Poteat, Espelage, & Green, 2007; Pratto et al., 1994; Whitley) It supports the non-egalitarian arrangement of social groups and the presumption that some groups ought to command power over other groups. (Pratto, Sidanius, Stallworth, & Malle, 1994) How Marquez portrays the naturalized sexism of the Colombian society represents what Pierre Bourdieu calls paradox of doxa, i.e., "the established order! with its relations of domination, its rights and prerogatives, privileges and injustices, ultimately perpetuates itself so easily" that the most prejudiced rules become normalised. (Hull, 2002)

The honour of the family is vested in the woman's virginity. "No one would have thought nor did anyone know that Angela wasn't a virgin." (Marquez, 2014, p. 37) Angela is anxious about Bayardo's discovery that she was not a virgin on their wedding night. She decides to tell her mother, but two of her closest friends urge her not to and tell her how to feign virginity. At first, Angela agrees, but later, she decides to remain silent. This results in Angela's return to her parent's house, where she is beaten and bruised by her mother, who later takes her away to a remote location. She is asked the name of her lover who took away her chastity, and on taking Santiago's name, her brothers plan to kill him. Her husband abandons Angela for seventeen years before they reconcile.

Angela's marriage is also a matter of convenience in which there is no space for her desire, and the chastity of the female is vital. The man is best suited for marriage if he is wealthy, as Margot, the narrator's sister, says. Bayardo does not court Angela himself, instead wins over her family with a show of opulence and power. Even when he chooses her

as his bride, his desire is an announcement. When Angela shows reluctance in marrying Bayardo, for she does not love him, her mother dismisses it with a rather indifferent remark suggesting that love can be learned. Angela tells the narrator: He seemed too much of a man for me. It reinforces the idea that a man, who may, if lacking the other traits to adhere to hegemonic masculinity (Bayardo is described as "fairy-like" in the novel), manages to still be an ideal or desirable man by masking himself with galore of wealth.

In the chronicle, like all other women within the society, Angela is subject to the authority of a male author who takes only pieces from her memory to tell the story of a death that was foretold. However, while the author represents the social reality, he also provides space for rebellion. Her friends teach her "old wives' tricks" to fake her lost virginity (Marquez, 2014, p. 38), so the women's survival strategies define the hollowness of the codes. Angela initially agrees but later refuses to do so and remains silent. In this manner, she frees herself from a loveless arranged marriage. Later on, when she feels love for Bayardo, Angela keeps writing weekly to him for seventeen years. She writes the letters when her mother has gone to sleep, and she feels that she is finally "mistress of her fate." (Marquez, 2014, p. 94) Bayardo's return after seventeen years becomes a mockery of the code of honour that compelled the Vicario brothers to kill Santiago. Angela becomes the "Unsung Heroine" of the novel in that sense. (Millington, 1995)

## II. CONCLUSION

The novella is a remarkable revelation and stark critique of the power structure and gender prejudice inherent in societies. Gabriel Garcia Marquez's *Chronicle of a Death Foretold* masterfully combines the elements of magic realism and journalistic techniques to deliver a profound critique of gender prejudice deeply rooted in Latin American society. By blurring the boundaries between the supernatural and the ordinary, Marquez unveils the problematic aspects of what is considered 'natural' in the societal construct. Through his vivid portrayal of the characters and their interactions, Marquez exposes the pervasive gender prejudice that permeates all societies.

## REFERENCES

- [1] Bird, S. R. (1996). Welcome To The Men's Club: Homosexuality and the Maintenance of Hegemonic Masculinity. *Gender & Society*, 10(2), 120–132. <https://doi.org/10.1177/089124396010002002>
- [2] Burgess. A. (1983). Macho in Minor Key. *New Republic*, 188(17), 36.

- [3] Duckitt, J., & Sibley, C. G. (2009). Dual-Process Motivational Model of Ideology, Politics, and Prejudice. *Psychological Inquiry*, 20(2/3).
- [4] Hull, K. E. (2002). Masculine Domination. By Pierre Bourdieu. Translated by Richard Nice. Stanford University Press, 2001. 133 pp. *Social Forces*, 81(1), 351–352. <https://doi.org/10.1353/sof.2002.0048>
- [5] Marquez, G. G. (2014). *Chronicle of a Death Foretold*. United Kingdom: Penguin Books Limited.
- [6] Millington, M. (1995). The Unsung Heroine: Power and Marginality in *Chronicle of a Death Foretold*. In Garcia Marquez (pp. 161–179). NY: Longman.
- [7] Moss, D. (2012). *Thirteen Ways of Looking at a Man: Psychoanalysis and Masculinity*. Routledge. <https://doi.org/10.4324/9780203105993>
- [8] Stevens, E. P. (1973). *Marianismo: The Other Face of Machismo*. University of Pittsburgh Press.



# A Study of Ballad Literary Techniques, Aesthetic sense and Bravery of a Tamizhachi through the lens of Vanavil K. Ravi's *The Ballad of the Warrior Girl Kuyili*

Dr. K. Subapriya

Assistant Professor, PG and Research Department of English, Pachaiyappa's College, Chennai-30, Tamilnadu, India

Received: 08 May 2023; Received in revised form: 11 Jun 2023; Accepted: 19 Jun 2023; Available online: 25 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— Tamilnadu, the ancient land with many accolades including the eminent language, culture, bravery, hospitality has more crown and feather to its caps. Its achievements and accomplishments knew no bounds. Endless song on the praise of Tamil and Tamil culture can be sung for ages and ages. Among the versatility of Tamil culture, the bravery of female warriors cannot be ignored. One such significant contribution is *The Ballad of the Warrior Girl Kuyili* by Vanavil. K. Ravi. Through this text, the magnificent achievement and the contribution of female warriors for the independence is well brought out and presented to the younger generation. This paper explores the techniques, aesthetic sense and bravery of blood in a woman. The ballad form employed by the poet adds more flavour and enthusiasm while approaching this text, henceforth this paper ventures to explore on the aspects of Ballad form in addition.



**Keywords**— *Ballad, Kuyili, Warrior, Velu Naachiyar, literary techniques of Ballad*

## I. INTRODUCTION

### 1.1 Introduction to the word Ballad

Before plunging into the discussion about the text, *The Ballad of the Warrior Girl Kuyili*, it becomes mandatory for us to ponder upon the etymology of the word 'Ballad'. The term 'Ballad' has evolved from the Latin word 'Ballare', which means 'dancing song'. So, from the root word, one could clearly understand that it is another form of short narrative poem which could be used to perform in the form of dance. To quote from the Cambridge dictionary, Ballad is "a song or poem that tells a story, or (in popular music) a slow love song". Ballad is always placed in juxtapose to the form of epic as it has a short verse which is meant to be sung with the accompaniment of music instrument. In European countries, Ballad form was highly developed between fourteenth and fifteenth century. The minstrel, a travelling performer like a musician, or a singer or any other type of entertainers would have composed these Ballads. The subject of the Ballads is usually centred on

mythical people, history and folk customers to the commoners.

### 1.2 Characteristic features of Ballad in this chosen text:

The Ballad of the Warrior girl Kuyili written by Vanavil K. Ravi has the following characteristic features of ballads namely (1) Short story (Life of Kuyili) (2) Universal appeal (Revealing the strength of women) which indeed gives an inspiration to women all over the world (3) Colloquial language (of course diction used here is simple) (4) Abrupt opening (5) No extra details (6) Dialogue (7) Refrain (8) Stock Phrases (9) Ballad stanza (10) Tragic elements and (11) simplicity.

One could also find some difference in the Ballad which varies from the usual Ballad epic like (1) This Ballad is devoid of supernatural elements (2) There is additional invoking of Gods like Ganesha and salutations were also offered (3) There is an inclusion of prologue and epilogue. In the blurb of this text, writer Mrs. Sivasankari puts forth and comments on the ballad form. To quote, "written in Sindhu form of folk art, the style is simple, lucid and



gripping. The author needs to be congratulated for putting the focus light on Kuyili, an unknown heroine till date and making the society aware of her courageous act that speaks the glory of women”.

### 1.3 Characterisation of Kuyili

To begin with the discussion of Kuyili, one cannot forget the brave queen Velu Nachiyar and her invincible soldier Kuyili. This Kuyili, a diamond in the ‘Udayal Regiment’ is an unsung heroine who is rightly applauded through this Ballad by Vanvil K. Ravi. To know more about the prosperity and richness of Tamil culture, it is just more than enough to read the characters of great women like Kuyili and Velunachiyar. During nineteenth and twentieth century when women in western world fought for the vote to right seeking freedom and equality, it is proud to note the participation of certain women who were far ahead in all fields. They excelled to the extent of running a defence regiment named ‘Udaiyal Regiment’ on their own.

For instance, Virginia Woolf, an early twentieth century writer in her lecture that has been later retitled and published as *A Room of One's Own*, makes an ardent plea for a room where she could peacefully sit and right to be an efficient writer. On the other hand, African American writer Alice Walker “In Search of our Mother's Garden”, talks about the struggles which their mother and grandmother has to encounter for their livelihood. They strived immensely to bring up their children. Life was not a bed of roses for them. African American women were triply colonised and their struggle was against those multi-layered colonisations. Compared to the above scenario, even before ages, it is quite admirable to find an abled queen with capable defence regiment comprising woman soldiers from normal walks of life.

This woman Kuyili who hailed from a normal peasant family, served as the army commander of Velu Nachiyar. She participated ferociously against the East India Company in eighteenth century. She has the acclamation of being the first suicide bomber and the first woman Martyr in Indian history for the freedom struggle. She was first introduced in literature by K. Jeevabharathi in his account on ‘Velu Nachiyar’. She is attributed with the fame for saving the queen's life several times. Only after noting her valour and sincerity, she was appointed as commander-in-chief by the queen Velu Nachiyar.

## II. ANALYSIS OF THE TEXT

**2.1 Canto one:** The opening stanza of the book presents the skilful usage of paradox. The lines “songs of love and war” reminds the title of the book *Songs of Love and War* by

Santa Montefiore. There are much more beautiful paradoxical images given as below,

Full of music –listen quietly

Songs of love-Songs of war

From lands near-far

Happy themes- melancholy

The second stanza also has figures of speech. For instance the poet uses the simile shining like the sun. Setting of the action is clearly given in the fourth stanza i.e Sivaganga of Tamilnadu, and the poet praises the land as land of loyal warriors and great musings. After the homage to land, he also praises Tamil language and acclaims it to be the sweetest of all languages. He uses the superlative degree to talk about the sweetness of Tamil over all languages. Supposing the incident to have taken place in 1780 before the festival of Navarathri, we are taken back to those years to travel with the warrior girl Kuyili.

The author gives a cinematographic representation. To quote, “As we proceed my camera would adjust its lens” (24) states the poet. A visual treat is expected and yes of course in Canto one, we have the visual, sound and touch images of nature. It is a treat for the readers. Dramatic imageries have been well used in Canto one. The ending line of Canto one presents an ironic image of love and rifle shot. To quote,

A flower is dropped by a tree

And on her palm it lands.

Does it make a statement

Of love, loud and clear?

A rifle-shot, somewhere near

Brings her back to now and here! (24)

**2.2 Canto two & Canto three:** This canto reveals Kuyili's acquaintance to Udayal regiment. A picturesque representation of Velu Nachiyar's valour which is more sung than the beauty of queen is brought into focus. Queen with the spear in hand on the horse back is something a visual treat. Even in Canto 3, one could see the struggle of VeluNachiyar. Disguised as a man with her disguised women regiment, she leads a sleepless nights shifting abodes to restore her lost kingdom for the welfare of her loyal subjects. Her life could be well understood through the lines “Grief to pain, pain to anger, anger to reason”! (33) which shows the transition of emotions. Through the meeting between the great queen VeluNachiyar and brave girl Kuyili, the poet captures the early life of VeluNachiyar. The poet has elegantly played with rhythmic verses. To quote, “Down the memory lane, she saw her past again” (30).

She was multifaceted even at the age of eight or nine who was roaming like a deer learning martial arts like a lion. She mastered several languages and rode a horse. She handled all the weapons with ease. Being the only daughter of her parents, she was no less than a son who had all the capabilities to ascend the throne of Sivagangai and rule the people. After her wedlock with MuthuvaduganathaDevar, all was well with their new born daughter until the hindrance of Arcot Nawab Muhammad Ali who demanded tax from the states around. The issue started when Muthuvaduganathar refused to pay the tax for his own land. Through treachery, Arcot Nawab executed his plan to murder him in Kalaiyar Koil and he got succeed in his venture too. If not for the objection of Chinna Marudhu and Peria Marudhu, VeluNachiyar queen would have stormed on the same day to behead the treacherers. The wise counsel prevented her by stating that bows and arrows cannot fight against cannons.

**2.3 Canto four** "Udayal, the Martyr" marks the sacrifice of brave woman Udayal who sacrificed her life denying to tell the secret hiding place of queen. She did not yield to the torture of British. She faced death rather than revealing the secret place of the queen. To mark her sacrifice, queen named her regiment as 'Udayal regiment'. Brave woman Udayal gets beheaded by the soldiers and the nature stood as the evidence to that brutal scene. The poet skilfully uses pathetic fallacy technique to express the emotions. To quote,

The trees around lamented and  
Shed their leaves in respect.  
The sky was dark, a single star,  
Like a little insect,  
Peeped out from up above  
To have a look at the  
ghastly scene, a blot on earth, (37)

No wonder, to honour the sacrifice of great Udayal, later the queen's regiment was named as Udayal regiment and a temple was built for her which was called as 'Vettudayar Temple'.

**2.4 Canto five** presents the diplomatic skill of the queen. She could convince Hyder Ali to borrow army and troupes to fight against the Britishers. Her words show her determination. To quote,

Give me men, rifles, bullets  
Give me cannons generously  
The British are our common enemy  
Let us crush them unitedly. (39)

Hyder Ali was able to well understand the queen's will and he yields. With all the regiments, she was able to attack the Britishers. The great queen could have easily attacked the Britishers, however the modern ammunitions and weapons storage was a great threat to many lives and moreover it seemed to be a great hindrance for the victory of the queen's regiment. Through the canto five, "A Doha and The Diplomat" Poet also sings the praise of Queen's invincible diplomat aspects. She is not only a woman of pride with great warrior skills but on the other hand as a woman of knowledge, poetry, music, logic and the diplomat, easily even the Hyder of Mysore has turned out to be a spectator of her mighty nature. Her impeccable urdu conversation and Dohas of Amir Khusro blew up Hyder. Her demand for men, rifles, bullets and cannons to fight against the British was accepted by Hyder in one stroke. He sensed a fact that Queen is not an ordinary woman but a woman with solid determination who is destined to rule to a Nation.

When the thought of destroying the ammunition storage popped up, it was Kuyili who came up with the plan to destroy the ammunition by setting to fire. Rather than using any other source as torch to set the light which may at times fail, Kuyili plans to set herself on fire and destroy the entire ammunition storage. Who could render such a sacrifice at a very young age? She was not a common woman who was just meant to do household chores, fall in love, get married and die at an old age. She is an icon, a legend, and a woman who brimmed with patriotism and chivalry.

**2.5 Canto six to Canto fourteen** highlights the series of plans and motivations carried out by Queen. Attack on the Britishers is not a simple event. At the end, Kuyili comes up with a suicidal bomb attack plan which could not be deciphered by many even in her own regiment. The action sequences are picturesquely depicted by the poet. These action sequences too were not devoid of images, dialogues and literary dictions. The poet has used rhymes, blank and free verse and the rhyme adds more beauty to the story line. To quote,

After some confusion-he  
Arrived at a conclusion  
Not the best, he conceded,  
Though workable instead: (58)

Another interesting rhymed line are as given below,

Can secrets remain secrets? Never!  
From ear to ear,  
They flow like a river! (59)

The poet also has brilliantly echoed the words of Shakespeare through the voice of Major Bonjour, who

underestimates the strength of queen. He loudly exclaims "Woman, thy name is frailty!" (68). As he fails to note the vicinity of Queen's soldiers, he mistakes that the dormant state of queen and utters the above words. The rhetoric questions also add to the freedom spirit in this Ballad. The following lines stands as a testimony,

"Aren't we warriors? Don't we fight?  
Fight to protect the Nation?  
Shouldn't we do our duty? Why  
All this trepidation?  
Life itself a battlefield,  
A constant struggle for peace. (64)

War aspects keep shadowing throughout these Cantos however, one of the most attractive portion is the climax scene that happens in Canto fifteen where the brave girl Kuyili makes a supreme sacrifice. Kuyili, the dark skin girl runs like a fire ball into the warehouse and sets the warehouse in a blaze. The warehouse collapses like a pack of cards. The imagery like fire ball, and pack of cards used by the poet to describe that extraordinary scene makes the text unique and unparallel. As the poet states, it is a moment in history that has no parallel. Her following words echoes the sky,

"Victory to Kali, victory to Durga,  
Victory to Sivaganga!  
Freedom to all, freedom to all,  
Freedom to one and all!". (78)

In the wink of an eye, she ascends and the angels descends to welcome her to their abode. She was revered as the patron saint of Sivaganga. Only because of her, the British flag was pulled from the mast without a roar and a hanuman flag was hoisted. The palace was redeemed at the end. The Ballad concludes with the following victory chant, "This Motherland is our pride!".

### III. CONCLUSION

Epilogue pays a tribute and reverence to her supreme sacrifice. The poet adores her as a beacon light, an inspiration for every woman to rise. He makes a special reference to previous women warriors like Joan of Arc, Abbakka, Lakshmi Bai and Lakshmi Seghal and further celebrates Udayal, Velu Nachiyar and Kuyili in those lineages. They will forever remain as the shining stars. The poet in epilogue strikes a keynote stating, "This ballad never will end, but let us put an end to wars" (80). Epilogue is followed by the prayer calling for the necessity of peace on this earth. He beseeches the readers to carry forward the

praise and carry the glory of woman Kuyili to distant lands. The story of Kuyili can be told in any form of literary genre but the Ballad form when sung and heard with various rhythmic and literary techniques outworths the visual image of Kuyili's bravery. The success of the rendition lies in this chosen form of Ballad. Prayer, salutation, prologue and epilogue adds more beauty to the Ballad. No wonder this Ballad is a sensory treat to the readers and could give goosebump feel to the audience while performed on stage.

### REFERENCES

- [1] Alagarswamy, Hamsadhwani (2018). "Velu Nachiyar: The Tamil Queen Who Fought Away the British" | #IndianWomenInHistory. October 17, 2018. Retrieved June 2, 2023 from <https://feminisminindia.com/2018/10/17/velu-nachiyar-queen-freedom-struggle/>
- [2] An introduction to Ballads". *Twinkl*. Retrieved April 5, 2023 from <https://www.twinkl.co.in/resource/an-introduction-to-ballads-t-e-1000>
- [3] 'Ballad'. *Cambridge.org*. Retrieved June 1, 2023 from <https://dictionary.cambridge.org/us/dictionary/english/ballad>
- [4] Rajan, Ravi. "Kuyili, The Fearless Indian Woman Who Fought Away the British". Retrieved April 12, 2023 from <https://thehiddenhistory.substack.com/p/kuyili-the-fearless-indian-woman>
- [5] [5] Ravi, Vanavil. K (2022). *The Ballad of the Warrior – Girl Kuyili*. Chennai: Nivethitha Pathippagam.
- [6] Sivaganga-The town is the headquarters of the Sivagangai district in Tamilnadu, India.
- [7] Navarathiri- Festival of nine nights celebrated by Hindus to celebrate Goddess Parvathi, Lakshmi and Saraswathi
- [8] Vettudayar Temple- it is situated in a village called Kollangudi in Sivagangai district
- [9] Hyder Ali- Sultan who ruled Mysore in Southern India.
- [10] Urdu- Indo-Aryan language spoken in South Asia
- [11] Mirza Ghalib- an Indian poet who wrote both in Persia and Urdu
- [12] Major Bonjour- Principal British officer in charge of East India company in Sivagangai
- [13] Hanuman- Character in Epic Ramayana who is worshipped and celebrated for mighty courage and devotion to Lord Rama



# Advantages and disadvantages of using Visual Storytelling to Teach English Vocabulary to Young Learners at Viet Anh Primary School

Le Hoang Bao Chau

Ho Chi Minh City University of Technology (HUTECH) - Vietnam

Received: 05 May 2023; Received in revised form: 08 Jun 2023; Accepted: 14 Jun 2023; Available online: 25 Jun 2023  
©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license (<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— This research was conducted to investigate the use of visual storytelling in teaching English vocabulary to young learners at Viet Anh Primary School in Vietnam's context. Specifically, the research aimed to determine the possible advantages and disadvantages of using visual storytelling to teach vocabulary to young learners, as well as to explore specific solutions to disadvantages of using visual storytelling in teaching English vocabulary to young learners. The study followed a mixed-methods research design which collected both quantitative and qualitative data. Quantitative data was collected with a questionnaire, while qualitative data was collected with interviews. The study took place at Viet Anh Primary School in Ca Mau City and included 30 teachers from the school as participants. All the teachers responded to the questionnaire, whereas five teachers participated in the interviews. The findings revealed that teachers perceived various benefits associated with visual storytelling, including affective, cognitive, teaching, and behavioral/social benefits. Visual storytelling was considered an effective way to motivate students to learn vocabulary. The affective and cognitive benefits were perceived most prominently. Concerning the disadvantages, the findings showed that the teachers struggled with preparing relevant and suitable visual stories, evaluating students' performances during visual storytelling activities, and preparing stories in a reasonable timeframe. The interview participants recommended solutions to address these challenges, which included using pre-made resources, effective time management, collaboration, involving students in the process, customizing content, utilizing various sources, observing engagement, and implementing assessments. The research findings can serve as a useful reference for English teachers of young learners and those with similar contexts.



**Keywords**— visual storytelling, young learners, advantage, disadvantage, solution

## I. INTRODUCTION

English has become the global lingua franca in the era of globalization, necessitating the need for English proficiency in countries like Vietnam (Oktaviani & Fauzan, 2017). Vietnamese schools have made English a compulsory subject, and English centers have been established to support language learning. It is widely acknowledged that young learners have an advantage in acquiring a new language, and it is recommended that they start learning English at a young age to become proficient communicators. When teaching English to young learners,

important concepts such as literacy skills, grammar, vocabulary, and spoken language must be addressed. Vocabulary development is considered crucial for understanding grammar, and various methods like flashcards, gestures, objects, pictures, and stories can be employed to teach vocabulary effectively (Cameron, 2001). The choice of teaching method should be determined by its effectiveness in a given context.

Storytelling, particularly visual storytelling, has been found to be a highly effective method for teaching English to young learners. Visual storytelling incorporates



animated stories with visuals, which enhance the contextualization of language and motivate students to learn (Yildirim & Torun, 2014). Studies have shown that visual storytelling improves English speaking proficiency, encourages vocabulary improvement, and enhances other language skills such as listening and writing (Amelia & Abidin, 2018; Neo & Neo, 2010; Maya et al., 2022). However, there are some limitations to consider when using visual storytelling, such as limited resources, potential comprehension problems due to language proficiency mismatch, and lengthy stories which lead to boredom (Leong et al., 2019; Satriani, 2019). Despite these drawbacks, visual storytelling remains a valuable choice for teaching English vocabulary to young learners.

At Viet Anh Primary School, visual storytelling is underutilized, despite having the necessary technological resources. The current methods mainly focus on listening and reading skills, with limited attention to vocabulary. Therefore, the researcher aims to explore the advantages and disadvantages of visual storytelling for vocabulary teaching at the school. This investigation will provide valuable insights for teachers, enabling them to decide whether to implement visual storytelling in their classrooms. By understanding the benefits and drawbacks, teachers can make informed decisions and recommendations for effective implementation.

In accordance with the research aims of this study, the following research questions were created:

1. What are the advantages and disadvantages of using visual storytelling to teach English vocabulary to young learners at Viet Anh Primary School?
2. What are possible solutions to disadvantages teachers have experienced in using visual storytelling to teach English vocabulary to young learners at Viet Anh Primary School?

## **II. A BRIEF LITERATURE REVIEW**

Vocabulary knowledge is an essential part of English language learning, as a well-developed vocabulary is the foundation for successful communication (Alqahtani, 2015). According to Nation (2001), there is a complementary relationship between vocabulary knowledge and language use, in that vocabulary knowledge facilitates the use of language and language use leads to enhanced vocabulary knowledge. Vocabulary can be categorized into three tiers (Marzano, 2012). The first tier contains basic words, which are learned incidentally. The second tier contains more advanced words, which are taught explicitly. The third tier contains the most advanced words, which are taught and used in specific contexts and subjects.

According to Graves et al. (2013), students must be immersed in a variety of language experiences when being taught vocabulary. In the context of young learners, listening and speaking skills are advised to be developed alongside vocabulary skills to ensure optimal vocabulary growth. Concerning the scope of the word being taught, Graves et al. (2013) indicate that students should be provided with definitional and contextual information when being taught vocabulary.

Richards and Burns (2012) define young learners as those between the ages of 2 and 12. Young learners have unique characteristics in comparison with other age groups (Brewster et al., 2002). There are also differences between the subgroups of young learners, in particular those younger than seven and those older than seven. Young learners learn languages by absorbing information from teachers and parents. Memory and motivation are two important aspects of a young learner's learning process. In terms of intellectual development, young learners experience cognitive growth as they age, which positively impacts their language learning abilities. While formal literacy skills begin developing around the age of five and more complex discourse skills emerge around seven, individual progress in L1 acquisition varies, with exposure to language in society playing a significant role (Cameron, 2001). L1 and L2 learning follow four processes: understanding language rules, grouping similar instances based on rules, overgeneralization, and subsequent correction of mistakes.

A story is a short account of events used to provide a memorable and entertaining learning experience. When choosing stories, teachers must consider a variety of criteria: (1) suitable difficulty level, (2) literary devices, (3) relevance, (4) illustrations, (5) educational potential, (6) motivation of students, (7) incorporation of values, (8) addressing relatable issues, and (9) authentic language (Brewster et al., 2002). Cameron (2001) and Brewster et al. (2002) explained that there are three phases in the storytelling process, namely pre-storytelling, while-storytelling, and post-storytelling. Each of these phases has unique activities and contributes to the overall storytelling process. In the context of teaching young learners, storytelling can be an effective tool for enhancing learners' creativity, increasing their confidence in language use, developing their oral skills, and helping them to gain an understanding of story structures (Kirsch, 2012). Moreover, it can be effective in enhancing a student's vocabulary acquisition due to the contextualization of vocabulary within a story (Brewster et al., 2002).

Storytelling can typically be divided into traditional and visual storytelling. Traditional storytelling mainly relies on oral delivery, whereas visual storytelling

combines oral delivery with visual elements, technology, and multimedia components, thereby increasing interactivity and student engagement (Choo et al., 2020). There are several advantages to using visual storytelling to teach English vocabulary to young learners, notably cognitive advantages (Maya et al., 2022; Maya & Halim, 2021; Brewster et al., 2002), affective advantages (Maya et al., 2022; Leong et al., 2019; Amelia & Abidin, 2018; Neo & Neo, 2010; Brewster et al., 2002), behavioral advantages (Leong et al., 2019; Maya et al., 2022; Anggara, 2023; Brewster et al., 2002), advantages for teaching other skills (Huang, 2022; Mirza, 2020; Hava, 2021; Amelia & Abidin, 2018; Leong et al., 2019), and advantages for the teaching process (Brewster et al., 2002; Wang & Zhan, 2010). However, there are also disadvantages, specifically related to the preparation and planning of visual stories (Satriani, 2019; Leong et al., 2019; Wang & Zhan, 2010), as well as the application of visual storytelling (Satriani, 2019; Wang & Zhan, 2010).

### III. METHODOLOGY

#### 3.1. Research site and participants

The study took place at Viet Anh Primary School in Ca Mau City, Vietnam, which has a good reputation for teaching English to students of different ages. The school system has two additional branches, Viet Anh School and IC Academy, which have been operating for more than 10 years. The sample included 30 primary school teachers from Viet Anh Primary School in Ca Mau City, Vietnam, who teach students from grades 1 to 5. In terms of age, 17% of the participants were between the ages of 23 and 29, 47% were between 30 and 39, 27% were between 40 and 49, and 10% were between 50 and 59 years old. Most of the participants (66%) had more than five years of teaching experience, and all of them had at least a bachelor's degree or higher.

Regarding sampling, the quantitative participants were chosen with simple random sampling. In addition, the researcher chose five participants who participated in the questionnaire for the interviews. These participants were chosen with non-probability sampling, specifically self-selection sampling. The participants were mainly chosen based on their perceptions of the most common disadvantages identified in the quantitative research. The researcher tried to interview participants who perceived the most common disadvantage as less challenging than the average participant.

#### 3.2. Research instruments

For the data collection, the researcher used two research instruments, namely an online questionnaire and an

interview. The questionnaire consisted of four main parts and a total of 54 questions. Part A collected personal information and included multiple-choice questions. Part B collected information related to teachers' use of visual storytelling in the classroom and included six five-point Likert-scale questions (never, rarely, sometimes, often, always). Part C collected information related to teachers' advantages in using visual storytelling to teach vocabulary to young learners and included 30 five-point Likert-scale questions (strongly disagree, disagree, unsure, agree, strongly agree). Part D collected information related to teachers' disadvantages in using visual storytelling to teach vocabulary to young learners and included 14 five-point Likert-scale questions (strongly disagree, disagree, unsure, agree, strongly agree). The primary purpose of the questionnaire was to collect data to answer the first research question.

The interview was conducted to gain additional insight into the research problem and to answer the second research question. The interview consisted of seven questions. Questions one and two were asked to determine the participants' perceptions of the advantages and disadvantages of visual storytelling for teaching vocabulary. Moreover, questions three to six were asked to determine the participants' solutions to the most commonly experienced disadvantages, as identified in the questionnaire. Finally, question seven was asked to discover recommendations for other teachers who want to teach vocabulary with visual stories.

#### 3.3. Procedures for data collection and analysis

The data collection process was conducted in two phases. First, quantitative data was collected through an online questionnaire with 30 participants. The researcher created the online form using Google Forms. A link was generated and sent to each participant for completion. It took the participants approximately 15 minutes to complete the form. Once the quantitative data had been collected, the researcher first scored the data after extracting the raw data from Google Forms. For the Likert-scale items, this involved changing the responses from text (such as "never" and "strongly disagree") to numbers (ranging from 1 to 5). This was necessary to perform the descriptive analysis. After the data was coded in Microsoft Excel, the researcher transferred the coded data to SPSS with specifically defined variables. After the variables were defined in SPSS, the researcher conducted a descriptive analysis of the data based on the sub-categories. The researcher focused on two specific measurements: frequency and central tendency. The frequency of the responses was measured with the percentage values of the coded responses, whereas the central tendency was determined through the mean and

mode values.

Second, qualitative data was collected through interviews with five of the teachers who participated in the questionnaire. Three weeks after the questionnaires were completed and analyzed, the researcher contacted five teachers for the interview based on their acceptance and time arrangement. The interviews were conducted using the Zoom meeting app. Prior to starting the official interview, the researcher obtained consent from the teachers to record the interview. The interviews were conducted in Vietnamese to make the teachers feel more comfortable and speak more freely. After that, transcriptions were made from the recordings in Vietnamese. Then, the researcher translated the transcriptions into English. After translating the interview transcriptions into English, the researcher thoroughly examined the responses several times, taking notes on the main themes that emerged. The researcher also reviewed these themes several times, making necessary changes. To support the themes, the researcher selected appropriate quotations from the responses.

#### IV. RESULTS AND DISCUSSION

##### 4.1. Results

###### 4.1.1. Advantages

The following table displays the average means, modes, and standard deviation values of each of the measured categories related to the advantages of using visual storytelling to teach English vocabulary to young learners at Viet Anh Primary School. The affective category received the highest mean with a value of 4.25, which indicates that the teachers perceived the affective benefits of visual storytelling to be more prominent than the other benefits. This was followed by cognitive benefits, which had an average mean of 4.05. Furthermore, teaching benefits ranked third with a mean of 3.89, closely followed by behavioral/social benefits with a mean of 3.85. Benefits for macro and micro skills ranked lowest with a mean of 3.24.

No.	Advantages	N = 30		
		Average mean	Average mode	Standard deviation
1	Affective benefits	4.25	5	0.88
2	Cognitive benefits	4.05	5	0.85
3	Teaching benefits	3.89	4	0.93
4	Behavioral/social benefits	3.85	4	1.03
5	Macro and micro-skills	3.24	3	1.05
TOTAL		3.86	4	0.95

Concerning the **affective benefits**, the majority of respondents strongly agreed that visual stories make students feel comfortable in their learning of vocabulary (mode = 5; mean = 4.37), that visual storytelling activities make students pay full attention during their learning (mode = 5; mean = 4.50), that visual stories maintain students' interest in their learning (mode = 5; mean = 4.27), and that visual storytelling is enjoyable for students (mode = 5; mean = 4.37). In addition, most respondents agreed that visual stories motivate students to learn vocabulary (mode = 4; mean = 3.77).

Regarding the **cognitive benefits**, most respondents strongly agreed that visual storytelling helps students to conceptualize the story (mode = 5; mean = 4.5), that visual storytelling helps students understand and learn vocabulary effectively (mode = 5; mean = 4.07), and that visual storytelling can develop students' knowledge of first-

tier words (mode = 5; mean = 4.20) and second-tier words (mode = 4; mean = 4.10). Furthermore, the majority of respondents agreed that visual storytelling develops students' definitional (mode = 4; mean = 3.90) and contextual knowledge (mode = 5; mean = 4.33) of vocabulary, that visual storytelling helps students to remember vocabulary in both the short (mode = 4; mean = 3.80) and long-term (mode = 4; mean = 3.67), and that visual storytelling can develop students' knowledge of third-tier words (mode = 4; mean = 3.63).

In terms of the **teaching benefits**, most respondents strongly agreed that visual storytelling is an interactive teaching method (mode = 5; mean = 4.33). In addition, the majority of respondents agreed that visual storytelling gives them an opportunity to revise vocabulary (mode = 4; mean = 3.77), that visual storytelling is an interesting way to teach vocabulary (mode = 4; mean =

4.07), that visual storytelling provides many creative possibilities in teaching vocabulary (mode = 4; mean = 3.80), and that visual storytelling is a flexible teaching method (mode = 4; mean = 3.50).

With regard to the **behavioral/social benefits**, the majority of respondents strongly agreed that visual storytelling is enjoyable for students (mode = 5; mean = 4.37), that visual storytelling helps students feel more confident about learning (mode = 5; mean = 4.13), and that visual storytelling helps students relax (mode = 5; mean = 4.27). Moreover, most respondents agreed that visual storytelling helps students feel less nervous in learning vocabulary (mode = 4; mean = 3.63), that visual stories motivate students to learn vocabulary (mode = 4; mean = 3.77), that visual storytelling encourages student-student interaction (mode = 4; mean = 3.37), and that visual storytelling can engage students who normally do not participate (mode = 4; mean = 3.87).

Concerning the **benefits for macro and micro**

**skills**, most participants agreed that learning vocabulary with visual storytelling develops listening skills (mode = 4; mean = 3.70) and that it develops grammar skills (mode = 4; mean = 3.73). However, the majority of respondents were unsure whether learning vocabulary with visual storytelling also develops writing skills (mode = 3; mean = 2.80), speaking skills (mode = 3; mean = 2.73), and pronunciation skills (mode = 3; mean = 3.23).

#### 4.1.2. Disadvantages

The following table displays the average means, modes, and standard deviation values of each of the measured categories related to the disadvantages of using visual storytelling to teach English vocabulary to young learners at Viet Anh Primary School. The planning and preparation category received the highest mean with a value of 2.87, however, it was closely followed by the application category which had a mean of 2.69. The average mode for both categories was 3.

No.	Disadvantages	N = 30		
		Average mean	Average mode	Standard deviation
1	Planning and preparation	2.87	3	1.20
2	Application	2.69	3	1.08
	<b>TOTAL</b>	2.78	3	1.14

Concerning the disadvantages related to **planning and preparation**, most respondents strongly agreed that it is time-consuming to prepare and plan a visual story (mode = 5; mean = 3.83). Moreover, the majority of respondents agreed or strongly agreed that it is difficult to include relevant content in a visual story (mode = 4; mean = 3.33) and that it is difficult to prepare a visual story that matches the students' proficiency level (mode = 4; mean = 3.07). In terms of uncertainty, most respondents were more evenly split on the statement that it is difficult to determine the length of a visual story (mode = 3; mean = 2.80). Furthermore, the majority of respondents either disagreed or strongly disagreed that it is difficult to plan the steps of a visual story (mode = 2; mean = 2.50), that it is difficult to find resources to prepare a visual story (mode = 2; mean = 2.43), and that it is difficult to prepare the classroom (equipment) for a visual story (mode = 2; mean = 2.10).

Regarding the disadvantages related to **application**, the majority of respondents agreed that it is difficult to evaluate students' performance when teaching vocabulary with visual storytelling (mode = 4; mean = 3.50) and that it is difficult to provide instructions to students

about how they should interact with the story (mode = 4; mean = 3.17). Additionally, most respondents were unsure whether it is hard to manage the classroom while teaching vocabulary with visual storytelling (mode = 3; mean = 3.13) and whether students feel visual stories are often too long (mode = 3; mean = 2.73). In contrast, the majority of respondents disagreed that students get confused when learning vocabulary with visual stories (mode = 2; mean = 2.13) and that students find it difficult to manage their time in learning with visual stories (mode = 1; mean = 2.13). Lastly, most respondents strongly disagreed that students easily get bored when learning vocabulary with visual stories (mode = 1; mean = 2.03).

#### 4.1.3. Solutions

The three main disadvantages, based on the questionnaire, were time consumption, content relevance, and student evaluation. The interview participants provided solutions for each of these problems. Concerning **time consumption**, the participants responded with themes related to pre-made resources, time management, collaboration, and student involvement. Some comments include: "I can create templates for stories that I can use in



*the future so that I can make stories faster” (T1), “I recommend being organized and planning ahead” (T2), “it can be solved if teachers collaborate with one another and share materials and ideas” (T3), “ask students to find pictures about topics or to write their own stories that I can use as planning materials” (T4), and “use pre-made resources, such as those found online or in textbooks” (T5).*

With regard to **content relevance**, the participants’ responses revealed four main themes. The first theme related to the customization of content based on students’ interests and needs. T1 stated *“I would recommend doing some research on the students’ interests and creating stories around those topics”* and T4 indicated *“It is also beneficial to adapt content to better fit my students’ interests and needs”*. Secondly, the participants expressed that the content relevance issue can be solved if teachers use a variety of sources. T1 expressed that teachers should *“include a variety of content, such as images, videos, and text, to keep the students interested and help them better understand the vocabulary”* and T2 felt *“teachers can use a variety of sources, such as books, articles, and websites”*. Thirdly, T3 believed that teachers should *“collaborate with other teachers to find new content and resources that are suitable for the students”*. Lastly, T5 felt that teachers should search *“online for visual stories that have been specifically designed for language learning”*.

In terms of **student evaluation**, the main themes that arose from the participants’ responses to the challenge of student evaluation were the use of assessments, observing engagement, and assessing students’ abilities to use target vocabulary in context. T1 mentioned *“using a variety of assessment methods, such as quizzes, written or oral assignments, or group activities”*. Similarly, T2 expressed that *“teachers should use assessments, like quizzes or short writing assignments, during the visual storytelling lesson to check for understanding”*. Additionally, T3 felt *“teachers can have a verbal or written quiz to test if students remember the new vocabulary”*. Furthermore, it was stated by T5 that teachers can *“observe their [students’] engagement during the lesson”*. Finally, T3 stated that *“teachers can also ask students to use the new words in different sentences”*.

#### 4.2. Discussion

The questionnaire and interviews revealed that visual storytelling has numerous advantages, including affective, cognitive, teaching, and behavioral/social benefits. The affective benefits of visual storytelling, which received the highest mean score, suggest that visual storytelling is an effective way to make students feel comfortable and interested in their learning, motivate them to learn vocabulary and help them maintain their interest in

their learning. The teachers’ perceptions of the affective advantages are supported by Leong et al.’s (2019) and Ahmad and Yamat’s (2020) studies. Furthermore, the cognitive benefits of visual storytelling include helping students to conceptualize, understand, and learn vocabulary effectively, and to remember vocabulary in both the short and long term. Visual storytelling can also develop students’ knowledge of first-tier, second-tier, and third-tier words. The teachers’ perceptions align with previous research, notably that of Soleimani and Akbari (2013). Additionally, the teaching benefits of visual storytelling are equally significant, as the study found that visual storytelling provides teachers with many creative possibilities in teaching vocabulary. The teachers’ perceptions of this advantage match with previous research by Leong et al. (2019). Moreover, the behavioral/social benefits findings also suggest that visual storytelling is an effective way to motivate students to learn vocabulary, help them feel more confident about learning, and relax them. Additionally, it helps to engage students who normally do not participate, encourages student-student interaction, and is enjoyable for students. Ho Thi Lan Anh (2021) and Le Hong Phuong Thao (2020) also found that visual storytelling has behavioral benefits for students. The qualitative findings support the quantitative findings, indicating that the teachers perceive visual storytelling as an efficient teaching method for teaching vocabulary, as it allows for a more interactive and engaging learning experience. The participants noted that visual aids help students to make connections between new vocabulary and their meanings, and that this method allows better contextualization of vocabulary. The participants also expressed that visual storytelling is more engaging since it involves both visual and verbal aspects, which can be more engaging and memorable for students.

Apart from the advantages, the quantitative and qualitative data provided answers to the research question about teachers’ disadvantages in using visual storytelling to teach English vocabulary. Firstly, the planning and preparation category had several interesting results. The majority of respondents agreed or strongly agreed that it is difficult to prepare a visual story that matches the students’ proficiency level. Similarly, Satriani (2019) pointed out this challenge by indicating that it could cause comprehension problems regarding the story’s content. Additionally, the respondents were evenly split on the statement that it is difficult to determine the length of a visual story. This result highlights the importance of creating a story that is neither too long nor too short, which can be a difficult task for teachers. This is quite aligned with Satriani (2019), who stated that story length can be challenging as too long stories can cause boredom among students. Furthermore, the

majority of respondents agreed that it is difficult to include relevant content in a visual story. This result is significant since it suggests that teachers need to put in more effort to ensure that their stories are relevant to the students' interests and needs (Tsalgini, 2019). If the content is outdated or irrelevant, students might lose interest, thereby making the activity ineffective. Finally, the majority of respondents disagreed that it is difficult to plan the steps of a visual story. This result is encouraging since it suggests that teachers find it relatively easy to plan the steps of a visual story. Secondly, in the application category, the majority of respondents disagreed that students get confused when learning vocabulary with visual stories. This result indicates that visual stories are an effective tool for teaching English vocabulary to young learners and rarely, if ever, cause confusion, at least based on the teachers' implementation. Furthermore, most respondents disagreed that students easily get bored when learning vocabulary with visual stories. This result suggests that visual stories are an engaging way to teach English vocabulary to young learners and is supported by the findings regarding behavioral benefits. Additionally, the majority of respondents disagreed that it is difficult for students to manage their time in learning with visual stories. This result is encouraging since it suggests that students find visual stories easy to manage. Lastly, the majority of respondents agreed that it is difficult to evaluate students' performance when teaching vocabulary with visual storytelling. This suggests that visual storytelling might not be an effective method for evaluation, but rather for engaging students and improving vocabulary knowledge. The qualitative findings of the study revealed various themes related to the difficulties in teaching vocabulary with visual stories. These themes included time and resource constraints, finding appropriate content, determining the appropriate length of the story, and cultural relevance in the stories. The findings suggest that teachers need to consider various factors when creating visual stories to teach English vocabulary to young learners.

In response to the main disadvantages identified by the participants in the questionnaire, various solutions were determined for each of the three most prominent disadvantages: time consumption, content relevance, and evaluating students' performance. Regarding the disadvantage of time consumption, the participants recommended the use of pre-made resources, time management, collaboration, and student involvement. The use of pre-made resources such as templates was suggested by T1 and T5, while time management was recommended by a participant. Collaboration among teachers was also recommended by T3. Finally, student involvement in the story process was recommended by T4. For the disadvantage of content relevance, the participants

suggested customization of content based on student interests and needs, the use of a variety of sources, collaboration among teachers, and the use of resources designed for language learning. T1 and T4 recommended adapting content to students' interests, which is supported by Tsalgini (2019). This also relates to Brewster et al.'s (2002) statement that the storytelling process involves the modification of sources based on the goals of the lesson and needs of the student. Meanwhile, T1, T2, and T4 suggested using a variety of content sources, which was also suggested by Brewster et al. (2002). Collaboration among teachers was recommended by T3, while T5 suggested the use of resources specifically designed for language learning. These two suggestions are new recommendations that were not discovered in the literature review. Finally, for the disadvantage of evaluating students' performance, the participants recommended the use of assessments, observing engagement, and assessing students' abilities to use target vocabulary in context. T1, T2, and T3 recommended the use of assessments such as quizzes, written or oral assignments, or group activities. T5 suggested observing the students' engagement during the lesson. Finally, T3 and T4 recommended that teachers test students' abilities to use target vocabulary in context by encouraging them to use new words in sentences or retell the stories they learned in class in their own words.

## **V. CONCLUSION**

This study found that visual storytelling was always implemented in general teaching and sometimes for vocabulary teaching. Pictures were always included, but interactive elements were rare. With regard to teachers' perceptions of advantages, it was found that visual storytelling has numerous benefits, including affective, cognitive, teaching, and behavioral/social advantages. Concerning disadvantages, teachers struggled with preparing visual stories that match students' proficiency levels and include relevant content. In response to the disadvantages, interview participants recommended using pre-made resources, time management, collaboration, and student involvement to address time consumption disadvantages. For content relevance, customization of content, using a variety of sources, collaboration, and resources designed for language learning were recommended. To evaluate students' performance, assessments, observing engagement, and assessing students' abilities to use target vocabulary in context were recommended.

The findings led to recommendations for teachers and curriculum developers. Teachers are advised to use authentic materials to make visual stories more engaging

and realistic, promoting students' language skills and motivation. Interactivity can be enhanced through the use of various visual elements and incorporating quizzes, games, and group activities. Customizing story content based on student interests and needs is recommended, along with using assessments to evaluate student performance and progress. Anticipating and addressing potential disadvantages is also crucial for creating an effective learning environment. Furthermore, curriculum developers are advised to plan visual stories in advance and provide teachers with appropriate and effective materials while allowing flexibility for customization. The use of authentic materials should be emphasized, taking into account cultural relevance and appropriateness. Incorporating assessments based on visual stories can help assess student understanding. By implementing these recommendations, curriculum developers can contribute to efficient vocabulary learning through visual storytelling.

The study had some limitations that must be addressed. Firstly, the study's focus on a single primary school limits the generalizability of the findings to other schools. Secondly, the lack of previous studies on this specific topic limits the ability to compare and validate the results. Lastly, the small number of qualitative participants hinders the diversity of solutions provided for the identified problems. To address these limitations, future research can expand the study to include multiple primary schools in Ca Mau to gain a broader understanding of teachers' perceptions. Conducting similar studies at different schools and comparing the data can also provide more comprehensive findings. Additionally, further research should aim to fill the gap in the existing literature by investigating teachers' perceptions of visual storytelling in teaching English vocabulary. Increasing the sample size of qualitative participants can provide a more diverse range of solutions to the identified problems.

## REFERENCES

- [1] Ahmad, W. I. W., & Yamat, H. (2020). Students' perception on learning English language through conventional and digital storytelling. *International Journal of Academic Research in Business and Social Sciences*, 10(2), 484–504. <http://dx.doi.org/10.6007/IJARBS/v10-i2/6945>
- [2] Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, 3(3), 21–34. <https://doi.org/10.52950/te.2015.3.3.002>
- [3] Amelia, L. C. H., & Abidin, M. J. Z. (2018). Young ESL learners' perception on the effects of using digital storytelling application in English language learning. *Pertanika J. Social Sciences & Humanities*, 26(T), 179–198.
- [4] Anggara, S. P. (2023). Improving vocabulary mastery of junior high school students by watching digital storytelling. *Jurnal Ilmu Bahasa dan Sastra*, 17(1), 109–120. <https://doi.org/10.21107/prosodi.v17i1.14675>
- [5] Brewster, J., Ellis, G., & Girard, D. (2002). *Primary English teacher's guide*. Pearson Education Limited.
- [6] Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
- [7] Choo, Y. B., Abdullah, T., & Nawi, A. M. (2020). Digital storytelling vs. oral storytelling: An analysis of the art of telling stories now and then. *Universal Journal of Educational Research*, 8(A), 46–50. <https://doi.org/10.13189/ujer.2020.081907>
- [8] Graves, M. F., August, D., Mancilla-Martinez, J. (2013). *Teaching vocabulary to English language learners*. Teachers College Press.
- [9] Hava, K. (2021). Exploring the role of digital storytelling in student motivation and satisfaction in EFL education. *Computer Assisted Language Learning*, 34(7), 958–978. <https://doi.org/10.1080/09588221.2019.1650071>
- [10] Ho, Thi Lan Anh., Dao, Thi Hong Van., & Phan, Anh Dung. (2021). The effectiveness of story-based teaching technique on EFL adult learners' vocabulary retention. *Journal of English Language Teaching and Applied Linguistics*, 3(4), 32–40. <https://doi.org/10.32996/jeltal.2021.3.4.5>
- [11] Huang, H. D. (2022). Examining the effect of digital storytelling on English speaking proficiency, willingness to communicate, and group cohesion. *TESOL Quarterly*, 57(1), 242–269. <https://doi.org/10.1002/tesq.3147>
- [12] Kirsch, C. (2012). Using storytelling to teach vocabulary in language lessons: does it work?, *The Language Learning Journal*, 44(1), 33–51. <https://doi.org/10.1080/09571736.2012.733404>
- [13] Le Hong Phuong Thao (2020). Storytelling and teaching English to young learners: A Vietnamese case study [Doctoral Dissertation Victoria University]. Victoria University Research Repository. <http://hdl.handle.net/10063/9337>
- [14] Leong, A. C. H., Abidin, M. J. Z., & Saibon, J. (2019). Learners' perceptions of the impact of using digital storytelling on vocabulary learning. *Teaching English with Technology*, 19(4), 3–26.
- [15] Marzano, R.J. (2012). A comprehensive approach to vocabulary instruction. *Voices from the Middle*, 20(1), 31–35.
- [16] Maya, L., & Halim, M. T. A. (2021). Effectiveness of digital storytelling for young learners' vocabulary mastery. *Karangan : Jurnal Bidang Kependidikan, Pembelajaran, Dan Pengembangan*, 3(2), 67–72. <https://doi.org/10.55273/karangan.v3i2.93>
- [17] Maya, L., Sumarni, S., & Suseno, M. (2022). Digital storytelling to support young learners' English vocabulary development. *Lingua Scientia: Jurnal Bahasa*, 14(1), 145–163. <https://doi.org/10.21274/ls.2022.14.1.145-163>
- [18] Mirza, H., S. (2020). Improving university students' English proficiency with digital storytelling. *International Online Journal of Education and Teaching*, 7(1), 84–94. <http://iojet.org/index.php/IOJET/article/view/668>
- [19] Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- [20] Neo, M., & Neo, T. K. (2010). Students' perceptions in

- developing a multimedia project within a constructivist learning environment: A Malaysian experience. *The Turkish Online Journal of Educational Technology*, 9(1), 176–184.
- [21] Oktaviani, A., & Fauzan, A. (2017). Teachers' perceptions about the importance of English for young learners. *Linguistics, English Education and Art (LEEA) Journal*, 1(1), 1-15.
- [22] Richards, J.C., & Burns, A. (2012). *The Cambridge guide to pedagogy and practice in second language teaching*. Cambridge University Press.
- [23] Satriani, I. (2019). Storytelling in teaching literacy: benefits and challenges. *Journal of English Education*, 8(1), 113-120.
- [24] Soleimani, H., & Akbari, M. (2013). The effect of storytelling on children's learning English vocabulary: A case in Iran. *International Research Journal of Applied and Basic Sciences*, 4(11), 4005-4014.
- [25] Tsalgini, C. (2019). *ESL vocabulary acquisition through digital storytelling [Unpublished master's thesis]*. Aristotle University of Thessaloniki. <https://ikee.lib.auth.gr/record/314198/files/GRI-2020-26662.pdf>
- [26] Wang, S., & Zhan, H. (2010). Enhancing teaching and learning with digital storytelling. *International Journal of Information and Communication Technology Education*, 6(2), 76-87. <http://dx.doi.org/10.4018/jicte.2010040107>
- [27] Yildirim, R., & Torun, F.P. (2014). Exploring the value of animated stories with young English language learners. *The Turkish Online Journal of Educational Technology*, 13(4), 47-60.





# Pride and Prejudice Adaptations: A Comparative Study

Sharanya Chowdhury

B.A L.L.B (Hons.), Dr. Ram Manohar Lohiya National Law University, India

Received: 08 May 2023; Received in revised form: 11 Jun 2023; Accepted: 17 Jun 2023; Available online: 25 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— *The study delves into a carefully curated selection of adaptations, including prominent and lesser-known versions across different media platforms. By employing a multidimensional framework, encompassing narrative fidelity, character portrayals, visual aesthetics, and thematic interpretation, this research aims to illuminate the nuances and variations in each adaptation. Furthermore, it seeks to identify the key factors that influenced creative decisions, such as socio-cultural context, target audience, and prevailing cinematic trends.*

**Keywords**— *Pride and Prejudice, Adaptations, Zombies, Bride and Prejudice*



## I. INTRODUCTION

Jane Austen has been an important name in the history of feminist literature due to her unique way of portraying women. In an era where an ideal woman was expected to be quiet, kind, homely, modest and conservative, she allowed her protagonists to be flawed; making them human. Elizabeth has been portrayed as a smart, quick-witted, outspoken but tactful young lady who has her own opinions and biases in contrast to her older sister Jane who has been shown to have all the 'ideal' characteristics of that time. Instead of rivalling these characters, the book depicts beautiful harmony and sisterhood between them.

Using this research, we aim to analyze various adaptations of the book 'Pride and Prejudice' by Jane Austen. The scope of the research will be strictly limited to the following: cinematography, the interaction between characters, the portrayal of the protagonist, depiction of the major events in the plotline. The research includes various derivative and transformative adaptations of the aforementioned book.

Hypotheses

1. The adaptations which were released later will be more expressive with respect to the attraction of the characters towards each other since society and become progressively open-minded about courtship and the rules associated with it.

2. Newer adaptations will portray Mr. Darcy's character as more arrogant and taciturn in the older adaptations and show him as a shy person in the newer ones since the idea of acceptable demeanour from a gentleman has changed with time.

3. Irrespective of the time the work was made, the 'basic quality of a character such as Elizabeth's wit, Jane's naiveness and Mr. Bingley's amiability will remain the same.

4. The props and overall theme of the work will change to suit the taste of the audience of the given era; hence we can assume that the costumes and props will get less accurate with time.

## II. RESEARCH METHODOLOGY

The research mainly relies on a review of literature as its basic methodology, the literature includes works like:

Pride and Prejudice (1940), Pride and Prejudice (1985), Pride and Prejudice- A latter-day comedy, Bride and Prejudice (2004), Pride and Prejudice (2005) and Pride and Prejudice and Zombies.

### III. PRIDE AND PREJUDICE 1940

*"How clever of you, Miss Bingley, to know something of which you are ignorant."*

Pride and Prejudice (1940) is a splendid cinematic experience for someone looking for a black-and-white movie with relatively simple language. It starts on a scene where ladies, including the Bennett sisters, Mrs. Lucas and her daughter Charlotte are discussing the arrival of Mr. Bingley and Mr. Darcy. The rivalry between Mrs. Bennett and Mrs. Lucas is evident to the extent that the movie includes a scene where the Bennett sisters and Mrs. Lucas are having a chariot race to their respective homes.

As the story progresses, Elizabeth's sarcasm, sternness and straightforward attitude become more and more evident. A Mr. Darcy's attempt to teach Miss Elizabeth about archery and the revelation that she is better than him at it. In this situation instead of indulging in a façade of modesty, she acknowledges the fact that she was, indeed underestimated by him.

Contrary to our hypothesis, we can see that all the characters are fairly open and expressive about their emotion, in fact, one can say that this movie has a flair for the dramatic. This is apparent in the way the props and the costumes have been set as well, although living in the countryside, all the characters wear clothing that would have been considered extravagant during that time. Although Miss Charlotte Lucas is supposed to be a woman of average beauty, the actress who plays the character would be considered very conventionally attractive to an extent where the audience might have trouble in understanding why she is considered "less beautiful".

Mr. Darcy in most scenarios appears amiable and the only times he may seem arrogant is during his private dialogues with his best friend. He greets everyone with a smile and readily indulges in friendly banter with Miss. Elizabeth. In contrast to the actual book, Jane has been depicted naïve but not oblivious to her mother's intentions and schemes, she not only knows about them, but also actively participates in an instance where she expresses her ill health to Mr. Bingley.

In general, we can see that this movie has been made with a comedic theme instead of the revolutionary touch Jane Austen intended in the book. We can also see that most milestones of the plotline have been non-confrontational, Mr. Collins proposal to Elizabeth, Elizabeth's conversation with her father after the said proposal and later, the infamous conversation between Mrs. Catherine De Brough and Elizabeth are prime examples of this.

Although it is not mentioned in the actual plotline, the movie shows that Mrs. Catherine De Bourgh actually approved of Mr. Darcy and Elizabeth's relationship towards the end. We can also see that the movie tries to have a 'happy ending for all' by introducing a love interest for Mary who is portrayed as a shy bookworm with a passion for music.

### IV. PRIDE AND PREJUDICE- A LATTER DAY COMEDY

*"Here we've just spent 20 minutes picking out the perfect array of romantic items, and what do we come back to find? Two kegs of ice cream, pills for cramping, pills for bloating, and six super-size boxes of Tampax? Why don't we just put up a big neon sign that says, "Men, run for your lives! Menstruating monsters approaching!"*

Released in 2003, this adaptation is a rom-com that comes under the category of transformative work. In this story, the young girls are college roommates and only Kitty and Lydia are related to each other. Jane is an Argentinian exchange student which allows the story to parallel the original element of 'rare beauty' associated with her; a similar pattern is seen in Fitzwilliam Darcy's character. Elizabeth's character in the movie revolves around her ambition to become a novelist, she is a lot more emotional than practical. In contrast to its 1940's version, she is a lot clumsier and more on the lines of a 'girlish' character. Fitzwilliam's character has been portrayed as a lot less amiable and more arrogant in the beginning, this makes the first proposal very short and awkward. The movie takes a lot of liberties when it comes to the romantic inclination of characters; the character of Mary is motivated to court Collins, Lydia expresses her interest in wanting to be with Charles Bingley and we see a prominent diversion in Caroline Bingley's character who deceives Elizabeth into believing that she is Fitzwilliam Darcy's fiancée and ultimately marries a 78-year-old billionaire. Jack Wickham who parallels the character of George Wickam, is wanted for multiple cases of bigamy. He fails to elope with Lydia after Fitzwilliam Darcy and her friends expose him and have him arrested.

A major deviation can be seen in the movie's depiction of Caroline Bingley, who graduates from a minor character in the original plotline to an antagonist in the 2003 version. The characters like Charlotte Lucas, Catherine De Bourgh and Mrs Bingley find little to no mention in the movie. In terms of the ending, the movie follows the suit of a 'Happily Ever After' like its precursor and with growth and a personal sense of achievement for every character.

## V. BRIDE AND PREJUDICE

*"There's nothing wrong with having standards, is there?"*

*No, as long as you don't force them on others."*

An unexpected musical, *Bride and Prejudice* is set in Amritsar, India. With 7 songs, each between 2-3 mins, the movie seems to follow an early 2000's Bollywood-movie blueprint. The first scene starts with Will Darcy being invited to a friend's wedding in India, this sets the course for his meeting with Lalita Bakshi who mirrors Elizabeth Bennet. The character of Lalita has been given a bubbly yet opinionated tinge, her banter with Will Darcy seems to lack the lightheartedness which has been seen in the 1940's version and is more akin to 2003 comedy.

In many instances, one may notice that Elizabeth's prejudice has been depicted in the form of mild xenophobia, due to India's colonial past and Will's opinion of the country, although Will is from America and not of British origin. A very stark quality that we see in the beginning is that although the movie is loosely based on the book '*Pride and Prejudice*', the characters of Mr Chaman Bakshi and Mrs Manorama Bakshi seem to mimic Mr and Mrs Bennet almost entirely. Although Mrs Bennet is not the most loved character in the book, her fickle possessiveness has been cleverly harmonised with the character of a stereotypical Indian mother in the 90's.

Besides this, although the story follows a trope of forbidden love where Lady Catherine's role is taken over by Mrs Darcy, the characters' intentions and motivations don't seem to match those of the book. Similar to its comedic kin, the movie does not end with Wickham getting married to Lakhi. It is evident that the target audience of *Bride and Prejudice* are all over the globe, not only because it is entirely in English but also because the movie goes the extra mile to add an Indian flavour to a movie that is already set in India. This brings the cultural accuracy of the movie to question, to exemplify, the characters have an elaborate garba evening although the scene is set in Punjab, Mr. Kohli who parallels Mr. Collins, gets married in traditional Indian clothes but the wedding follows a Christian process although both the bride and the groom are from Hindu families.

## VI. PRIDE AND PREJUDICE (2005)

*"You have bewitched me body and soul. And I love...I love...I love you. I never wish to be parted from you from this day on."*

Unlike the other movies, *Pride and Prejudice* (2005), directed by Joe Wright, starts with beautiful silence, it depicts the entire Bennett family engaged in their household chores and indulging in quick conversation

amongst family members. Although the character of Elizabeth still holds its intended uniqueness, her interaction with her sisters has not been shown as formal. The movie has been able to retain the beautiful relationship she shares with her sisters with a child-like affection to it. The fact that Elizabeth's character has a romantic quality to it, is clearly evident in this movie, this can be seen in how her affection for Mr. Wickham is a lot more apparent- "On the contrary Wickham is twice the man Darcy is". Elizabeth's body language is a lot, youthful, good humoured and charming and she seems to be a lot more diplomatic when compared to her portrayal in other movies, however, seems extremely fitting as the social etiquette of the time back then did not allow women of her social status to engage in confrontations very easily.

This movie has emphasised on the relationship between Elizabeth and Jane, Jane's role as an older sister is much more visible in her conversations with Lizzie and the others. In the scene of the Meryton ball, the bustle and crowd in a ball is well portrayed and not romanticised like in other movies, Darcy appears a lot more taciturn in this scene because, when he is introduced to the Bennett family he did not bow which was a major faux pas in those times. We also see that Darcy rejects Elizabeth's attempts to initiate a conversation in the same ball. This movie has paid attention to the other characters as well, Mary's character has been given a lot more personality, she is more rational and stern and not just portrayed as a bookworm as in all the other movies, Charlotte Lucas's humour and her bond with Elizabeth has been given an apt portrayal in this movie; which makes her confrontation with Elizabeth all the more important and Kitty and Lydia have been played by actors their age, this not only helps with the accuracy of the movie but also projects the gravity of Lydia's elopement with Mr Wickham and how Mr. Darcy tried to save her from falling prey to a terrible fate.

The movie overall follows a more serious theme but finds space for light-hearted innocent humour. The director has taken dramatic liberties when it comes to important scenes like; Mr Darcy's first proposal to Elizabeth which has been set up in the middle of a gazebo amid pouring rain and Lady Catherine's confrontation with Elizabeth, does not have an interrogative approach, rather a grim and derogatory one, Lady Catherine does not attempt to test Elizabeth but is actually disgusted by the distance in their social standing.

Apart from this, the romantic intentions of the characters are a lot more subtle, they do not engage in longing gazes nor do they express physical affection before marriage, instead they exchange quick glances to convey their emotions. As far as the visual theme is concerned, attention to detail is the order of the day. The clothing is in

simple muted colours which is apt, provided that back in the day dyed, colourful clothing was a luxury, even how the clothing is cut shadows the actual fashions of the era, the appearance of the characters are as they were envisioned in the book, the contrary was pointed out for the 1940s adaptation in this paper.

## VII. PRIDE AND PREJUDICE AND ZOMBIES (2016)

*"It is a truth universally acknowledged that a zombie in possession of brains must be in want of more brains."*

Pride and Prejudice and Zombies is an action movie based on Seth Grahame-Smith's 2009 novel, *Pride and Prejudice and Zombies*. Since the book on which the movie is based, is itself a parody of the original *Pride and Prejudice*, it seems fitting to give this movie a place in our research, however, for the sake of simplicity, we will be following how this movie follows the 'Pride and Prejudice' plotline.

Set in an Alternate Universe, where England is under attack by zombies, *Pride and Prejudice and Zombies* starts with an explanation of events of the past decades. After England was attacked by Zombies, all children were raised and trained in combat outside England, those who could afford it, were trained in Japan and the others were trained in China. The first scene shows Colonel Darcy, who enters a gathering and kills an undercover Zombie in a rather gruesome manner. The Bennet sisters are introduced in a scene where they are having a conversation about the new owners of Netherfield whilst cleaning their muskets and rifles.

This movie shows Elizabeth in a more fierce light to match the character of a warrior, she is less lighthearted and more regal, and she gives her opinion, not only decidedly but without care for the consequences. We see that every major event in the storyline, be it Mr. Darcy's first proposal to Elizabeth, Lady Catherine's confrontation with Elizabeth or Lydia's eloping with Wickham, has been turned into a fight scene. The book shows the Bennet sisters' harmony during their sparring sessions and puts an emphasis on how well-trained they are by showing their agility and unison while fighting Zombies at the Meryton ball. The sisters were given training in China which was funded by their father who moves from a warm farmer in the original plotline to a tough veteran in this movie.

When we see the other characters, it is noticeable that they have retained their original traits but adapted to this storyline, all characters follow the social etiquette expected in that era, and although they carry their weapons with them at all times, Jane is brave and bubbly, yet she has also retained the kindness endowed upon her by Jane Austen, and Mr Wickham, who later dies in the movie,

uses reason and logic to put his point across but also uses sympathy as intended in the first book.

As far as the aesthetic of the movie is concerned, it seems to follow the precedent set by *Pride and Prejudice* 2005 as far as the costumes are concerned. The language in the movie is a lot more casual and very close to the modern speaking style which makes it extremely easy to understand, this also gives us a modern equivalent of what the characters were feeling at that point. Although a parody, this book has retained the idea of the story and the relationship between the characters fairly well and managed to make it entertaining.

## VIII. CONCLUSION

Here we will be discussing the stated hypotheses point-wise and see whether they apply to the given movies.

1. The hypothesis that newer movies would have more expressive characters had been proven to be a stereotypical assumption, in fact, the 1940s version of the movie, when we compare the derivative works, had the most expressive characters. However, the term 'expressive' does not mean that they have a limited range of expression, the intensity of emotions is what varies which becomes dimmer chronologically.

2. The portrayal of Darcy forms a straight line as far as the progression of his character in subsequent adaptations is concerned. The 1940 version of the story shows him in a much warmer light when compared to *Pride and Prejudice and Zombies*. Hence, we can say that the hypothesis based on this has a strong foundation to it.

3. The only 'basic quality' of the protagonist that seems to be stagnant is her perceived intelligence. Some movies like *Pride and Prejudice: An untethered comedy* (2003) and *Pride and Prejudice and Zombies*, portray her as a fierce woman who does not look for love, the others follow the actual book and bring out her romantic bent of mind. As far as the other characters are concerned, their 'basic qualities' almost stay the same in each movie.

4. The props and overall theme of the work did change, but not according to the taste of the audience of the given era, instead it was according to the historical details available to the directors; contrary to the hypothesis, the props and setting actually became more accurate the later derivative works.

## ACKNOWLEDGEMENTS

I'd like to acknowledge myself for being awesome.



### REFERENCES

- [1] Austen, J. (2023). *Pride and prejudice*. Puffin Books.
- [2] Excel Entertainment Group. (2003). *Pride & Prejudice*. Retrieved February 3, 2023,.
- [3] Metro-Goldwyn-Mayer films. (1940). *Pride and Prejudice* (1940 film). Retrieved February 17, 2023,.
- [4] Panorama Studios. (2003). *Bride and Prejudice* [Film]. India.
- [5] Sony Pictures Releasing. (2016). *Pride and Prejudice and Zombies* [Film].
- [6] Universal Pictures. (2005). *Pride & Prejudice*. Retrieved January 22, 2023,., K. Elissa, "Title of paper if known," unpublished.



# Two Armies on a Colour (less) Plain: Tracing the Cultural Narratives of Amar Chitra Katha as a Colonial Embodiment

Lakshmi Anil

School of Linguistics and Literary Studies, Chinmaya Vishwa Vidyapeeth, Kerala, India

Received: 09 May 2023; Received in revised form: 10 Jun 2023; Accepted: 18 Jun 2023; Available online: 26 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— Despite a growing body of research on the media landscape in postcolonial India, Indian children's media culture continues to be underrepresented in the field of history and popular culture. The world of comics and graphic novels shapes not just the minds of individuals but also the collective consciousness of communities and their unsung histories. Amar Chitra Katha has been an important cultural institution that has played a significant role in defining, for several generations of Indian readers on what it means to be an Indian. The paper seeks to address the politics of representation and the symbolic significance of the visual representation of different historical figures and events throughout the history of India. In today's Indian society, love towards fair skin is seen in every spectrum of life, from songs to movies to marriages. Through this study I will explore how all these variables are linked and connected over the period of time with the skin tone preference thereby re-writing the essence of 'Indianness'. The historical representations of this comic book tradition render Amar Chitra Katha a crucial resource to understand paradigm shift in the ways the nation imagines itself.

**Keywords**— Amar Chitra Katha, Neo- colonialism, Indian mythology, Colorism, Collective consciousness.



## I. INTRODUCTION

"You see, the trouble is that colonialism isn't over yet..."  
(Morgan 212)

The evolution of culture and societies through history is not a priori or given but is discursively produced within a constellation of discourses, cultural beliefs, and national myths in particular, and is shaped by different ideological institutions. The narration of "history" is, thereby, consequent upon the expression of different ideologies. It is quite interesting to note how the changing modes of representation of the past ranging from cave paintings to digital storytelling have refracted history through their own prism of ideologies, more so since the twentieth-century world's transition into modernity. Thus, visual communication remains an indispensable medium of expression and has shaped the way one perceives ideas and thoughts. European imperialists have brought in lighter skin as the right mentality to the indigenous colonized lands

of India.

When Europeans started exporting their ideas of the white European master race to the colonized lands, the toxic reaction between old lifestyle-based colorism and the new Western racism produced a harmful new compound which the associated European features with power, wealth, and beauty. While considering the above concerns, this paper addresses the comic book tradition of Amar Chitra Katha the first indigenous children's comics to be published in 1967 in postcolonial India, and the way two of its mythological characters; Draupadi and Rama are portrayed in the light of colorism which is viewed as an unfortunate consequence of British colonialism. ACK's idiosyncrasies lie in its ability to narrate stories through indigenous or mythographic prisms, translated from Hindi as "Immortal Picture Stories," Amar Chitra Katha, a brainchild of Anant Pai, has been known for the representation of Indian mythology, history, and regional folktales in the form of

graphic narratives. ACK's creative representation of mythology

has shaped not just the Indian visual portrayal of the mythological tales but also the minds of its consumers, these tales are an important cultural institution that has played a significant role in defining culture, for several generations of readers. Drawn from Hindu mythology, the protagonists of ACK are Hindu gods and goddesses like Krishna, Durga, Draupadi, Sita, Shiva, etc. By delving into the visuals of representation, this paper examines the wrongful portrayal of two Indian mythological characters, Draupadi and Rama respectively; thereby distorting the age-old tales and traditions and how they are couched in the larger social, cultural, and ideological national imagery and thereby falling prey to internalized colonialism. The historical representations in ACK render it a crucial resource to understand paradigm shifts in the way the nation imagines itself, and the way it has educated whole generations of the Indian psyche into victims of colorism. Despite a growing body of research on the media landscape in postcolonial India, Indian children's media culture continues to be underrepresented in the field of history and popular memory. And yet, when engaged with the world of comics and graphic novels, one can realize how it shapes and is shaped by, not just the minds of individuals but also the collective consciousness of communities.

This research paper also draws attention to how these mythological parables of India are visually represented by highlighting the posters or front covers pertaining to the respective characters along with the original textual descriptions from ancient Indian texts to further bring out the issue of colorism and the magnitude in which ACK has drawn away from its actual representation. For a major part in the early series of ACK, it could be felt that the founder-editor Anant Pai revolutionized children's entertainment by interweaving it with India's mythological narratives. However, he also altered the ways in which they are portrayed, thereby giving a western image, especially with their skin tones. Thus, examining ACK remains crucial, on one hand, when looking into the myth parables shared in the visual-textual format; on the other hand, it remains vital to understand the paradigm shifts in the ways the Indian mythology and identities are imagined.

### 1.1 Amar Chitra Katha - An Overview

Amar Chitra Katha, a leading historical comic-book series in India, enjoys a ubiquitous presence among the urban middle-class in India and the South Asian diaspora. Founded in 1967 by Editor-in-Chief Anant Pai, ACK has sold over 100 million issues consisting of nearly 500 different titles, translated into 20 Indian languages. Pai worked as an editor at Indrajal Comics in the early 1960s;

the company that popularized Western comics in India since its inception in 1964. Thus, ACK was founded as a reaction to what was perceived by Pai as an excess of foreign influences trickling into the consumption of popular culture by Indian youth. ACK was founded on the principle of educating the young readers of India about Indian myths and mythology, religion and history, and nation and national figures. Accordingly, these comics now could be loosely grouped into two categories: mythological and historical. The mythological ones include narratives from classical Indian epics like the Ramayana and Mahabharata and various Puranic stories. On the other hand, the historical ones added several years later, feature regional personalities to promote national integration. In a country like India, so vast and varied, the series also serves as a medium of national integration by introducing young readers to the rich cultural diversity of the country and highlighting the achievements of local heroes. Although ACK as a visual narrative form is different from its Western counterpart, it does apply some of the formal conventions of Western comics in its visuals. An in-depth exploration of ACK reflects how it merges with some visual and formal conventions of Western comics to create an effect that is common to the existing comic books tradition, yet unique due to its focus on the immediate historical and cultural context of India. Moreover, ACK's stories about gods, goddesses, kings, and historical legends have often associated light-skinned masculine figures with strength, virtues, and compassion, whereas dark skin, in the comic book illustrations, has primarily been coded through the semiotics of violence, brutality, and low caste status. This

paper highlights the way ACK deploys fair skin as an ingredient of beauty, success, and heroism. Furthermore, it could be observed that ACK's reliance on hegemonic 'original' versions of historical narratives underscores the colorist ideologies of contemporary Hindu nationalism in India. ACK is a ubiquitous form of public culture, familiar to an enormous section of the educated Indian population, practically creating a shared shorthand for its conceptualization of Indian mythology while simultaneously functioning as a platform for debates surrounding that very conceptualization.

### 1.2 Ancient India

India, being one of the world's earliest civilizations, did not discriminate based on skin color.

Indians, as we know now, are a mix of numerous races and diverse cultures with many commonalities who came together to establish the modern-day nation-state of India. Depending on the geographical location to which they belong, Indians have varying degrees of hue and facial

attributes. It is often said that color discrimination in India has a base and can be seen if one dwells in its ancient texts; however, since the society was grouped into different structures it gave away a wrong message. The 'Varna system' is often misinterpreted as a social structure that classified people based on their color but it never defined people based on color but was a

concept dealing with people's occupations. The oldest categorization, according to the Rig Veda, was not found at birth but rather on a hierarchy dictated by one's employment. Varna (not to be

confused with jati 'caste'), an ancient Indian system also known as Varna Vyavastha, "classifies people in the Indian society; and it has various implications: social, political, ethical, and

economical" (Dwivedi). "Unlike European countries and the United States, this classification has nothing to do with the color of the human skin or races; therefore, one shall not be misguided

and confused it with racism" (Dwivedi). Ancient India considered dark complexion as something vibrant and throbbing with life and exuberance. Vatsyayana wrote, "Shyam varnam saundhya bhutim pratimanah asti", meaning beauty resides in dark color and texture and Amaru an ancient Sanskrit poet wrote, "Shyam chaapalya priyadhaam" meaning black is always agile and

sprightly. (Paul). In The Monthly Review, Pennant's View of Hindustan states; "The word Hindu-stan is a Persic compound, signifying the country of the black people (Tulsi Jayakumar).

From the above statements, it is explicitly seen that in ancient India there were differences in skin tone but people weren't discriminated on its basis, in fact, all of them were embraced.

## II. APPLICATION

The term 'post-colonial' is used to cover all the cultures affected by the imperial process from the moment of colonization to the present day, and a theory is a cultural end product having

accommodated all the things from that area. Hence, postcolonialism is such a construct, which can be placed anywhere irrespective of the locale, because it works more in connection with the ones who acquire power. This is because there is a continuity of preoccupations throughout the historical process initiated by European imperial aggression (Ashcroft et al 28). India was

colonized for almost 200 years and while the political struggle and violence are often spoken about, the level at

which they exploited the identity of the Indians is yet to receive some light.

They came, saw, and conquered and after years of looting, left the land giving the country what we call today, 'Independence', the real question is the level of freedom the country is able to exercise. Even though India is a free nation, certain colonial stigma is still prevalent especially when it comes to skin color, thus one could say internal colonialism exists today, with respect to culture. Independence did not symbolize considerable change, rather it replaced one class of oppressors with another, with its novel practices of exclusion. The unconditional desire to be 'white' or equating whiteness with supremacy or success or beauty can be seen as a colonial residue. As already mentioned, the ancient Indian society had differences but did not discriminate people on the basis of one's skin color. Colorism, a term coined by American novelist, Alice Walker, is a concept where people belonging to the same ethnicity or race are discriminated solely on the basis of their skin tone or color (*In Search of Our Mothers' Gardens*). This form of color discrimination can be explicitly seen in Indian popular culture, which is one of those neglected domains of inquiry for postcolonial studies, in comparison to elite cultural formations or practices. In the words of Stuart Hall, in his renowned essay '*Notes on deconstructing the "popular"*' (1981), 'popular culture matters' (Hall 1998, 453). They reveal both the importance of each to the other and the ambivalence that characterizes their relationship. The true power of postcolonial critique begins with the analysis of indigenous cultural production and how these studies might respond to the popular through an examination of religious possession. One must begin with a view of postcolonial popular culture as a battleground in which dominant power and resistance to it are played out, locating it in a complex web of social forces and power relations. As Hall puts it:

Popular culture is one of the sites where this struggle for and against a culture of the powerful is engaged: it is also the stakes to be won or lost in that struggle. It is the arena of consent and resistance. It is partly where hegemony arises, and where it is secured. It is not a sphere where socialism, a socialist culture – already fully formed – might be simply 'expressed'. But it is one of the places where socialism might be constituted. That is why 'popular culture' matters. Otherwise, to tell you the truth, I don't give a damn about it (453).

The first ACK poster to be analyzed is that of Princess Draupadi, the daughter-in-law of Dhritarashtra and revered as the epitome of femininity. She is depicted as a beautiful woman of the color of a 'blue lotus' and referred to as the 'dark beauty' or 'Shyama', also referred to as Krishnaa and



Panchali, she is the female protagonist of the Hindu epic, *Mahabharata*, and the consort of the five Pandava brothers; Yudhishtira, Bhima, Arjuna, Nakula, and Sahadeva.

Mahabharata includes an exceedingly flattering description of Draupadi as she arose from the fire;

“The fire-born woman was extremely beautiful. Her eyes were black and large as lotus petals, her complexion was dark, and her locks were blue and curly. Her beauty was such that she had no equal on earth. Like a celestial herself, she could be desired (in marriage) by a celestial, a Danava, or a Yaksha (Mahabharata. Adi Parva. Chapter 169:3)”.

However, in the ACK poster, volume 542 which is on Draupadi, the poster is on the infamous disrobing scene of Draupadi by the Kauravas, with the subtitle “*The dusky firebrand*”, she is visually represented as a white woman who is completely in contrast with the actual description given in the epic *Mahabharata*. ACKs being one of the first mythological narratives for children, this wrongly represented image can not only distort the tales but could damage their understanding of beauty itself. Another striking aspect of the poster is that, of the Kauravas, since they are the antagonist of the whole epic the artist pictured them as brown in complexion to bring out the villainous look which again is not the right representation.

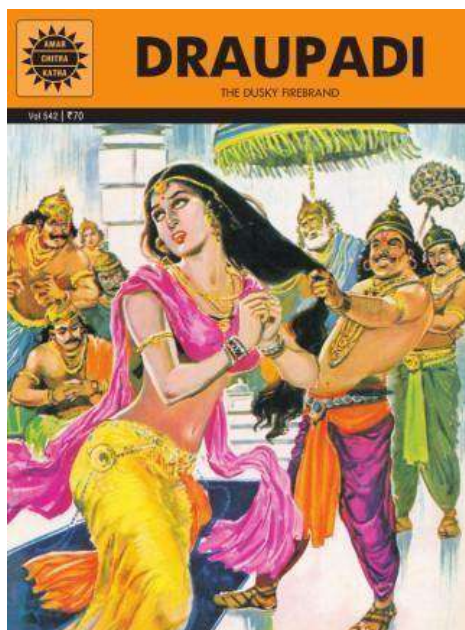


Fig 1: Draupadi - The Dusky Firebrand

The life of Prince Rama, who is widely revered and worshipped throughout present-day India as well as South East Asia and the seventh major avatar of Vishnu, is detailed in the Ramayana, another major epic believed to have taken place in 5700 B.C.E, written by Sage Valmiki.

According to the actual text of the *Ramayana*, Rama, the

idealized handsome prince, was of adark bluish or brown complexion:

“Rama, whose face is like the full moon, of dark brown complexion, whose collar-bone is invisible, a conqueror of foes, whose arms descend to his knees, whose eyes resemble lotuses, the elder brother of Lakshmana, who takes initiative in speaking and expresses

with sweetness, truthful of speech and possessed of extraordinary strength, is benevolent to all, delightfully charming as the moon, that tiger among men, as mighty as an elephant

in rut, that great car-warrior, will surely adorn the woods while roaming through them”. (Valmiki Ramayan - Book II: Ayodhya Kanda - Book of Ayodhya: Chapter 48.)

In a passage from the Mahabharat, Vasudeva, the father of Krishna, tells of adark-skinned, strong, and handsome Prince Rama:

“ Possessed of youth, of a dark complexion, with red eyes, he looked like the leader of an elephantine herd. With arms stretching down to his knees and of handsome face, his shoulders were like those of a lion and the might of his arms great” (The Mahabharata, Book 12: Rajadharmanusasana Parva: Section XXIX.)

In ACK’s posters, volume 504, *Rama, retold from Ramayana*, and volume 10001, *Valmiki’s Ramayana, The great Indian epic*, Rama is visually brought out in blue complexion in the former poster and white or pale in the latter. Being the hero or protagonist he is given a shade far removed from his actual representation. A collective theme can be seen emerging from this, white being pure, royal, and elite.

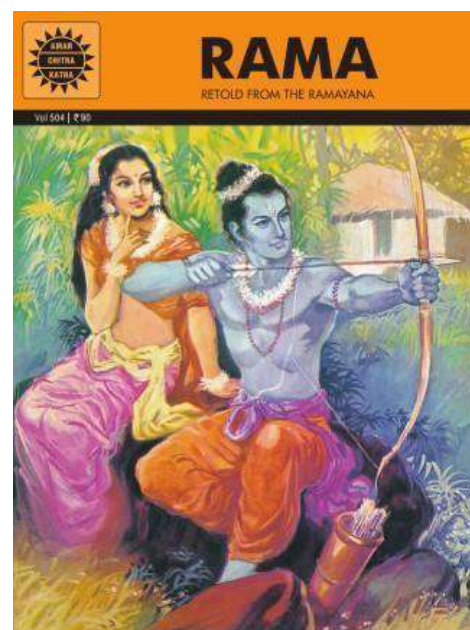


Fig 2: Rama- Retold from the Ramayana

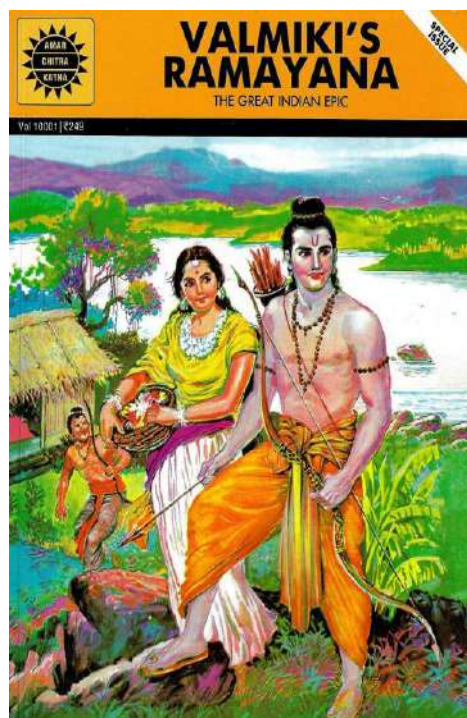


Fig 3: Valmiki's Ramayana – The Great Indian Epic

This white supremacy which began from the colonial roots can be thus traced in these volumes of Amar Chitra Katha's which today stand on the pedestal of Indian popular culture. In ACKs, the villains or asuras are in shades of brown or black, and the heroes or heroines or god-like figures in shades of white. This concept of mimicking is seen from these visual arts to popular media. Homi Bhabha's definition of colonial mimicry is the "desire for...the subject of a difference that is almost the same, but not quite...almost the same but not white." (*The Location of Culture*). Colonialism was carried out through physical and psychological violence. It supplanted the existing cultures of the colonized communities, and it brought irrevocable changes. The media channels narrow the bandwidth of each individual's preferences, hence a crowd-pleasing image becomes a mold, and beauty is followed by the imitator, and then by the imitator of that imitator.

The visuals from ACK's are imitating the color tones of the colonizers are in striking contrast to the actual Indian skin tones. This creates an unconscious understanding or belief among the young readers that having white or fair skin is much better in terms of acceptance and also a symbol of power. Colonialism is manifested through the "configurations of power" (Said 133) that worked and still works to control indigenous lands and populations. Notions of white supremacy constitute the power relationships and hierarchical structures within the colonial endeavor. European supremacy is based on the civilized/uncivilized

dichotomy, and it effectively justifies colonization. Today, "cultural imperialism rests on the power to universalize particularisms related to a specific historic tradition by making them (mis)understood as universally true" (Garner, 2007, p. 6). In the case of these ACK posters, when the princess herself is depicted in such a light of having a fair complexion, the young readers tend to believe the idea that fair skin is equivalent to being elite or royal and is the epitome of beauty and class, and when it comes to the male counterpart, it stands for heroism, chivalry and sheer attractiveness which is seen only in a person having a white complexion. British colonialism created this idea of white vs brown and that seed of thought has been growing inside the minds of many generations. Even today the young minds are taught to believe the same and ACK is proving to be one among many conductors reinforcing this dim view. The colonizers are depicted as an advanced civilization, while the colonized are projected as a backward civilization, and one major distinction that promulgates this thought is the difference in skin tones. The West is associated with superiority, and the East is represented as primitive, weak, and in need of salvation. The advanced/backward dichotomy works effectively to support dominance and control. However, as time evolves this notion of white being the symbol of purity, beauty and elegance has grappled to the Indian psyche and brought in a collective consciousness that skin color is a mandatory requirement to gain an identity and acceptance, majorly since people with darker skin tones are showcased poorly in popular culture. The perception of the personal unconscious consists of things that have been from the consciousness of the individual, and Carl Jung believed personal unconscious could have an enormous impact on the individual, whereas the collective unconscious is moderately diverse from the personal unconscious. This is not an individual aspect but applies to the entity of the human species. It can be understood as an inheritance to all human beings. "The collective unconscious goes beyond cultural barriers of human beings and presents a commonality to all humans" (McLeod). The unconditional desire to attain a fair skin is the perfect example of the concept of this internalization, and the internalization however becomes part of the personal psyche, which later becomes associated

with the collective psyche.

The colonizer's relationship differs from one country to another. In a country like Africa, the methods used to colonize them were immensely brutal than in India, while the current superpower, the United States of America, was also once under the clutches of the British masters, but they have their own hidden tactics thus covering up their dark era. The power and hegemonic



structures are different and hence today, America is celebrating its colonial past. The Hamlet syndrome is exactly what postcolonial India is facing, they have been reduced to being an 'exclusive insider', and yet at some point this is a hallmark of privilege they carry upon themselves. The underlying truth beneath being an 'exclusive insider' is that they imitate the colonizers at many levels and put themselves in a third space, where they are not treated as one among the masters nor are they part of their roots any longer, the dilemma always prevails. In many cases, colonizers employ language as the perfect instrument to apply their cynical strategies and in India, they utilized language as their medium to bring forth changes in each human's body and thus created a perfect foundation for it by adding the necessary ingredients to generate the forged ideas of ideal by working on the power politics of color.

### III. CONCLUSION

"Our day of dependence, our long apprenticeship to the learning of other lands, draws to a close. The millions, that around us are rushing into life, cannot always be fed on the sere remains of foreign harvests." (Emerson 2); Emerson called for the immediate need to have an American Scholar and to cease mirroring the Europeans. India has always desperately aping its colonizers and fixating the irrecoverable state of neo-colonialism, the very word explicitly producing the significance of having an era of old colonial racism.

Whiteness is a visible marker of what has come to be accepted as superior. The deconstruction of whiteness as a sign of superiority and the celebration of differences is advocated as "a revolutionary intervention" by Hooks (20). She asserts that a discourse on whiteness would facilitate the analysis of conventional assumptions about race. Anti-racism projects need to challenge white supremacy and "white racist paradigms." Part of the process of unlearning colorism is to recognize that history has been defined from the white standpoint. Pre-colonial India was characterized by a pluralistic cultural, religious, and political structure. Classic colonialism is now practically dead, it consisted of a colonial power taking over a country and staying there to dominate the local people politically and in every sphere of their lives. The objective of colonialism was economic exploitation through the control of the resources of the colonies, and the use of the colonies as markets for its products, but today it is the era of neo-colonialism, there is no military conquest in the traditional sense and political control of the population within a territory but the objectives still remain and their roots are well cemented on the Indian grounds, and today the proud colonial past is

celebrated in distinct forms consciously or unconsciously. This paper tries to bring into limelight the colourist attitude that this particular Indian comic has, however the paper doesn't dwell into other aspects of this comic book nor does it deal with aspects related to gender differences nor racism. Colorism is an unfortunate consequence of colonialism. As Darwin wrote, "If everyone were cast in the same mold, there would be no such thing as beauty" (*The Decent of Man*). The colonial encounter has been devastating to the ex-colonized communities, and a reawakening is timely and necessary.

### REFERENCES

- [1] Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-colonial Literatures*. 2nd ed. London: Routledge, 2010.
- [2] Bhabha, Homi K. (1994). *The Location of Culture*. New York, NY: Routledge.
- [3] Dwivedi, Amitabhvikram. "Varna". *Hinduism and Tribal Religions*, Jan. 2018. ResearchGate [https://www.researchgate.net/publication/325993457\\_Varna](https://www.researchgate.net/publication/325993457_Varna)
- [4] Emerson, Ralph Waldo. *American Scholar*. Georgia: American Book Company, 2007. Print.
- [5] Garner, Steve. (2007). *Whiteness: an Introduction*. London, UK: Routledge.
- [6] Hall, Stuart. 1998. Notes on deconstructing the 'popular'. In *Cultural theory and popular culture: A reader*, ed. John Storey, 442–53. London: Prentice Hall, Pearson. Repr. from *People's history and socialist theory*, ed. Raphael Samuel, 227–47. London: Routledge and Kegan Paul, 1981.
- [7] Hooks, Bell. *Black Looks: Race and Representation*. New York: Routledge, 2015. PDF file.
- [8] Jayakumar, Tulsi. "The narrative of beauty has to change." *The New Indian Express*, 13 July 2020. <https://www.newindianexpress.com/opinions/2020/jul/13/the-narrative-of-beauty-has-to-change-2168909.html>
- [9] Mahabharata. Sacred Texts, Evinity Publishing INC.
- [10] McLeod, Saul. "Carl Jung." *Simply Psychology*. Simply Psychology, n.d. Web. <https://www.simplypsychology.org/carl-jung.html>
- [11] Morgan, Sally. *My Place*. Sydney: Fremantle Press, 2012. PDF file.
- [12] Paul, Sumit. "The fallacy of the fairness concept." *The Hindu*, 6 Sept 2016, <https://www.thehindu.com/opinion/open-page/the-fallacy-of-the-fairness-concept/article7074825>
- [13] Said, Edward W. *Culture and Imperialism*. 1st ed. London: Vintage Digital, 2014. Wordpress, 2016.
- [14] Valmiki Ramayana. Valmiki Ramayan, 1998.
- [15] Walker, Alice. *Within the Circle: An Anthology of African American Literary Criticism from Harlem Renaissance to the Present*. E-book ed., Duke University Press, 1994.

- [16] Amar Chitra Katha, "Draupadi: The Dusky Firebrand."  
*Goodreads*,  
<https://www.goodreads.com/book/show/36247736-draupadi>
- [17] Amar Chitra Katha, "Valmiki Ramayana: The Great Indian Epic."  
*Amar Chitra Katha*,  
<https://www.amarchitrakatha.com/product/valmiki-ramayana/>
- [18] Amar Chitra Katha, "Rama: Retold from Ramayana."  
*Goodreads*,  
<https://www.goodreads.com/book/show/332856.Rama>





# Climatic Change Leads to Global Warming? A Semiotic Analysis of the Kwaliti Wall's Advertisement

Sathvika R<sup>1</sup>, Rajasekaran V<sup>2</sup>

<sup>1</sup>Research Associate, School of Social Sciences and Languages, Vellore Institute of Technology, Chennai, India.

<sup>2</sup>Associate Professor, School of Social Sciences and Languages, Vellore Institute of Technology, Chennai, India.

Received: 11 May 2023; Received in revised form: 14 Jun 2023; Accepted: 21 Jun 2023; Available online: 28 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**—To understand the awareness of global warming and climatic changes in advertising, such as through “semiotic theory”. The pictorial textual analysis evaluates the scope and configures the awareness of Global warming in the selected Kwaliti Wall's ice cream print advertisement targeting the product, signs, symbols, pictorial representation, and captions of the advertisement. Based on the pictorial textual framework, different sources and dimensions of global warming as well as the ice sheet melts in the Antarctic region are analyzed. Results suggest that global issues and climatic conditions advertising is a highly targeted strategy appealing to consumers. Global warming and climatic changes typically represented through semiotic analysis while the pictorial textual analysis focuses on the entire advertisement. The study also highlights the emphasis on climatic changes and global warming awareness in advertising narratives.



**Keywords**—Global warming, climatic change, Ice cream advertisement, Sign language, Semiotics.

## I. INTRODUCTION

Climate change and global warming have become increasingly pressing issues in recent decades. The effects of human activity on the planet's climate have resulted in a range of environmental, social, and economic challenges. These challenges have prompted widespread concern among scientists, policymakers, and the general public. This research article aims to explore the causes and impacts of climate change and global warming on the planet and to apply semiotic techniques. The research article will begin by examining the underlying causes of climate change and global warming, including the role of human activities such as burning fossil fuels, deforestation, and agricultural practices. The article will then discuss the impacts of climate change with an analysis of the Ice cream advertisement, including rising sea levels, extreme weather events, and loss of biodiversity. The research will also explore the economic and social consequences of climate change, such as food and water shortages, displacement of populations, and increased health risks.

Climate change and global warming have become two of the most significant environmental challenges facing our planet today. The scientific community has widely accepted that global temperatures are increasing at an alarming rate, with severe implications for ecosystems, biodiversity, human health, and economies worldwide. The impact of global warming is already being felt in various ways, including rising sea levels, melting ice caps, more frequent and intense weather events, and changes in precipitation patterns. Understanding the causes and consequences of climate change is essential for policymakers, scientists, and the general public to take effective action to mitigate its effects. In this research article, we explore the latest scientific findings on climate change and global warming and investigate their impact on the environment, society, and the economy. We also examine the semiotic analysis in the advertisement along with the effects of global warming, such as reducing greenhouse gas emissions, developing alternative energy sources, and implementing sustainable land-use practices. Our goal is to contribute to the growing body of

knowledge on climate change and provide insights that can inform decision-making at local, national, and international levels.

Furthermore, the research will assess the various strategies that can be adopted to mitigate the effects of climate change. This will include both adaptation and mitigation measures, such as the development of renewable energy sources, changes in land use, and the implementation of policies to reduce greenhouse gas emissions. The research will also evaluate the challenges associated with implementing these strategies, including political, social, and economic barriers. Overall, this research article seeks to provide a comprehensive understanding of the causes and impacts of climate change and global warming, as well as the potential strategies for mitigating their effects. By providing a thorough analysis of this critical issue, this research aims

## II. LITERATURE REVIEW

The topic of global warming has been extensively studied in recent years, with a focus on the impact of human activities on the environment. One of the most significant effects of global warming is the melting of ice caps and glaciers, which can lead to rising sea levels and other environmental changes. The advertising industry, on the other hand, has been consistently using various semiotic techniques to convey messages to the masses, and ice cream advertisements are no exception. Studies have shown that the use of semiotics in advertising is effective in shaping consumer behavior and attitudes towards products. Semiotics is the study of symbols and signs and how they are used to communicate meaning. In the context of advertising, semiotics can be used to analyze the meaning behind the symbols used in advertisements and how they influence consumers.

In the context of global warming, researchers have examined the role of advertising and marketing in shaping consumer behavior. One study by Nordfält and Öhman (2019) analyzed the use of environmental symbols in advertising and found that while companies often use environmental symbols to create a sense of responsibility and sustainability, they may not actually be implementing sustainable practices in their operations. However, there is a lack of research on how ice cream advertisements use semiotic techniques to convey messages about global warming and environmental issues. A study by Lai and Toh (2018) analyzed the use of semiotics in ice cream advertisements in Singapore and found that the use of environmental symbols was not significant in the ads. Instead, the advertisements used cultural symbols such as national icons and festivities to appeal to consumers.

The article by Siegert et al. (2019) titled "The Antarctic Peninsula under a 1.5 C global warming scenario" provides a comprehensive review of the impact of global warming on the Antarctic Peninsula. The article begins with an overview of the current understanding of global warming and the impact it is having on the planet. The authors then focus on the Antarctic Peninsula, which has seen some of the most significant warming in recent years. The article provides a detailed analysis of the impact of global warming on the Antarctic Peninsula's ice shelves, which are crucial to maintaining the continent's stability. The authors discuss the potential consequences of ice shelf collapse, such as sea level rise and changes in ocean circulation. They also highlight the importance of understanding the dynamics of ice shelves in order to make accurate predictions about future changes. The article concludes with a discussion of the challenges of mitigating the impact of global warming on the Antarctic Peninsula. The authors note that reducing greenhouse gas emissions is crucial to limiting the extent of global warming. However, they also highlight the need for adaptation measures to help protect vulnerable communities and ecosystems. The authors conclude by emphasizing the importance of continued research in understanding the impact of global warming on the Antarctic Peninsula. In conclusion, while there has been significant research on the impact of human activities on global warming, there is a lack of research on how ice cream advertisements use semiotics to convey messages about environmental issues. Understanding the role of advertising and marketing in shaping consumer behavior is crucial in addressing global warming and promoting sustainable practices. Therefore, this research article aims to explore the use of semiotics in ice cream advertisements and how it relates to global warming and environmental issues.

## III. RESEARCH QUESTIONS

- What are the insights of semiotic codes in the selected advertisement?
- How are Saussure and Barthes's theory of sign language bring out visual and verbal ambiguations?
- How does the image/content depict creates awareness about global warming through the selected advertisement?

## IV. RESEARCH OBJECTIVES

The objective of the study is to explore semiotic sign language in the selected advertisement. Also, to observe the visual and verbal ambiguations present in the Kwaliti

walls Ice cream advertisement. Further it illustrate the awareness that creates about global warming and environmental issues from the select advertisement.

## V. SIGNIFICANCE OF THE STUDY

The current study explores Saussure and Barthes's sign language as semiotics representing signifiers and signified depicted from the selected advertisement. These semiotic codes map their way to reach the audience to get familiar with knowing the nuances and create awareness for the readers. The advantage of knowing the sign language system is that each advertisement has several creative meanings from a symbolic representation. The commoner will be aware of the global warming issues that are destroying our planet. We are the cause for this and should be cautious while we witness these global changes. Additionally, it is effective for the reader to know the global warming issue in the terrestrial environment of our planet. These advertisements creating awareness will embark on the impact and be cautious in the minds of readers to save our planet Mother "Earth".

## VI. ANALYTICAL FRAMEWORK

The current study is qualitative research using the semiotic analysis that can be further tuned into the methodology of descriptive content analysis which helps to discover the symbolic or the semiotic sense of meanings showcased in terms of signs, symbols, taglines, captions, color, background color, any design or logo embossed on the background. The present study uses a semiotic analysis approach to analyze and provide meanings to symbols contained in a frame of message or text symbols (Kahanna,2023). This is used to understand the meaning contained in the image and the caption depicted in the selected advertisement for creating awareness of global warming. The theories of Saussure and Roland Barthes in the sign language system. The projected theory discussed in the study attempts to explain, investigate, and analyze the hidden meanings of each sign and symbol used in the selected advertisement. The Qualitative approaches are usually used for finding out the hidden meaning of a social phenomenon, to understand social awareness (Kahanna,2023). It is broadly predicated on the verbal and visual ambiguations that play a major role in understanding the denotative and connotative meanings portrayed in the advertisement.

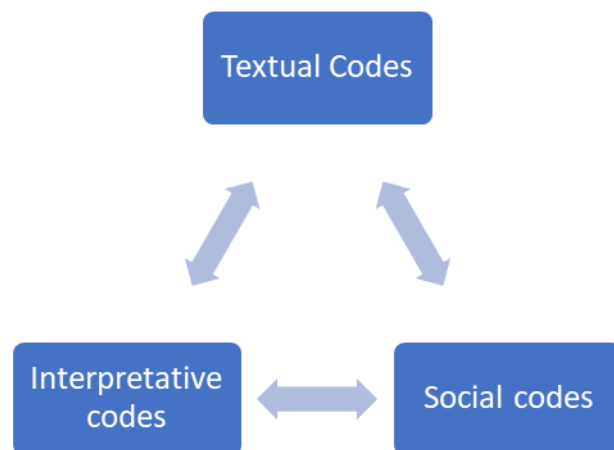


Fig. 1 Semiotic Codes (Chandler,2007)

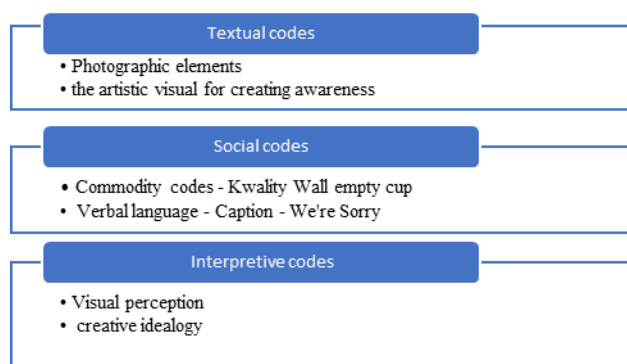


Fig. 2 Semiotic Codes (Chandler,2007)

### The Background color – Brown

Brown is a color that shows up in logos, banner images, and sometimes even text or the caption due to its contrast with white text. This color seems nature's color, Earth, wood and other elements of everyday life. It is associated with a fall. In nature, Brown color coincides with a wide variety of colors, flora and fauna, attesting to its versatility. Brown is also replaced with black to insist the warmer tones.

### Significance of brown in the advertisement:

The selected advertisement is designed to create awareness about global warming. The reason for the choice of brown color has several meanings in depth. In the advertising and marketing field, this color is commonly used for natural products and food. This brown color has hex code #964B00 and it is monochromatic (designs.ai, 2022). There are different shades of brown and each one has its own purpose and meaning. The brown color has a tendency to stimulate the appetite which is the desire or urge for food carvings which correlates with the selected advertisement since people of all ages like to have ice

cream. The same way commoner has to have the urge to stop or prevent global warming. The color also has several meanings including fall, flora and fauna which connects nature where there is a necessity to safeguard our environment. The meaning of fall here refers to the Antarctic ice sheets are melting down faster which represents a signifier. It also signifies the warmer tones which in the present context refers to the Antarctic region getting warmer by 1.5 degree Celsius from the last decade. Some of the negative aspects of the brown color such as sadness, poor, cheap, and predictable links with the planet facing global issues, there is a prediction happening about global warming where the Antarctic and Greenland region ice sheets keep melting since the temperature gets warmer 1.5 – 2.0 degrees Celsius threshold. The Greenland and Antarctic ice sheets will continue to lose mass this century, when it is compared to those of last decade, this decade it will be losing its mass tendency.

#### Impact of Global Warming and Climate Change:

Antarctic Peninsula has been experiencing temperature increases of 3 degrees Celsius in the last decade. Although we might not witness or the difference doesn't seem much bothering us, it is actually 5 times more than the rate of global warming by the Intergovernmental Panel on Climate Change IPCC (discoveringantarctic.uk,2018). Over the past 30 years, the western part of the Antarctic Peninsula has been one of the warming parts of the planet. This warming is not only limited to land but can also be witnessed in the Southern Ocean. The upper ocean temperatures to the west of the Antarctic Peninsula have increased by over 1 degree Celsius since 1975. It is found in a recent study that the Antarctic circumpolar current is warming up more rapidly than the Global Ocean. The scientists' study states that climate change in the Antarctic is important because they predict more accurately future climate change that would be adverse. The warming of the Antarctic Peninsula tends to cause changes to the physical and living environment of the surroundings. This climate change has disturbed the distribution of Penguin colonies and the ice conditions keep changing and warmer than before. There have been large Ice cover changes that occurred in the Antarctic peninsula. Many ice sheets, glaciers, and Ice shelves have been observed to retreat in the past few decades and many have collapsed completely (discoveringantarctic.uk,2018).

Ice shelves are some of the floating extensions of the ice sheet in the Antarctic region. One of the largest ice shelves, the Ronne Filchner covers an area similar to Spain (discoveringantarctic.uk,2016). Every summer an amount of water melts from ice shelves is produced which will weaken and retreat the Ice shelves. As the Antarctic region climate is getting warmer by 3 degree Celsius, hence the

Ice shelves and Ice sheets are now retreating and in a weakening state. Since the 1950's there is a loss of 25,000 km of Ice shelf (discoveringantarctic.uk,2016).

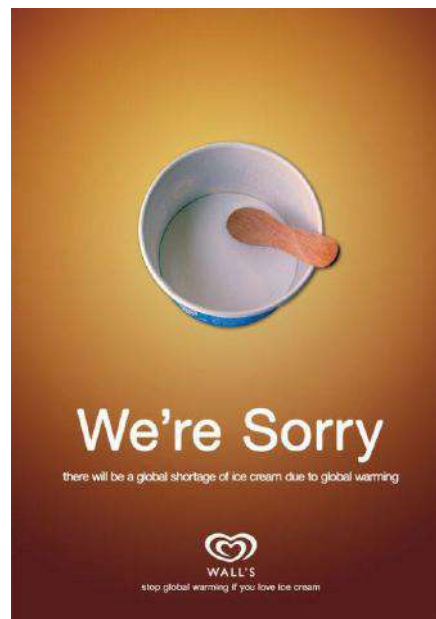


Fig.1 Wall's Ice Cream Global Warming Ads. Retrieved from <https://www.behance.net/gallery/1682308/Walls-Ice-Cream-Global-Warming-Ads>

## VII. ANALYSIS OF THE ADVERTISEMENT

The Kwallity Walls ice cream advertisement that features an empty ice cream cup with the message "When the ice melts, we're left with nothing" is an effective way to create global awareness of global warming. The advertisement effectively communicates the impact of global warming on ice cream lovers by using a relatable product that people enjoy. The message in the advertisement is straightforward and easy to understand. The semiotic codes such as text codes are represented in the captions and taglines of the ice cream advertisement. The textual code associated with the caption of the ice cream advertisement is "We're sorry" which is in bolded text, 'there will be a global shortage of Ice cream due to global warming'. From figure 1, the use of the empty ice cream cup symbolizes the idea that without ice, there can be no ice cream. The image of the empty cup is simple but powerful and has the sign language signified and also social codes of the semiotic codes, conveying the message that global warming can have a significant impact on things that people take for granted. The advertisement's use of color is also effective in creating an emotional response from the viewer. The white color scheme of the cup and the background brown represent the surroundings that are destroying due to global warming, while the tagline "We're sorry" text draws attention to the seriousness of the message. In addition to using a relatable



product and impactful visuals, the advertisement's message is timely and relevant. The issue of global warming is a pressing concern, and the advertisement helps to raise awareness of the issue in a creative way. The advertisement also showcases the caption "stop global warming if you love ice cream" which creates a huge impact for the reader just in case there are no possibilities to have a cup of ice cream for future generations.

Overall, the Kwaliti Walls ice cream advertisement that features an empty ice cream cup is a powerful tool for creating global awareness of global warming. It effectively communicates the impact of global warming on ice cream lovers and uses a relatable product and impactful visuals to convey its message. The advertisement is timely, and relevant, and helps to raise awareness of the issue in a creative way.

### VIII. CONCLUSION

In conclusion, the Kwaliti Walls ice cream advertisement that features an empty ice cream cup is an effective example of how semiotics can be used in advertising to create global awareness for important issues like global warming. The advertisement effectively communicates the impact of global warming on ice cream lovers by using a relatable product and impactful visuals that draw attention to the seriousness of the issue. Semiotics, the study of signs and symbols and their meanings, is used in the advertisement to convey a powerful message through the use of simple, yet impactful visuals. The empty ice cream cup symbolizes the impact of global warming on things that people take for granted.

The advertisement's message is timely, relevant, and helps to raise awareness of the issue in a creative way. By using semiotics to convey a powerful message, the advertisement effectively communicates the impact of global warming on a relatable product and helps to generate interest and action on the issue. Overall, the Kwaliti Walls ice cream advertisement that features an empty ice cream cup is an excellent example of how semiotics can be used to create impactful advertising that raises awareness of important issues like global warming. The advertisement provides a great model for how companies and organizations can use advertising to educate and engage the public on crucial global issues.

### REFERENCES

[1] Darryl Driyarto Han. 2011. Wall's Ice Cream Global Warming Ads. Retrieved from <https://www.behance.net/gallery/1682308/Walls-Ice-Cream-Global-Warming-Ads>

[2] <https://www.oberlo.com/blog/color-psychology-color-meanings> -Article by Nicole Martins Ferreira, 31 May, 2019

[3] <https://zanet.co.uk/the-color-brown-meaning/> N.A. (2009). the significance of color brown.

[4] Kahanna, M. (2023). Womens Representation in Cosmopolitan Magazine. Journal of Scientific Research, Education, and Technology (JSRET), 2(2), 441-452.

[5] Pattyn, F., Ritz, C., Hanna, E., Asay-Davis, X., DeConto, R., Durand, G., ... & Van den Broeke, M. (2018). The Greenland and Antarctic ice sheets under 1.5 C global warming. Nature climate change, 8(12), 1053-1061.

[6] Rintoul, S. R., Chown, S. L., DeConto, R. M., England, M. H., Fricker, H. A., Masson-Delmotte, V., ... & Xavier, J. C. (2018). Choosing the future of Antarctica. Nature, 558(7709), 233-241.

[7] Siegert, M., Atkinson, A., Banwell, A., Brandon, M., Convey, P., Davies, B., ... & Vaughan, D. (2019). The Antarctic Peninsula under a 1.5 C global warming scenario. Frontiers in Environmental Science, 102.



# Women's Quest for True Love: A Study on Selected Poems by Kamala Das and Rabindranath Tagore's "The Broken Nest"

Annita Chatterjee

M.A. in English Literature, Prabhat Kumar College, Affiliated to Vidyasagar University, West Bengal, India

Received: 19 May 2023; Received in revised form: 11 Jun 2023; Accepted: 20 Jun 2023; Available online: 28 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— Many women across the world are still now treated as an object for sexual purposes by the patriarchal society. These women want true love from their beloveds, but often they are deprived of achieving the essence of true love due to male dominance. This paper showcases women's quest for true love in Kamala Das' poems named "The Old Playhouse", "The Sunshine Cat", "The Descendants" and Rabindranath Tagore's novella "The Broken Nest". Kamala Das has represented the consistent psychological damage of women due to fake and mechanical love-making with their husbands or beloveds. The female individuals in Kamala Das' poems desire emotional and spiritual satisfaction, but they are only physically used for the carnal gratification of male individuals. In "The Broken Nest", Rabindranath Tagore writes the story of a lonely woman named Charulata. She is neglected by her husband as Bhupati, Charu's husband was a workaholic person. This negligence makes Charu fall in love with Amal and a new illusionary world is created by Charu. In this world of imagination, only she and Amal inhabit. In the end, with Amal's leaving the house, Charulata understands that she again becomes lonely in both the illusionary and real world. The present paper reflects the deep desire and hunger for true love of the speakers of Kamala Das' poems and Charulata, the main character of Tagore's novella.



**Keywords**— True love, Quest, Lonely, and Desire

## I. INTRODUCTION

Love, an emotion moulded by affinity, commitment, and passion, is the predominant theme of many literary works written by different writers across the world. Some writers showcase the thirst for love between several characters and some of them also draw their own experiences related to love through different characters. Rabindranath Tagore, one of the greatest writers of all time, portrays the hunger for the love of Charulata in his remarkable creation "The Broken Nest". Apart from Tagore, an eminent Indian poet in English, Kamala Das presents the quest for the love of women in her different poems like "The Old Playhouse", "The Sunshine Cat" and "The Descendants".

Love is a very common need in human life; this emotion adds some extra colours to the life of people.

However, the men-women relationship becomes a superior-subordinate relationship in a male-dominated society. Female figures are psychologically and physically dominated by male individuals in so-called traditional romantic bonding. This patriarchal dominance has been faced by Kamala Das who is also familiar with her pen name Madhavikutty. Kamala Das confesses her own quest for love in her several creations. Das' agonies, exasperation, and experiences are mirrored in her poems. She raises her voice against the patriarchal oppression in love through different creations of hers. Kamala Das was in search of true love throughout her life, but the tragic barriers created by male-dominated society have demolished her desires. For instance, in Das' remarkable poem, "The Old Playhouse", the speaker's voice of protest against her egocentric husband is portrayed. The voice of the speaker of the poems

by Kamala Das is a voice of her own. She always desires a male soul who can listen to her heart; but every time Kamala Das becomes the victim of the satisfaction of a robust sensual desire of her husband. "The Sunshine Cat" and "The Descendants" also represent Das' loneliness and her hunger for love.

Rabindranath Tagore in his novella "The Broken Nest" or "Nastanirh" mirrors the loneliness of Charulata, the central character of this literary work. It is quite normal for Charulata to desire her husband's company. However, Bhupati, Charulata's husband, is a workaholic person who is an editor of a progressive newspaper. Bhupati has no time to give company to her lonely wife. But, in this novella, it can be seen that Amal, Bhupati's younger brother sprinkles water droplets of love in the dry soil of Charu's heart. Charulata who was confined to the dark cave of loneliness gets the light of contentment with the entry of Amal in her life. Her quest for love is temporarily stopped by the presence of Amal; she gradually falls in love with Amal.

In both Tagore's and Das' works, women's search for love is expressed very explicitly. The above-mentioned poems and novella continuously make readers think of the void that is created in the lives of the speakers of Kamala Das' poems and Tagore's heroine Charulata just because of the lack of love. Though Charu's solitude is temporality mitigated by Amal's presence, Kamala Das' isolation becomes the constant in her life and creations.

## II. DISCUSSION

### *Reflection of the quest for love in selected poems by Kamala Das*

"*The Old Playhouse*" by Kamala Das reflects the speaker's pain caused by patriarchal supremacy in her married life. A male-dominated society portrays that a husband always has the license to touch his wife's body without her consent. Here, the male figure often does not care about what the female body wants. In the present poem, similar catastrophic moments have been experienced by the speaker of the poem. Like a swallow, she is tamed by her husband to gratify his carnal desires. The female figure of the poem who desires romantic and true love from her husband is deprived of love and liberty. Her pain is penned down in the line -

"You planned to tame a swallow, to hold her

In the long summer of your love so that she would forget  
...her nature, the urge to fly" (Das 22).

Love does not destruct the independence of an individual; rather a person can find another meaning of independence in love. However, the woman's independence

is demolished by her husband to satisfy his bodily pleasures. The speaker wants to fly, but she is compelled to be confined in a room to accomplish her responsibilities constructed by the patriarchal society. After coming into the husband's house, the female individual forgets all the homely comforts enjoyed by her before marriage. She becomes imprisoned in her married life. She expected that she will get a chance of self-growth and the love of the man with whom she was going to start her another journey, but this man is busy giving lessons to her about himself.

The husband is pleased by the response of the body of his wife, but he does not care about the inner peace and love desired by the woman. She is converted into an object of physical satisfaction of her husband. He has no time to think of his wife's desires; the woman discovers that her husband is extremely self-centred. This married life is transformed into a life of suffocation to the speaker. She does all the duties that a male-centred society expects from a wife; however, in this unusual procedure of conciliation, she loses her own identity. The "monstrous ego" of her husband makes her understand that desiring love from him is just out of the question. Therefore, a hunger and quest for love are always there in the speaker of Das' poems. She wants some respect and love from the male figure, but she is ignored ceaselessly.

The woman also loses all her will to think independently and her ability to participate in a conversation with her husband. When she starts to comprehend that she is used just as a product for the bodily satisfaction of her husband, the caged existence caused by her husband's dominance makes her feel depressed and frustrated. "Artificial lights" and shut windows in a room reflect how much that room is suffocating for one who resides in it. The woman lives in that room day by day and tries to preserve her stifling married life by losing all of her identity. Only the "male scent" of her husband's breath smelt by her in this room becomes exactly synonymous with her married life which is suffocating, annoying, and depressing. Even the odour of her husband's ego and bodily pleasure is fused with the smell of a flower. The innocence of flower's smell is concealed by the dominance of the husband; like that flower, the woman's innocence is crushed under the uncontested ego of the male figure. Kamala Das has written -

"...There is

No more singing, no more dance, my mind is an old  
Playhouse with all its light put out" (Das 22).

The word "playhouse" mirrors a sense of joy, innocence, charms, and positivity. But in the present poem, the entire meaning is changed by Kamala Das by adding a single word "old" before the playhouse. Das here desires to

mean that the speaker of the poem has lost all the sense of joy and creation within herself. Like the suffocating room, her mind has become an "old playhouse" where only darkness inhabits. Like the speaker of the poem, Das' life is made meaningless by the stereotyped way of love-making of the husband. She just breathes but does not live this confined life. Hence, it is too much natural for Das to search for true love where she does not need to lose her identity and freedom, where her mind again desires for creating something new, and where she not only breathes but also lives in her way.

"*The Sunshine Cat*" written by Kamala Das represents the need for true love in a person's life for spiritual and mental satisfaction; the poem mirrors that the absence of this pure love can demolish an individual's life. A despondent woman's desolation is drawn in the present poem; the lady becomes a failure in gaining true love in her life. This woman falls in love with different men, but she is physically used by them. Real love may bring both emotional and physical satisfaction, but only a man's craving for a woman's body reflects the mechanical hunger of masculinity. Kamala Das portrays the melancholy of the forlorn woman through her writing –

"They did this to her, the men who knew her, the man  
She loved, who loved her not enough" (Das 29).

The husband of this woman was also busy gratifying his sexual cravings and the emotional requirements of the lady is simultaneously denied by her husband. Being cowardly and selfish, her husband was just a "ruthless watcher" of the utilization of his wife's body by other men. Smell of lust of other men who use the woman for physical satisfaction intensifies the void of true love in her life. These male figures make the lady understand that she cannot be loved. This is so much painful for a woman who seeks true love throughout her life. This work by Das is confessional and it portrays a woman's endless suffering in a loveless and forced marriage. The massive pain of this woman can be felt through Kamala Das' lines –

"...I shall build walls with tears.  
She said, walls to shut me in" (Das 29).

Above lines express the unfathomable pain got by the woman; the expectation of real love and the absence of it makes the woman sink into her tears. Cynical and lustful attitude of her lovers including her husband brings doubts related to the existence of true love within the woman. She was locked by her husband in a "room of books" and there "a streak of sunshine" looking like a yellow cat was only her companion and last hope in her life which is full of pathos. But soon, this cat of sunshine turns into a thin line that signifies her consistent and never-ending sadness. The

husband of this woman who locked his wife in that room suddenly discovered that she became a "half-dead woman" and useless for sexual purposes. A void of true love, and independence; and persistent expectations from her lovers who have used her just because of fake love-making kills the inner soul of this woman. "The Sunshine Cat" portrays the quest for the love of the woman who becomes attached to many extra-marital relationships but again and again fails to achieve real love from both extra-marital and marital relationships.

Another poem named "*The Descendants*" is also the reflection of the quest for true love of this poem's speaker. Slowly deterioration of life for the absence of true love is portrayed in this poem and the meaninglessness of life in the presence of a lustful relationship is showcased by Kamala Das. The female persona of this poem gradually understands that her relationship with her partner is just based on a physical and lustful bonding in which there is no spiritual and emotional contentment. In the first section of this poetry, the speaker says that she spent her youth with her partner in the absence of any interruption from the external world. But they create their world of "insubstantial love" and this love-making is fully sexual-based. The speaker with her growth comprehends that her search for true love will be endless. Her loveless life is moulded by dissipation, demolition, and death. In this poem, the woman says –

"We shall give ourselves to the fire or to  
The hungry earth to be slowly eaten,  
Devoured" (Das).

A nihilism because of the emptiness of actual love is portrayed in the above lines; a nothingness covers the speaker's life. She understands that there is no possibility of redemption from the darkness of physical relationship established between she and her beloved. Kamala Das in this work has explicitly drawn the importance of true love in one's life. A tone of pessimism is created in "The Descendants" and the devoid of true love makes the female figure of the poem understand that only decadence and destruction can be brought by mechanical and lascivious love.

*Studying the search for the love of Charulata in Rabindranath Tagore's "The Broken Nest"*

"*The Broken Nest*" or "*Nastanirh*" highlights the mingling of the love and friendship that is built between Charulata, the central character of the novella, and Amal. Bhupati, Charulata's husband loves his work; it is better to say that Bhupati's work is his world. On the other hand, in spite of getting all the homely comforts, Charulata is very lonely as she does not get his husband's company. The love



between Charulata and her husband remains unexplored with the increase of their age. But one's company slowly becomes immensely close to Charulata; Amal, the younger male cousin of Bhupati wins the heart of Charu by repeatedly demanding little things from her. Charu happily fulfills all demands of Amal as she thinks that Amal is the only person in this world who demands something from her. From giving him some pocket money to weaving his shoes all these works are done by Charu with great contentment.

Charulata and Amal create their imaginary world where Amal starts to share his writings with Charu. She eagerly waits for Amal's creations and listens to all created words said by Amal with huge concentration. Charu constructs the meaning of Amal's writings in her own way and she starts to think that Amal's creation is just her possessions. But, one day Charu discovers that Amal provides his writing for the publication and this incident gives birth to an immense pain in Charu's heart. Here Tagore efficiently portrays the concealed possessiveness of his heroine. Charu who was isolated and neglected in her married finds the meaning of life after spending quality time with Amal. She is also inspired by Amal to create her writings and gradually they decide that they would create some writing together. In this particular matter, Charu has a condition that their writings would never be published. Amal would be the only reader of Charu's writing and Amal's writing would only be read by Charu.

Unknowingly, Charulata falls in love with Amal and slowly she also becomes possessive. Charu starts to feel jealous when Manda, who was the elder sister of Charu interferes in Amal and Charu's conversations. In the meantime, Bhupati is cheated by Umapada, Manda's husband in business and consequently, he sinks into a depression and seeks emotional support from his wife. However, it was difficult for Charu to suddenly feel for her husband who is persistently neglected by Bhupati during the last twelve years of their married life. Later, Bhupati brings a marriage proposal for Amal which is quickly accepted by him and after the marriage, Amal starts a new journey of continuing study in Britain. Amal's sudden acceptance of the marriage proposal extremely hurts Charu. Her quest for love and company is temporarily ended by Amal's friendship and hidden love. But Amal's sudden adieu creates an eternal pain in Charu's heart. In Amal and Charu's world, human creativity is prioritized over all mechanical things and Charu builds her own imaginary nest with Amal and their creations. At the end of the novella, the nest created by Charu with care and love is broken with the farewell of Amal.

### ***Amalgamation of the desires of the speakers of Kamala Das' poems and Charulata***

Feelings of created character Charulata and the speakers of Kamala Das' poems have been amalgamated. Both of these individuals are in search of true love; though Charulata is temporarily mesmerized by the charms of Amal, Kamala Das finds the meaning of true love throughout her life. Das in her different poems has shown the patriarchal supremacy, her continuous tussle to search for true love and her lost identity caused by mechanical and fake love. Though Charulata's story is slightly different from the female figures appearing in Das' poems, in the end, both Charu and Das wait for real love in their life; the quest for love is continued.

Das closely observes and witnesses that in this male-dominated society, a woman is physically and mentally controlled by a man; the female figure who craves real love from her beloved gets engaged only in physical love-making. In comparison with Das' speakers, achieving love from Amal becomes easier for Charu. However, Charu later realizes that she makes an illusionary world with Amal and this world has no existence in reality. In the end, it can be seen that Charu's longing for true love remains unfinished. Though at last Bhupati comprehends his mistake, it was too late for him to create a place in the heart of Charu. Kamala Das expresses her desire for true love through her creations and Charu waits for the real love throughout her life.

### **III. CONCLUSION**

True love is very much needed in everyone's life to live in this mechanical world. Those who have already achieved the essence of true love know that it makes life more positive and beautiful. But, the individuals who are trapped in illusionary, temporary, mechanical, and fake love-making know the pain caused by the absence of true love.

Kamala Das, a confessional poet, portrays her desire and search for real love in her several writings. Her life was so much pathetic as the male figures with whom she becomes attached just use her for their sexual gratification. The speakers of Kamala Das' poetry's physically and psychologically damaged by patriarchal dominance. They continuously struggle against this supremacy and a sense of nihilism moulds each of these speakers' life. Rabindranath Tagore efficaciously mirrors the desire of Charulata for love from beloved Amal. In Charu's lonely life, Amal enters like a magician who plants the seed of love in Charu's heart. But Charu and speakers of Kamala Das become lonely at the end; the love for which they desire pushes these individuals again into a world of isolation and melancholy.

#### REFERENCES

- [1] Das, Kamala. "Poems". *Poemhunter.com – The world's Poetry Archive*, 2012, p. 22-29.
- [2] Das, Kamala. "Selected Poems." *Penguin Books Limited*, 2014.



# Happiness and Individual

Suparna Dey

Department of Philosophy, Shyampur Siddheswari Mahavidyalaya, Ajodhya, Howrah – 711312, West Bengal, India

Received: 15 May 2023; Received in revised form: 12 Jun 2023; Accepted: 21 Jun 2023; Available online: 29 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— The term ‘Happiness’ is considered as an emotional state which is characterized by feelings of joy, satisfaction, contentment and fulfillment. According to Aristotle happiness comes in achieving all the goods regarding health, wealth, knowledge etc which leads to the perfection of human nature and to the enrichment of human life through the period of a whole lifetime. In this present paper, basically I shall attempt to concentrate on Mill’s concept of Utilitarianism. Utilitarianism is regarded as the Greatest Happiness Principle. It is one of the important theories of ethics. This theory emphasizes the greatest happiness of the greatest number as the ethical standard. According to this theory, an action is morally right if its consequences lead to happiness (absence of pain) and wrong if it ends in unhappiness (pain). It was Jeremy Bentham, who did most to systematize utilitarianism. Bentham’s disciple, J. S. Mill, was the next great utilitarian. This paper consists of three sections. The first section contains Mill’s view on individual liberty. In the second section, I have discussed Millian concept of utilitarianism in general and finally I conclude my discussion by raising the question whether Millian view of utilitarianism can ultimately be maintained consistently with his concept of individual liberty.



**Keywords**— Utilitarianism, Individual liberty, Pleasure, Distributive justice, Welfare

The term ‘Happiness’ is considered as an emotional state which is characterized by feelings of joy, satisfaction, contentment and fulfillment. Happiness is often described as involving positive emotion and satisfaction in life. While most of the human beings speak about happiness, actually they might be speaking about how they fill in the present situation or they might be indicating to a more general sense of how they feel about overall life.

Psychologists and other social scientists typically apply the term ‘Happiness’ as ‘subjective well-being’, when they speak about this emotional state. According to Aristotle happiness comes in achieving all the goods regarding health, wealth, knowledge etc which leads to the perfection of human nature and to the enrichment of human life through the period of a whole lifetime.

There are many different perspective of thinking about happiness. According to Aristotle mainly two types of happiness are considered. These are – 1) hedonia and 2) eudaimonia.

1) Hedonia: This type of happiness is deduced from pleasure. This is most often associated with doing what feels good, self-care, fulfilling desires, experiencing enjoyment and finally feeling a sense of satisfaction.

2) Eudaimonia: This kind of happiness is deduced from seeking virtue and meaning. Some significant components of eudaimonic well-being including feeling that one’s life has meaning, value and purpose. Eudaimonic happiness is more connected with fulfilling responsibilities, investing in vesting in long-term goals, concern for the welfare of other people and living up to the personal ideals.

According to Modern Eudaimonism virtue is accompanied by happiness. Happiness derives from the harmony of desires. Happiness is the feeling that accompanies the systematization of desires by reason. It is the feeling of self-realization. In this present paper, basically I shall attempt to concentrate on Mill’s concept of Utilitarianism and try to find out whether the million views of utilitarianism is ultimately consistent with his concept of individual liberty.

Utilitarianism is regarded as the Greatest Happiness Principle. It is one of the important theories of ethics. This theory emphasizes the greatest happiness of the greatest number as the ethical standard. According to this theory, an action is morally right if its consequences lead to happiness (absence of pain) and wrong if it ends in unhappiness (pain). Utilitarianism is a theory about rightness, according to which the only good thing is welfare (well-being or 'utility'). Welfare should, in some way, be maximized. Agents are to be neutral between their own welfare and that of other people and of other sentient beings<sup>1</sup>.

It was Jeremy Bentham, who did most to systematize utilitarianism. Bentham's disciple, J. S. Mill, was the next great utilitarian. He was followed by Henry Sidgwick. One of the most recent version of utilitarianism is that of R. M. Hare. Jeremy Bentham and John Stuart Mill are the chief advocates of this theory. Bentham stressed on the quantitative aspect of utilitarian theory, while Mill stressed on the qualitative aspect of utilitarianism<sup>2</sup>. This is the reason why Mill's ethical view is also known as refined utilitarianism.

This paper consists of three sections. The first section contains Mill's view on individual liberty. In the second section, I have discussed Millian concept of utilitarianism in general and finally I conclude my discussion by raising the question whether Millian view of utilitarianism can ultimately be maintained consistently with his concept of individual liberty.

The subject of Mill's Essay - 'ON LIBERTY' is mainly focused on so-called Liberty of the will. Here he considers the nature and limits of the power which can be legitimately exercised by society over the individual<sup>3</sup>.

The object of his book is to state one very simple principle, which should be entitled to govern absolutely the dealings of society with the individual in the way of compulsion and control, in the form of legal penalties, or the moral coercion of public opinion<sup>4</sup>. That principle is that the sole end for which mankind are warranted, individually or collectively, in interfering with the liberty of action of any other is self-protection. That the only purpose for which power can be rightfully exercised over any member of a civilized community, against his will, is to prevent harm to others. His own good, either physical or moral, is not a sufficient warrant. Another person can not rightfully be compelled to do or forbear because it will be better for him to do so. There may be other good reasons for remonstrating with him or reasoning with him, or persuading him, or entreating him, but not for compelling him, or making him face any evil in case he does otherwise. Mill makes the remarkable observation that the

only part of the conduct of any one, for which he is amenable to society, is that which concerns others. In the part which merely concerns himself, a person's independence is absolute. Over himself, over his own body and mind, the individual is sovereign.

It is perhaps hardly necessary to say that this doctrine of individual liberty is meant to apply only to human beings in the maturity of their faculties. According to Mill, we are here not speaking of children or of young persons below the age which the law may fix as that of manhood or womanhood. Those who are still in a state to require being taken care of by others, must be protected against their own actions as well as against external injury.

Liberty as a principle has no application to any state of things anterior to the time when mankind has become capable of being improved by free and equal discussion. As soon as mankind have attained the capacity of being guided for their own improvement by conviction or persuasion, compulsion, either in the direct form or in that of pains and penalties for non-compliance, interference is no longer admissible as a means to their own good. It is justifiable only for the security of others.

Mill very clearly forgoes any advantage which could be derived for his argument from the idea of abstract right, as a thing independent of utility. Mill regards utility as the ultimate appeal in all ethical questions. But it must be utility in the largest sense, grounded on the permanent interest of a man as a progressive being. Those interests, Mill contends, authorize the subjection of individual spontaneity to external control, only in respect to those actions of each, which concern the interest of other people. But if one does an act hurtful to others, there is a *prima facie* case for punishing him, by law, or where legal penalties are not safely applicable, by general disapprobation. According to Mill, liberty of the individual must be limited by considerations of others. He must not make himself a nuisance to other people.

In the opinion of Mill, it is a blunder to suppose that those who stand up for utility as the test of right and wrong, use the term in that restricted and merely colloquial sense in which utility is opposed to pleasure<sup>5</sup>. From Epicurus to Bentham, those who accepted the theory of utility, meant by it, not something to be contradistinguished from pleasure, but pleasure itself, together with exemption from pain.

The creed which accepts as the foundation of morals, utility or the Greatest Happiness Principle holds that actions are right in proportion as they tend to promote happiness, wrong as they tend to produce the reverse of happiness. By happiness is intended pleasure and the absence of pain; by unhappiness, pain and the privation of



pleasure. Mill admits qualitative differences between different kinds of pleasure. That is why for him, mental pleasure is more desirable than physical pleasure. From this point of view Mill acquires a different position from Bentham, who admits only quantitative difference between different kinds of pleasure. According to Mill, it is better to be a human being dissatisfied than a pig satisfied. He points out that it is better to be Socrates dissatisfied than a full satisfied.

Mill had dwelt on this point, as being a necessary part of a perfectly just conception of utility or happiness, considered as the directive rule of human conduct. The idea behind the standard is not the agent's own greatest happiness, but the greatest amount of happiness altogether. And if it may possibly be doubted whether a noble character is always the happier for its nobleness, there can be no doubt that it makes other people happier and that the world in general is immensely gainer by it. Therefore it may be argued that utilitarianism would only attain its end by the general cultivation of nobleness of character, even if each individual was only benefited by the nobleness of others and his own, so far as happiness is concerned, were a sheer deduction from the benefit. So according to Mill the happiness which forms the utilitarian standard of what is right in conduct, is not the agent's own happiness, but that of all concerned. As between his own happiness and that of others, utilitarianism requires a person to be a strictly impartial as a disinterested and benevolent spectator.

According to the greatest happiness principle, as above explained, the ultimate end, with reference to and for the sake of which all other things are desirable (whether we are considering our own good or that of other people), is an existence exempt as far as possible from pain and as reach as possible in enjoyments, both in point of quantity and quality. The test of quality and the rule for measuring it against quantity, being the preference felt by those who in their opportunities of experience, to which must be added their habits of self-consciousness and self-observation, are best furnished with the means of comparison.

We have already noticed that by his concept of individual liberty, John Stuart Mill wanted to emphasize upon individual freedom, individual welfare and individual right. But in his concept of utilitarianism he focused on the Greatest Happiness Principle; this means, the utilitarian standard, according to Mill, is not the agent's own greatest happiness, but the greatest amount of happiness altogether. Now the question is – are we able to trace a compatibility between the million view of individual liberty and his concept of utilitarianism? This is because while one

concept is concerned with the individual, the other concept is about the maximum number of people. Here the mere individual, with his own free projects can never violet the utility principle. Unfortunately the cost involved is individual liberty itself.

However it may be argued that the two principles are compatible with each other. This we may illustrate with the case of distributive justice in mind. The Utilitarian aims for a principle of distribution that benefits the maximum number of people. It may be argued that individual liberty helps in having proper distributive justice. One may argue that the exercise of rights to certain regions of decision – making is instrumental in promoting the attainment of distributive justice. The argument is based on the observation that much information in any society is only privately known; indeed, no single individual or decision making unit can feasibly know the some total of all information. From this observation it is possible to argue that the goal of distributive justice is best served in an environment where individuals are encouraged to exploit some of their private information; or in other words that except for certain very extreme circumstances some form of decentralization in decision making is desirable. In particular, this implies that a pure command system is almost never an optimal mode of organization even from the point of view of distributive justice, let alone from the vantage point of the innate rights that individuals may process to private decision making.

Society is a co-operative venture among individuals for mutual advantage and some form of centralized authority is required for coordinating the activities of the members of society. To be sure classical criteria of social welfare, such as utilitarianism, require for their furtherance a central authority whose activities far exceed the provision of the limited number of public services, such as the enforcement of contracts and the protection of persons or groups against force, theft and fraud that delineate the activities of the minimal state. The claims of distributive justice would, as a minimum require that this central authority be engaged in addition with the task of redistributing purchasing power among individuals via taxes and subsidies<sup>6</sup>.

It is also noted that the welfare optimum can be attained via a complete command system as well. But then the information that the state is assumed to possess is awesome in amount. It is assumed to know the preferences and endowments of each and every member of society. This observations alone suggest that individual right to certain private decisions may not only be a moral imperative, but may at once be a necessary prompted by the fact that the state processes incomplete information.

One supposes that there are certain pieces of information that are known (or which will be known) only by the individuals in question; that is they are costly (or in the extreme, case impossible) to monitor publicly this private pieces of information presumably include i) an individual's personal characteristics (e.g. his preferences and personal endowments); that is, what kind of person he is, ii) the action that he takes (e.g. how hard he works at a give task); that is, what he does, and iii) localized pieces of information about the state of the world or certain aspects of specialized technological possibilities. One supposes as well that there are certain pieces of information that are publicly known or which can be publicly observed at relatively little cost. There may be precise pieces of information (e.g. the amount of pollution emitted by a firm) or they may be statistical information (e.g. the age distribution in a give society at a given moment of time). Thus we are invited to consider organizations in which the outcome (i.e. an allocation of goods and services) is a function of private decisions that are based on private information and public decisions that are based on publicly known information. And we are invited to choose among them on the basics of their outcomes as measured by the chosen criterion of social welfare.

This is a difficult task. But it may first be asked why the state does not require of individuals to make their private information available to it – the point being that if it were to collect all the private information it could implement the full optimum. There are at least two answers to this question and quite clearly both are valid in the world we know. The first is that, if an individual know how the answers will be translated into social action he may have an incentive to lie with a view to tilting the social outcome more towards his favor than the full optimum would allow. The second is that even if all individuals are morally committed to the chosen criterion of social welfare and are truly prepared to act always with a view to maximizing this common criterion, the cost of communication – i.e. the costs in transmitting such messages – may be too high<sup>7</sup>.

All social organizations operate under a mixed system of commands and individual discretion. Even in a hierarchical structure of authority, such as a firm, each member is allowed a certain amount of discretion. As has been emphasized by Simon (1957)<sup>8</sup> even an employment contract has built within it, the agreement that the employer will expect obedience from the employee for certain forms of command, such as the assignment of tasks. But in all cases the employee too an exercise a certain amount of discretion – in the manner in which he undertakes these tasks. A central reason why such discretion is desirable from the point of view of the goals

of an organization is the differences in the information that its members possess. When the goals of every member of the organization coincide there is an advantage in allowing for individual discretion. Further more, there is a case for individual discretion simply because an individual's genuine productivity may be weakened if he is under command. However, this argument is based on the primacy of maximizing welfare. Human freedom an initiative are valued because they sometimes are the medium through which welfare of all can be maximized.

Let us point out a few arguments against the compatibility of these two ideals (utilitarianism and individual liberty) which have been advanced by eminent thinkers like John Rawls.

We have seen that Utilitarians are concerned to maximize the net balance of satisfaction of the members of society. This means that some people have to suffer pain or loss in order to increase net social utility: an implication which in the view of the author of *A Theory of Justice*, is strongly in conflict with our usual intuitions of fairness. Rawls represents the problem as arising out of the maximizing strand in utilitarian thought. We are supposed to produce as much good as we can and not worry about who wins and who losses in the distribution process. It could be argued that the Rawlsian problem would not wholly disappear even on a version of the theory which merely told us to promote the good, without worrying about maximizing it. Making the most of the good we produce, would remain more important than distributing it equitably according to some non-utilitarian idea of equity. Allocation patterns would still be selected for their efficacy at releasing the good, rather than for their capacity to provide 'fair shares for all'<sup>9</sup>.

However, it could be argued more importantly that excessively heavy demands made by utilitarianism on the selflessness of individuals can be shown to involve a *reductio ad absurdum* of the theory<sup>10</sup>. This criticism has attained extra force in recent years as dissatisfaction has grown with the traditional praise of 'sainthood' which involves being indifferent to one's interest in any choice situation. Writers like Bernard Williams (1976<sup>11a</sup>, 1985<sup>11b</sup>), Thomas Nagel (1986<sup>12</sup>), and others have challenged the ideal of moral sainthood as intrinsically flawed. Moral saints are people who act as well as possible on every occasion, taking care never to be guided by thoughts of purely selfish advantage. The saint's perspective is a person – neutral one, from which everybody's interest, including his own count equally with him. As a result his life lacks what Scheffler calls the 'agent-centred prerogative' so jealously guarded in normal lives and which rests on the thought that one may permissibly

accord a special weighting to one's own concerns that would not be justified from a purely impartial standpoint. The complaint is that to reject the agent-centred prerogative in favor of moral sainthood is radically dehumanizing.

The saintly disregard of self is undoubtedly unsettling. Even where moral sainthood calls, as it sometimes must, for a heroic self sacrifice which is anything but bland, the fact that it is a sacrifice of self seems to make it too costly a goal for a rational individual to follow. Saints could be very different from ordinary people, yet fail to be distinctive among themselves. Becoming a saint seems to be less a matter of self-perfection than of self-replacement by an archangelical being an efficient do-gooder of the most anonymous kind. But how could it profit a man to aid the whole world yet suffer the loss of his own soul?

Utilitarian agents will be actual or prospective moral sense, with a colossal capacity for disengagement from their own interest. Williams sees it as a fatal objection to utilitarianism that it presses a demand for people to disregard their own deepest projects and commitments in order to serve the cause of the utility, impersonally considered, of the whole world of moral beings. This is a 'quite absurd requirement', because it robs a person of 'something which is a condition of his having any interest in being around in that world at all' (Williams 1976: 210). If he is not permitted to have a life of his own, he may as well be dead. Indeed unless people were allowed to have first – order projects, the 'general project of bringing about maximally desirable outcomes' would 'have nothing to work on, and would be vacuous' - because no one would have any personal desires to satisfy (Williams 1973:110). the utilitarianism demand is to make the agent into a channel between the input of everyone's projects, including his own, and an output of optimific decision; but this is to neglect the extent to which his actions and his decisions have to be seen as the actions and decisions which flow from the projects and attitudes with which he is most closely identified. It is thus, in the most literal sense, an attack on his integrity (116 – 17).

We thus see why the twin ideals of individual liberty and utilitarianism have an element of tension between them to be pursued together. On the other hand, if in the manner followed by Mill, the latter ideal is made the primary one; our intuition about the moral value of individual flourishing is gravely denied.

## REFERENCES

- [1] Edward craig (ed.), the shorter routledge encyclopedia of philosophy, routledge, taylor & Francis Group London and New York, 2005, p.1034.
- [2] K. Srinivas, V. Kutumba Sastry, A CONCISE DICTIONARY OF PHILOSOPHY, D. K. printworld (p) Ltd., India, 2007, p. 386.
- [3] John Stuart Mill, On Liberty and Utilitarianism, EVERYMAN'S LIBRARY, 1906, p. 5.
- [4] Ibid., p. 12.
- [5] Ibid., p. 117.
- [6] Amartya Sen and Bernard Williams (ed.), Utilitarianism and beyond, CAMBRIDGE UNIVERSITY PRESS, Cambridge, 1982, p. 200.
- [7] Ibid., p. 206.
- [8] Ibid., p. 217.
- [9] In this context the author refers to – Simon, H., 1957, Models of Man, New York: John Wiley & Sons.
- [10] Geoffrey Scarre, UTILITARIANISM, Routledge, London and New York, 1996, p. 153.
- [11] Ibid., p. 184.
- [12] 11a. It has been discussed in the book (already mentioned) – UTILITARIANISM, Geoffrey Scarre, p. 184.
- [13] In this context the author refers to – Williams, Bernard (1976) 'Persons, character and morally, in
- [14] Amelie Rorty (ed.), Essays on Aristotle's Ethics, Berkeley: University of California Press.
- [15] 11b. Idem., in this context the author refers to – Williams, Bernard (1985) Ethics and the Limits of
- [16] Philosophy, London: Fontana.
- [17] Idem., in this context the author refers to – Nagel, Thomas (1986) The View from Nowhere, NewYork: Oxford University Press.



# The Empowered Pen: The Enduring contribution of women writers in Indian Literature

Parishmita Taye

Department of English Literature, Gauhati University, Assam, India

Received: 10 May 2023; Received in revised form: 08 Jun 2023; Accepted: 19 Jun 2023; Available online: 29 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— *The contribution of women in Indian literature has been pivotal, shaping and enriching the literary landscape of the nation. Over the years, women have played a significant and transformative role in the landscape of Indian literature, showcasing their creative abilities, resilience, and the feminine identity. Their contribution spans across various literary genres, including poetry, fiction, memoirs, and plays, highlighting diverse themes. This paper explores the invaluable contribution of women writers in Indian literature, throughout history to the contemporary era as well as displaying their unique perspectives, thematic explorations, and literary achievements. It also discusses the emergence of feminist literature in India, emphasizing how women writers have given voice to the marginalized and championed gender equality. Moreover, it aims to highlight the indelible mark left by women in Indian literature, emphasizing their phenomenal contributions in enriching the literary landscape, empowering generations, and fostering social progress.*



**Keywords**—*Contribution, Feminine identity, Indian literature, Literary genres, women writers.*

## INTRODUCTION

the introduction Indian literature has a rich and diverse tradition that is characterized by great complexity and richness. It encompasses a vast range of languages, themes, and styles, reflecting the cultural and linguistic diversity of the Indian subcontinent. The literary traditions in India can be traced back to the ancient Indus Valley Civilization, which existed around 2500 BCE. However, the earliest surviving works of Indian literature are the Vedas, a collection of ancient religious texts written in Sanskrit. Throughout history, the voices of Indian women have often been silenced or marginalized. Nevertheless, Indian women have consistently used literature as a powerful tool to express themselves and to challenge the patriarchal norms and oppressive cultural practices that have dominated Indian society for centuries and carving out a space for their voices to be heard. Their contributions to literature have been significant, yet often overlooked.

Over the centuries, Indian literature displays the significant contributions of women writers, who contributed

across a variety of genres. A number of these talented and creative female writers and poets defied societal norms and showcased their immense talent and creativity. The contributions of Indian women in literature can be traced back to the ancient Sanskrit texts such as the Vedas, Upanishads, and the Mahabharata. Women such as Maitreyi and Gargi, who were part of the Vedic system, challenged traditional gender roles and advocated for equal rights.

Rishi Lopamudra is credited with writing the Vishnudharmottara Purana (4<sup>th</sup>-5<sup>th</sup> century CE). A prominent figure in the history of Indian literature, she is considered one of the earliest female authors to be known. In the Vishnudharmottara Purana, temple architecture, paintings, sculpture, and other arts are described in detail. In Buddhism, there is a collection of poems called Therigatha, also known as “Verses of the Elder Nuns,” which is a collection of poems that are attributed to the early Buddhist nuns. The text is composed of verses composed by Buddhist women practitioners. As they write these poems, they express their spiritual experiences, struggles, and



insights into the teachings of the Buddha that have helped them throughout their lives. One of the most notable figures from this period is the Tamil poet Avvaiyar, who lived in the Sangam era (3<sup>rd</sup> century BCE to 3<sup>rd</sup> century CE). These poems are referred to as Sangam literature. Many women poets, known as “Auvaiyars,” contributed to this body of work. It is their poetry that has made them highly regarded for its literary beauty and wisdom, as they addressed themes such as love, morality, and social issues. Avvaiyar’s poetry also reflects a deep understanding of human emotions and a keen observation of society. Her verses continue to be revered and studied today.

Among the most renowned Tamil poet-saints of the 9<sup>th</sup> and 12<sup>th</sup> centuries CE are Andal and Akka Mahadevi. Both of those poets are known for their devotional poetry. The Tiruppavai and the Nachiar Tirumozhi are two of Andal’s most renowned compositions. An important Kannada poet-saint, Akka Mahadevi composed vachanas, “I Have Taken Refuge” is one of her most famous vachanas, which illustrates the spontaneous expressions of devotion to Lord Shiva. Both of these women have played an important role in the Bhakti movement in South India and have made significant contributions.

During the medieval period in Indian literature, which roughly spanned from the 6<sup>th</sup> century up until the end of the 18<sup>th</sup> century, female writers contributed significantly to enhancing the literary landscape of the period, leaving an indelible mark on the landscape of Indian literature. Often from diverse backgrounds and regions, these women writers contributed to numerous genres, including poetry, narrative literature, and religious texts. In this period, several women Sufi saints in India composed mystical poetry. Rabia Basri (8<sup>th</sup> century CE), Mah Laqa Bai Chanda (18<sup>th</sup> century CE), and Lalla Ded (14<sup>th</sup> century CE). They are among the notable female Sufi poets who expressed their devotion and spiritual experiences through their verses. Another mystic poetess, Lal Deb, who lived in Kashmir around the 14<sup>th</sup> century also known as Lalleshwari and Lalla Arifa, in her verses, which are composed in Kashmiri, explores the themes of spirituality, love, and the emergence of one’s true selves. In her collection of poems, “Lal Vakhs,” she demonstrates an innate wisdom and spiritual insight that is both profound and insightful. Another notable poetess and devotee of Lord Krishna who lived in Rajasthan during the 16<sup>th</sup> century was Mirabai, who was regarded as a remarkable poetess. Bhajans (devotional songs) of hers are renowned for their emotional intensity and unwavering devotion. Her famous composition, “Mere To Giridhar Gopal,” expresses her devotion to Krishna and renunciation of social norms. Her works were widely circulated throughout India, and her bhajans are still sung today.

During the 13<sup>th</sup> century, there was another important saint-poet of the Varkari Bhakti tradition in Maharashtra named Muktabai. She composed abhangas (devotional songs) in Marathi, emphasizing devotion to Lord Vitthal (a form of Lord Krishna). Her work, collectively known as “Muktabai Abhangas,” is revered for its simplicity, spirituality, and social critique.

While most of the aforementioned women writers were poets, Chand Bardai stands out as a female prose writer. She is known for composing the epic poem “Prithviraj Raso” in Avadhi language. The epic narrates the life and exploits of the legendary king Prithviraj Chauhan and is considered a significant work in medieval Indian literature and a classic literary work.

The colonial era witnessed a significant shift in the landscape of women’s writing in India. English became a prominent language of literary expression, and women writers began to use it to convey their thoughts and experiences. Toru Dutt, born in 1856, is often considered India’s first woman poet in English. Her collection of poems, “A Sheaf Gleaned in French Fields,” showcases her talent for blending Western literary styles with Indian themes. Her another work “Ancient Ballads and Legends of Hindustan,” beautifully captured Indian mythology and folklore, presenting them to a wider audience. Toru Dutt’s writings reflected her deep knowledge of Indian culture and her ability to bridge the gap between Eastern and Western literary traditions. Another influential writer of the colonial era is Sarojini Naidu, known as the “Nightingale of India.” Naidu was a poet and political activist who played a significant role in the Indian independence movement. Her poetry, characterized by its lyrical beauty and patriotic fervor, highlighted themes of freedom, nationalism, and women’s rights. Kamala Das, also known as Kamala Surayya, emerged as a prominent voice in Indian literature during the mid-20<sup>th</sup> century. Her bold and confessional style broke new ground in Indian literature, opening up discussions on taboo subjects and challenging societal norms. Kamala Das’s works, such as “My Story” and “The Descendants,” offered a unique perspective on the complexities of being a woman in India during the colonial era. Amrita Pritam, a Punjabi writer, left an exceptional mark on Indian literature with her evocative poetry and poignant novels. Her writings reflected her experiences as a woman and explored themes of love, longing, and the struggles faced by women in a male-dominated society. Pritam’s literary contributions resonated deeply with readers, earning her accolades and making her a celebrated figure in Indian literature.

However, it was not until the early 20<sup>th</sup> century that women began to emerge as writers. Indian women writers from this era, such as Kamala Markandaya and Ismat

Chughtai, explored themes of caste, class, gender, and identity in their works and started to challenge traditional societal roles and address issues of gender inequality, patriarchy, and social injustice through their writing. Ismat Chughtai, an Urdu writer, known for her frank and bold depictions of female sexuality. Her short stories in “Lihaaf” (The Quilt), openly discussed female sexuality, homosexuality, challenged prevailing norms and desire that were taboo at the time. While, Markandaya’s novel *Nectar in a Sieve*, chronicles the life of a peasant woman in rural India.

In the post-independence era, women writers such as Mahashweta Devi and Arundhati Roy addressed issues of socio-political injustice, human rights, and environmental degradation in their work. Devi’s *Draupadi*, is a powerful novel that portrayed the story of a young tribal woman who is sexually assaulted by upper-caste men, highlighting the intersection of caste and gender. Roy’s *The God of Small Things*, won the Booker Prize for Fiction in 1997 and became one of the best-selling books by an Indian author which delved into the complexities of gender and sexual identity through the experiences of two young twins from Kerala and East-West cultural encounters.

Contemporary Indian women writers, such as Jhumpa Lahiri, Anita Desai, and Arundhati Roy (who has also written non-fiction works), have explored issues of cultural identity, diaspora, and belonging. Lahiri’s *The Namesake* examines the complexity of identity through the experiences of a second-generation Bengali immigrant family in the United States, while Roy’s *The Ministry of Utmost Happiness* critiques contemporary politics while exploring the stories of marginalized communities. Desai’s work, in particular, has provided insight into the lives of Indian women and their struggles in today’s world.

Several Indian women writers have used feminist and postcolonial theories to analyze and critique the society around them. Chitra Banerjee Divakaruni’s novels explore the experiences of South Asian women who have migrated to the United States. In her novel *Mistress of Spices*, she depicts the life of an Indian woman living in Oakland, California, who runs a spice shop. Shashi Deshpande, in her novel *That Long Silence*, examines the life of a middle-class Indian woman who is struggling to assert her independence in a patriarchal society.

The intersectionality of Indian women’s experiences of caste, class, religion, sexuality, and disability have also been explored by several writers. Bama’s *Karukku* is a semi-autobiographical novel that describes her life as a Dalit woman. This work demonstrates the importance of highlighting the diverse and multifaceted experiences of Indian women. Meena Kandasamy’s *When I Hit You* is a

novel that deals with domestic violence and the experience of being a feminist in India. The novel portrays the struggle of an educated woman who falls in love with a charming man and later discovers that he is abusive.

Many Indian women writers have also used their works to critique heteronormativity and explore queer issues. Writer and filmmaker Deepa Mehta addressed the stigma surrounding homosexuality and AIDS in her film trilogy *Fire, Earth, and Water*, while author and illustrator Priya Kuriyan’s *Amma and the Hamsters* portrays a young girl coming to terms with her mother’s sexuality.

Thus, we observed that the works of Indian women writers have contributed to feminist, postcolonial, and intersectional discourses. Their works can be seen as an effective tool for challenging dominant structures and providing an alternative perspective on issues that have been historically ignored or oppressed in Indian literature. The writers have used literature as a form of resistance, to challenge oppressive structures and norms, and to advocate for social justice.

The use of feminist frameworks in Indian literature has been crucial, as it has helped to challenge patriarchal structures and advocate for women’s rights. Many Indian women writers have used their works to portray the complex and diverse experiences of women living in India today. By examining the intersection of gender and caste, race, disability, and sexuality, writers have highlighted the diverse experiences of Indian women and exposed the intersectionality of various forms of oppression.

Post colonialism has been another important framework used by Indian women writers. They have challenged dominant Western narratives about India and its people and provided a complex and nuanced understanding of the social, cultural, and political realities of the country. The writers have highlighted the impact of colonialism on the Indian psyche and the ongoing struggles of postcolonial India.

## CONCLUSION

In conclusion, Indian women writers have played a significant role in reshaping the literary landscape of India. Their works offer alternative perspectives on issues of gender, caste, class, identity, and culture and demonstrate the power of storytelling to challenge oppressive structures. By examining the works of Indian women writers through feminist, postcolonial, and intersectional frameworks, this paper contributes to a deeper understanding of the cultural and social issues faced by Indian women.

The influence of Indian women writers can be seen in the growing number of women authors being published and

recognized in the literary world. However, there is still a long way to go in terms of gender equality in the publishing industry and in society as a whole. It is essential to include Indian women's voices in literary discussions to provide a more accurate and nuanced picture of Indian society.

### REFERENCES

- [1] Banerjee Divakaruni, C. (1997). *Mistress of Spices*. Anchor.
- [2] Bama. Karukku. (1992). Chennai, India: Macmillan India Limited.
- [3] Bly, Robert., Hirsfield, Jane. (Eds.) (2004). *Mirabai: Ecstatic Poems*. Beacon Press: Boston.
- [4] Chughtai, I. (Trans.) (1999). *Lihaaf (The Quilt)*. Tahira Naqvi. Penguin Books.
- [5] Das, A. (2017). *The Ministry of Utmost Happiness*. Knopf'.
- [6] Das, K. (1976). *My Story*. New Delhi, India: Sterling Publishers Private Limited.
- [7] Deshpande, S. (1989). *That Long Silence*. Penguin Books.
- [8] Dutt, Toru. (1878). *A Sheaf Gleaned in French Fields*. Sarthak Sambad Press.
- [9] Dutt, Toru. (1882). *Ancient Ballads and Legends of Hindustan*. Project Gutenberg.
- [10] Gonda, Jan. (1975). *A History of Indian Literature, Vol. 1*". Otto Harrassowitz, Wiesbaden.
- [11] Hoskote, Ranjit. (Tans.) (2013) *I, Lalla: The Poems of Lal Ded*. Trans. Penguin India; Reprint edition.
- [12] Kandasamy, M. (2017). *When I Hit You: Or, A Portrait of the Writer as a Young Wife*. Atlantic Books.
- [13] Lahiri, J. (2003). *The Namesake*. Houghton Mifflin.
- [14] Markandaya, K. (1954). *Nectar in a Sieve*. Signet Classics.
- [15] Panikar, K Ayyappa. (Eds.) (1997). *Medieval Indian Literature: An Anthology*", Vol. One. Sahitya Akademi.
- [16] Pope, George Uglow. (1900). *Thiruvagam*. Trans. Oxford, Clarendon Press.
- [17] Pruiksma, Thomas Hitoshi. (2009). *Give, Eat, and Live: Poems of Avvaiyar*. Trans. Red Hen Press.
- [18] Ramanujan, A.K. (1973). *Speaking of Siva*. Trans. Penguin Classics; Reprint edition.
- [19] Roy, Arundhati. (1997). *The God of Small Things*. New Delhi: IndiaInk.
- [20] Sharma, T.R.S, et al., (Eds.) (2001). *Ancient Indian Literature: An Anthology*. Vol. 1-3. Sahitya Akademi.



# Remnants of remembrance, a tale of camouflaging under the quest of identity for a relic of reminder in ‘Alam’s own house’ a work by Divyendu Palit

Sayantani Roy

Research scholar, University of North Bengal, India

Received: 10 May 2023; Received in revised form: 08 Jun 2023; Accepted: 19 Jun 2023; Available online: 29 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— ‘Alam’s own house’ is situated around the thematic demarcations of rootlessness and existential crux for identity engulfed in a sequence of nostalgia. The tedious process of relocation, the aloofness that follows it, and the attachment that strongly withholds the ground which is rigid on getting rid of the footprints, this short story reeks of a series of yearnings and remorse. The event of Partition has uprooted millions of people from their birthplace, transported them to a different location altogether; a point from where the search of individuality has begun. The acknowledgement may never happen, the boundaries may cease to make their presence felt after a while, but never does the forbidden signs of expressions ever leave the path.



**Keywords**— Partition, Memory, Separation, Nostalgia, Remembrance, Identity Crisis, Rootlessness.

Alam’s own house evolves around the expansion of thoughts and the silent nostalgic demeanor that surrounds it. It has skillfully been woven around the intrinsic definitions of musings and contemplation. Somedays, those ponderings are reasoned; but then, most of them are hidden behind the complexities of facial expressions. Alam returns to his birthplace after a few years, the one his family has had left long back but he had stayed on. This event had taken place because Alam prioritized his studies. The house built in care of his own father did get transferred to Anantashekhhar Babu, and Alam had lingered on nevertheless. Riots had persisted all over and Alam’s father, a well-known doctor of the area refused to compromise on his own family’s safety. He preferred a place, a location where his religion wouldn’t be a minority and that in fact, wouldn’t jeopardize his kith’s overall wellbeing. Alam refused to leave under the pretext of his studies. Anantashekhhar Babu made up his mind to successfully coax Alam’s father into letting his boy stay behind. Later, Alam’s father’s death did make him leave Kolkata behind, and shift his base to Dhaka. Years later, a conference whose primary aim is mostly focused on building a friendly relation between the two countries convince Alam to cross his paths with Kolkata yet again. A

revisit to his birthplace, it came from a place Alam has agreeably been excited of rediscovering. Finding the lanes of Kolkata, a city he had been used to calling as home, and staying in the house he has spent a fraction of his life, Alam’s daydream gets interrupted with the advancements that have crept in all around. Within the rooms of the house his father had delicately taken years to refine, Alam recognizes the nits and bits that has diversely substituted over time. Given a guest room in a home which he had grown his years in, the rushed glimpses of impersonality could be traced, even if the magnitude can even not be attempted to be deciphered by others residing in the same. Sneha mashima, Anantashekhhar Babu’s wife makes numerous efforts to make Alam comfortable in the place, the house he had long waved a goodbye to, a house he has have come to stay and feel at place at, even if it is for a few days. For Alam, Kolkata has had always been his home, a place he never felt forced into. This time, ‘the coming back’ has driven in a lot of complications. The house which he had believed to be his, wasn’t his anymore. The addresses might have retraced its way back, but the constant surge of homelessness has not left, even his own home has refused to take that back. Raka’s letter intensifies this statement,



which he had feared to not accept a while back. For Raka, those huge frontiers had always been there, the reason why Alam and Raka met and loved each other. It requires a lot more strength to defy and break them, a lot more strength than Raka possesses and will ever do. This has made her to leave earlier, leave even when she had persuaded Alam to come and visit her. Those persuasions had taken place because she believed Alam wouldn't ever dare to come and visit. Sneha Mashima leaves a sigh and goes back to consoling Alam as how he does have the opportunity to come and visit his home whenever he wants to. This door has forever been open to Alam, but for people like them, it has forever remained closed.

Alam has believed that his home will always be the one his family has been forced to leave. For him, the rebuilding of a hope of a home again has never been able to even flicker in his entire life. Before his father left their house in Kolkata, he went to the terrace for the last and final time and prayed. His faith has remained intact, despite of all odds. But, for Alam, that chapter has never subsisted. He longed for a home; and for him, home has been his own home at Kolkata always. Even the following years at Anantashekhar Babu's house had not taken that identity away from him. His father's death has altered this definition of his. The homecoming, the returning back of the prodigy was an occasion he had looked forward to. Even repeated attempts from his colleague had not modified his decision of staying at their place. He had tried to conceal his own wish under the guise that Anantashekhar Babu and Sneha Mashima wouldn't have liked if he stayed somewhere else in Kolkata. When Alam arrives, this entire argument gets ironically upheaved by the following statement uttered by Anantashekhar Babu, 'I heard you coming. You didn't inform us that you were going to stay with us.' Sometimes, roots go a long way in building and holding one's identity. Both Alam and Raka were made to leave those when they were forced to leave their respective homes, and have been forcibly made to rebuilt one in the places they were relocated to. Both found their solace in this point of similarity they shared. Alam concludes that these conferences which are made in view of developing amicable relations between countries begin to highlight the differences more. The rootlessness stays behind, even if efforts are made to reconnect with the place once left behind. Nostalgia ushers, so does the silent moments of memory creep in. What still hovers around that if those memoirs can only be taken as some fragile relics of reminders.

## REFERENCES

- [1] Palit, Dibyendu. "Alam's Own House." Fraser, Edited By Bashabi. Bengal Partition Stories An Unclosed Chapter. Anthem Press, 2008. 640.



# Lived Experiences of Student Leaders

Rodolfo B. Tucay, Jr.<sup>1</sup> Abigail B. Quimosing<sup>2</sup> Atty. Johnny D. Wayet<sup>3</sup>

College of Liberal Arts & Social Sciences, Kalinga State University, Tabuk City, Philippines

Received: 10 May 2023; Received in revised form: 15 Jun 2023; Accepted: 21 Jun 2023; Available online: 30 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— *This study analyzed the lived experiences of the student leaders in Kalinga State University, Dagupan Campus. It made use of qualitative research design, ethnomethodological approach. The study revealed that there are negative and positive lived experiences of the student leaders, five (5) positive and five (5) negative themes respectively. As to the positive impact of student leadership to the studies of the participants, it was revealed that students engaging in leadership positions would tend to become well-rounded persons - developing critical thinking skills, decision-making or problem solving skills, socialization skills, and communication skills. On the other hand, the negative impact of student leadership to the studies of the respondents is that student leaders tend to struggle with time management, especially when there is too much demand of responsibilities.*

**Keywords**— *lived experiences, student leaders, ethnomethodology*



## I. INTRODUCTION

Leadership is one of the most defined words in all sorts of organizations, may it be in business or in the academe; may it be among the professionals or among the students.

In the school, long it has been a culture – making student leadership as part of the curriculum – to develop leaders among students. Thus, it means providing a vehicle for them to perform their tasks through electing their own officers and managing their own clubs and organizations. It is actually considered as the best way to prepare students for their future job [1]. This is also true to [2] that it is important for students to experience leadership opportunities during their schooling to learn the art of building relationships within teams, defining identities and achieving tasks effectively.

Moreover, students perform better academically, socially, and emotionally when they are meaningfully engaged [3]. That is why in the school, establishing student organizations or clubs is highly encouraged.

Further, [4] conferred that “empowering students to have a discernible impact on the school environment is an optimal outcome of student leadership.” In affirmation, the efforts to increase student voice can create meaningful experiences that help meet the developmental needs of youth [5].

The same case with the students in Kalinga State University, they are given voice to perform their tasks and advocacies for the betterment of the whole studentry. The students’ services are the frontlines in the University’s objectives. As the students are given the chance to participate in the decision making process and in the implementation of activities, they are being prepared for the greater responsibilities. Hence, providing such activities to students would mean molding experienced graduates who will become future leaders in the community and in the country. Therefore, knowing the leadership-related factors that may affect the performances of the student leaders is one way to understand them. Such then would provide means to create programs that would even empower them.

It is along the abovementioned insights and discussions that this study was pursued.

## II. METHODS

The researchers made use of qualitative research design, employing ethnomethodological approach [6].

Careful selection of participants was undertaken through purposive random sampling. The 35 participants were asked to write their narration regarding their experiences as student leaders. However, only 8 were interviewed which include the presidents of each organization.

Moreover, in gathering first-hand data on the lived experiences of the participants, the researchers made use of open-ended questions for their written narrative essays that were substantiated with interviews. Data analysis procedure was partly adapted from the research procedure of [7] – recorded interviews, transcription, reduction, and regrouping and coding.

### III. RESULTS

#### 3.1. Themes on the Lived Experiences of Student Leaders

Apparently, there are ten (10) identified themes categorized as to positive and negative themes; five (5) positive themes and five (5) negative themes, respectively.

As to the positives themes, these include: *Seen Role Model to Fellow Students*; *Seen as Good Communicator*; *Seen as Social Person*; *Seen as Thinker*; and *Seen as Updated to Current Issues on School Matters*.

In terms of the first positive theme: *The Leader, the Model*, it enumerates five (5) common lived experiences of the student leaders. While for the theme: *The Leader, the Communicator*, it enumerates three (3) common lived experiences, and as to the other positive themes: *The Leader, the Social Person*; *The Leader, the Thinker*; and *The Leader, the Updated to Current issues on school matters*, each enumerates two (2) common positive lived experiences.

##### *Seen as Role Model to Fellow Students*

Being a leader is being a role model. As to this first positive theme which identified five (5) common lived experiences, it implies that the participants know very well their role as student leaders. That is to be a good model to their fellow students as they lead them with integrity, honesty, and justice.

The following are the positive lived experiences of the participants as to the theme: *Modelling Good Leadership*.

*“Being an officer is a big responsibility to do because I have to be a good model or example to other students.”*

*“As a student leader, I should be a good model to everybody and I can say that I made my duty as a leader.”*

*“As a student leader, we should be a model though it is hard to follow the rules and regulations sometimes, because we are not perfect.”*

*“I should do all what the school policies for the student leaders should also the model for fellow students at KSU, Dagupan Campus.”*

*“I am trying my best just to be a good leader.”*

The above-cited statements are excerpts from the written narrations of the participants as to their leadership

experiences. As highlighted, the words and phrases encompass the theme “*Seen as Role Model*.” These elaborate that being a model is being a good leader, and being a leader is being a good model. Whichever it may be stated, there is always an association between a model and a leader.

According to [8] on their page *Leadership Thoughts*, “a good leadership role model sets high standards of accountability for themselves and their behaviors.” They introduced the five (5) leadership roles. One of which is “*Is ready to lead*,” which they further defined as leaders are those who lead by example. “They are honest, sincere, and practice what they preach.”

[9] introduced the five leadership practices which include “*Model the Way*.” They further described it as recognizing that leaders model the behavior they expect and that the behavior is based upon personally held values and beliefs. Hence, this elaborates that student leaders hold their own values and beliefs, that are reflected on their manner of leading their fellow students. The student leaders also are social beings, having their own unique representations of their beliefs and practices, that eventually what they tend to model to their fellow students.

##### *Seen as Good Communicator*

Based on the findings, the student leaders experienced leadership as stage for communication. This is for the fact that from the very start, when they were still campaigning for their positions, they were communicating themselves already. They would have never become officers if they do not know how to speak out their ideas. Hence, being a leader is also being a communicator.

There is this maxim that “speech is the best show man puts on.” We can tell that in man’s speech or the way he communicates, tends to reflect his thoughts, aspirations, and his personalities. There, the type of leadership a leader has reflects through his way of communicating. In fact, [10] identified good communication skills as one of the essential qualities that define great leadership.

The following are excerpts from the lived experiences of the participants as written on their narrative essays:

*“When I am leader I am enhancing my skills how to communicate with others.”*

*“...learning to listen to someone though I know that I am the leader...”*

*“A leader do not just talk, but also listens.”*

As highlighted on the excerpts above, it is understood that the student leaders know it for themselves how important it is to communicate well. Student leaders learn to communicate better through exercising leadership because as they try to talk to their fellow students, they are already practicing communication. They will learn to listen better

as they try to hear other's opinions, as what is emphasized on the excerpts "...learning to listen to someone though I know that I am the leader..." and "A leader do not just talk, but also listens." Here, through leadership, students learn the art of listening. As the adage goes "a leader is a good follower." So, it is to listen to follow.

### **Seen as Social Person**

There is such term as "social leader," as offered by [11]. He expounded that being a social leader is acknowledging that there is a team of people responsible for the creation and implementation of all decisions and ideas.

Indeed, no man is island. People will always need other people in order to survive to this vast world. The same is true with the experiences of the student leaders as apparently emphasized by the following excerpts:

*"I get to know new faces and friends..."*

*"As an officer, I am friendly and approachable so that they can talk to me."*

The first excerpt implies a positive view of a student leader of what he gains with power or position, while the second excerpt implies a negative view of a student leader of what he must do to perform in his power or position. The latter emphasized by the phrase "so that they can talk to me"--tends to imply what others will do when the leader becomes friendly and approachable. On the other hand, student leaders must be friendly so that others will approach them. If not, their fellow students would see them as obdurate who do not need others' opinions. However, engaging with other people could be one of the most crucial roles of being a leader because it is not that easy to convince people [12].

As defined by [2], leadership is about the art of motivating, influencing, and directing people so that they work together to achieve the goals of a team or a broader organization. Indeed, it is about a team -- a group.

Politically, every position is power. May it be a student position in the school, still power exists -- power to influence fellows in order to achieve common goal. With that, the need to rule over others with any given position also demands leaders to become social persons. They will always be needing others people in order to lead.

### **Seen as Thinker**

It is with deep sense that every leader is a thinker or must be a thinker. This is for the fact that in order to solve problems and arrive to sensible decisions, leaders must do use their minds. It is also for a fact that some organizations fail because of the incapacity of leaders to decide sensibly. According to [13], "thinkers or logical thinkers observe and analyze phenomena, reactions, and feedback and then draw conclusions based on that input. They can justify their strategies, actions, and decisions based on the facts they

gathered." Hence, that elaborates further the need for student leaders to become a thinker.

The same is true with the experiences of the student leaders as could be observed in the following excerpts from their narrative essays:

*"You may boost your capacity to think for the betterment of your fellow students and for the betterment of the school as well."*

*"As the president, I think very well of the activities that would improve the club and my fellow student."*

Both above-cited excerpts would emphasize that the student leaders know it for themselves the need to think very well when in a position. As they made mention, there is a need for thinking in order to put across their ideas and be able to develop plans and programs that would improve their organizations, their fellow students, and the institution as a whole.

### **Seen as Updated to Current Issues on School Matters**

Static leadership does not welcome change. As posted by [14], "Leadership is not a static endeavor;" and that "successful managers does not only acknowledge development, but also willing to navigate their team through change."

Henceforth, such organization stays as is without development. Through embracing new updates to the current issues, especially on school matters, leaders are also opening doors for the organization to improve.

As being experienced by student leaders, they also consider the need to get updated with what is happening around them. As follows are their lived experiences taken from their narrative essays:

*"I have learned to be well-oriented and updated on what is going on around me."*

*"There are lots of things that I don't know yet, but because of the organization, I learn a lot of things."*

It is emphasized above that the student leaders know the importance of getting updated to issues around them and that they know it for themselves that they would learn things they have not known before. That is through bearing positions and experiencing how to lead their fellow students.

It collaborates with the study of [4] that empowering students to have a discernible impact on their school environment is an optimal outcome of student leadership.

Therefore, student organizations provide platform for students to get updated not only of issues on school matters, but also all around them and their future endeavors after graduating from studies.



Further, this part exposit on the negative themes include found in this study. These include *Disobedience by fellow students*, *Missed classes due to mandatory meetings*, *Criticisms from fellow students*, *Time constraint*, and *Unsatisfaction with the position*.

In terms of the negative lived experiences of the student leaders, the first and second negative themes: *Disobedience by fellow students* and *Negligence of classes due to mandatory meetings*; both enumerate three (3) common lived experiences. As to the other negative themes: *Criticisms from fellow students*, *Time constraint*, and *Unsatisfaction with the position*; all enumerate two (2) negative common lived experiences.

#### ***Disobedience by Fellow Students***

It is always true that in every team, there will always be the members who are supportive and obedient and the otherwise or the disobedient. On the part of the student leaders, that is the challenge for them.

According to one of the student leaders, it was really hard to lead people sometimes because they do not want to follow. That was emphasized on the following excerpts from their narrative essays:

*"Some students disobey us."*

*"I lose confidence when I know other students do not obey what I say... nakakawalang gana lang... (discouraging/disappointing)."*

The above-cited lived experiences of the student leaders tell how they truly feel when others get to disobey them. The phrase "nakakawalang gana (discouraging/disappointing)," would imply a negative effect of disobedience from the subordinates of student leaders. Hence, resulting to disappointments by the student leaders that would eventually lead to ineffective leadership and unrealized goals of the whole team or organization.

Moreover, disobedience by their fellow students through not cooperating in the activities of the organization also sounds disappointing on the part of the student leaders. That was made clear in the excerpt below from a student leader:

*"Many students are not cooperating in activities."*

With that, it may affect their leadership performances. However, this may become a means for the student leaders to reflect or introspect if their leadership style is effective or the other way around.

Hence, it might be high time for the student leaders to look into their leadership styles. May it be coach leadership style, visionary, servant, autocratic, Laissez-faire, democratic, Pacesetter, or transformational, there is indeed a need for every leader to know it so that they would come to know which might be effective for the type of group they have [15].

#### ***Missed Classes due to Mandatory Meetings***

Of all the possible negative effects of entering to student organizations, especially for leaders is when they miss their classes.

The following are excerpts from the lived experiences of the participants as written on their narrative essays:

*"..when I must attend the meeting no matter what happens even if I have a class."*

*"Sometimes, it is complicated for me to attend during the activities of officers because I was forced to attend the said activity instead of entering my class."*

*"Attendance is a must(meeting) because if I will not attend, I will have a penalty."*

Negligence of classes, sometimes, is set forth already by the capacity of the student leaders to manage their studies and at the same time their positions in any organization.

As a student, it is indeed hard to study. There is no easy course, including factors such as family matters, personal matters, financial matters, and the like. So, how much more to student leaders? Hence, they need to double their effort, especially that they are seen as role models by their fellow students.

When interviewed, mostly the reason why student leaders tend to neglect their classes over the set meeting of the organization is the fine imposed when an officer missed to attend. Though there would be considerations on their part to take special quiz, they made elaborations that it is still a different story to be listening to the actual explanations of the instructor and to participate in the class activities.

#### ***Criticisms from fellow students***

According to [16] post on *How to Handle Negative Feedback as a Leader*, "leaders are not immune to feeling challenged when they are on the receiving end of negative feedback."

Indeed, leaders are also human beings with emotions. They also needed to be heard, especially when sometimes misinterpreted of their words and actions.

The following are excerpts from the lived experiences of the participants as written on their narrative essays:

*"Sometimes we hear bad words and bad things."*

*"Sometimes, when sharing your opinion, they won't consider because you're just a new officer. They just talk and talk behind you."*

The excerpts above would imply the burden of student leaders to be hearing negative feedbacks from their fellow students. To other officers, they say that their noviceness in the position or just because they are new, others do not tend to respect them and even speak of criticisms at their back.

Everybody is entitled of his/her own opinion. Indeed, that is a fact. However, weighing words before uttering them is still the best strategy for a wise person. That is something a leader must possess -- the ability to make sensible decisions. In that case, students would tend to gain their respects and that even if they are new officers, they still deserve to be heard and they deserve their positions.

#### **Time constraint**

Of the negative lived experiences of the student leaders, one is time constraint. Their time is divided to their studies, their families, and other social responsibilities.

As could be noticed on the following excerpts from the narrative essays of student leaders, there is indeed a difficulty on the management of time on their part:

*"Being a student leader is very hard because you need to budget your time."*

*"Sometimes, my attention to my studies is taken away. I don't have time sometimes helping my family at home because sometimes we have to finish some activities... and meetings..."*

One of the effects that could be noticed is that the focus of the student leaders to their studies is being diverted to the organizations they are leading.

It corroborates with the findings of [17] that there are effects of leadership on student achievements, may it be positive or negative impact. For other students, they can be achievers and at the same time leaders. However, to other student leaders, it is really hard, especially those bread winners and with families of their own or have child responsibilities.

#### **Unsatisfaction with the Position**

This theme could be drawn from the following excerpts on the lived experiences of the participants as written on their narrative essays:

*"This is my first time to be an officer of higher position... there is no significant experience that I encountered because I am not satisfied with my position."*

*"I just feel like I'm not doing anything in my position. I just attend meeting. That's it!"*

It is one of the reasons why student leaders fail to achieve their goals or accomplish less. That is because they do have the drive or inner motivation to pursue. When student leaders are not satisfied with their positions, they do not feel like they are doing anything or contributing anything to the organization. Sometimes, they just see it for compliance.

When some student leaders were interviewed, mostly made mention that the reason for unsatisfaction of the position is that they do not find any interesting activity of the organization and that sometimes, they are not heard when they are suggesting. That is why they feel like they are

unlikable for the positions. To others, they are not just interested with the positions they are in, and that they were just accidentally voted for it. Hence, others would just tend to attend meeting just for compliance and nothing more.

### **3.2. Effects of the Lived Experiences of the Student Leaders to their Studies**

This section presents the impact of the lived experiences of the student leaders to their studies.

According to [17], there are effects of leadership on student achievements, may it be positive or negative impact. In addition, "student experiences and involvement including academic involvement, student-faculty relationship, peer relationship, leadership position in class and in student organization" are considered as factors affecting student leadership [18].

Mentioned in the following are the positive and negative impacts revealed as to the lived experiences of the respondents:

#### **Positive Impact**

As to the positive impact of student leadership to the studies of the respondents, it was revealed that students engaging in leadership positions would tend to *become well-rounded persons - developing critical thinking skills, decision-making or problem solving skills, socialization skills, and communication skills.*

As per interview, the president of the Political Science Society shared that she was able to become confident to speak in class because she believed she gained the confidence through joining the organizations. Indeed, as validated by [5], providing opportunities for students to voice out their ideas would create meaningful experiences that would help develop their needs, as youth; otherwise, they would not find meaning in their school experiences.

As commonly experienced by all the student leaders, they undergo leadership training that would enhance their potentials and skills.

#### **Negative Impact**

It was further revealed that the negative impact of student leadership to the studies of the respondents is *that student leaders tend to struggle with time management, especially when there is too much demand of responsibilities.*

Most of the student leaders mentioned that they are having a lot of meetings in the past because there are a lot of activities undertaken. As part of their responsibilities, they have to attend the set meeting, otherwise, they will be fined. However, that would also mean sacrificing their classes. As per interview, one student leader shared that being a student leader is very hard because you need to budget your time

Hence, student leadership provides a variety of experiences to students that would not only make impact to their studies, but also to their whole life as an individual. May it be

positive or negative impact, they learn to live with such experiences and become the individual they choose to become. It is always a matter of choice on the part student leaders, whether to become the wise and good leader or the otherwise.

#### IV. CONCLUSION

The lives of student leaders comprise both positive and negative experiences. This also results to the fact that there are positive and negative effects of student leadership to their studies as they try to balance their studies and their responsibilities as officers.

#### ACKNOWLEDGMENTS

We are very grateful to the KSU student leaders who willingly participated in the study.

#### REFERENCES

- [1] Kevin Nelson, "The Importance of Student Leadership. About Leaders." About Leaders, 21 Nov. 2017. <https://aboutleaders.com/student-leadership/>
- [2] Clare Ravasini, "Why student leadership is important in education." Bishop Tyrell Anglican College, 5 February 2017. [www.btac.nsw.edu.au](http://www.btac.nsw.edu.au)
- [3] Bryan Edwards, "Engaging students in shaping school climate improvement pays off." Association for Middle Level Education, 2018. <https://www.amle.org>
- [4] Rosalyn Black, Jacqueline Magee, Luke Hutchins, Naomi Berman, & Susan Smith, "Student Leadership: A Review of Effective Practice." Canberra, ARACY, NSW Department of Education and Communities 1, Oxford Street, Darlinghurst, pp. 11-14, 2010.
- [5] Dana Mitra, "The Significance of Students: Can Increasing "Student Voice" in Schools Lead to Gains in Youth Development." Teachers College Record Volume 106, Number 4, April 2004, pp. 651-688 Copyright by Teachers College, Columbia University 0161-4681.
- [6] Nick Llewellyn, "Garfinkel and Ethnomethodology." Oxford Handbooks Online, Jan 2015. DOI: 10.1093/oxfordhb/9780199671083.013.0013
- [7] Allen Clark, N. Minami, "Communication Skills, Cultural Sensitivity, and Collaboration in an Experiential Language Village Simulation." Foreign Language Annals, Vol. 48, pp. 184-202. DOI: 10.1111/flan.12134
- [8] Vicky Webster, Martin Webster, "How to be a Good Leadership Role Model." Leadership Thoughts, 2016. <https://www.leadershipthoughts.com/leader-are-you-a-role-model/>
- [9] Margie Lee Gallagher, Jeffrey Marshall, Mary Lisa Pories, Morgan Daughety, "Factors Effecting Undergraduate Leadership Behaviors." Journal of Leadership Education, Vol. 13, Issue 1, Winter, 2014. DOI:10.12806/V13/I1/R4.
- [10] Kimberly Fries, "8 Essential Qualities that Define Great Leadership." Forbes, 8 Feb 2018. <https://www.forbes.com/sites/kimberlyfries/2018/02/08/8-essential-qualities-that-define-great-leadership>
- [11] Andy Nelson, "How Social Leadership is Changing The Way We Lead." The HR and Employee Engagement Community, 2016. <https://gethppy.com /leadership/social-leadership-changing>
- [12] Terry Jackson, "8 Core Competencies Leaders Need to Sustain Performance." About Leaders, 21 Sept 2017. <https://aboutleaders.com/8-core-competencies-leaders-need-to-sustain-performance/#gs.so99er>
- [13] Alyson Doyle, "The Importance of Logical Thinking in the Workplace." The Balance Careers, 8 Nov. 2019, <https://www.thebalancecareers.com/logical-thinking-definition-with-examples>
- [14] Abigail Phillips, "How to Lead Your Team Through Change." Entrepreneur Asia Pacific, 1 August 2014. <https://www.entrepreneur.com/article/235832>
- [15] Indeed, "10 Common Leadership Styles (Plus Ways to Develop Your Own)." Indeed Career Guide, Career Development, 03 December 2020. <https://www.indeed.com/career-advice/career-development/10-common-leadership-styles>
- [16] John Michael Associates, "How to Handle Negative Feedback as a Leader." Leadership. John Michael Associates, No date. <https://www.jodymichael.com /blog/receiving-negative-feedback-as-a-leader-how-do-you-respond/>
- [17] Tim Waters, Robert Marzano, Brian McNulty, "Balanced Leadership: What 30 Years of Research Tells Us about the Effect of Leadership on Student Achievement. A Working Paper." Mid-Continent Research for Education and Learning, 2550 South Parker Road, Suite 500, Aurora, CO 80014, 2003. <https://eric.ed.gov/?id=ED481972>
- [18] Mozhgan Amirianzadeh, Parivash Jafari, Ghourchean Nadergholi, Bahram Jowkar, "Student Leadership Competencies Development." Procedia Social and Behavioral Sciences, No. 15, pp. 1616-1620, 2011. DOI: 10.1016/j.sbspro.2011.03.340



# The Future of Nature Prophesied in the Select Futuristic Science-fictions of H. G. Wells

Malay Roy

Research Scholar, Jagjiwan College, Department of English, Veer Kunwar Singh University, Arrah, Bihar, India

Received: 17 May 2023; Received in revised form: 13 Jun 2023; Accepted: 20 Jun 2023; Available online: 30 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— *Eco-criticism is one of the most recent interdisciplinary fields of study to have risen in the domain of literature which includes ecology, ecosystem and various other environmental issues relating to nature and its myriad aspects. Also, the discussions in the domain have increased significantly. For the last three decades, the environment has been facing a whole range of threats by the human-centric present day society. Also, the environmental consciousness in literature is a matter of vital concern for the scholars and the academic alike, and the subsequent emergence of the green theory, i.e. Ecocriticism is a remarkable addition. It is a field of study wherein nature and literature are mingled. As natural resources are being used injudiciously, the ecological environment is fast losing its poise and equilibrium. The cycle of seasons is fast turning irregular leaving the environment with a whole range of limitations and existential hazards for the entire human race. This crisis is not a recent phenomenon. Rather, it has been continuing since the Victorian age—the age of rapid industrialization, which consequently led to various disastrous phenomena, such as deforestation, water pollution, air pollution, soil pollution etc. Various scientific experimentations and developments have also brought harm to nature. The present paper attempts to show how H.G.Wells in his two novels, namely The Time Machine (1895) and The Island of Dr. Moreau (1896) prophesied the future of the environment in the light of the ideas laid down by the enterprise of science. The paper showcases how the characters of Wells forecast in their course of intersecting and interacting the two different natural worlds and play the role of a mediator between the two civilizations—one natural and the other reigned by science and the future. Through the literary analysis, the paper attempts to analyze not only the interrelationship shared between the human and the non-human worlds, but also, it lays bare the otherwise unwelcome outcomes of the man-nature interactions. In continuation of the analysis, the paper exhibits the demolition of the civilization as well as the environment through the film versions adapted by George Pal and David Duncan in 1960 and 2002 respectively under the same titles. In yet another novel titled The Island of Doctor Moreau(1896), Wells has shown how animals have been exploited for the sake of science and experimentation. The paper concludes how nature is confronting a great threat by the deliberate negligence of the human race, where there is a necessity to improve the correlation between human and nonhumans.*



**Keywords**— *environment, nature, literature, science, eco-criticism, exploitation of animals, industrialization, time machine, Time Traveler, back to the Future.*

## I. INTRODUCTION

The term *Ecocriticism* takes us to William Rueckert's *Literature and Ecology: An investigation in Ecocriticism* (1978). At the present hour, the rise of Ecocriticism on the literary horizon is considered to be an important development worldwide. The noted professor of

literature and environment in the United States and the co-founder of ASLE (Association for the Study of Literature and Environment) Cheryll Glotfelty defines the term *Ecocriticism* in her book *The Ecocriticism Reader* as a “relationship between literature and the physical world” (qtd. in Jenkins et al. 356). In the present literary-cultural



scenario, this rather new theory appears to be not only an encouraging domain of enquiry, but also a promising research framework. The Ecocritic William Rueckert first coined the term in his *Literature and Ecology: An experiment in Ecocriticism* (1978). Etymologically, the term *eco* means 'earth', and *logy* means 'a logical discourse'. Collectively, the term Ecocriticism deals with ecology and the literature on the themes of ecology and nature. In other words, it focuses on the ecological aspects presented in literature. It offers the reader a specific perspective on literature which celebrates both aesthetic and the ethical values of the natural world. Ecocriticism does not simply mean the study of nature, rather it has distinguished itself from the conventional ways of writings on nature. At first ethical stand and commitment to the natural world and after that making the connection between the human and the non-human world. One part of the environment is Ecology. It has two shades—Deep Ecology and shallow Ecology, the first one challenges nature in its original form without any interference of man. In the present scenario, the human world seems to be the rival of nature. Human beings became the worst affecting factor for every organism in the Environment. Nature has lost its own control. Scholars are trying to raise the Point at issues of natural degradation. This paper will investigate how nature is losing its poise and what will be the precautions to prevent these issues and find the way of a green world through H.G.Wells' two novels—*"The Time Machine"* and *"The Island of Dr Moreau."*

Basically H.G. Wells is the masterpiece of Science Fiction. But here in this paper, I will discuss his novels on the light of Environmental Consciousness. If we need back to early ages, we can see that in the earlier ages of writers and Old ages there will be a Utopian nature Environment in their writings. They dealt with the beauty of nature. In the writings of Romantic age's poets, we always noticed that they find the inspiration of their writing in the lap of nature. Nature plays the vital role of the mother to them. It feeds them with wisdom and energy. They present every part and organism of the Environment in most of their writings. But after a century during the Victorian Period, the beauty of nature faded. In this period, the relation of Man and nature gets distanced. A new revolution has started in this period in the field of Industry, Economy. During the Victorian period, there was rapid industrialization in England and also in the other countries. Scientific development reaches its peak that causes harm to the normal flow of nature. River loses its freshness; air gets polluted with various gasses from industries. The theme of the writings in this period has changed. Like H.G.Wells and the other writers of this period turned their eyes from nature. They always present nature in a dystopian way. H.G.Wells is often called the father of Science Fiction (Sci-fi) because of his great novel—*The Time*

*Machine*. In this novel, there are two parallel ways of viewing the world. The novel is written in 1895 when the world has faced so many disastrous movements. Wells in this novel, sitting between the times, from where he shows the two different worlds. On the other hand, we show the world where nature has faced a typical Environment and on the other hand he wishes to have a world full of greenery. Further, I will discuss the natural scenario in two other adaptation films of *"The Time Machine"*. These two films are - *"The Time Machine"* (2002) by David Duncan and *"The Time Machine"* (1960) by George Pal.

*The Time Machine* begins narrating a scientist and inventor, the Time Traveler who meets with his friend in his Laboratory in order to show them his new invention. He starts explaining to them the number of dimensions that exist in this world. We all know that every object has three dimensions. But here, Wells invented the fourth dimension. Without this fourth dimension nothing will exist. Here he presents Time as the fourth dimension. In our life, we always move forward in accordance with time. But Wells explained this fourth dimension theory where we can move our life in both ways; in the past or in the future.

In between the story, we can see that the Time Traveler climbed to his Machine and stopped it 5 hours later. First he thought- nothing has changed but found himself in 180-701 AD. He saw that he is in a garden where the world is post-apocalyptic and in the film he lands in the middle of the jungle. He notices that the natural scenario has been changed. The Sun took on a streak of fire as it whizzed through the sky. The Environment of this era is quite good. The people of that place are happy and fragile. He has been spotted by a 4 foot tall man and by 10 others. He eats with them and tries to learn the language and tries to adopt their new environment. But after a few moments he discovered that their society has been divided into two parts- *Eloi* and *Morlocks*. This distinction has been done due to natural disasters. At the time of the formation of the world, some of the people went underground and some of the surface on the earth. The underground people are called *Morlocks*. And the people on the surface are called *Eloi*. As the *Morlocks* were underground thousands of years ago, they are not able to be convenient with the surface. They can't tolerate the light-of the sun. For this natural distinction, they become the rival to *Eloi*, as *Eloi* are much happier than them. So here nature plays the vital role of a mother to both *Eloi* and *Morlocks*. Time Traveler in the novel begins his study about the *Eloi* community and due to that study; he meets Weena. Here a Utopian hope is conveyed through the relationship between the Time Traveller and Weena. Instead of saving Weena from the hand of *Morlocks*, the Time Traveler tries to hide themselves in the lap of nature—the palace of Green Porcelain. But later this place turned into a museum. Once

a counter attack with Morlocks, he accidentally fires a giant wooden tree and on that great fire all the Morlocks have been died.

H. G. Wells' *The Time Machine* (1895) imagines the environmental consequences of two important Victorian horticultural trends: artificial selection and selective breeding. Victorian horticulturalists glorified these techniques as steps toward the subjugation of the natural environment. This horticultural narrative of environmental control seemingly reaches its apex in the novel's future world of 802,701. Wells' *Time Traveler* believes he has entered an environment perfectly engineered to suit human needs. While critical attention has typically focused on the novel's humans, I use its engagement with contemporary horticulture to describe a plant-centered plotline. Building on critical work that argues for the possibility of nonhuman narrative agency, I read the novel's plants as minor characters. I argue that Wells' novel pits its plant and human characters against one another in competing plotlines, in a narrative refraction of ecological competition. Earlier Eco-critical analyses of Victorian works have pointed to the harmonious entanglement of humans with the nonhuman vegetal environment. I argue that ecological competition, as exemplified both in horticultural narratives' descriptions of environmental subjugation and in Wells' competing plant and human plots, was also a significant source of inspiration for Victorian environmental depictions.

Analyzing the *Time Machine* with its film adaptation of 2002, we may have a look that human beings have developed the way to live on the Moon in 2037. But they also destroyed the environment of the Moon. And now the Moon looks fragmented. The ashes of the Moon falling down to the earth. And on earth, there are so many natural disasters happening. The crust of earth has fragmented due to the earthquake. Then Alexander goes to 802-701 AD. During this journey he identified that there was a period where in the world, there were few people. The whole world is full of greenery. There was no element of technology and industry. Human beings live like native. The *Time Traveler* goes after 30 millions of years and discovers that there are only the last living things on a dying Earth. The world is covered in simple lecherous vegetation. The rotation of Earth gradually ceases. The Sun grows large, it comes nearer to earth that is why the earth's crust has been demolished.

The conflict between Man and Animal is another issue in Wells' novel *The Island of Dr. Moreau* (1896). In this novel, Wells basically shows animal exploitation. But we will discuss how animal exploitation causes the natural outbreak of the Great Chain of Being. Here man tries to change the formation of life. Dr Moreau and his assistant

Montgomery try to sustain a pseudo-colonial regime over the animals that they raise up by vivisection into Humanoids. In *The Island of Dr. Moreau* (1896), H. G. Wells presents an imaginative rendering of the implications of evolutionary theory. He describes a world where the boundaries separating humans, animals, and the environment become permeable. The novel's engagement with evolutionary theory effectively deconstructs an essentialist conception of demonstrating how our biological connection to other life forms alters the way we think about ourselves and the planet. In this way, *The Island of Dr. Moreau* proves an important text for considering the profound shift in perspective that is required to think in a truly ecological manner.

The advent of evolutionary theory marked an important moment in the history of ecological thinking, as people were forced to consider their biological connection to each and every life form. Dr. Moreau, a rogue scientist who has retreated to the island with his assistant Montgomery to make humans out of animals. The novel exemplifies how evolutionary theory challenged late-Victorian notions of life on the planet. In this way, *The Island of Dr. Moreau* proves an important text for considering the profound shift in perspective that is required to think in a truly ecological manner. On the first night after landing on the Island however, the protagonist Prendick discovers the instability of the normal system. He comes across a mutilated rabbit in the jungle. The Doctor recognizes the rabbit is dead and its corpse is a threat to his regime.

During a shipwreck Edward Prendick had been saved by the mad scientist Dr Moreau and took him to his laboratory on an Island. There he discovered Moreau had prepared a Humanoid via vivisection that looks like half human. Here Wells gratefully shows the pain and cruelty of man over animal. Humans not only destroy nature, but also break the Great Chain of Being and lose their moral responsibility for the environment. Human beings have lost their real identity. So Wells says it—"an exercise in Youthful blasphemy." As a result, the text de-centers human perspective and forces Prendick into an ecologically minded way of viewing the world. I argue that *Dr. Moreau's* imaginative engagement with the theory of evolution gives rise to an ecological understanding of reality.

## CONCLUSION

My paper has attempted to raise the Ecological concerns in H.G.Wells novel-*The Time Machine* and *The Island of Dr Moreau*. As we know that he is the mastermind to present Science Fiction. But in a way, he always tried to show the degradation of Environment on the then time. He tried to

attempt a washing mirror of the societal and environmental changes. He always left a valuable message in his novels. It is Wells who actually shows the then society in a robust way and leaves a message. In a way, we can say that Wells masterfully tries to raise the issue of Environment among common peoples. In this present scenario, nature is facing a great threat, so by the discussion of the novel through the light of nature, we need to improve our awareness and love for nature. A conscious society is needed to create a valuable relationship between Men and nature. Only Eco-Consciousness can leave a better world for the upcoming generation.

### REFERENCES

- [1] Jenkins, Willis, Mary Evelyn Tucker and John Grim. *Routledge Handbook of Religion and Ecology*. Routledge International Handbook Series. Routledge, Taylor and Francis Group, 2017.
- [2] Glotfelty, Cheryl, and Harold Fromm. *The Ecocriticism Reader Landmarks in Literary Ecology*. Univ. of Georgia Press, 2009.
- [3] Wells, H. G. *The Time Machine*. Ed. Chris Sasaki. New York: Sterling, 2008.
- [4] *The Time Machine*. 2002. [film] Directed by D. Duncan. America: Hollywood.
- [5] Pal, George, director. *The Time Machine*. Films Inc., 1960.
- [6] Wells, Herbert, and Brian Aldiss. *The Island of Dr. Moreau*. Signet, 1998.
- [7] Pressman, Edward R. *The Island of Dr. Moreau (1996 Film)*. 1996.



# Perception and Satisfaction on Flexible Learning Approach to Student's Academic Achievement

Romar B. Dinoy, Flora Mae A. Bantilan

College of Teacher Education, Bohol Island State University, Poblacion Norte, Clarin, Bohol

Received: 13 May 2023; Received in revised form: 14 Jun 2023; Accepted: 21 Jun 2023; Available online: 30 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**—Flexible learning has been used as an alternative approach in delivering instruction during the peak of the pandemic. In this regard, this study aims to determine the perception of flexible learning in three constructs: content delivery and activities of the module, process of teaching and teaching strategies; level of student satisfaction with flexible learning, and academic achievement. Also, it evaluates the correlation between the student's perception and satisfaction and their academic achievement. The researchers utilized a Likert scale survey questionnaire to assess the said variables. Data were statistically treated using mean, standard deviation, percentage, and Pearson Product-Moment of Correlation. The results show that the students have a positive perception of flexible learning and are absolutely satisfied with the course. It is also revealed that student satisfaction is statistically related to academic achievement. Thus, it is recommended to encourage educators to evaluate the satisfaction of the students with their learning regularly.



**Keywords**—flexible learning, academic achievement, perception, satisfaction, online learning.

## I. INTRODUCTION

The devastating pandemic around the world that none of us was prepared for has caused a sudden change in our lives. Everything has changed since it happened, and education is no excuse here. For students not to stop learning even in today's stressful situation, educators looked for an alternative method of delivering instruction, from face-to-face classes to an online and modular way of teaching or a combination of both, called a flexible learning. However, it is not readily adaptable to students and teachers as well. The transition takes enough time for the affected ones to adapt to the ongoing inevitable situation.

Providing a learning environment to ensure students that they are unaffected and must learn even with the changes is a top priority for educators. The pandemic is almost over, yet we are still implementing the flexible learning. Flexible learning is an approach that involves the utilizes digital and non-digital technology. It covers in-person learning and out-of-classroom learning modes of delivery

(Commission on Higher Education, 2022). Consequently, it is necessary to acknowledge the possible effect of this implementation on the students.

As an educator, the student's wellbeing is the topmost responsibility. It is understood that somehow students were affected in any way, whether positive or negative. How the students perceived the situation and their learning satisfaction are the must-see aspects. Satisfied students are more likely to continue in their studies and are more likely to succeed academically [16]. This helps to assess on what to be retained and identify areas for improvement to have a better learning experience.

This study seeks to determine whether students' perception of flexible learning and satisfaction level affect their academic performance. The data gathered from the study may provide information about actions that can be taken to maintain high levels of satisfaction and improve student learning.



This study is based on CHED Memorandum Order No. 4 Series of 2020 in accordance with the pertinent provisions of RA No. 7722, otherwise known as the "Higher Education Act of 1994", RA No. 11469, otherwise known as the Bayanihan to Heal as One Act, and by the virtue of Commission en Banc (CEB) Resolution No. 412-2020, series of 2020. The Commission on Higher Education stated the guidelines on Flexible Learning to be implemented by public and private Higher Education Institutions. As noted, the delivery of the instruction involves digital and non-digital technology. It covers both face-to-face or in-person learning, out-of-classroom learning modes of delivery, or a combination. It ensures the continuity of inclusive and accessible education when traditional modes of teaching are not feasible, as in the occurrence of national emergencies. Here learners and teachers are co-creators of knowledge and have control of the customization of the learning experiences for enhancement of learning grounded on the realities of our learning and teaching environment.

The student's perception of flexible learning and their level of satisfaction are considered as one of the factors that may influence the student's academic achievement. Academic achievement pertains to the performance outcomes of the student throughout the course [13]. The "investment model" explains the relationship between student satisfaction and academic performance. Satisfaction increases when the reward of study also increases [7].

Moreover, it is revealed that satisfaction is apparent when subjects are performed better [3]. The happy-productive student theory [4] suggests that student satisfaction is mediated by psychosocial factors such as coping, stress, and well-being. Based on the happy-productive theory, it was shown that high levels of distress resulted in low satisfaction.

Satisfaction is an individual's subjective and personal evaluation of a particular aspect. It is a crucial component that motivates people to achieve their long-term goals. Measuring and understanding student satisfaction is a must to identify areas that exceed expectations and need improvements [14].

The impact of a blended learning classroom environment on students' satisfaction determines what combination of blended learning situations is more effective on student satisfaction [8]. The results indicate student satisfaction was higher in traditional learning [15]. Hence, in a face-to-face class, the students meet their expectations and have a higher learning motivation, and peer interaction encourages knowledge sharing, and cooperative learning, thinking more creatively, and stimulating curiosity.

On the other hand, reference [11] studied the relationship between student perceptions in blended learning course and their achievement revealing a strong relationship between the two. It is shown that high achievers also show high satisfaction. Further, the study claimed that student satisfaction and academic achievement denote a positive relationship [2].

However, a study revealed that student satisfaction and academic achievement are not significantly correlated [9], this means that the level of satisfaction does not affect academic achievement.

## II. OBJECTIVES

The main thrust of the study is to determine the relationship between the perception and satisfaction of the students on the implementation of flexible learning and their academic achievement in Bohol Island State University - Clarin Campus, A.Y. 2021-2022.

Specifically, it sought to answer the following questions:

1. What is the perception of the students on the following:
  - 1.1 content delivery and activities;
  - 1.2 process of teaching; and
  - 1.3 teaching strategies?
2. What is the student's level of satisfaction of the students with flexible learning?
3. What is the academic achievement of the students?
4. Is there a significant correlation between students' perception of flexible learning and academic achievement?
5. Is there a significant correlation between students' level of satisfaction with flexible learning and academic achievement?

## III. METHODOLOGY

The researchers utilize a descriptive-correlational design to evaluate and assess the relationship between the variables [10]. The study employs a survey to determine the respondents' perception, level of satisfaction, and academic achievement of the respondents. The researcher will utilize an adapted questionnaire to determine the perception of flexible learning [5] and student satisfaction [6].

The first part of the questionnaire determines the academic achievement of the respondents based on their General Weighted Average obtained in the first semester of the Academic Year 2021-2022. The second part of the questionnaire measures the students' perception of modular teaching. It is subdivided into three categories:

content delivery and activities of the modules with ten items, process of modular teaching with four items, and teaching strategies with seven items. It uses a 5-point Likert scale, 5-Strongly Agree, 4-Agree, 3-Neither Agree nor Disagree, 2-Disagree, and 1-Strongly Disagree. Further, the third part of the questionnaire evaluates student satisfaction using a 5-point Likert scale, 5-Strongly Agree, 4-Agree, 3-Neither Agree nor Disagree, 2-Disagree, and 1-Strongly Disagree.

The respondents of this study are the randomly selected students of Bohol Island State University-Clarín Campus from the two departments; College of Technology and Allied Sciences (BSES-CRM, BSHM, BSCS) and College of Teacher Education (BTLEd-HE, BEEd, BSEd-Math). The needed data will be gathered through the use of google forms. The researchers will ensure the confidentiality of their responses.

After the data collection, it will be calculated using the corresponding statistical test: mean, standard deviation, and Pearson Product-Moment of Correlation Coefficient, to determine the study results.

#### IV. RESULTS AND DISCUSSIONS

This section presents the results, analysis, and interpretation of data. It covers the perception of the respondents on content delivery and activities, the process of teaching, teaching strategies; the level of satisfaction with flexible learning, and their academic achievement. It also assessed the significant correlation between academic achievement and perception and the level of satisfaction with flexible learning.

*Table 1: Perception of the Students*

Perception	Mean	SD	Descriptor
<b>Content Delivery and Activities</b>			
1. Learning objectives were clear.	4.11	0.65	Agree
2. Content delivery was well organized.	4.03	0.78	Agree
3. There was a balance between teaching-learning activities.	3.72	0.90	Agree
4. I was encouraged to participate actively in different tasks.	3.90	0.83	Agree
5. The handouts were helpful.	4.19	0.84	Strongly Agree
6. The workload associated with	3.95	0.80	Agree

assignments were manageable.

7. The assignments were relevant.	4.01	0.78	Agree
8. I received my grades and feedback within specified timescale.	3.85	0.92	Agree
9. The feedback I received on my progress was helpful.	4.13	0.73	Agree
10. Overall, I was satisfied with the learning modality.	3.87	0.88	Agree
Composite	3.97	0.82	Agree

#### Process of Teaching

1. Stimulated interest in subject	3.89	0.68	Agree
2. Improved teacher-student interaction	3.71	0.97	Agree
3. Development of independent thinking	4.17	0.80	Agree
4. Preparation for critical thinking	4.12	0.78	Agree
Composite	3.97	0.83	Agree

#### Teaching Strategies

1. Tutorials	4.34	0.76	Strongly Agree
2. Small group discussion	4.15	0.78	Agree
3. Problem based learning	4.13	0.67	Agree
4. Self-directed learning	3.94	0.90	Agree
5. Case based learning	3.95	0.79	Agree
6. Use of group assignments	3.94	0.93	Agree
7. Use of multimedia and power point	4.24	0.76	Strongly Agree
Composite	4.10	0.81	Agree

Table 1 illustrates the perception of the students on the modular teaching in the three constructs: content delivery and activities, process of teaching, and teaching strategies. For content delivery and activities, it is shown that the

handouts were helpful got the highest rating ( $M=4.19$ ,  $SD=0.84$ ). This implies that the students perceived the usefulness of the handouts in their learning. Thus, ensuring that the instructional materials provided are comprehensible is necessary. It was followed by the statement, "The feedback I received on my progress was helpful", which got a mean of 4.13 ( $SD=0.73$ ). This conveys that the students need immediate feedback on their performance to monitor their progress.

Further, the process of flexible teaching revealed that modular teaching developed independent thinking ( $M=4.17$ ,  $SD=0.80$ ) and is a preparation for critical thinking ( $M=4.12$ ,  $SD=0.78$ ). This means that the said modality has helped the students develop their independence and critical thinking due to the absence of the instructor's presence, where students' concerns weren't addressed immediately.

On the other hand, tutorials ( $M=4.34$ ,  $SD=0.76$ ) and the use of multimedia and PowerPoint ( $M=4.24$ ,  $SD=0.76$ ) were considered as helpful as a part of the student's learning process.

Table 2. Student's Satisfaction

Statement	Mean	SD	Descriptor
I am satisfied with my overall experience in this course.	3.94	0.76	Agree
I would not recommend this course to other students.	2.50	1.17	Disagree
I am satisfied with the level of student interaction that occurred in the course.	3.76	0.80	Agree
I am satisfied with my learning in the course.	3.94	0.83	Agree
I am satisfied with the instructor in the course	3.69	0.84	Agree
I am satisfied with the content of the source.	3.93	0.74	Agree
Composite	3.79	0.88	Agree

Table 2 presents the students' satisfaction of the students with the flexible learning modality. It was revealed that the students were satisfied with their overall experience ( $M=3.94$ ,  $SD=0.76$ ) and their learning ( $M=3.94$ ,  $SD=0.83$ ) in the course taken. Also, the students agreed that they were satisfied with the content ( $M=3.93$ ,  $SD=0.74$ ), instructor ( $M=3.69$ ,  $SD=0.84$ ), and level of student interaction ( $M=3.76$ ,  $SD=0.80$ ). On the other hand, the students disagreed not to recommend their course to other

students ( $M=2.50$ ,  $SD=0.80$ ), implying that they manifest a higher level of satisfaction with modular teaching.

Table 3. Academic Achievement

Grades	Frequency	Percentage
1.1	5	4.76
1.2	13	12.38
1.3	29	27.62
1.4	11	10.48
1.5	10	9.52
1.6	8	7.62
1.7	5	4.76
1.8	5	4.76
1.9	6	5.71
2.0	4	3.81
2.1	2	1.90
2.2	2	1.90
2.5	4	3.81
2.8	1	0.95
Total	105	100

Table 3 shows the academic achievement of the students. It is shown that most of the students had a general weighted average of 1.3 which comprise 27.62%, followed by 1.2 with 12.38%, and 1.4 with 10.48%. It also revealed that 2.5 and 2.8 grades got the least percentage, with 3.8% and 0.95%, respectively.

Table 4: Correlation Between Students' Perception of Flexible Learning and Academic Achievement

Perception	<i>r</i>	<i>p</i> -value	Interpretation
Content Delivery and Activities	.032	.746	Not Significant
Process of Teaching	.090	.363	Not Significant
Teaching Strategies	.107	.277	Not Significant

Table 4 shows no significant correlation between student's academic achievement and their perception of modular teaching in content delivery and activities,  $r(103)=.032$ ,  $p=.746$ , the process of teaching,  $r(103)=.090$ ,  $p=.363$ , and teaching strategies  $r(103)=.107$ ,  $p=.277$ . Thus, the decision was to reject the null hypothesis. This result implies that the student's academic achievement is not affected by flexible learning modality, and it has nothing

to do with their academic performance. This indicates that this modality is as effective as any other methods.

*Table 5: Correlation Between Students' Level of Satisfaction and Academic Achievement*

Variables	<i>r</i>	<i>p</i> -value	Interpretation
Satisfaction & Academic Achievement	.313	.001	Not Significant

Table 5 shows a significant relationship between student level of satisfaction with flexible learning and academic achievement,  $r(103)=.313$ ,  $p=.001$ . Thus, the decision was to reject the null hypothesis. The correlation coefficient of  $r=.313$  indicates a weak positive relationship between the two variables, stating that the level of satisfaction is related to academic achievement. Also, the direct relationship implies that the higher the level of satisfaction, the higher the academic achievement.

## V. CONCLUSION

In light of the findings, the researcher concludes implementing of a flexible learning in Bohol Island State University Clarin Campus attains its purpose, which is to ensure that the students will be given the proper knowledge even amid crisis. The level of satisfaction also has a great contribution to academic achievement. On the other hand, how students perceived modular teaching has no significant bearing on the student's academic achievement.

## REFERENCES

- [1] Commission on Higher Education (2022). Guidelines on the Implementation of Flexible Learning. <https://chedro3.ched.gov.ph/wp-content/uploads/2020/10/CMO-No.-4-s.-2020-Guidelines-on-the-Implementation-of-Flexible-Learning.pdf>
- [2] Bordelon, K. (2013). Perceptions of Achievement and Satisfaction as Related to Interactions in Online Courses. In T. Bastiaens & G. Marks (Eds.), *Proceedings of E-Learn 2013--World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education* (pp. 1058-1065). Las Vegas, NV, USA: Association for the Advancement of Computing in Education (AACE). Retrieved June 17, 2023 from <https://www.learntechlib.org/p/115004>.
- [3] Churchill, G. A., & Suprenant, C. (1982). An Investigation into the Determinants of Customer Satisfaction. *Journal of Marketing Research*, 19(4), 491. Doi:10.2307/3151722
- [4] Cotton, S.J., Dollard, M.F. & de Jonge J. (2002): Stress and Student Job Design: Satisfaction, Well-Being, and Performance in University Students. *International Journal of Stress Management* 9, 147–162. <https://doi.org/10.1023/A:1015515714410>
- [5] Fatima U, Naz M, Zafar H, Fatima A, Khan RR. (2019) Student's perception about Modular teaching and various instructional strategies in the subject of Obstetrics and Gynecology. *Professional Med J* 2020; 27(1):40-45. DOI: 10.29309/TPMJ/2020.27.1.3162
- [6] Gray, J. A., & DiLoreto, M. (2016). The effects of student engagement, student satisfaction, and perceived learning in online learning environments. *International Journal of Educational Leadership Preparation*, 11(1), n1.
- [7] Hatcher, L., Kryter, K., Prus, J. S., & Fitzgerald, V. (1992). Predicting College Student Satisfaction, Commitment, and Attrition from Investment Model Constructs. *Journal of Applied Social Psychology*, 22(16), 1273–1296. doi:10.1111/j.1559-1816.1992.tb00950.x
- [8] Kalantarrashidi, S. Mohammadpour E, & Sahraei F (2015): Effect of Blended Learning Classroom Environment on Student's Satisfaction, Vol. 3, No.5. <https://doi.org/10.11114/jets.v3i5.1013>
- [9] Khan, J., & Iqbal, M. J. (2016). Relationship between student satisfaction and academic achievement in distance education: A case study of AIOU Islamabad. *FWU Journal of Social Sciences*, 10(2), 137.
- [10] McBurney, D. & White, T. (2009). *Research Methods*. New York, NY: Cengage Learning.
- [11] Owston, R., York, D., & Murtha, S. (2013). Student perceptions and achievement in a university blended learning strategic initiative. *The internet and higher education*, 18, 38-46.
- [12] Rusbult, Caryl E.; Agnew, Christopher; and Arriaga, Ximena (2011): *The Investment Model of Commitment Processes*. Department of Psychological Sciences Faculty Publications. Paper 26.
- [13] Steinmayr, R., Meiner, A., Weideinger, A. F., & Wirthwein, L. (2014). *Academic achievement* (pp. 9780199756810-0108). Oxford, UK: Oxford University Press.
- [14] Study Portals (2019). *Student Satisfaction: A Global Overview*. Retrieved from <https://www.studyportals.com/wp-content/uploads/2019/06/Global-Student-Satisfaction-Report-A-2019-global-overview.pdf>
- [15] Tratnik, Alenka, Urh, Marko & Jereb, Eva (2017): Student satisfaction with an online and a face-to-face Business English course in a higher education context, *Innovations in Education and Teaching International*, DOI: 10.1080/14703297.2017.1374875
- [16] Webber, K. L., Krylow, R. B., & Zhang, Q. (2013). Does involvement really matter? Indicators of college student success and satisfaction. *Journal of College Student Development*, 54(6), 591-611.





# Literary Devices in Edgar Allan Poe's Crime Stories: An Analysis

Grethyl Ann O. Nodalo

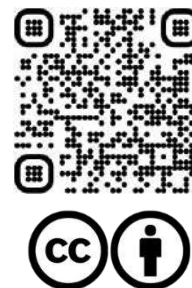
College of Technology and Allied Sciences, Bohol Island State University Clarin Campus, Philippines

Received: 09 May 2023; Received in revised form: 12 Jun 2023; Accepted: 20 Jun 2023; Available online: 30 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— This study focused on the literary devices used in Edgar Allan Poe's crime stories. Edgar Allan Poe used certain literary techniques to convey information exactly and accurately. This study would like to examine "Literary Devices in Edgar Allan Poe's Crime Stories: An Analysis". The devices used by the writer were to convey their ability to use it and identify the interpretations it stands for. This study also aimed to analyze the prevalent literary devices in the Crime Stories of Edgar Allan Poe. The findings of this study served as a basis for proposing technologically aided materials for teaching literature. To meet the objective of this study, the researcher used content analysis to acquire accurate, factual, and systematic data that could provide an actual picture of the data set reviewed. It made use of qualitative study, used of content analysis as it looked into the literary devices utilized in the development of Edgar Allan Poe's selected short stories. The process of analyzing the author's work was anchored with literary devices. This study aimed to analyze the crime stories of Edgar Allan Poe, such as the following: *The Murders in the Rue Morgue*, *The Cask of Amontillado*, *The Black Cat*, *The Masque of the Red Death*, and *The Tell-Tale Heart*. Specifically, this study sought to analyze the prevalent literary devices in the crime stories of Edgar Allan Poe. This includes the analysis of the selected short stories based on the different categories to get the literary devices employed and how extensive Edgar Allan Poe's crime stories are when analyzed.



**Keywords**— literature, literary devices, technologically aided materials

## I. INTRODUCTION

Literature is life. It is a vital component that each one should read and be informed. It is a work of creative imagination of emotions in people's culture and tradition. It also introduces people to a new world of experience in life. It can wonder people's feelings and serves as a way of expressing their suppressed emotions.

Nowadays, it is undeniable that in the present, teenagers are no longer very much interested in literature. Most of them prefer to be with their friends hanging out and having fun rather than get a good book and spend their time enriching themselves in the journey that they explore through artistic patterns used by the author. While it is true that reading takes time, especially if the reader is not interested, it is true, as well as that reading takes one to places. Through reading, one can explore the complexity

of one's emotions, uniquely if he can identify himself with any of the characters in the story. One of the reasons that students do not develop a love for analyzing the truth is that they do not recognize the way to read – the way to learn with the intention to look past in the written word. Students have an advanced mindset that analyzing books are time-ingesting as compared to the benefit of searching for the precise and, or synopsis of the internet.

In this generation, however, the researcher has noticed that students lost interest and the patience to read since some long stories are difficult to understand. They rather watch movies than read lengthy stories. Students usually read - only when they are required by their teachers to read and for academic purposes. Their love for reading has declined. Thus, the chance to know and open their minds to the world around them has gone. They are

more hooked up to playing online games and some other social media that entertained them. Reading stories with social relevance has become boring for the younger generation, for they find it irrelevant on their part. Aside from those mentioned factors that resulted in the declining interest in reading stories, some stories are challenging to understand, and they find it uninteresting stuff.

Literature resembles the truth of existence. It brings distinctive connections where the readers can relate their daily life experiences to the literature that they are reading. Literature, as defined by using Britannica (2016), has usually been utilized to those innovative works of poetry and prose extraordinary by using the intentions of their authors and the perceived aesthetic of their execution.

Further, literature transforms and takes to new places and different periods. It shapes, molds, and, in the process, entertains. Readers are captured by writers, no matter how different and diverse the culture they inhabit. Besides, stylistics is a study of devices in language. This device can produce a literary style. Through stylistics, a particular author can establish principles that are capable of explaining the specific choices made by an individual that will make a significant change in the course of the story (Sebastian, 2006). The stylistic analysis may contribute to anyone in the literature, may they be the authors, critics, literature teachers, and students who uniquely put the works of specific authors.

Moreover, reading stories indeed leaves their readers something after studying- its morals. Readers are not able to deny the truth that these are complicated and difficult to grab regularly, especially if they don't seem to be reasonable in giving reports. (Kaput 2009) Edgar Allan Poe believes that quick reviews will have to be read in one sitting. This tradition contributes to the story's outcomes by allowing the readers to complete the result of the story without delay instead of leaving the story and regaining the sensation of being in the story after rereading it. (Broda, 2008) Poe's studies try for a unifying feeling that attracts the story together. Even though Poe's result is early usually horror, different effects are possible. Poe regularly composes more inconceivable-seeming events with little to do with the fact, and anyhow, he accepts those human responses to these events ought to mirror how contributors might respond.

Furthermore, Edgar Allan Poe is famous for his gothic and psychological horror tales. A lot of his reports express an abnormal state of mind and are constructed in phases of a single and mad obsession. Poe is unqualified in evoking an all-encompassing mood of horror by way of the rendering of surroundings and atmosphere, which often misled the readers in understanding the underlying

message he wishes to recommend. Being a literature instructor, the researcher wants to liberate the mysteries of Edgar Allan Poe's stories. This learns to aim to prick the minds of Poe's readers, most primarily the scholars who are finding at literature. This new goal is to enlighten one's mind to exceed the reader's figuring out what Poe wishes to carry out in his experiences.

A brief story of prose fiction can be read in a single sitting. The exception of the story generally depends on the writing styles and strategies employed by the writer to make his masterpiece appealing to the readers. In reality, it develops into a specified individual vision for the reader (Eugenio and Romero, 2008). Brief stories are written records of man's spirit, as published in his writings. Thus, every quick tale is made of the writer's array of experiences that have developed the character that he is, and he wants to share these with humans so that his journey is something that the readers might also embark on. According to Lapid and Serrano (2008), a good story must appeal to the imagination. This will hold the stories presented excitingly. It may vary on the styles and techniques and some other literary devices that the author may employ.

On the other hand, every spoken message has a style. Selecting and arranging words as well as deciding how to reveal one's image to the listeners are matters of style (Gutierrez 2002), as cited in Revilla (2010). One of the elements of a short story is the style. Style refers to diction, sentence patterns, details used to expand and develop the story, the technique by which the story moves from one incident to another incident, and the way the writer dedicates characterization, dialogue, description, point of view, imagery, and tone. (Eugenio and Romero 2008).

According to Katie Wales (2001), the goal of most stylistics is not merely to describe the formal feature of the text for their functional significance to the interpretation of the book, but to relate literary effects to linguistic 'causes' where these are felt to be relevant.

Crystal (1998) observes that in practice, most stylistic evaluation has tried to deal with the complicated and valued language in literature, literary stylistic. He goes on to claim that in such examination, the scope is frequently narrowed to pay attention and more putting elements of literary language, its deviant and irregular points, instead of the broader structures that are found within the whole text or discourses. Another proponent Chapman, as cited in Adane (2012), the style is the universal adoption of a register of several people in a specific recurring situation.

In addition, a short story requires the reader's full awareness, a center of attention of the mind on each detail like an excellent lyric poem. It appears boneless, not like the bone-structured novel. In the article "A Concept of the Quick Story" by Charles E. May, it states that a story of average plot method which derives its constitution from a plot situated on a clash and issuing in motion, and whose action sooner or later resolves the conflicts, therefore giving the story a "factor". The structure of a typical plot is almost dramatic. There is also a geometrical first-class to its plot structure. It follows Aristotle's declaration that a proposition is mentioned, developed using arguments, and sooner or later proved. Accordingly, a conflict, either interior or external character struggles towards frustration, is acknowledged at the establishment of a story developed with the aid of a series of scenes, and resolved at the end. Each stage incident, and its resolution, however, most additionally carry a little bit of significance within the progression that it occupies. (Asian Social Science, August 2009).

Language has multiple of other roles, beyond only achieving a single room or a crowded city, it will be chosen carefully for its connections with the idea as well as the action- the language will have a theme implicit in it. The language also creates style, will imply the author's tone, will be used in atmosphere or mood, maybe a foreshadowing device of the plot will certainly depend on the point of view from which the story is told and may contribute to the characterization of the point- of – view figure. Nancie Atwell (2002), in her lessons that change writers, short tale shape deals with growing a story lead: display the principal character in action, talk, or reaction. It introduces the principal characters' introduction of the placing: the time vicinity, and courting of the principal individual's life. Introducing and expanding the hassle the primary individual is going through, increasing the plot and problem towards a climax, decision, action, communication, or disagreement that suggests the trouble at its top.

According to Guinn (2017) states that their compassion for his characters, and his intense feeling that they are simply human beings trapped in their circumstances, driven by their desires, endears him to readers. He does not judge his characters. He leaves judgment to the reader. But his sympathetic, humane treatment challenges readers to look in the mirror before they decide.

The literary complaint goes all the way returned to the times of Plato. Over time, it has evolved and grown and, in the long run, provides us with parameters on how to look at the literature. Because there are 1,000,000 unique ways to dissect written works, consisting of novels,

quick stories, or poems, literary complaint presents some widespread suggestions to help us analyze, deconstruct, interpret, and compare. (Examine com.) Dickinson Waidner Spahr Library, (2017) states that literary grievance is the evaluation, interpretation, and, or evaluation of works of literature. Literary criticism is an opinion, supported by using evidence, referring to the topic, fashion, setting, or ancient or political context. It usually consists of the paintings' content and integrates ideas with other insights won from studies.

Moreover, emotion is the key element in the evaluation of a work of art. A person who tries to evaluate a work of art should be emotionally educated. He should be able to distinguish the evocation of his emotion in terms of aesthetic sensibilities. He should be emotionally charged. He should know what he really feels. If he is not sure of his feelings, the evocation of his emotion is not a sincere reaction to the aesthetic value of a work of art under consideration.

Further, Edgar Allan Poe has a very precise and dark way of writing. His mysterious fashion of writing appeals, to feelings, and drama. Poe's maximum impressionable works of fiction are gothic. His memories will be inclined to have the same ordinary theme of either loss of life, misplaced love, or each. As Vincent Buranelli states, neither of the Yankee writers is tough to classify as Edgar Allan Poe. (Sova 2007) The critic defines Poe as "the maximum complex character within the whole gallery of Yankee Authors and points out that no character fuses, as Poe does, such discordant mental attributes or offers the area an appearance.

Thus, Edgar Allan Poe's stories used literary techniques that add so many things to the story, such as texture, energy, and excitement for the readers. This made it more interesting to read his stories. It added to grip the reader's imagination and this helps convey information more easily. It also helps to grab the attention of the reader. The techniques used to engross the stories.

## II. OBJECTIVES OF THE STUDY

This study aimed to analyze the prevalent literary devices in the Crime Stories of Edgar Allan Poe. The findings of this study served as a basis for proposing technologically aided materials for teaching literature.

Specifically, this study sought to answer the following questions:

1. What are the literary devices employed in the selected short stories of Edgar Allan Poe and how extensive are these when analyzed?

- 1.1. The Murders in the Rue Morgue

## 1.2. The Cask of Amontillado

## 1.3. The Black Cat

## 1.4. The Masque of the Red Death

## 1.5. The Tell - tale Heart.

2. What value can be drawn from each story when analyzed?

3. What commonalities and differences are used in each of the short stories? What implications of the findings are relevant to the experience of the reader?

4. What technologically aided materials could be designed for literature teaching?

### III. METHODOLOGY

To meet the objective of this study, the researcher used content analysis to acquire accurate, factual, and systematic data that can provide an actual picture of the data set reviewed. It made use of different materials such as books, short stories, Encarta, Encyclopedia, Dictionary, Google, Google books, and published articles from Google Scholar. This study is also qualitative, as it looked into the literary devices utilized in the development of Edgar Allan Poe's selected short stories. The process of analyzing the author's work was anchored with literary devices. A team composed of Literature teachers was created to critique the researcher's selected short stories. The selection of the short stories to be analyzed is based on the following criteria:

- a. short story must be authored by Edgar Allan Poe.
- b. short story shows insanity, obsession, guilt, anxiety, and a great impression of death
- c. the events in the story must be true to Filipinos so readers can relate to the story and enable them to establish a sense of connection between them and the author.
- d. the stories must have pedagogical values since the research aimed to help Literature teachers draw students' interest and enhance their attention and comprehension.

This study is a qualitative content analysis using literary devices to analyze and to interpret the selected crime stories of Edgar Allan Poe. It also considers writing style in the analysis of the stories. In the conduct of the

study, the researcher purposely selected the author of the short stories. The researcher also provided copies of the crime stories of Edgar Allan Poe with accompanying guide questions and rubrics for analysis to the analytical team. Then, the researcher presented her interpretation and analysis of the literary devices employed in the stories. The analytical team came together for a considerable time to discuss and consult each other about the short stories to be analyzed. The discussion and finalization were agreed upon by the team. Letters were made and sent to the Vice President for Academics and to the Dean of Graduate School to secure a permit to conduct the study. The researcher acquired the endorsement letter from the Vice President for Academics and the Dean of the Graduate School and Professional Studies. She also secured informed consent from the analytical team. When permission was granted, the researcher provided copies of the crime stories of Edgar Allan Poe with accompanying guide questions and rubrics for analysis to the analytical team. Then, she presented her interpretation and analysis of the literary devices employed in the stories and agreed to come together to discuss and consult each other about the short stories to be analyzed.

Furthermore, to ensure the proper conduct of the study, the following ethical guidelines were put into consideration for the research period. The dignity and well-being of teachers were protected at all times by seeing to it that the research data remained confidential throughout the study. Communication with the authorized persons involved was appropriately addressed before the conduct of the study. The team was given the freedom to discontinue their participation in the study if they thought their rights were being violated.

### IV. RESULTS AND DISCUSSION

This chapter deals with the presentation, analysis, and interpretation of data based on the collated results. This includes the analysis of the selected short stories based on the different categories to get the devices being used in the selected crime stories of Edgar Allan Poe

Table 1. A Shows the matrix on literary devices employed and how extensive Edgar Allan Poe's crime stories when analyzed.

Title of Story:	Literary Devices: Figurative Language	Lifted lines from the story	Interpretation:	Analysis:
The Murders in the Rue Morgue	Simile:	"It is all head and nobody, like the pictures of the goddess	- the corpse compared to the goddess of thieves, Laverna who	What matters to Poe in both of these cases is that they represent, for him, the



		<p>Laverna, - or on the other hand, best-case scenario, all head and shoulders, like a codfish."</p>	<p>presented herself in a trial to the gods without her head, only her body.</p>	<p>presence of only half of a necessary system: a pistil with no stamen, and ahead with nobody. According to Dupin, the Prefect is plenty smart, but he lacks that extra factor, the mental equivalent of the fertility of the flower or the body of the goddess, that would make him great like Dupin.</p>
	Metaphor	<p>"... one of those man-like creatures that stay in the wild forest.</p>	<p>-it compares the orangutan and a man</p>	<p>The orangutan is a difficult persona in this story because it cannot be recognized as the murderer by way of the detectives, its owner, and even the readers. No human can commence to understand or analyze the explanations in the back of why the orangutan killed the two ladies because it is a wild animal. The orangutan represents something that human beings suppose they have control over, yet is subsequently unpredictable, each in society and within themselves. There is additionally a twin nature between Dupin and the orangutan. The orangutan depicts the side of Dupin that could destroy free at any moment and commit an unthinkable act.</p>
	Personification	<p>"The power of his bustling mind used to resemble a dynamic light in my spirit."</p>	<p>-it compares the intelligence that enlightens another person.</p>	<p>- Sometimes we admire opinionated and smart people on the way they assume and how they supply us with ideas that can be options to our problems.</p>
	Hyperbole	<p>"We must not judge by the means," Dupin said, "by this shell of an examination."</p> <p>"It was once a freak of fancy in my friend to</p>	<p>-it compares the lack of evidence with what he thinks happened.</p> <p>-it compares the night</p>	<p>-There are many angles in a crime story and one</p>

		be enamored of the Night for her personal sake”	to a lady	conclusion is not enough. The more evidence, the better.
	Oxymoron	“...that most men have windows over their hearts; through these, he could see into their souls.”	-Most men are so transparent that Dupin could read their minds.	-Night represents darkness which also represents grotesque crimes of which Dupin is fascinated with.
	Symbolism	“...this usually interesting man...”  I soon noticed as special reasoning power he had, an unusual reasoning power. Using it gave him great pleasure. His eyes looked empty far away, and his voice became high and nervous	-this contradicting concept together of being rare but interesting  -the story begins with a long description of an analytical mind. The analytical mind delights in untangling a problem as the athlete enjoys physical exertion. The way he uncovers the truth is so perfectly methodical that it often seems like a natural instinct. He goes on to explain that mathematics is similar to the art of analysis.	- People show their contemplations through their eyes, activities, and words, which fill in as the windows of their souls and their characters.  - potential extremely fascinating to which 'abnormal' would touch off one's interest to be more noteworthy intrigued.  -The storyteller's depiction of the expository brain is a secretive takeoff from the appearance that the story's title promotes and puts the readers on pause, sitting tight for the proprietor of this explanatory psyche to be presented.

Table 1. The Murders in the Rue Morgue

STORIES OF EDGAR ALLAN POE	LITERARY DEVICES
1. The Murders in the Rue Morgue	Simile, Metaphor, Personification, Hyperbole, and Oxymoron
2. The Cask of Amontillado	Hyperbole, Sarcasm, Symbolism, Simile, and Double Entendre
3. The Black Cat	Metaphor, Simile, Situational Irony, Dramatic Irony, and Symbol
4. The Masque of the Red Death	Imagery, Hyperbole, Symbolism, and Color symbolism
5. The Tell-Tale Heart	Personification, Hyperbole, and Simile

Table 1 The Murders in the Rue Morgue, literary devices have been evident in the story. Poe used the following devices to supply fashion in his writing. He used a simile to compare the head with nobody, like a picture of the goddess Laverna. It means that a pistil with no stamen and a head with nobody. The mental equal of the fertility of the body of the goddess would make Dupin great. One

of these man-like animals that stay in the wild forest; is referred to as an Orangutan. Poe used metaphor because sometimes we appreciated different opinions and clever people now and can be a solution to the problem. We need not to decide what we see. Next, personification that compares darkness represents grotesque crimes. Poe used also hyperbole in which humans show thoughts through

their eyes, actions, and the word which serve as home window of the hearts. Lastly, symbolism describe.

### Analysis

Poe refers to Dupin's approach as ratiocination, in which Dupin makes use of solely logic, however, additionally creativity in solving his case. As with Sherlock Holmes and Hercule Poirot, two fictional detectives that later follow Dupin's lead, Dupin allows the police to do most of the grunt work before stepping in for his own investigations and formulating his theories from his domestic rather than from a police station. He disparages the police for missing innovative insight. The key to Dupin's analytical aptitude lies in his potential to imagine the thinking of his opponents and to use his perception of how others assume to reconstruct their thoughts - and therefore their movements - in his thinking.

Dupin's use of creativity in fixing the case shows Poe's historical past and strengths. Although Poe is very fond of growing and solving puzzles, he is, in reality, a writer, editor, and critic with an aesthetic sensibility and an interest in exploring the minds of murderers and madmen. Thus, Dupin acts to some extent as Poe's doppelganger, the persona who strives to apprehend the mindsets of others to assemble a story that logically follows from their character and from the given circumstances.

When the narrator discusses Dupin's intellectual talents, he temporarily mentions the notion of "the historical philosophy of the Bi-Part Soul," and speculates that Dupin has two sides to his soul, "the innovative and the resolute." As is frequent in Poe's stories, we have the thought of a doubled self, and the narrator offers a visible description of Dupin in his resolute stage, in which he appears "frigid and abstract" and offers a feeling of being emotionally eliminated from his audience. When he explains his answer to the narrator, he offers the impression of being an entirely distinctive person.

Dupin appears down on the policemen for their lack of analytical competencies and because they permit

themselves to be too distracted employing the horrific nature of the crime to reflect on consideration of choice possibilities for the source of the crime. By contrast, Dupin knows how to separate his feelings from his logic. Interestingly, this difference is problematic by the fact that the culprit turns out to be an orangutan, a higher-level primate that represents a branch of evolution from before the path. Because the orangutan is a wild beast with little to no manage over its emotions, we can interpret its existence in two ways.

In general, Dupin is the contrary aspect of the coin from the insane criminals of Poe's different stories. Whereas Poe's psychotic protagonists can't even comprehend the logic of their personal thoughts and actions, Dupin specializes in appreciating precisely these areas in the minds of others. In addition, even though the narrator of "The Black Cat" is comparable to Dupin in that they each are looking for conceivable solutions to what appears to be inexplicable or otherwise supernatural situations, Dupin is working to discover the reality even though his murderous counterpart needs to conceal it. Poe chooses to provide the guilty madmen the advantage of the first-person point of view and withholds this benefit from Dupin, but in the end, we trust Dupin far greater quite simply than we trust the others.

**The value that one can learn from the story is being clever.** The superiority of a sort of emotion, sensitive, observational kind of intelligence is described in the story. Even claiming in the two games that are constrained to squares and pieces, the only attentive participant will solely be successful to a positive extent. Sensitive observation of human behavior will turn out to be essential as the story progresses.

Table 2 The Cask of Amontillado

Title of Story	Literary Devices: Figurative Language	Lifted lines from the story	Interpretation:	Analysis:
The Cask of Amontillado	Hyperbole  Sarcasm	<i>Fortunato had hurt me "A thousand times I had suffered quietly."  "I drink," he said, "to</i>	-this is an exaggeration of enduring pain a thousand times.	-Montresor stated this to emphasize the range of time he was harmed by means of Fortunato.

	Symbolism	<p><i>the buried that repose around us.</i> "And I to your long life."</p> <p>"A large human foot D'or, in a subject azure; the foot crushes a serpent rampant whose fangs are imbedded in the heel."</p>	<p>-There is a bit of irony used here, considering what the narrator has in store for Fortunato.</p> <p>- This would be his household "sign."</p>	<p>-We usually toast for good things to come but Montresor is really making a toast for Fortunato's death.</p>
	Simile	<p>"The niter!. . . see, it increases. It hangs like moss upon the vaults"</p>	<p>While Montresor and Fortunato are walking through the catacombs, Montresor uses a simile to describe the appearance of the niter on the walls of the vaults.</p>	<p>- It is a fantastic symbol. Just appear at what he is doing, he feels that Fortunato has wronged him (the snake) and it is his future to crush him (the foot.)</p>
	Double Entendre	<p>-When Montresor and Fortunato were walking through the catacombs, Montresor stimulated him to flip around because of his health, and said, "You are a man to be missed."</p>	<p>-Montresor makes a toast to inform Fortunato that he will be missed.</p>	<p>-It is obvious in this statement that Montresor has the very intention of putting Fortunato in a niter in their catacombs by burying him alive.</p>
	Metaphor	<p>- it is the "two filmy orbs"</p> <p>Your health is precious</p>	<p>- Poe uses this image to describe Fortunato's eyes to inform the readers how inebriated Fortunato is.</p>	<p>- This phrase has two meanings. The first meaning is that humans will miss Fortunato's business enterprise while he walks through the vaults, and the second meaning is that human beings will miss him because he will never return from the catacombs</p>
	Irony	<p><i>I drink he said to the buried that repose around us. Fortunato unknowingly toasts to himself, for he will soon join the dead that repose; Montresor jokingly toast to Fortunato's life, which will be a long one.</i></p>	<p>-The murderer pretends to show concern for the victims' health.</p> <p>Montresor has ultimately the exact most horrible revenge on Fortunato by way of walling him alive inside the catacombs. He is about to be consigned to his last resting place</p>	<p>-Montresor shows fake concern to Fortunato as he wants to get revenge for his dead family.</p> <p>it is overlaying his true intention concerning the hopeless Fortunato. This used to be used to express his substantial pleasure, in the end, gaining revenge on the man who's alleged to have executed him for a thousand wrongs.</p>



Table 2 presents the story, *The Cask of Amontillado* which indicates the use of literary devices in his writing style. He used hyperbole to show Fortunato had hurt a thousand times to Montresor. This shows that Fortunato has wronged him. Like in simile, it is very obvious in his statement that Montresor has the intention of putting Fortunato in the catacombs by way of burying him alive. Poe additionally used the Double Entendre, when Montresor and Fortunato were walking through the catacombs. According to him, you are a man to be missed, which means human beings will pass over Fortunato company. Second, people will miss him because he never returns return from the catacombs. According to Poe, metaphor health is precious. Montresor indicates a challenge to Fortunato at first. He can easily discover by figuring it out through his eyes. The irony was used as one of the literary techniques to express ultimately gaining revenge on the man who's alleged to have finished a thousand wrongs.

### Analysis

Upon a first analysis of "*The Cask of Amontillado*," one may be tempted to view Montresor sincerely as an unreasonable, cold-blooded murderer. He gives solely an indistinct perception of his motivations, and his presence of proper will and careful manipulation of Fortunato shows the care with which he has planned Fortunato's death. We once more have a traditional case of Poe's unreliable narrator, whose guilt and occasional irrationality prevent him from offering himself truly to the reader. However, nearer inspection suggests that Montresor shows an in particular black sense of humor, with which he amuses himself and the horrified reader as he leads Fortunato into his trap. He informs the target market of his intentions before he starts the story of his final come across with Fortunato, and Poe employs each verbal and dramatic irony to carry the darkness of the story.

Because both the audience and Montresor are conscious of the unfortunate Fortunato's impending death, dramatic irony plays a role in the comedy of horrors of "*The Cask of Amontillado*." Dramatic irony is the result of the disconnect that takes place when a character, namely Fortunato, is now not aware of his personal actions. The very setting of the story is ironic, in that Montresor has chosen the jovial carnival season to enact his homicide because no one will be at his property to witness the crime

The key to the humor in "*The Cask of Amontillado*" is that despite Montresor's sardonic jabs, Fortunato does not realize the extent of his danger until he has been chained to the granite and even then, he remains too drunk to completely comprehend what has taken place for some time. Nevertheless, at the end of the story, Montresor shows himself to be extra villainous and the smarter being. As he tells Fortunato, he comes from a household with a motto and a coat of palms that indicates a long culture of revenge, and he ignores any pangs of heart ailment by way of blaming the damp and shutting Fortunato into the burial ground of his avenging family.

However, whereas we can think that the narrator of "*The Tell-Tale Heart*" is talking to some authority determined to show his sanity, in "*The Cask of Amontillado*" we comprehend very little about Montresor's target audience or motivations. The only trace we have come in the first paragraph, where he implies that his audience is aware of something of Montresor's thoughts and personality. The story happens some fifty years after the event, suggesting that an exceedingly older Montresor used to be and has not considerably modified his opinion that the crime used to be justified. Montresor has confirmed himself to be risk-averse, so his target should be any person that he trusts, perhaps a confessor or a relative. Possibly he is at the give up of his life, and now that he can no longer face any extreme consequences, he has decided to tell his story. The ambiguity of the events and Montresor's escaping of justice lend a sinister tone to his story, which in addition is backed employing the use of Poe's large use of irony.

**The value that one can learn from the story is the betrayal of friendship is easy for a man who seeks revenge.** The narrator claims that he is being insulted by his close and innocent friend. The message of this story is not new to us, we have lots of friends yet only a few are genuine. Many of our friends have this crab mentality, who enjoys pulling us down, just like what the narrator, experiences in the story.

Table 3 The Tell-Tale Heart

Title of Story:	Literary Devices: Figurative Language	Lifted lines from the story	Interpretation:	Analysis:
The Tell-Tale Heart	<p>Personification</p> <p>Hyperbole</p> <p>Personification</p> <p>Simile</p>	<p>- “<i>Death in approaching him has stalked with his black shadow before him and enveloped his victim.</i>”</p> <p>- “<i>I heard all things in the heaven and in the earth.</i>”</p> <p>- “<i>For it was not the old man who annoyed me, but his Evil Eye.</i>”</p> <p>- “<i>So I opened it—you cannot imagine how stealthily, stealthily—until at length a single dim ray like the thread of the spider shot out from the crevice and fell upon the vulture eye.</i>”</p> <p>- “<i>It increased my fury as the beating of a drum stimulates the soldier into courage.</i>”</p> <p>- “<i>His room was as black as pitch with the thick darkness.</i>”</p>	<p>-Here, death is being personified by the narrator.</p> <p>-This exaggeration shows the mental condition of the narrator.</p> <p>- The eye is given the human quality of “evil” to show how much it affects the narrator and foreshadows the murder,</p> <p>-it’s the thin light that enters the room as the killer slowly enters the room.</p> <p>- the comparison of the heartbeat to a drumbeat.</p> <p>- comparison of the darkness to pitch</p>	<p>-This is the time of performing the plan for the narrator to kill his victim.</p> <p>-A crazy person can hear things or see things through their imagination.</p> <p>- The eye may symbolize evil as he says; “the evil eye” or it may represent the relationship between the old man and the narrator.</p> <p>-it is also analyzed as the thin light of hope and goodness that remains in him before he fulfills his plans.</p> <p>-this only represents the tension and anxiety that a person feels when he commits a crime.</p> <p>-this represents the black heart or the evil plans that the culprit has. The way his mind works only pertains to wickedness and dark wiles.</p>

This table shows that the literary devices used in the writing style of Edgar Allan Poe are common. In crime stories, Poe almost used common techniques. In this story, he used Personification, hyperbole, and simile. These literary techniques can be found also in other stories. In the story, death is approaching him and has stalked his black shadow before him. Death is being personified. A person

can hear things or see things through imagination. The eye might symbolize evil as he says; the evil eye represents the relationship between the old man and the narrator. This also analyzed that thin light of hope and goodness remains in him before his future plans. This also represents the tension and anxiety that a person feels when committing a crime.

## Analysis

The rhetorical approach that he uses in his account is to manipulate the connotations of words, however, he is in no way delicate ample to conceal his strive to spin the argument. Where an outdoor observer would possibly describe him as having plotted to look at the ancient man as he sleeps, the narrator tells the reader that "you should have viewed how wisely I proceeded--with what caution--with what foresight--with what dissimulation I went to work!" By exploiting his preference for phrases such as "wisely" and "caution," he seeks to deceive the reader and explain his moves as these of a prudent, sensible individual. However, the blatancy of his attempt at deception enlightens instead of hoodwinks his audience.

Much as the moment, delineation of the detainee's encounters and faculties makes an air of expectant fear in "The Pit and the Pendulum," Poe's way of portraying sound turns into an especially significant vehicle for passing on the state of mind of "The Tell-Tale Heart." His depiction of the sound in the last barely passages of the story is set apart by reiterations that are proposed to infer the crescendo of commotion. At the point when he says,

"The ringing developed to get more noteworthy particular: - It continued and developed to get more noteworthy unmistakable," we experience the structure strain. The expanding profundity of the thumping is again accentuated by the method for the three redundancies of the expression "however the clamor dynamically expanded." Finally, as the storyteller's sentences transform out of the blue into shouts, his reiteration of "stronger" echoes the sound of the pulsating heart, and his last screeches break the uneasiness with his admission.

**The lesson learned from the story is hypersensitivity can cause insanity and murder.** It is a reflection of Poe's physical appearance. He is described as a baggy-eyed lunatic man. He has lots of criticism and deprivations which others do not experience but amidst those, he does not allow the negative happenings in his life to pull him down, his life goes on, He is adopted and grew as an athletic and handsome lad. In the story, he sees himself as the old man who is being stalked by the man, because his life is more likely the same. The story wants us to realize that envy is a big NO. Instead, let us focus on what we have and enjoy those around us. Let us be contented with the blessings we receive every day.

Table 4 The Black Cat

Title of Story:	Literary Device: Figurative Language	Lifted lines from the story	Interpretation:	Analysis:
The Black Cat	Metaphor	<p>"I had walled the monster up within the tomb!"</p> <p>- "Fiend Intemperance,"</p>	<p>- The concluding image of the story can be seen to confirm that the black cat is a metaphorical feline even to the narrator.</p> <p>- In many instances, the narrator engages metaphor to distance himself from his culpability in consuming an excess of alcohol and the violence he is aware will ensue</p>	<p>- The black cat's feeling of remorse is uncovered here with two metaphors: not only has the cat become fully endowed with symbolic value as a hideous abomination</p> <p>But also the wall of the narrator's home—a place for safety and living - has become a tomb, a "home" for the dead.</p> <p>- Alcoholism is portrayed in allegorical terms as "Fiend Intemperance," which is a "disease which developed upon me," at last changing into a "wrath of an evil spirit" effective of having him. The consequences of his liquor abuse make commitments to the darkness of his dependable still,</p>

		<p><i>-I drowned in wine all memory of the deed</i></p> <p><i>"a cry, at first muffled and broken, like the sobbing of a child, and then shortly swelling into one long, loud, and continuous scream, completely anomalous and inhuman</i></p> <p><i>-"came to look upon it with unutterable loathing, and to flee silently from its odious, as from the breath of a pestilence "</i></p>	<p>-it will suddenly change when he is drunk and blames on the supernatural power that grabbed him whenever he drunk</p> <p>- The full extent of how deeply the responsible sense of right and wrong of the narrator has been invested in the cat is exhibited in one of the most tremendous similes in the story when the animal is heard making this cry.</p> <p>- This simile makes the reader aware of just how much the narrator hates the cat and how much it plagues him.</p>	<p>small voice, and his refusal to take responsibility explains his desire to change that responsibility to a cat</p> <p>- narrators are favoritism of liquor</p> <p>-The movement of the cat in the narrator's mind from something to be felt sorry for with its muted cry to the horrendous yelling of something unnatural is quick. -</p> <p>- If the cat is a sub for his conscience, small voice, this analogy is maybe considerably progressively powerful: He thought he was alright to get another cat—metaphorically, his conscience was salved after some time—however plainly, he isn't alright, and this cat is much more horrible to him than the first—allegorically, his conscience has returned to torment him.</p> <p>- is employed for the reason of characterizing the motive for the narrator's cruel deeds also it underlines that the alcohol enslaves the human mind and absorbs his soul.</p> <p>- Even so, his parents encouraged him to have such a disposition and keep animals of his liking. Ironically, such a person would start committing crimes—not even out of problems or need, but merely for the thrill of it.</p> <p>- In his boldness, and to make the police positive about his non-involvement with the aid of appearing natural, he mentions that the cellar is too strong and raps on the spot at the back of</p>
	<b>Simile</b>			
	<b>Situational Irony</b>			
	<b>Dramatic Irony</b>	<p><i>-Disease is like alcohol</i></p>	<p>- in the story, the narrator changes because of alcohol</p>	



	<b>Symbol</b>	<p>-Narrator's nature</p> <p>- Narrator's arrest Eyes</p> <p>-The Double</p>	<p>- The narrator mentions himself as a very timid and humane person. He was even the butt of his friends' jokes because of this nature.</p> <p>- The narrator is assured that he would not be apprehended in view that he had hidden the wife's body so well in the walls of the cellar.</p> <p>-The development from fixation towards madness takes a particularly cruel turn in "The Black Cat" when the narrator punches a penknife into the cat and leaves it with just one eye. At the point when the second cat shows up, it also mysteriously missing one eye.</p> <p>- The brother and sister who remain in the last line of the Usher heredity are additionally situated—despite gender differences contrasts—as being doubles of each other. The Double that Poe takes part in "The Black Cat" is more particular than his standard work, as here it is an animal that gets doubled.</p> <p>The narrator names his pet cat after a figure from Roman folklore: Pluto.</p>	<p>which his spouse was once buried. From the walls comes a muffled sound, which leads the police to find out the spouse and the black cat. Thus, the narrator sarcastically gets himself arrested in a bid to appear innocent.</p> <p>- It is the sound of the heart thumping away beneath the floorboard that eventually drives the narrator to guilt-ridden insanity, but the engine powering that drive is his obsessive belief that the old man is delivering a curse upon him through his Evil Eye. Hiding the key to the knowledge of their dark and mysterious beauty. As a symbol, eyes- especially when contemplated from the perspective of a paranoid narrator.</p> <p>- After finally killing off his pet Pluto, the narrator is stunned by the arrival of a near-duplicate of the pet. Despite the Double being a cat rather than a human protagonist, it nevertheless fulfills the symbolic role of being the agency of internal conflict taking place within the protagonist: even when he tries to kill the cat to quiet himself, he finds that he cannot accomplish this, for a Double manifest in its place.</p> <p>- The reality that the narrator chooses this name for the cat well before things take a turn for the bizarre indicates that he can also already have had a subliminal predisposition toward seeing the cat as evil—or seeing the world in terms of death—from the very start.</p>
--	---------------	--	--	--

		-Pluto	Modern readers, mostly associated, Pluto with a previous planet or a Disney dog, yet Pluto referenced only one thing during Poe's time: The King of the Underworld (readers may be increasingly acquainted with Pluto's Greek-legendary partner, Hades).	
--	--	--------	--	--

Table 4 shows that Edgar Allan Poe's writing style in his story reveals the use of literary techniques. He made use of metaphor for describing the Black Cat, not only has the cat become fully endowed with symbolic value as a hideous abomination but also the wall of the narrator's home- a home for the dead. Poe used the Field of Intemperance, simile, and situational irony. The story is described as alcoholism which is metaphorical, a disease that grows upon me and transforms into a fury of the demon. This contributes to the blackness conscience and his refusal to take responsibility. The full extent of how deeply the guilty conscience of the narrator has been exhibited is in one of the most effective similes in the story. He thought he was okay to get another cat-metaphorically, his conscience was salved over time. The narrator changes because of alcohol. Ironically, a person would start committing crimes – not even out of problems or need but for the thrill of it. The story has its dramatic irony; the narrator ironically gets himself arrested in a bid to appear innocent. As a symbol, eyes, especially when contemplated from the perspective of a paranoid narrator-represent the kind of existential persecution that comes from knowing that one is, yet being unable to locate the observer to escape their gaze. The fact that the narrator chooses this name cat well before things take a turn that he had a subliminal predisposition toward seeing the cat as evil or seeing the world in terms of death.

### Analysis

The Black Cat" bears shut likenesses to the tale of "The Tell-Tale Heart" It starts with an anonymous storyteller who has been captured for crime and who demands that he can't be crazy sooner than he begins advancing a record of a murder that he perpetrated. Dissimilar to "The Tell-Tale Heart," be that as it may, we have a man who knows about the change in himself that has driven him to end up being a killer, even though he can't clarify it, and we even have a feasible intention in his frenzy as liquor. While the hero of "The Tell-Tale Heart" clarifies his case for manslaughter as though his

decision-making ability has been evident and unavoidable, the storyteller of "The Black Cat" is in some way or another mindful of his absurdity, however, he decides to sidestep it and surrender to the baser human sentiments of perversity and scorn.

One component of the narrator's persona that he shares with various of Poe's characters is his common lack of normal ethics and good judgment, he uses some purpose and logic to avoid admissions of his mental abnormality. In particular, when he sees the photo of his cat on the one remaining wall of his residence after it burns down, he tries to pass superstition and offer a reasonable, scientific rationalization for its existence. Ironically, the solely superstitious member of his household is his wife, who constantly suggests a strong ethical personality notwithstanding the abuses and deterioration of her husband.

The heavenly factors of "The Black Cat" leave open the topic of how a ton is genuine, how tons can be soundly clarified, and how bounty is a result of the storyteller's creative mind. Pluto's suitable mystical centrality is first expressed by the spouse, who expresses that dark felines are expressed to be witches in the mask, even though her kind of treatment of Pluto demonstrates that she does now not put extraordinary arrangement confidence right now. The storyteller rejects this perspective, however, the superstition enhances his whole story. At the point when he watches the image of the readers, he depicts it as immense; he prior portrayed Pluto as genuinely enormous, in any case, regardless of whether the element of the picture is a statement of the paranormal or a result of his on edge creative mind is difficult to state. Likewise, the storyteller guarantees that the fix of hiding on the feline changes from an "inconclusive splotch" to the particular image of the hangman's tree, in any case, we have no proof that the storyteller is watching a bonus than the winding of his own psyche.

The narrators talk specifically about the soul of backward nature that consolidates with his liquor reliance

to give the force to change into a killer. He is by and large wary to explain how perversity drives him to dangle his cat Pluto, and at that point, he knows about the shrewdness of his wrongdoing and even feels some proportion of blame over it. The sign of his diminishing mental stability comes as a lousy part from his absence of blame over executing his significant other as it does from the best possible demonstration of covering his

hatchet in her head. His justification that backward nature is "one of the crude motivations of the human heart" is raised doubt because of the reality of his franticness, and yet, the story makes us wonder about the truth of his declaration. From one perspective, backward nature would perhaps appear to be homegrown to the storyteller precisely because he was at that point vulnerable to it, disregarding what he guarantees had been his previous innocuous character. Then again, maybe he is directly in that perversity exists in all folks anyway is only disturbed in him.

The Black Cat" has many approaches in ethical story that offers the tension between love and hate and that warns of the dangers of alcohol, a substance to which Poe himself was once addicted for a good deal of his life. The narrator appears at first to love of his wife and his pets, but by the quilt of the story, his fondness has grown to emerge as to neglect, spite, and even hatred, especially for Pluto and his successor. Although Poe does now not

provide a stable explanation for the narrator's encroaching loss of sanity, perchance suggesting that madness would maybe manifest at any time to any person, the narrator admits the function of alcohol in his behavior.

In addition, the arrival of the second cat is carefully associated with his alcoholism, considering that he first finds the cat in a seedy drinking establishment. The second cat, in the end, serves as the facilitator of justice when it reveals the corpse's hiding location at the cease of the story, and its initial appearance on top of a hogshhead of gin or rum emphasizes its ethical purpose.

**The value that one can learn from the story is committing a mistake for another mistake is already an act of wickedness.** The narrator of the story has a great love for pets, he is blissful enough when he marries a woman who matches his love for animals. They are happy at first when the narrator begins to suffer from violent mood swings, predominantly due to the influence of alcohol, he does something unusual to his pet. He is already dreadful except for a black cat – which is his favorite. The Black Cat is a story of madness and cruelty at the same time. Like the narrator himself, we also have favorites but not all of those will last. There are things which we take for granted just because we are used to it. Sometimes we are blinded by our anger and rage that even our favorites become the worst bitterness we could ever have.

Table 5 The Masque of the Red Death

Title of Story:	Literary Devices: Figurative Language	Lifted lines from the story	Interpretation:	Analysis:
The Masque of the Red Death	Imagery  Hyperbole  Symbolism	<ul style="list-style-type: none"> <li>- Blood used to be its Avatar and its seal -- the redness and the horror of blood.</li> <li>- In a meeting of phantasms such as I have painted, it may additionally nicely be supposed that no normal appearance could have excited such sensation.</li> <li>- The Red Death</li> <li>- The Castle</li> </ul>	<ul style="list-style-type: none"> <li>- the imagery associated with blood overlaying the country appeals to sight</li> <li>- the narrator admits that his descriptions of the scene are certain (or exaggerated)</li> <li>- this symbolizes the inevitability of death. It brings back reminiscences of the Black Death which depopulated a good deal of Europe at some stage in the Middle Ages.</li> <li>- this represents man's</li> </ul>	<ul style="list-style-type: none"> <li>- An active reader can visualize blood and the covering of blood as being viewed everywhere</li> <li>- to the point of interesting the senses, usually fear.</li> <li>- Although there is no precise sickness with the exact signs and symptoms described in the story, critics agree with the disease's description has elements of tuberculosis, an ailment that killed many of these shut to Poe.</li> <li>- Regardless of wealth, social position, or popularity, demise arrives as an uninvited guest.</li> <li>- Prospero's inviting solely</li> </ul>

	<p><b>Color Symbolism</b></p>	<p><i>Prince Prospero</i></p> <p>- <i>The Ebony Clock</i> - <i>The Seven Rooms</i> - The Masqueraders</p> <p><i>Red.</i> The most evident shading imagery in "The Masque of the Red Death" is in its title.</p> <p>- Black/Ebony</p> <p>The seventh room was "firmly covered in dark velvet embroidered works of art that balanced everywhere throughout the roof and down the dividers, falling in substantial folds upon a rug of similar material and tint.</p>	<p>efforts to stop death</p> <p>- symbolizes the end of feudalism</p> <p>- is a constant reminder of death and symbolizes the inevitability of it.</p> <p>represent the stages of life</p> <p>Symbolize all humans and gives credence to the interpretation that the seven rooms symbolize the seven ages of man</p> <p>Red symbolizes death and blood.</p> <p>- This seventh room incorporates "no light of any kind" and represents the darkness of death</p>	<p>rich knights and women to his fort at the cost of peasants and commoners represents the socioeconomic divide between landowners and peasants that existed throughout the feudalistic period. It is now not coincidental that the Black Death, which decreased the number of workers, led to a demand for labor and played an essential function in ending feudalism in Europe.</p> <p>The revelers may want to neither give up its pendulum from swinging nor could they prevent its ominous tones from dampening their enthusiasm.</p> <p>-the seven rooms represent Shakespeare's "Seven Ages of Man".</p> <ol style="list-style-type: none"> <li>1) At first the infant</li> <li>2) And then the whining school-boy, with his satchel</li> <li>3) And then the lover</li> <li>4) Then a soldier 5) And then the justice</li> <li>6) And then the justice in his sixth age shifts</li> <li>7) second childishness</li> </ol> <p>- indicating the willful lack of information of people, who have shut themselves away and refuse to face the truth. However, the cheer of the masqueraders is normally and forcefully interrupted by way of the clock from the room of death, which tolls each hour and reminds the courtiers no longer only of dying but additionally of the passage of time.</p> <p>- The gruesome description of the Red Death offers the shade a ghastly connotation of bloody crimes against humanity</p> <p>- In this room stands the ebony</p>
--	-------------------------------	--	---	--



				clock. Upon hearing its chimes the friends were reminded of death
--	--	--	--	---

Table 5 suggests that the story of Edgar Allan Poe, *The Masque of the Red Death* used literary techniques in narrating the story. It is very evident in the use of Imagery, hyperbole, symbolism – color symbolism. The imagery related to blood covering the appeals to sight. It can visualize that overlaying of blood is seen everywhere. Fear is the major experience that the narrator admits in the description of the scene. It symbolizes the inevitability of death. It brings returned reminiscences of the black death. Critics believe that the disease's description has elements of tuberculosis. Regardless of wealth, social position, or popularity, death arrives unexpectedly. Prince Prospero symbolizes the end of Feudalism. The Ebony clock reminds us that death symbolizes the inevitability of it. It symbolizes all humans and gives credence to the interpretation that the seven rooms represent stages of life. Indicating the willful ignorance of people who have shut themselves away and refuse to face the truth. Red symbolizes death and blood. The gruesome description gives the color of bloody crimes against humanity. In the end, upon hearing its chimes the guest was reminded of death.

### Analysis

"The Masque of the Red Death" is, basically, a tale about the human want to stay away from death and the rest of the vanity of such shirking. His satisfaction does no longer outcomes from guiltlessness as a decided worry of dissatisfaction and demise, and the obvious wickedness of his strikes is satirically underlined as he closes himself into a non-mainstream monastery, which Prospero has covered with iron with expectations of preserving ceaselessly the results of his bad behaviors.

We can without trouble see the prince's disguise ball as a moral story for the inescapable parade of presence into death. Prospero's seven rooms appear to mean the seven numerous long periods of his life, as the primary room is situated on the eastern part of the hallway, a bearing that has ordinarily been related with the sun-oriented rising and subsequently with the opening of life, and the seventh room is put on some separation west part of the passage, throughout death toll and of the putting sun based. Moreover, the seventh room is certainly connected with death, both through its dark shading and through the pink shading of the windows, which allude to blood and the ever-present emanation of the Red Death. At the point when confronted with the figure of the Red Death, Prospero freezes from the outset in the main room and

afterward plunges nearer to the seventh room, the spot he passes on got at staying by the Red Death.

The shape and substance of the rooms at the veiled ball indicate the disappointment of the revelers to completely overlook the nearness of the Red Death, even though they endeavor to overcome their feelings of trepidation through celebrating and participating in an assortment of kinds of intemperance. As Poe noticed, the recolored glass windows of the seven rooms do now not play out the regular task of showing the outside environment. Rather, they essentially show up in the encompassing shut hallways, demonstrating the resolute absence of expertise of the partygoers, who have closed themselves away and decline to confront reality. In any case, the cheer of the impostors is in many cases and powerfully hindered by methods for the clock from the room of death, which tolls every single hour and reminds the squires now of the death toll as well as also of the progression of time. Just as the clock strikes midnight, indicating the end of the day and perhaps hence the give up of a life, the discerning of the Red Death appears as the final omen of death. Like the clock, he can disturb the courtiers with the reminder that their gaiety is in simple terms a skinny guard for their fear, and he thus induces fear. Prospero's orders to seize, unmask, and hang the discern basically emphasize three elements of loss of life that can't be altered. To seize loss of life would be to prevent it from harming, to unmask it would be to exhibit its secrets, and to hold it would be to kill it. It is clearly not possible to do any of these three, and accordingly, when the crowd does overcome its worry and tried to seize hold of the mummer's figure, they discover nothing to grasp.

**The value that one can learn from the story is that death is like a thief that nobody can control.** Poe is very obsessed with death; he is known for his fondness for the Goths. Poe wants to share his views on death and makes a fictional character implying his own life. Poe sees himself as the Red Death which everybody tries to avoid and his life can be compared to that situation. Poe being neglected and feared and criticized, yet in the end, he fulfills his goal. There's a paradox that states, many want to go to heaven but no one wants to die. In life, we are afraid to die because we are afraid of life after death. Death is already part of life; everyone will undergo it at the right time. This story wants to tell us to be prepared every day of our lives because death does not choose a time, may it be your darkness.

Commonalities and Differences in the Stories

Table 3. A Commonalities and Differences of Edgar Allan Poe's Stories

Title of the story	Commonalities	Differences
-The Murders in the Rue Morgue -The Cask of Amontillado -The Black Cat -The Masque of the Red Death -The Tell-Tale Heart	<p><b>Mental illness</b></p> <p>Most of Poe's stories observe psychological problems in one of the main characters. Many times, it is the narrator or main character that is battling mental illness. Montresor is obsessed with in the search for revenge. The anonymous murderer in "The Tell-Tale Heart" kills an innocent man because of his vulture eye. The nameless murderer in "The Black Cat" kills a cat and his harmless wife. Most of his narrators spend the story trying to convince the reader that they are no longer insane. The Masque of the Red Death does now not present mental illness because the story is about Red Death talks about a disease.</p> <p><b>Limited Number of Characters</b></p> <p>In the story of The Murders in the Rue Morgue, there are 3 characters: the old man, the daughter, and Dupin.</p> <p>The Cask of Amontillado has 2 characters: Montresor and Fortunato. The Black Cat has three characters: The narrator, the wife, and the cat. The Masque of the Red Death has 2 characters: Prospero and the guest. The Tell-Tale Heart has 2 characters: the narrator and the historic man</p> <p>There is usually a limited number of characters in the stories. The primary exception to this is "The Masque of Red Death." However, there are solely two characters that really count in the story: Prince Prospero and the Red Death</p> <p><b>Death Is the Theme</b></p> <p>The Murders in the Rue Morgue talks about the loss of life of an old man and the daughter in the Rue Morgue. Second, The Cask of Amontillado offers the death of Fortunato by burying him alive in the catacomb. Third, The Black Cat talks about the death of The Cat and the Wife. The cat was striking on the tree and the wife died and was kept in the cellar. Fourth, the Masque of the Red Death talks about Prospero which the Red Death visits him in his personal place and the reason why Prospero and 1000 visitors died. Lastly, The Tell-Tale Heart talks about the loss of life of the old man because of the obsession of vulture eye</p> <p>His story commonly has the element of death as a theme of the story. Just be conscious that anybody is now not going to make it through the story</p> <p>Brutal killing</p> <p>The narrator smothers the old man to die in "The Tell-Tale Heart." Because of the obsession of vulture eye. In the Black Cat, the narrator buries an axe in the head of his</p>	<p><b>Narrator's intention</b></p> <p>In the story "The Tell-Tale Heart" he planned his murder for a long time, the narrator monitored 8 days, the old man and in the eight days are perfect for him to kill the old man after stealthily waiting for the right moment.</p> <p>Whereas the narrator in "The Black Cat" killed his moment with no forethought. The narrators were found out in different ways too; in "The Tell-Tale Heart" the narrator confessed openly, when he was afraid of being found out, but in "The Black Cat," the police found out not through a confession, but through discovering the body themselves.</p> <p>The Murders in the Rue Morgue used to be killed by means of the orangutan with no intention.</p> <p>The Cask of Amontillado additionally is planning a suitable time to kill Fortunato.</p> <p>The Masque of the Red Death also stopping to visit the disease however because of the masquerades the ailment visited and causes the guest to die.</p> <p>The narrator in "The Black Cat" was once an alcoholic, which led to his temper and problems, however, the narrator in the other was not--he simply claimed to have a "heightened experience of hearing" from a "disease." Granted, that sickness ought to have been alcoholism, but it isn't specified. The supernatural element that drives these men loopy in the stories is different--in one it's a cat, in the different it is a heartbeat. and, the cause in telling their testimonies also differs. In</p>

	<p>wife and hangs his loved cat, Pluto from a tree in the yard. The Murders in the Rue Morgue killed additionally with a man like an animal known as Orangutan. Almost the neck is cut. Everyone dies in "The Masque of Red Death."</p> <p><b>The settings</b></p> <p>Most of the settings are in the person's home. Montresor takes Fortunato to his home and the catacombs underneath. In Murders of the Rue Morgue, the narrator kills the historical man in the residence that belongs to the historical man. The narrator in "The Black Cat" kills his wife in the cellar of their home. The Telltale Heart, the narrators kill the old man in her room. Lastly, The Masque of the Red Death the incident happened at home.</p> <p><b>Alcohol and Drugs</b></p> <p>Most of the predominant characters have an abuse problem. Fortunato is drunk when he is lured to his death. Roderick takes pills for his disease. The author spoke of acute bodily illness--of an intellectual disorder which oppressed him... The killer in "The Black Cat" admits to abusing alcohol. "When reason returned with the morning – when I had slept off the fumes of the night's debauch – I skilled a sentiment half of horror, half of remorse, for the crime of which I had been guilty..."</p> <p><b>Humor</b></p> <p>There is humor in "The Cask of Amontillado" and Poe's use of irony. The foolish Fortunato says so many stupid matters that his personality is humorous as well. Although there are many commonalities in Poe's stories, everyone has its personal flavor, fascinating characters, and strategy to the grotesque. If everybody is in the mood for a delicious, macabre story, Poe is the author to read.</p>	<p>"The Black Cat" the narrator says it is simply his way of unburdening his soul earlier than he dies; for "The Tell-Tale Heart" the narrator tells his story in a desperate try to prove that he is not</p> <p><b>Narrators Plot</b></p> <p>The narrator, who doesn't have a name, is a neurotic and suffers from a hypersensitive condition. In the Tell-tale Heart, this quick story, to kill an old man, with a vulture eye. The differences between these two murders: the victim, in this case, used to be an old man and was like a mentor to him. The narrator had a close relationship with him; they weren't enemies or opponents as in "The Cask".</p> <p>The murder from the 'The Cask, was a jealous murder. This murder was once carried out to show a point. "The Tell-Tale" the victim (the historical man), as the narrator describes, had a faded blue eye with a movie over it "a dull blue, with a hideous veil over it that chilled the very marrow in my bones"</p>
--	---	--

## V. CONCLUSION

Based on the findings, these simplifications were hereby concluded: Literary devices were very evident in the crime story of Edgar Allan Poe. The commonly used literary techniques are simile, metaphor, personification, hyperbole, irony, imagery, and symbol. Through literary techniques, it can add beauty, and can capture the reader's mind. Through these techniques, it can catch the reader's psyche. This would allow the reader to picture the story unfurling before them, and possibly the readers feel like they are there in the story, seeing the events firsthand. Poe utilizes succinct words to incite the feeling of fear, and he wastes no time by beginning the story. Edgar Allan Poe works admirably of utilizing literary devices to ingest the readers into his stories. Moreover, Edgar Allan Poe's short stories suggest the dark side of life, his stories expose illness, betrayal, sadness, fear, and death as the major

subjects of his important literary theories. His career suffered from his compulsive behavior and alcoholism. Thus, Poe's short stories leave us a chill or a tear in our eye that we can understand how good is his choice of literary devices. He used themes, symbols, and motifs, which could greatly affect people's emotions. Edgar Allan Poe tried his best to create an atmosphere that is mysterious and suspending enough to get the stories started. Unraveling puzzles and solving crimes, which prompted the development of plots and has become the biggest expectation of readers. The writer always begins his stories with crime cases and then unravels the secrets of crimes gradually.

## RECOMMENDATIONS

Based on the findings and conclusions, these recommendations were hereby offered:

1. The use of varied literary devices in teaching literature subjects should be done to help the students discover the author's techniques and for them to appreciate the beauty of literature.
2. More exposure to study the different literary devices in literature will encourage students to read more, and familiarize on the different techniques and style of writings of Edgar Allan Poe.
3. Teachers should emphasize the love, appreciation, and understanding of a literary piece, particularly short stories that require constant reading. Teachers must always include the lesson of the story in analyzing stories to untangle the underlying messages.
4. Whenever students have a downfall and experience negativity, always encourage and motivate them to keep on moving by relating the stories to real - life situations. This would help them prepare for the worst in life.
5. Literature teachers should use technologically aided materials in teaching literature through Power Point presentations; the use of social media, be acquainted with MOODLE, an open - source learning platform that serves as an online classroom

## REFERENCES

- [1] Adane, S. (2012). A Stylistic Analysis of the Beautiful Things that Heaven Bears. Addis Ababa University, School of Graduate Studies <http://bitly.ws/3KQx> - accessed April 1, 2019
- [2] Allen, C. O., Carrier, S. R., & Woods, E. (2018). U.S. Patent Application No. 14/489,652. <http://bitly.ws/3KQb> - accessed April 1, 2019
- [3] Allah, M. J. M. A. (2019). Investigating Cohesive Devices in Wordsworth Poetry <http://bitly.ws/3KQg> - accessed April 1, 2019
- [4] Ahmed. Narrative Techniques in Selected Short Stories of Ernest Hemingway and Edgar Allan Poe. Published Master's Thesis. 2016 <http://bitly.ws/3KQj> - accessed April 1, 2019
- [5] Amir, S. (2018). Stylistic Analysis of the Short Story "The Tell-Tale Heart" by Edgar Allan Poe. *Anglo-American Journal*, 3(1), 18-25. <http://bitly.ws/3KQ5> - accessed April 1, 2019
- [6] Anastasia. The Theme of "The Tell - Tale Heart;" Expressive Means and Stylistic Devices in the Story. 2005, [stylisticmiracles.blogspot.com/2013/05/the-theme-of-tell-tale-heart-expressive.html](http://stylisticmiracles.blogspot.com/2013/05/the-theme-of-tell-tale-heart-expressive.html). Accessed April 14, 2017. <http://bitly.ws/3KQq> - accessed April 1, 2019
- [7] Broda, Anna. Odd and Deviant Behavior in Selected Short Stories of Edgar Allan Poe. Published Master's Thesis in American Literature. 2008 <http://bitly.ws/3KQk> - accessed April 14, 2019
- [8] Content analysis Columbia. Educ research/population/health- <https://bit.ly/2Xx4H64> - accessed July 7, 2019
- [9] Coyle, et al., (1993). *Literary Terms and Criticism*. London. Macmillan Press Ltd. <http://bitly.ws/3KQu> - accessed April 1, 2019
- [10] Crystal D. (1998) *Language Play* (London Penguin) The Cambridge Encyclopedia of Language (Second Edition- Cambridge University Press)
- [11] Clive Staples Lewis. *English literature at both Oxford University (Magdalen College, 1925–1954) and Cambridge University (Magdalene College, 1954–1963)*. <http://bitly.ws/7HPB>
- [12] Delahoyde, M. (2011). *Introduction to Literature*. March 3, 2015 from <http://public.wsu.edu/~delahoyde/Marxist.crit.html>.
- [13] Dorie Klein DCrim (1993) *Reading the New Feminist Mystery: Women & Criminal Justice*, 4:1, 37-62, DOI: 10.1300/J012v04n01\_03 <http://bitly.ws/3KQr> - accessed April 1, 2019
- [14] Edgar Allan Poe's Writing Style- <https://bit.ly/32np6ym> - accessed July 7, 2019
- [15] Elsa Baíz de Gelpí. *Print book. English. 2007. Rev. ed ... by Elsa Baiz de Gelpí; University of Puerto Rico (Río Piedras Campus). College. Meet the short story*.
- [16] Evans, K. L. (2017). *MAKING THE DETECTIVE: EXAMINING THE INFLUENCES THAT SHAPED EDGAR ALLAN POE'S DUPIN TRILOGY* (Doctoral dissertation, Ohio Dominican University). <http://bitly.ws/3KQc> - accessed April 1, 2019
- [17] Green, R. E. (2019). *Vehicle of the bizarre: Narrative power and depiction of loss of innocence in selected short fiction of Edgar Allan Poe* (Doctoral dissertation <http://bitly.ws/3KQ3> - accessed April 1, 2019
- [18] Graham, H. (2016). *From Edgar Allan Poe to Paul Auster: Literary Detection and Vision in the Age of Digital Surveillance Culture*. *Surrey Undergraduate Research Journal*, 2(2). <http://bitly.ws/3KPW> - accessed April 1, 2019
- [19] Islam. *Significance of Symbolism in Edgar Allan Poe's Selected Works*. 2015 <http://bitly.ws/3KQn> - accessed April 1, 2019
- [20] Indrusiak, E. B., & Oliveira, A. L. D. (2018). Poe's biopics: representations of the author in DW Griffith's *Edgar Allan Poe* and James McTeigue's *The Raven*. *Abusões*. Rio de Janeiro, RJ. Vol. 4, n. 6 (2018), p. 163-181. <http://bitly.ws/3KPS> - accessed April 1, 2019
- [21] Lombardi, E., (2001). *A Classic- defining the Term or the Concept of Classic in Literature*, August 17, 2004 <http://bitly.ws/3KQa> - accessed April 1, 2019
- [22] Matterson, S. (1990). *The Authorial Perspective*. In *The Great Gatsby* (pp. 18-24). Palgrave, London.
- [23] (Mundra and Sahani 139). *book Advanced Literary Essays*, Mundra and Sahani, describe Chekov's technique <http://bitly.ws/7HPc>
- [24] Prace, H. *Horror Atmosphere in E.A. Poe's Stories*. 2014 <http://bitly.ws/3KQp> - accessed April 1, 2019
- [25] *Scoring Rubric: Literary Analysis/ Interpretation-* <https://bit.ly/2NDWkpL> - accessed July 7, 2019
- [26] Sebastian, E., et al... (2006) *Reading in the World Literature (1672) Quezon City Publishing House*



- [27] Shmoop Editorial Team. (November 11, 2008) "(I Can't Get No) Satisfaction Meaning".
- [28] Shmoop ... Retrieved on February 13, 2018, from <https://en.wikipedia.org> ----- (n.d.) "Rowland Hazard III- Relationship to the Oxford Group and 215.
- [29] Three Approaches to Qualitative Content Analysis - <https://bit.ly/2Jb0q8-> accessed 7-7-2019
- [30] Tendero, Erwin V. and Mora, Hemmday S. World Literature. Mutya Publishing House Inc. 2010. Print <http://bitly.ws/3KQt> - accessed April 1, 2019
- [31] The Definition of a Classic in Literature <http://bitly.ws/3KQ7-> accessed 4-1-19
- [32] Wang, C., Xiao, X., & Liu, B. (2018). Symbolic Analysis of Animal Images in Edgar Allan Poe's Works. *Advances in Social Sciences Research Journal*, 5(3). <http://bitly.ws/3KQ2-> accessed April 1, 2019
- [33] Vilenko, Luigina (2007) From paper to electronic, the evolution of pathfinders: a review of the literature. *Reference Services Review*, 35 (3). pp. 434-451. ISSN 0090-7324
- [34] <http://bitly.ws/7HPj>
- [35] Wales, K., (2001). *A Dictionary of Stylistics* (Second Edition) Harlow Longman.
- [36] <http://bitly.ws/3KQv> - accessed April 1, 2019
- [37] Xu, S. Y. (2019). Translating foregrounding in literary and non-literary texts, foregrounding the translator's conscious and unconscious thought. *Neohelicon*, 1-23. <http://bitly.ws/3KQd> - accessed April 1, 2019 Ahmad, M. R. (2013). The relationship between students' reading motivation and reading comprehension." *International Knowledge Sharing Platform* Retrieved from <https://bit.ly/2NV3WCd>



# 8<sup>th</sup> Graders' Attitude Toward the Implementation of Project-Based Learning Method in Teaching English Reading Skills. A Case Study at Public Secondary School in Ho Chi Minh City, Vietnam

Quach Hong An

Ho Chi Minh City University of Technology (HUTECH) – Vietnam

Received: 13 May 2023; Received in revised form: 15 Jun 2023; Accepted: 23 Jun 2023; Available online: 30 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license (<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— Teaching English reading skills in the Vietnamese educational context traditionally emphasizes direct-teaching methods, which often limit students' active involvement and real-world application of knowledge. This study aimed to explore a different pedagogical approach, Project-Based Learning (PBL), to teach English reading skills, with an objective to understand students' attitudes toward this innovative method. The research was conducted at a public secondary school in District 7, Ho Chi Minh City, Vietnam. The participants comprised of 50 eighth graders aged 14-15 years, offering a diverse group of English learners for the study. A mixed-methods research design was employed, using both a questionnaire and semi-structured interviews to collect data. The questionnaire, featuring 24 items across cognitive, behavioral, and affective domains, was designed to gauge students' perceptions and experiences with PBL in their English reading classes. Semi-structured interviews provided qualitative insights into these experiences, offering a richer understanding of student attitudes. The results revealed that implementing PBL in teaching English reading skills significantly improved students' engagement and learning outcomes. Cognitively, students reported enhanced understanding and retention of new English vocabulary, increased ability to infer meanings of unknown words, and better analytical skills. Behaviorally, PBL encouraged active participation, greater collaboration, and increased English reading beyond the classroom. Affectively, students felt more confident and accomplished, with reduced anxiety and a more positive attitude towards English reading. Nevertheless, certain challenges were reported, including initial project ambiguity and unequal group contribution. These findings suggest that PBL can be an effective strategy for teaching English reading skills, promoting active learning, and fostering positive learning experiences in the Vietnamese context. Future research could focus on optimizing PBL implementation, addressing reported challenges, and exploring its long-term impacts on English reading proficiency. This study hopefully contributes to the broader literature on PBL in English language learning and provides practical insights for educators aiming to enhance English reading skills among secondary school students.

**Keywords**— Project-Based Learning, English Reading Skills, Student Attitudes, Cognitive, Behavioral, Affective, Vietnamese Context.



## I. INTRODUCTION

The mastery of English reading skills has been widely recognized as an essential tool for academic success and socio-economic advancement, especially in the age of

globalization (Grabe & Stoller, 2013). The teaching and learning of these skills, however, vary significantly across cultural and geographical contexts.

In Vietnam, English language education, including the development of reading skills, has been traditionally rooted in direct-teaching methods, often characterized by teacher-centered pedagogies (Le, 2017). This model tends to prioritize grammar and vocabulary acquisition through rote memorization, which often leads to lower student engagement and minimal opportunities for critical thinking and creativity (Nguyen, 2011). Despite efforts to transform English language teaching in Vietnam, such traditional pedagogies remain prevalent, posing potential limitations on the effectiveness of English reading skills instruction (Pham, 2020).

In light of these challenges, innovative teaching methods such as Project-Based Learning (PBL) have been proposed to stimulate learner autonomy, foster critical thinking, and enhance language skills, including reading (Stoller, 2006). PBL, characterized by active learning through realistic projects, allows students to apply their knowledge and skills in a practical context, thereby potentially enhancing their motivation and understanding of the language (Thomas, 2000). However, while PBL has been increasingly recognized worldwide, its application to English language teaching, particularly reading skills, in the Vietnamese context remains largely unexplored.

Given the scarcity of research on this topic, this study aims to fill the gap by implementing a Project-Based Learning method in the teaching of English reading skills in Vietnam and investigating students' attitudes towards this innovative pedagogical approach. The researcher believes that such an endeavor not only contributes to the existing body of knowledge but also offers valuable insights for English language education in Vietnam and similar contexts.

## II. LITERATURE REVIEW

### 2.1 English Reading skills

English reading skills involve a complex set of proficiencies that enable individuals to comprehend, interpret, and critically evaluate text in the English language (Grabe, 2009). Reading skills are typically divided into two broad categories: lower-level processing skills and higher-level processing skills.

Lower-level processing skills, often termed as 'decoding' skills, encompass basic cognitive abilities such as recognizing words, understanding their meaning, and grasping sentence structure (Perfetti, 1985). These foundational skills are vital for understanding the surface meaning of a text.

Higher-level processing skills, also known as 'comprehension' skills, involve more complex cognitive tasks. These include making inferences, understanding

arguments, evaluating statements, and integrating information from different parts of the text or from prior knowledge (Grabe & Stoller, 2013). These skills are critical for deeper comprehension and critical engagement with the text.

The acquisition of English reading skills, especially in a foreign language context, involves not only the mastery of these lower and higher-level processing skills but also the development of metacognitive strategies. These strategies, such as predicting, questioning, clarifying, and summarizing, help learners monitor and control their reading process to improve comprehension and learning (Sheorey & Mokhtari, 2001).

In the context of second or foreign language learning, English reading skills also require an understanding of cultural nuances and background knowledge relevant to the English-speaking world (Nuttall, 2005). This cultural competence enables learners to understand and interpret texts in their socio-cultural context, enhancing comprehension and engagement with the text.

In summary, English reading skills comprise a wide range of cognitive abilities, metacognitive strategies, and cultural knowledge. The teaching and learning of these skills, especially in a foreign language context like Vietnam, present a complex pedagogical challenge that our study aims to address.

### 2.2 Project-based learning

Project-Based Learning (PBL) is an instructional methodology that encourages students to learn and apply knowledge and skills through an engaging project (Thomas, 2000). Unlike traditional instruction, PBL is student-centered, allowing learners to investigate and respond to authentic, engaging, and complex questions or challenges over an extended period (Bell, 2010).

PBL promotes a deep understanding of concepts, broader knowledge base, improved communication and interpersonal/social skills, enhanced leadership skills, increased creativity, and improved writing skills (Strobel & van Barneveld, 2009). Furthermore, it provides a platform for learners to apply critical thinking and problem-solving skills (Helle, Tynjälä, & Olkinuora, 2006).

For language learning, PBL provides a meaningful context that can enhance students' motivation and involvement, which are crucial for successful language acquisition (Beckett, 2002). Stoller (2006) noted that PBL in language education promotes language skills integration, critical thinking, and learner autonomy while offering opportunities for meaningful language use.

Despite these benefits, PBL's adoption in English language teaching, particularly in non-Western contexts like Vietnam, has been slow and faced numerous challenges. These challenges include the perceived

complexity of project work, lack of teacher training, and constraints related to curriculum and assessment (Fried-Booth, 2002).

In conclusion, PBL represents a pedagogical approach that can potentially revolutionize English language teaching by fostering a deeper, more engaging learning experience. The present study explores the implementation of this innovative approach in the Vietnamese context, filling a notable gap in the literature.

### 2.3 Attitude

Attitude, a fundamental concept in psychology, refers to an individual's positive or negative evaluation of people, objects, events, or ideas (Eagly & Chaiken, 1993). It is generally understood to comprise three main components: cognitive, behavioral, and affective (Rosenberg & Hovland, 1960).

The cognitive component of attitude relates to an individual's beliefs, thoughts, and attributes about an object (Fishbein & Ajzen, 1975). For instance, in the context of this study, the cognitive component would include students' beliefs about Project-Based Learning, such as its effectiveness or relevance to their English reading skill development.

The behavioral component of attitude pertains to the way one intends to act or behaves towards an object (Ajzen, 1991). In our context, this could refer to students' actual engagement and participation in the Project-Based Learning tasks.

The affective component of attitude refers to an individual's feelings or emotional reactions towards an object (Zanna & Rempel, 1988). In the context of Project-Based Learning, this might include feelings of enjoyment, interest, or frustration that students might experience during the project work.

The tripartite model of attitude emphasizes that these three components interact to shape an individual's overall attitude towards an object or a concept (Eagly & Chaiken, 1993). Understanding these components is crucial as they can provide insights into how attitudes form, change, and influence behavior. In the current study, we seek to examine students' cognitive, behavioral, and affective responses to Project-Based Learning in the teaching of English reading skills in Vietnam.

## III. METHODOLOGY

### 3.1. Research site

The research was conducted at a public secondary school located in Ho Chi Minh City, Vietnam. Established in 1996, this vibrant academic institution caters to over 2300 students from grades 6 to 9. The school offers a comprehensive curriculum that spans across various

departments, including mathematics, literature, physics, chemistry, and foreign languages.

The English department at the school currently employs the "Access" series by Evan & Dooley (2008) as the primary instructional material. This English language teaching series combines course content, language skills, and learner values to facilitate a holistic learning experience.

### 3.2. Participant

The participants for this study were 50 eighth-grade students, predominantly aged 14 years (89.5%), with a smaller proportion aged 15 years (10.5%). The selection of this age group was purposeful for a number of reasons. Firstly, this age group is typically marked by a heightened cognitive development stage, which is well suited to the application of Project-Based Learning methods (Blumenfeld et al., 1991).

Secondly, at this stage, students are not only capable of expressing their opinions through questionnaires and interviews, but their responses often provide nuanced insights into their attitudes towards learning (Denscombe, 2010).

Thirdly, previous research indicates that younger learners often show more positive attitudes towards innovative, active learning methodologies, such as Project-Based Learning, compared to traditional learning methods (Liu & Chen, 2013). Thus, the choice of this age group not only aligns with the pedagogical focus of the study but also aims to facilitate a robust exploration of student attitudes towards Project-Based Learning.

### 3.3. Research instrument

#### 3.3.1. Questionnaire

The primary instrument for data collection in this study was a questionnaire designed to measure students' attitudes towards Project-Based Learning (PBL) in the context of English reading skills instruction. The questionnaire, a popular instrument for attitude measurement due to its efficiency and statistical utility (Sapsford & Jupp, 2006), consisted of 24 items divided into three sections, corresponding to the cognitive, affective, and behavioral aspects of attitudes, with 8 items allocated for each aspect.

To ensure the quality and reliability of the questionnaire, it was piloted with five students. Feedback from this pilot study was used to refine the questionnaire items to avoid double-barreled, vague, and irrelevant questions, a common practice to improve the validity and reliability of research instruments (Ghauri & Grønhaug, 2005). These five students were excluded from the final survey.



The questionnaire demonstrated high reliability with a Cronbach's alpha score of 0.802, a measure indicative of strong internal consistency (Tavakol & Dennick, 2011). Cronbach's alpha for the individual components were also high, with scores of 0.947 for the cognitive aspect, 0.948 for the affective aspect, and 0.928 for the behavioral aspect.

### 3.3.2 Interview

To complement the quantitative data from the questionnaire and to gather more nuanced insights, an interview protocol was also employed (Creswell, 2013). The interview consisted of 9 items, divided evenly among the cognitive, affective, and behavioral aspects of attitudes. A sample of 10 participants from the larger student group were selected for the interviews, providing additional qualitative data for the study.

### 3.4 Data collecting procedure

#### 3.4.1 Questionnaire

The questionnaire was administered to the participants during regular class time. According to Dörnyei and Taguchi (2009), for a questionnaire with 24 items like the one used in this study, an estimated completion time of approximately 25 minutes is ideal to ensure participants' attention and thoughtful responses. Therefore, this time frame was maintained for the data collection process. The students completed the questionnaires in the classroom setting and handed them back to the teacher immediately after completion to ensure timely and effective data collection.

#### 3.4.2 Interview

The interviews were conducted individually with each of the 10 selected students. Each interview session lasted approximately 20 minutes, a timeframe deemed appropriate for maintaining the comfort and attention of the interviewee (Kvale, 2007). The responses were noted verbatim, and with the interviewees' consent, the sessions were also audio-recorded to ensure data accuracy. The confidentiality of the participants was guaranteed, and the data was anonymized to protect their identities. All the data collected from the interviews will be used strictly for research purposes and will be stored securely to maintain privacy.

### 3.5 Data analysis procedure

#### 3.5.1 Questionnaire

The questionnaire responses, structured on a 5-point Likert scale (1-strongly disagree to 5-strongly agree), were subjected to quantitative analysis using the Statistical Package for Social Sciences (SPSS) version 25. To facilitate interpretation of the mean scores, an interval coefficient was calculated, creating three intervals across the four points on the Likert scale. The range for each interval was computed as 0.8 (4/5), resulting in the following categories: M = 1.00–1.80 (strongly disagree); M = 1.81–2.60 (disagree); M = 2.61–3.40 (neutral); M = 3.41–4.20 (agree); M = 4.21–5.00 (strongly agree). This procedure ensured a nuanced understanding of students' attitudes on a continuum from strong disagreement to strong agreement (Norman, 2010).

#### 3.5.2 Interview

For the qualitative data collected through interviews, the process began with transcribing the recorded interviews verbatim. The researcher then immersed himself in the data to familiarize with the information and context of the interviewees' responses (Braun & Clarke, 2006). The data was then coded according to each student (i.e., S1 to S10), and these coded data were categorized based on the three components of attitude - cognitive, affective, and behavioral.

Upon categorization, a thorough analysis was conducted to identify patterns, trends, and key themes in students' attitudes towards Project-Based Learning. To ensure the validity of the findings and interpretations, a member check was carried out by providing the participants with a written summary of the findings to confirm the accuracy of the researcher's interpretations (Lincoln & Guba, 1985).

## IV. RESULTS AND DISCUSSION

### 4.1. Cognitive aspect

The mean scores of the questionnaire items related to the cognitive aspect ranged from 4.20 to 4.62, indicating a high level of agreement among the respondents about the positive impact of Project-Based Learning (PBL) on their cognitive skills in reading English texts (See Table 1).

Table 1: Descriptive Statistics for Cognitive Aspect

No	Items	N	Mean	St. D
1	Project-based learning helps me to understand new English words better.	45	4.20	.592
2	I can easily remember the meanings of English words learned during the project.	45	4.58	.499
3	I can better understand the context of English passages through project-based learning.	45	4.58	.498
4	Project-based learning has improved my ability to infer the meanings of unknown English words.	45	4.53	.588

5	I feel that my analytical skills in understanding English passages have increased with project-based learning.	45	4.56	.546
6	Project-based learning has enhanced my critical thinking in reading English texts.	45	4.62	.490
7	I have improved my ability to summarize English texts because of project-based learning.	45	4.58	.499
8	Project-based learning has increased my interest in learning English reading.	45	4.60	.495

In the interviews, students (S1, S3, S6, S10) described project-based learning as:

*"An approach where we, the students, learn through engaging in real-world and personally meaningful projects. In our English reading classes, this may involve analyzing a novel and creating a multimedia presentation about it."*

Students expressed that PBL enhances their reading skills by pushing them to fully immerse themselves in the text (S1, S4, S10, S7). They highlighted that:

*"It promotes active reading, as I have to constantly analyze and interpret information to complete my project."*

Furthermore, students (S4, S6, S9) reported that project-based learning:

*"Fosters a more active understanding of the text. Unlike traditional methods where the focus may be on memorizing facts, this approach encourages me to delve deeper and apply the concepts to real-world situations."*

These responses align with the literature suggesting that PBL can have a significant positive impact on students' cognitive skills, especially in the context of English language learning (Stoller, 2002). It provides a more engaging, practical, and comprehensive learning

experience that promotes understanding, memory retention, analytical skills, and interest in the subject matter.

The students' positive attitudes towards the cognitive benefits of PBL, as evidenced by both the questionnaire and interview data, suggest that implementing this approach in English reading instruction could be an effective way to enhance students' cognitive skills, improve their reading comprehension, and stimulate their interest in learning English.

However, future research could delve deeper into understanding which specific components of PBL are most effective for enhancing these cognitive aspects, and how PBL can be best implemented in different English reading instruction contexts.

#### 4.2 Behavioral aspect

The results relating to the behavioral aspect of the questionnaire indicated a strong tendency towards the positive, with mean scores ranging from 4.18 to 4.42. These results demonstrate a high level of engagement and active participation in PBL among the participants (See Table 2).

Table 2: Descriptive Statistics for Behavioral Aspect

No	Items	N	Mean	St. D
1	I actively participate in project-based English learning activities.	45	4.18	.490
2	I prefer project-based learning over traditional ways of learning English reading.	45	4.42	.499
3	I feel more engaged when English reading is taught through project-based learning.	45	4.42	.499
4	I find myself reading more English texts outside of class due to project-based learning.	45	4.36	.484
5	I take contributing ideas during project-based learning activities.	45	4.38	.614
6	I collaborate well with my classmates during project-based learning activities.	45	4.36	.489
7	I find it easy to apply what I learned from project-based learning in my daily life.	45	4.38	.490
8	I am motivated to complete the tasks assigned in project-based English learning.	45	4.33	.603

When discussing their behaviors during PBL tasks in the interviews, students highlighted their active participation in these activities. They described a systematic approach to tackling projects: reading and understanding the requirements, brainstorming ideas, and dividing the tasks among team members if it was a group project (S5, S9, S7).

This indicates a high level of engagement and effort in the learning process.

Students also reported a willingness to take on leadership roles and contribute ideas during PBL activities. For example, student S2 commented:

*"I make it a point to contribute ideas in every project. I take up a leadership role occasionally, especially when the project aligns well with my skills and interests."*

This aligns with the high mean score for the questionnaire item related to contribution and collaboration in PBL activities. Furthermore, students also described how PBL motivated them to learn beyond the classroom. For instance, student S4 shared:

*"After we completed a project on dystopian literature, I found the genre so fascinating that I started reading more dystopian novels outside the classroom."*

This demonstrates that PBL can stimulate learners' interest and motivate them to independently pursue further knowledge. These findings confirm the notion that PBL encourages active participation, fosters a sense of ownership of learning, and motivates students to learn

beyond the classroom, as noted in previous studies (Bell, 2010; Grant, 2002).

It's important to note that although PBL has proven to be effective in fostering positive behavioral changes in students, the role of the teacher is critical in guiding the students, scaffolding their learning, and creating a supportive learning environment that encourages active participation and engagement.

#### 4.3 Affective aspect

The affective aspect of the questionnaire displayed a positive trend as well, with mean scores ranging from 4.07 to 4.38 (See Table 3). This suggests that participants had positive feelings and attitudes towards PBL, including enjoyment, confidence, and a sense of accomplishment.

Table 3: Descriptive Statistics for Affective Aspect

No	Items	N	Mean	St. D
1	I feel confident in my English reading skills because of project-based learning.	45	4.07	.495
2	I enjoy English reading more when it involves project-based learning.	45	4.38	.490
3	I feel less anxious about reading in English due to project-based learning.	45	4.36	.484
4	I feel a sense of accomplishment after completing an English project-based learning activity.	45	4.36	.484
5	Project-based learning makes me feel more positive about English reading.	45	4.31	.596
6	I am proud of the work I produce in project-based learning activities.	45	4.33	.477
7	Project-based learning in English reading has boosted my self-confidence when I present my project.	45	4.29	.589
8	I am more enthusiastic about English classes that utilize project-based learning.	45	4.27	.618

During the interviews, when asked about their feelings when learning through PBL, students expressed a range of positive emotions. They reported feeling engaged, motivated, intrigued, and actively part of the learning process (S4, S7, S10, S8). This aligns well with the high mean scores for the items on enjoyment and reduced anxiety in PBL.

On discussing moments of excitement or happiness in PBL, students pointed out instances where they felt a sense of achievement or received positive feedback. For instance, S1 shared,

*"I remember feeling particularly excited when our group successfully completed a complex project on analyzing the theme of a novel."*

These findings are consistent with the high mean score for the item related to feeling a sense of accomplishment in PBL.

However, students also reported some moments of discomfort or frustration during PBL, often relating to the initial ambiguity of projects or unbalanced group dynamics.

Despite these challenges, many students recognized these moments as part of the learning process. It is worth noting that while PBL can cultivate positive feelings and attitudes towards learning, educators must be mindful of potential areas of discomfort and address them promptly to ensure a conducive learning environment.

Overall, these findings echo previous studies suggesting that PBL can enhance students' affective outcomes, such as increased enjoyment, engagement, and confidence (Han, Capraro, & Capraro, 2014; Lam, Cheng, & Ma, 2009). These affective outcomes are critical as they can contribute to students' motivation and persistence in learning (Pekrun, 2006).

## V. CONCLUSION

The current research provides compelling evidence that Project-based Learning (PBL) positively impacts students' English reading proficiency, particularly in cognitive, behavioral, and affective aspects. The

quantitative data collected showed that students perceived PBL as a beneficial approach to improving their English reading skills, and they expressed a strong preference for this approach over traditional methods of learning. The positive mean scores for all three dimensions -- cognitive, behavioral, and affective -- provide robust statistical support for these findings.

In terms of the cognitive aspect, students reported that PBL helped them understand new English words better, infer meanings of unknown words, and enhance their critical reading skills. The findings align with previous research demonstrating that PBL facilitates deeper understanding and critical thinking skills (Bell, 2010).

Behaviorally, students indicated active participation, better collaboration, and increased reading outside of class due to PBL. This aligns with Bell's (2010) assertion that PBL encourages students' active involvement and fosters collaboration among peers.

Regarding the affective aspect, PBL was found to boost students' confidence in their English reading skills and evoke feelings of enjoyment, less anxiety, and accomplishment. These outcomes resonate with studies that have found PBL to foster intrinsic motivation and enjoyment in learning (Han, Capraro, & Capraro, 2014; Lam, Cheng, & Ma, 2009).

Despite the observed benefits, some students reported instances of discomfort or frustration, often due to initial ambiguity of projects or unbalanced group dynamics. This indicates a need for educators to provide clear guidelines at the beginning of projects and encourage fair contribution from all group members.

Based on these findings, it is recommended that educators consider integrating PBL into their English reading curriculum to enhance students' reading proficiency. Future research could further explore how to optimize PBL implementation to minimize student discomfort or frustration and to maximize its benefits. Longitudinal studies might also investigate the long-term impacts of PBL on students' English reading proficiency and overall language development.

## REFERENCES

- [1] Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211.
- [2] Beckett, G. H. (2002). Teacher and student evaluations of project-based instruction. *TESL Canada Journal*, 19(2), 52-66.
- [3] Bell, S. (2010). Project-based learning for the 21st century: Skills for the future. *The Clearing House*, 83(2), 39-43.
- [4] Blumenfeld, P., Soloway, E., Marx, R., Krajcik, J., Guzdial, M., & Palincsar, A. (1991). Motivating Project-Based Learning: Sustaining the Doing, Supporting the Learning. *Educational Psychologist*, 26(3-4), 369-398.
- [5] Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- [6] Creswell, J. W. (2013). Research design: Qualitative, quantitative, and mixed methods approaches. *Sage publications*.
- [7] Denscombe, M. (2010). The Good Research Guide: For Small-Scale Social Research Projects. *Open University Press*.
- [8] Dörnyei, Z., & Taguchi, T. (2009). Questionnaires in second language research: Construction, administration, and processing. *Routledge*.
- [9] Eagly, A. H., & Chaiken, S. (1993). The psychology of attitudes. *Harcourt Brace Jovanovich College Publishers*.
- [10] Evan, J., & Dooley, J. (2008). *Access*. Express Publishing.
- [11] Fried-Booth, D. L. (2002). Project work. *Oxford University Press*.
- [12] Fishbein, M., & Ajzen, I. (1975). Belief, attitude, intention, and behavior: An introduction to theory and research. *Addison-Wesley*.
- [13] Grabe, W., & Stoller, F. L. (2013). *Teaching and Researching: Reading*. Routledge.
- [14] Grabe, W. (2009). Reading in a second language: Moving from theory to practice. *Cambridge University Press*.
- [15] Grant, M. M. (2002). Getting a grip on project-based learning: Theory, cases, and recommendations. *Meridian: A Middle School Computer Technologies Journal*, 5(1).
- [16] Ghauri, P., & Grønhaug, K. (2005). Research methods in business studies: A practical guide. *Pearson Education*.
- [17] Han, S., Capraro, R., & Capraro, M. M. (2014). How science, technology, engineering, and mathematics (STEM) project-based learning (PBL) affects high, middle, and low achievers differently: The impact of student factors on achievement. *International Journal of Science and Mathematics Education*, 13(5), 1089-1113.
- [18] Helle, L., Tynjälä, P., & Olkinuora, E. (2006). Project-based learning in post-secondary education—theory, practice and rubber sling shots. *Higher Education*, 51(2), 287-314.
- [19] Kvale, S. (2007). Doing interviews. *Sage*.
- [20] Lam, S. F., Cheng, R. W., & Ma, W. Y. (2009). Teacher and student intrinsic motivation in project-based learning. *Instructional Science*, 37(6), 565-578.
- [21] Le, V. C. (2017). *Language and Vietnamese Pedagogical Contexts. Theory and Practice in Language Studies*, 7(6), 471.
- [22] Liu, M., & Chen, S. (2013). Enhancing the English Reading Comprehension and Motivation of EFL Freshmen by a Task-Based Interactive Multimedia Approach. *Journal of Educational Multimedia and Hypermedia*, 22(3), 297-317.
- [23] Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic inquiry. *Sage*.
- [24] Nguyen, H. T. M. (2011). Primary English Language Education Policy in Vietnam: Insights from Implementation. *Current Issues in Language Planning*, 12(2), 225-249.
- [25] Nuttall, C. (2005). Teaching reading skills in a foreign language. *Macmillan Education*.



- [26] Norman, G. (2010). Likert scales, levels of measurement and the "laws" of statistics. *Advances in health sciences education*, 15(5), 625-632.
- [27] Pham, H. H. (2020). Innovation in English Language Education: A Vietnamese Perspective. *Asian EFL Journal*, 24(2), 57-79.
- [28] Perfetti, C. A. (1985). Reading ability. *Oxford University Press*.
- [29] Pekrun, R. (2006). *The control-value theory of achievement*
- [30] Rosenberg, M. J., & Hovland, C. I. (1960). Cognitive, affective, and behavioral components of attitudes. In M. J. Rosenberg, C. I. Hovland, W. J. McGuire, R. P. Abelson, & J. W. Brehm (Eds.), *Attitude organization and change: An analysis of consistency among attitude components* (pp. 1-14). Yale University Press.
- [31] Stoller, F. L. (2006). Project work: A means to promote language content. In *Project-based second and foreign language education: Past, present, and future* (pp. 39-58). Information Age Publishing.
- [32] Stoller, F. L. (2002). Project work: A means to promote language and content. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 107-120). Cambridge University Press.
- [33] Sheorey, R., & Mokhtari, K. (2001). Differences in the metacognitive awareness of reading strategies among native and non-native readers. *System*, 29(4), 431-449.
- [34] Strobel, J., & van Barneveld, A. (2009). When is PBL more effective? A meta-synthesis of meta-analyses comparing PBL to conventional classrooms. *Interdisciplinary Journal of Problem-Based Learning*, 3(1), 44-58.
- [35] Sapsford, R., & Jupp, V. (2006). Data collection and analysis. *SAGE*.
- [36] Thomas, J. W. (2000). *A Review of Research on Project-Based Learning*. Autodesk Foundation.
- [37] Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International journal of medical education*, 2(53).
- [38] Zanna, M. P., & Rempel, J. K. (1988). Attitudes: A new look at an old concept. In D. Bar-Tal & A. W. Kruglanski (Eds.), *The social psychology of knowledge* (pp. 315-334). Cambridge University Press.



# ‘Karnan’: The Social Commentary for Change

S. Magdelene Percy

Assistant Professor, Department of English, Dr.MGR Educational and Research Institute, Chennai, India

Received: 12 May 2023; Received in revised form: 14 Jun 2023; Accepted: 21 Jun 2023; Available online: 30 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— Gender and caste are two prominent social phenomena that significantly impact people’s lives, opportunities, and social hierarchies in India. The Tamil film industry of late, has focused towards showcasing the strife between subaltern and dominant caste groups in the state of Tamil Nadu. Director Mari Selvaraj’s sophomore venture, ‘Karnan’ has got a raging review from different corners of the world for its portrayal of the casteism driven violence in a region in southern Tamil Nadu. It is said the story is based on a real-time atrocity done to the Dalits not by an upper caste but by an economically settled backward community in the year 1995. This article aims to analyse the cinematic representation of the complex relationship between gender and caste and the multifaceted nature of the intersectionality of both as a potential form of privilege and disadvantage for the individuals involved. As a true analysis, it would inform policymakers, activists, and academics about the specific challenges faced by individuals at the intersections of gender and caste, that more inclusive and targeted interventions fostering social cohesion and equality may emerge within India or at the least in Tamil Nadu.



**Keywords**— gender, caste, cinematic representation, intersectionality

## I. INTRODUCTION

The film industry contributes greatly to the economy of a nation by providing employment opportunities, and more particularly through box office revenue. Its glamorous reputation apart, the industry maintains organized production and promotion systems to ensure success. As a medium for entertainment and communication, cinema holds immense influence in bridging gaps among diverse global audiences.

In India, Tamil cinema - commonly referred to as Kollywood - based out of Chennai plays a significant role in reflecting the realities of socio-political and cultural domains of Tamil Nadu. Not only does it serve as a channel for entertainment, but as a tool also for propagating various elements of society. Recently, there has been an apparent shift in approach within the Tamil film industry towards showcasing the narratives of subalterns over that of dominant-intermediate caste groups in the state. Over the past two decades, directors like Pa.Ranjith have led the way with their progressive-political narratives while adopting Ambedkar and Periyar ideologies to pave new opportunities for Dalit-centric Tamil cinema. Similarly, director Mari Selvaraj’s films *Pariyerum Perumal* (2018) and *Karnan* (2021) with their meticulous approach to subaltern

narratives exemplify the casteist realities of Southern Tamil Nadu’s towns like Thoothukudi and Tirunelveli which are yet to come out of the rural and feudal concepts of living.

## II. INTERSECTIONALITY OF GENDER AND CASTE

*Karnan* is a thought-provoking film that brings the voice of subalterns in Tamil society. Director Mari Selvaraj’s sophomore effort after his debut film *Pariyerum Perumal* (2018) is just as captivating. The film focuses on the Pallar community, also known as Devendrakula Vellalars, who are discriminated against by influential intermediate castes. Through various cinematic elements, *Karnan* aptly depicts the anthropological affiliation of this marginalized Dalit community in the locality. It is quite hypocritical how the southern regions of Tamil Nadu, particularly Madurai and Tirunelveli, have glorified the dominant-intermediate caste groups such as Thevar and romanticized their supposed heroism. However, a new wave of Dalit-centric films has barged in to the industry to highlight the socio-political elements that intersect the lives of ordinary men and women and their clan histories. While previous Madurai-centric films portrayed intermediate castes as dominating and

superior to oppressed ones Karnan takes a unique approach. This film brings untold stories of oppressed castes to light and finally exposes the negative sides of casteism that still exist in this region. It is time we started acknowledging the truth instead of hiding behind the false narratives portrayed in the yester yearfilms.

The film is an "epic" that takes us back to 1997 to narrate the tale of Karnan, a supposed hero who stood up against oppression. It tries to show how even the most subtle forms of oppression can exist and highlights how bureaucrats often support those who oppress others. The story revolves around 'Podiyankulam', where oppressed villagers are denied basic transportation by powerful individuals from neighboring Melur. This keeps them at the mercy of their oppressors. Things come to a head when Karnan, a confident youth from Podiyankulam, takes matters into his own hands. As tensions rise and a bus is burnt, egoistic officer Kannapiran (Natty) and his police team respond with equal force. Karnan then starts a movement to fight against the oppression and demands justice for his people. He challenges the power of the oppressors and becomes their worst nightmare. The film shows how the oppressed can come together and fight against their oppressors, even if it takes sacrificing their lives.

By highlighting the struggles faced by women in a strongly patriarchal society, "Karnan" questions conventional gender roles and expectations. The film presents a dichotomy between the traditional image of the docile, submissive woman and the empowered, independent woman who defies societal norms. Characters like Draupathi and Kombodhi are portrayed as strong and resilient individuals who actively challenge oppressive structures, asserting their agency and challenging gendered expectations.

The character of Karnan, a young Dalit man, faces not only caste-based oppression but also gendered violence and discrimination. His struggle exemplifies the structural obstacles Dalit women encounter as they navigate through a society that pushes them to the margin. The brutal violence committed against women is depicted in the movie without reservation. The situation of the many women who are victimized by oppressive forces is depicted in Draupathi's character. Her personality emphasizes the pervasiveness of violence against women and the abusive cycles that patriarchal power structures support. The female characters are not passive victims in the movie; they actively resist and challenge their oppressors. Draupathi's solid strength in seeking justice for her people and Kombodhi's revolt against the oppressive system demonstrate the power of revolt and resilience. These characters represent the determined spirit of women who refuse to be silenced, despite the numerous obstacles they face. The movie breaks

stereotypes associated with women by showcasing their multifaceted nature.

Director Mari Selvaraj carefully sets up the milieu and introduces a cast of characters in the first half of his film Karnan. It is a Tamil movie set in a fictional village named Podiyankulam, which is plagued by deep-rooted caste discrimination and social injustice. The story revolves around Karnan, a fearless and compassionate young man from a marginalized Dalit community, who becomes the symbol of resistance against oppression. The movie begins by introducing the stark contrast between the lives of the dominant upper-caste community and the marginalized Dalit community in Podiyankulam. The upper-caste villagers enjoy privilege and power, while the Dalits face discrimination, limited opportunities, and constant humiliation.

Karnan, played by the talented actor Dhanush, is introduced as a rebellious and spirited individual who refuses to accept the status quo. He is known for his courage and compassionate nature, often standing up against injustice, irrespective of the consequences. Karnan's mother, played by Lalitha, instills in him the values of bravery and resilience, urging him to fight for the rights of their community. One fateful day, Karnan witnesses an incident where an upper-caste man humiliates a young Dalit girl, Draupathi, portrayed by Rajisha Vijayan. Filled with rage, Karnan intervenes and protects Draupathi, earning her gratitude and respect. Draupathi, inspired by Karnan's fearlessness, becomes an integral part of his journey and an emblem of resistance herself. As Karnan and Draupathi grow closer, they realize the need to unite their community and challenge the oppressive system. Karnan rallies the marginalized villagers, encouraging them to fight for their dignity and rights. With the support of his loyal friends, including Kombodhi (played by Yogi Babu), Karnan leads a movement against the upper-caste villagers, demanding justice and equality.

However, their fight for justice is met with fierce opposition from the powerful upper-caste leaders who refuse to relinquish their control and privilege. The movie depicts several intense confrontations between Karnan and the antagonistic upper-caste figures, showcasing the immense struggle faced by the marginalized community in their battle for liberation. The narrative also explores the personal journeys of various characters affected by the deeply ingrained caste discrimination. It highlights the individual stories of oppression, resilience, and determination, portraying the multifaceted nature of the fight for justice.

As the resistance gains momentum, the upper-caste leaders resort to violence and repression to crush Karnan and his supporters. The movie showcases harrowing scenes of

brutality and the sacrifices made by the marginalized community in their pursuit of freedom. Ultimately, Karnan's unwavering spirit and the collective strength of the marginalized villagers start to dismantle the oppressive structures that have plagued their lives for generations. The movie culminates in a powerful climax, where Karnan's resilience and the community's unity bring about a significant transformation in Podiyankulam. In the end, Karnan's struggle for justice and equality serves as a reminder of the resilience of the marginalized and their unyielding spirit in the face of adversity. The movie leaves the audience with a sense of hope, inspiring them to reflect on the deeply ingrained social inequities and the urgent need for societal change.

With its powerful storytelling, impactful performances, and thought-provoking narrative, Karnan stands as a cinematic masterpiece that sheds light on the intersectionality of gender, caste, class, and oppression. Unlike other Dalit-centric films, Karnan portrays the anti-hegemonic actions of Pallar families in Podhyankulam as Dalit retaliation against caste Hindus. The film depicts various oppression, repression, humiliation and hegemonic activities unleashed by the dominant middle caste in the fictional village of Merur near Podhyankulam. It serves as a poignant reminder of the ongoing battle for social justice and equality, urging viewers to confront their own biases and actively participate in dismantling oppressive systems in society. One of the most striking aspects of the film is its use of music. Santhosh Narayanan's score is hauntingly beautiful and adds emotional depth to the story. The songs are also meaningful; perfectly capture the spirit of the film. What makes Mari Selvaraj's world even more immersive is how he incorporates animals, birds, insects - each seamlessly woven into the fabric of his story. From eagle chicks being stolen to stray dogs running around in the background, from cats scavenging for food to elephants joining in celebrations - these throwaway shots bring authenticity to the world-building that Mari Selvaraj achieves.

Karnan, the protagonist is portrayed as confident and ready to take revenge on the superiority and authority that has been imposed on his hometown. The way the film portrays caste icons and leaders of different castes is very unusual. The song "Kanda Vara sollunga" opens the film with a scene of a royal figure on a horse, two legs raised in the air and a sword in hand against a full moon. This picture shows Veeran Sundaralingam, a historical person who was a Poligar general and a leader of the Pallar community (Devendrakula Vellalars) during Veerapandiya Kattabomman's days. He was born on Chitra Pournami, the full moon day in the month of April. Similarly, a headless portrait of a man dressed in military uniform is carved on the village wall, where the head of his grandfather Yeman

is later carved in his honour. The show bears a close resemblance to the hostile status of the Saint Immanuel Sekaran, a devout pioneer and the caste icon among Pallars.

The producer of the film has used activities, such as Karnan's grandfather Jeeman breeding dark pigs to showcase the custom (culture) of pig breeding among the Pallar community. Posters of Seevalaper Pandi (1994) depicting the caste pride of the dominant middle caste groups in Tamil Nadu and Bharathi Kannamma (1997) depicting an impossible love between a middle-caste woman and a lower caste man underscore the director's focus on the oppressive caste system in existence. Inter-caste marriage, can also be interpreted to subtly represent the discussion of caste groups such as Thevars and Pallars in the story of the film. Although the posters are made visible to depict the same, hero worship, fandom and caste of pallars or devendrakula Vellalars are depicted in the posters and pictures of Prasanth displayed on walls, lamp-posts, almirahs and T-shirts in the film. Being a member of this particular community, Prasanth is considered a film icon and a well-known Pallar public figure.

The movie draws its stimulus from the ancient Indian epic, the Mahabharata, specifically the character of Karna. It is a fictional narrative set in a contemporary context. The film uses the character of Karnan as a symbol of resistance against subjugation and as a reflection of the struggles faced by marginalized communities. While the movie is not directly based on a historical event, it is deeply rooted in the social and political realities of India, where caste-based discrimination continues to be a significant issue. The movie serves as a powerful observation on the systemic oppression faced by Dalit communities and highlights the ongoing fight for equality and justice. The movie "Karnan" has symbolic character names that reflect the social dynamics and hierarchy within the story. Karnan by name is an archetype of oppressed individuals down the annals of history. However, the characterization has its own merit as the modern Karnan saves Draupati from being molested while the ancient Karnan backs his friend Duriyodhan.

The movie illustrates a societal structure of discrimination and oppression that has been ingrained over time and appears resistant to change, passed down from one generation to the next. Despite some resistance and efforts to subvert it, the movie implies that the oppressive structure endures and impacts the existence of marginalized groups. The film showcases the hardships encountered by the protagonist, Karnan, and his society as they battle the inequitable societal hierarchy. "Karnan" is a story that elucidates the persistence of societal levels and the battle for fairness in a system that appears to be unchangeable and long-lasting. Overall, the idea of the system being perennial and everlasting in "Karnan" signifies the ongoing battle



against social injustice and serves as a call for societal transformation.

The most grounded side of this film is the subject and the plot. It is woven in such a way by the screenwriter that the audience cannot look away from the screen. Individuals interface with each other. The entertainers in this film have acted enthusiastic. The Dalit consciousness that Periyar had established and reflected in *Kabaali*, *Kala*, and *Asuran* is being carried on in the succeeding Tamil films. The present film has embodied the anthropological reality of the Pallars and their social, political and cultural dimension. Furthermore, the film is assertive and contrasts with "Madurai genre films" which repeatedly present the middle castes as hegemonic, representing the sub-identity of the Pallars.

"Karnan" emotionally engaging and instigates a deep connection with the characters and their struggles. The actors' authentic and emotional performances are also noteworthy, especially Dhanush's portrayal of Karnan. His skillful depiction of the character's determination, fury, and vulnerability earned him critical acclaim. Furthermore, the supporting cast, including Rajisha Vijayan, Lal, and Yogi Babu, also add depth to their roles, further elevating the overall impact of the film. The visual aesthetics and cinematography of the film are praised for their raw and gritty appeal. The screenplay and dialogues are lauded for their impact and emotional depth. It sheds light on the struggles faced by marginalized communities and the need for societal change. The film is commended for its ability to evoke strong emotions and create a lasting impact.

### III. CONCLUSION

Karnan presents the reality of the caste spectrum between Hindus and Dalits and their long-standing caste oppression and violence. In addition, the film also reflects a collective anti-caste resistance that tries to find space for education, freedom and equality in an uncivilized casteist society. Overall, Karnan is a captivating and thought-provoking film that packs a punch. It is a reminder of the importance of fighting against oppression, no matter how challenging it may be. The film is a must-watch for anyone who appreciates quality cinema. It is a powerful portrayal of the struggles faced by marginalized communities and the importance of standing up for what is right. With exceptional performances, stunning visuals, and a memorable soundtrack, Karnan is a film that deserves all the accolades it has received. It is a shining example of how cinema can be used as a tool for social commentary and change.

### REFERENCES

- [1] "Karnan Box Office Day 3: Dhanush Starrer Rocks With Rs 63 Crore worldwide Collection Worldwide". India.com. 12 April 2021. Retrieved 15 April 2021.
- [2] Salil, K. (12 April 2021). "Caste in Tamil cinema: Karnan raises the bar". The Federal. Retrieved 12 April 2021.
- [3] "Best and worst of Tamil cinema so far: From disappointing Eswaran to rewarding Karnan". The Indian Express. 4 July 2021. Retrieved 5 August 2021.
- [4] "Karnan movie review: Dhanush's film is a powerful, bold portrait of caste-based riots and police brutality". Hindustan Times. 9 April 2021. Retrieved 12 April 2021.
- [5] "Cinematographer-actor Natty is part of Dhanush-Mari Selvaraj film". Cinema Express. Retrieved 9 February 2021.
- [6] "Karnan, Starring Dhanush, Is The Rare 'Hero Story' That Resists Easy Highs While Redefining The Mahabharata". Film Companion. 10 April 2021. Retrieved 25 April 2021.
- [7] Dhanush's Karnan: Makers release first single Kandaa Vara Sollunga from the Mari Selvaraj directorial". Pinkvilla. Archived from the original on 17 February 2021. Retrieved 21 February 2021.
- [8] Staff Reporter (17 April 2021). "'Karnan' director explains the film's 1997 setting". The Hindu. ISSN 0971-751X. Retrieved 25 April 2021.
- [9] Chakravarty S. S. (1993). National identity in Indian popular cinema, 1947–1987. University of Texas.
- [10] Cobb W. C. (2021). Editor's introduction: 'What movies teach about race, class, and caste'. The American Journal of Economics and Sociology, 80(3), 839–862.
- [11] Rajapandian R., Dhanapal B., & Iyyanar S. (2021). Representation of caste and class in modern Tamil films. The American Journal of Economics and Sociology, 80(3), 915–929.



# Exploring Nation and History: An Analysis of Chaman Nahal's Selected Novels

Ganeshkumar Sumanbhai Patel

Research Scholar, Gujarat University, Gujrat, India

Received: 09 May 2023; Received in revised form: 12 Jun 2023; Accepted: 20 Jun 2023; Available online: 30 Jun 2023

©2023 The Author(s). Published by Infogain Publication. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>).

**Abstract**— *The struggle for Indian independence spanned nearly a century and was an epic endeavor. The winds of change that swept across the Indian subcontinent after the 'Sepoy' Mutiny in 1857 left lasting imprints on the political and social landscape. The Indian nation had to overcome centuries of lethargy, transcend religious, caste, and provincial divisions, and move forward on the path of progress. This transformation occurred with the onset of the Gandhian movement, which disrupted established political and social norms, introducing innovative ideas and methods. Mahatma Gandhi's relentless pursuit of freedom marked significant milestones such as the non-violent non-cooperation movement of 1920-22, the civil disobedience movement of 1930-31, and the Quit India movement of 1942. The non-violent non-cooperation movement triggered an unparalleled awakening, shifting Indian nationalism from a "middle-class movement" to a widespread emotional movement. An exploration of Nahal's fiction reveals his alignment with the humanistic tradition pioneered by Anand in the thirties and carried forward by Bhabani Bhattacharya and Kamala Markandaya in the fifties and sixties. Nahal's themes encompass tradition versus Westernization, spousal relationships, internationalism, East-West interactions, satire on anglicized Indians, the three phases of India's epic struggle for freedom, the partition of India into India and Muslim Pakistan, and the resulting agony for millions on both sides of the border.*



**Keywords**— *Civil Disobedience Movement, Freedom Movement, Humanistic tradition, Internationalism, Nationalism, Non-Cooperation Movement, The Quit India Movement.*

## INTRODUCTION

### Indian Nation and History:

Ernest Gellner, in "Nations and Nationalism" (1983), asserts that a sense of cultural belonging alone is insufficient to define a nation. Nationhood gains significance when closely linked to the aspiration for self-governance and the establishment of a state to manifest that aspiration.

The notion of a nation demands a clear definition. Various features are intertwined with the concept of a nation, encompassing social, cultural, and political dimensions of nationhood. These include the relationship between nation and state, the role of language, religion in national identity, historical connections, cultural bonds, and a distinct sense of 'nationhood.'

A nation is akin to a soul, a spiritual principle. Two elements, inherently unified, constitute this soul or spiritual essence. One element resides in the past, the other in the present. The former encompasses the collective ownership of a rich legacy of memories, while the latter embodies present-day consensus—the yearning to coexist and the determination to perpetuate the value of the heritage received in an indivisible form.

### Objectives:

The present research task has been undertaken with the following specific objectives in mind:

a- To provide an overview of the nation and its history in the post-independence era.

b- To focus on the issue of nationhood and explore historical aspects of India in relation to the selected novels.

c- This research study aims to contribute to the nation's understanding by examining events and episodes from the Freedom movement.

The research will primarily center around the theory of Nationalism.

a. The researcher will discuss national monuments, their historical significance, the national movement, massacres, and the Rowlatt Act. Additionally, opposing viewpoints and historical contexts related to the author Chaman Nahal will be addressed.

### **Indian English Writers:**

Indian English fiction, post-independence, was propelled by eminent Indian writers such as Mulk Raj Anand. Anand's works, stemming from the Gandhian era, depicted Indian individuals under British rule and the diverse layers of society that influenced Indian culture. Anand strongly conveyed his aversion towards British governance. R.K. Narayan painted an authentic portrait of India, focusing on Malgudi, a rural town in South India populated by ordinary villagers, government employees, and other residents. Rabindranath Tagore, an illuminator of Indian thought, also penned novels that depicted society and human behavior. Another author, Bhabani Bhattacharya, created intricate social settings, predominantly narrated in the first person.

### **Biographical Sketch of Chaman Nahal:**

Chaman Nahal was born in 1927 in Sialkot, a small town that is now part of Pakistan. He received his early education in Sialkot and obtained his M.A. in English from the University of Delhi in 1948. He served as a professor of English at Delhi University from 1980 to 1992. Renowned as a novelist, essayist, storywriter, and a versatile genius of post-modern Indian English Literature, Nahal's novels primarily delve into political, social, mythical issues, and Indian culture. His works revolve around politics and the struggle for freedom.

Chaman Nahal emerged as one of the most celebrated fictional writers in English in India. Numerous authors have drawn inspiration from his themes and writing techniques. Nahal, as an Indian English novelist, infuses his narratives with his own experiences and observations of those around him. His novels boast a comprehensive historical perspective, presenting a broad canvas of the periods he addresses.

In reference to Nahal's novel "Azadi," "The Seattle Times" from the U.S.A. aptly remarks:

"Here is India. Colorfully, penetratingly, amusingly...No one but an Indian could have written his book, and not many

Indians could have written his book, and not many Indians would do it as well as Chaman Nahal."

### **Nation and History in the Select Novels of Chaman Nahal:**

India, the land of Ram and Krishna, embodiments of love; the land of Gandhi, the epitome of non-violence; the land of Maharana Pratap, the site of the Battle of Haldighati; the land of Shivaji, a symbol of valor. India is renowned as the home of sages like Guru Valmiki, who authored the Epic Ramayana, and Guru Vashistha, who composed the Mahabharata in 18 parvas. In days of yore, we boasted esteemed institutions like Valabhi, Takshashila (now located in Pakistan), and Nalanda (Bihar).

Ancient India was characterized by widespread and prevalent education. Within the realm of ancient Greater India, significant centers of learning existed in many prominent cities, attracting scholars from diverse corners of the world. One such hub of education resided in Gujarat, known as Valabhi, which served as the capital of the Maitrakas. People would journey from distant lands to partake in its knowledge.

Across history, India has held an unparalleled position worldwide, enriched by its economic, cultural, and religious heritage. Owing to its economic prosperity and cultural richness, India drew people from various nations. The European countries exhibited considerable demand for Indian spices, muslin, silk cloth, indigo, and more. Trade routes between India and Europe spanned both land and sea, with Istanbul (Constantinople) in Turkey serving as a pivotal hub for these exchanges.

### **Azadi - Trauma of Partition:**

In this chapter, the researcher delves into the history and nation depicted by Chaman Nahal in his Gandhi Quartet. Comprising four books that focus on historical movements, Azadi is the fourth installment in The Gandhi Quartet series. However, Nahal authored it first, followed by the remaining three volumes.

Written between 1965 and 1975, The Gandhi Quartet is particularly noteworthy due to Nahal's personal experience of that tumultuous era. The series captures crucial historical events from India's struggle for freedom, showcasing the origins of concepts like the 'Charkha,' 'Awareness,' and 'Non-Cooperation Movement.' Nahal intertwines his narrative with historical occurrences such as Tea Plantation and Weaver Shop, creating a close bond between the novel and historical perspective.

Opening the novel, Nahal quotes the poetic lines of Rabindranath Tagore:

"Where the mind is without fear and the head is held high; Where knowledge is free; Where the world has not

been broken up into fragments by narrow domestic walls; Where words come out from the depth of truth... Where the clear stream of reason has not lost its way into the dreary desert sand of dead habit... Into that heaven of freedom, my Father, let my country awake."

This chapter commences with an introduction to Chaman Nahal's "Azadi." It highlights various writings and criticisms on partition and nation, exposing research gaps and discussing the applicability of Rabindranath Tagore's theory of nationalism and Homi K. Bhabha's "Nation and Narration." These readings attempt to define and naturalize Third World "nations" by falsely homogenizing them, thereby reinforcing their subordinate status.

A nation encompasses elements such as religion, language, governance, cultural and historical ties. Certain political movements like conservatism and fascism align strongly with the nation and are significantly influenced by nationalism. A nation differs from a state in that it comprises people who share common characteristics and a sense of belonging.

Joseph Stalin contends, "A nation is primarily a community, a definite community of people." It isn't solely racial or tribal but a historically formed community. Nahal's historical novel "Azadi" deals with partition, a pivotal historical event. While professional historians analyze sequences of events and their circumstances, Nahal is more concerned with showcasing how the 1947 partition shattered a long-standing harmony.

"Azadi" narrates the distressing experiences and aftermath of the 1947 partition. Critics and writers have approached it from various perspectives. K.S. Ramamurthi notes the detailed event description's resemblance to Leo Tolstoy's narrative style. Iyengar comments on the nightmarish journey from Sialkot to Delhi, reminiscent of Tolstoy's novels.

N. Gunasekaran and V. Peruvalluthi assess "Azadi" in terms of the havoc partition wrought at both social and individual levels, covering themes like dual attitude, extensive killings, protagonist transformation, political aspects, aftermath, unity, healing, and historical trauma. They underline the novel's focus on partition's historical trauma, considering it a realistic record of the partition's horrors.

Nationalism and patriotism are distinct concepts. Patriotism, in George Orwell's words, is "devotion to a particular place and way of life." Nationalism involves according cultural and political significance to a distinctive group within a nation.

### **The Crown and the Loincloth:**

Chaman Nahal's "The Crown and the Loincloth," which constitutes the opening volume of The Gandhi Quartet, delves into India's struggle for freedom from 1915 to 1922.

Nahal initiates the novel with an account of Gandhiji's return to India in 1915 following his "Experiments with Truth" in South Africa aboard the ship S.S. Arabia. Over the course of a year, he traverses the country, educating people about the significance of nonviolent resistance against British rule through speeches and writings in "Young India" and "Navjivan." When the imperialist government enacts the oppressive Rowlatt Bills, he urges people to observe a hartal (strike) and fast for a day to protest against them. Influenced by Gandhiji's philosophy of nonviolence, Sunil, the son of Thakur Shanti Nath from the Punjab village of Ajitha, participates in the hartal. Heeding Gandhi's advice, Sunil encourages villagers to engage in spinning and weaving.

Key historical events, such as Gandhiji's return from South Africa, the Rowlatt Act, the Non-Cooperation Movement, the Jallianwala Bagh Massacre, and the spinning wheel movement, serve as the backdrop for the novel. The British are greatly concerned by Gandhiji's mass appeal and charisma. In response, they decide to counter it by inviting the Prince of Wales to India, aware that most Indians would boycott the visit due to Gandhi's 1920 call for a boycott. Despite their expectations, thousands of people flood the streets, welcoming the Prince with black flags and chants of "Go back home."

As an astute observation on the title:

"The title symbolically suggests the theme—a battle between two unequal forces: The Crown and the Loincloth. It signifies the power of rulers versus the power of the subjugated masses, the 'Mighty British Empire' represented by the crown, contrasting with the newly awakened India under the leadership of Gandhiji, embodied by the flimsy loincloth."

Gandhiji, driven by boundless love and compassion for suffering humanity, places little importance on his family, including his wife and children. He instead cares deeply for the countless sons of India. "The Crown and the Loincloth" explores the theme of embracing human qualities such as love, affection, faith, and sacrifice.

### **The Salt of Life:**

Continuing the Gandhi Saga, Chaman Nahal presents "The Salt of Life" (1993), which serves as the second volume of The Gandhi Quartet. This novel predominantly explores the historic Dandi March led by Gandhiji, his reliance on his followers during challenging times, and his efforts to empower women to contribute more effectively to the



freedom struggle. Nahal also sheds light on parallel movements in India's fight for independence led by Subhash Chandra Bose and Bhagat Singh.

Chaman Nahal commences the novel with a somewhat pessimistic tone. In 1929, Gandhiji grapples with a sense of defeat due to the persistent demand for foreign goods among the people. Lingering animosities between Hindus and Muslims and the practice of untouchability still prevail. To the dismay of many, the British continue to rule India. To address this, Gandhiji seeks a new approach to channel the people's discontent, leading him to the concept of Salt Satyagraha. The Salt Satyagraha incorporates elements of strategic surprise, widespread mobilization, discipline, organization, simple tactics, universal availability of means, and encircling the enemy forces—a dramatic endeavor.

Nahal divides the novel into three parts: "Whispers," "Tempers," and "Choices." Following the initial successful mass movement, a lull occurs in India's political arena. Gandhiji lacks a new action plan to offer to a nation oppressed by imperialistic rule.

In the first part, "Whispers," Nahal emphasizes the lull after the initial success. Gandhiji grapples with a lack of fresh strategies for a nation burdened by imperialistic rule.

In the second part, "Tempers," Nahal vividly portrays the emotions of the British, Gandhiji, and his followers during and after the momentous Dandi March. Gandhiji recognizes he's marching against a formidable foe that doesn't hesitate to use force against his nonviolent followers. Nevertheless, he remains undeterred, determined to reach Dandi while stating, "he would laugh and dance his way to Dandi...the goal would be his." The Salt Satyagraha ignites the entire nation.

In the third part, "Choices," Nahal emphasizes the study of history as an exploration of alternative choices available to a people at a specific time. Between 1930 and 1940, India had choices in Gandhiji, Subhas Bose, and Bhagat Singh. Many opt for Gandhiji, participating in nonviolent non-cooperation and civil disobedience movements. They endure hardships in their quest for liberation. The Muslim Conference in 1940 declares its intention to fight for a free India, envisioning "a free Hindu India as one unit" and "a free Muslim India as the other unit."

Chaman Nahal's Gandhi Quartet captures one of India's most tumultuous periods in history. Although "Azadi" was written first, it occupies the final position in terms of chronological events. The novel earned Nahal an Akademi Award in 1977. Nahal's unique quality as a historical novelist lies in his impartiality and avoidance of taking sides.

N. Radhakrishnan notes that Chaman Nahal's "Azadi" differs refreshingly in tone and execution from other partition novels. For the first time in Indo-Anglian fiction, a novel presents a mature, balanced perspective of the holocaust. It stands as a mature work of art, devoid of sentimentality and melodrama.

## CONCLUSION

The Gandhi Quartet provides an encompassing narrative of India's struggle for freedom, taking readers on a fictional journey spanning from the JallianwalaBagh Massacre in 1919 to Gandhiji's passing in 1948. The quartet's inaugural installment, "Azadi," narrates Gandhiji's life in South Africa, his experiments with truth and nonviolence, covering the years 1915 to 1922. It portrays pivotal events such as the Non-Cooperation Movement, the boycott of foreign goods, the rise of khadi clothing, and the Prince of Wales' journey.

The second volume, "The Salt of Life," delves into the period from 1922 to 1939, spanning Gandhiji's arrest and the commencement of World War II. It captures significant historical moments, including the Salt Satyagraha, the Dandi March, the Civil Disobedience Movement, the execution of Bhagat Singh, the establishment of the Muslim League, and the formation of the Forward Block Party by Bose.

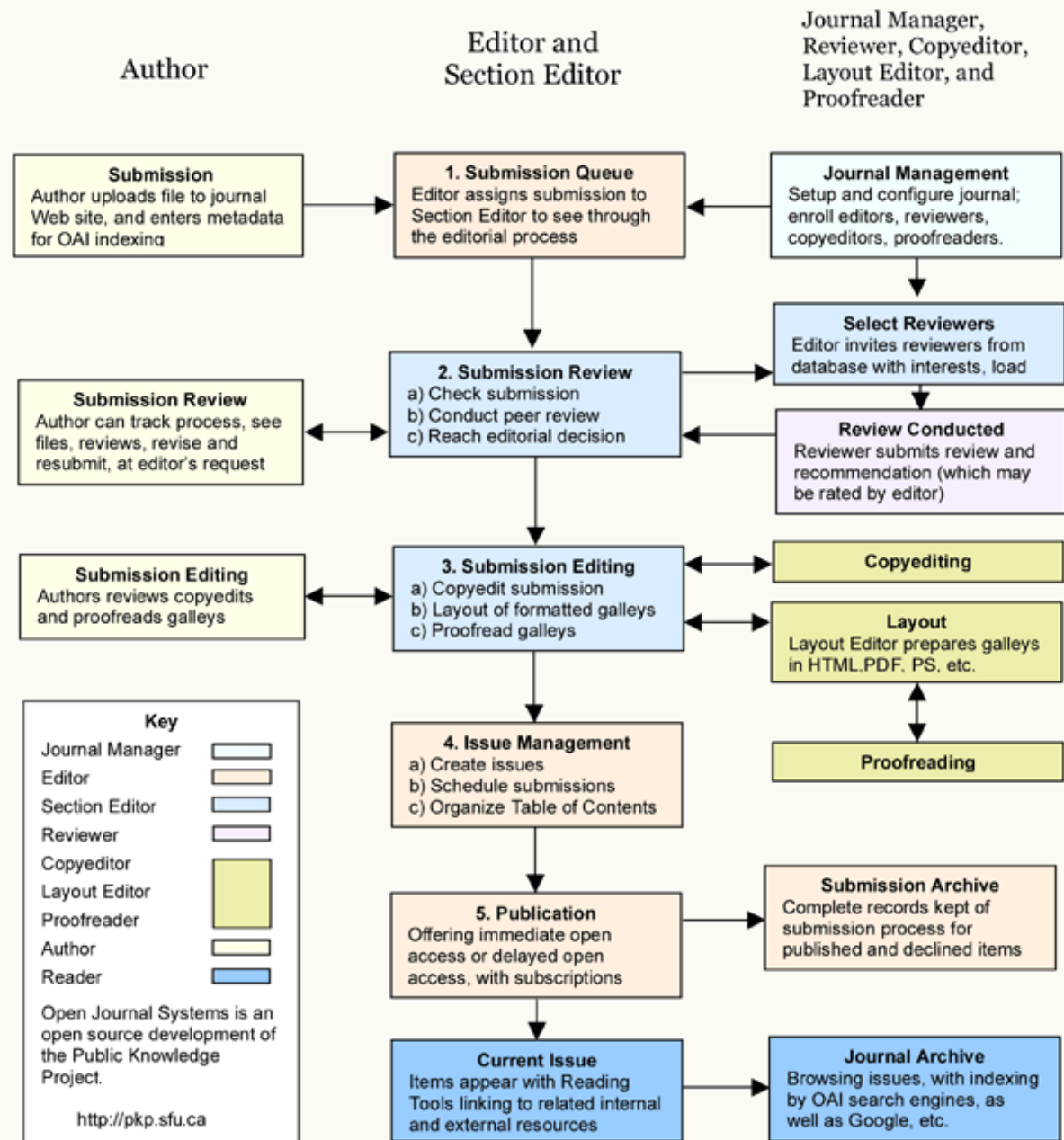
In this research study, the selection of particular novels deliberately aims to introduce religious and ethnic objectivity. The novels chosen revolve around a central theme: partition and its impact on the diverse fabric of Indian society. By depicting the historical event of India's 1947 partition, along with its crisis, the inhuman acts, the fanaticism-driven brutality, and the holocaust experienced by various societal segments, the authors contribute a fictional discourse that effectively portrays the complexities of this tumultuous period.

## REFERENCES

- [1] Bhabha, H. (2000). *Nation and Narration*. Routledge.
- [2] Gellner, E. (1983). *Nations and Nationalism*. Blackwell.
- [3] Gunasekaran, N., & Peruvalluthi, V. (Year). *Historical Trauma through Literature Perspective Depicted in ChamanNahal'sAzadi*. Language in India.
- [4] Iyengar, K. R. S. (1985). *Indian Writing in English*. Sterling Publishers Pvt. Ltd.
- [5] Nahal, C. (1993). *Azadi*. Allied Publishers Limited.
- [6] Nahal, C. (1993). *The Crown and the Loincloth*. Allied Publishers Limited.
- [7] Nahal, C. (1993). *The Salt of Life, The Gandhi Quartet vol. 2*. Allied Publishers Limited.

- [8] Rayadu, A. V. S. (2000). Gandhian Ideology and the Indian Novel ChamanNahal's The Gandhi Quartet. Prestige Books.
- [9] Tagore, R. (2019). Nationalism. Processed printed in India.
- [10] Renan:What is a Nation? Professor Campbell.  
<http://www.professorcampbell.org/sources/renan.html>.
- [11] Std. 9 - English Medium - Textbooks PDF. Gujarat Board.  
<https://gujaratboard.in/TextBooks/Std9>
- [12] Message from the Martyrs of JallianwalaBagh. The Hindu.  
<https://www.thehindu.com/opinion/lead/message-from-the-martyrs-of-jallianwala-bagh/article26823494.ece>
- [13] Gandhi Quartet - Prof. ChamanNahal. Heart of the Art.  
<https://www.heartoftheart.org/?p=1601>
- [14] Civil Disobedience Movement. Study and Learn.  
<https://www.studynlearn.com/blog/civil-disobedience-movement>

## OJS Editorial and Publishing Process



~OJS Workflow~

## Important links:

### Paper Submission Link:

#### OJS:

<https://ijels.com/ojs/index.php/ijels/about/submissions>

<https://ijels.com/submit-paper/>

#### Editorial Team:

<https://ijels.com/editorial-board/>

### Peer Review Process:

<https://ijels.com/peer-review-process/>

### Publication Ethics:

<https://ijels.com/publication-policies-and-ethics/>

### Author Guidelines:

<https://ijels.com/author-guidelines/>

### Join Us a Reviewer:

<https://ijels.com/join-us/>

---

## Journal Indexed and Abstracted in:

- Qualis-CAPES -Brazil
- Normatiza (Under Review)
- Bielefeld Academic Search Engine(BASE)
- Aalborg University Library (Denmark)
- WorldCat: The World's Largest Library Catalog
- Semantic Scholar
- J-Gate
- Open J-Gate
- CORE-The world's largest collection of open access research papers
- JURN
- Microsoft Academic Search
- Google Scholar
- Kopernio - powered by Web of Science
- Pol-Index
- PBN(Polish Scholarly Bibliography)Nauka Polska
- Scilit, MDPI AG (Basel, Switzerland)
- Tyndale University College & Seminary
- indiana Library WorldCat
- CrossRef DOI-10.22161/ijeab
- Neliti - Indonesia's Research Repository
- Journal TOC
- Dimensions.ai: Re-imagining discovery and access to research
- Citeseerx
- Massachusetts Institute of Technology (USA)
- Simpson University (USA)
- University of Louisville (USA)
- Biola University (USA)
- IE Library (Spain)
- Mount Saint Vincent University Library (Halifax, Nova Scotia Canada)
- University Of Arizona (USA)
- INDIANA UNIVERSITY-PURDUE UNIVERSITY INDIANAPOLIS (USA)
- Roderic Bowen Library and Archives (United Kingdom)
- University Library of Skövde (Sweden)
- Indiana University East (campuslibrary (USA))
- Tilburg University (The Netherlands)
- Williams College (USA)
- University of Connecticut (USA)
- Brandeis University (USA)
- Tufts University (USA)
- Boston University (USA)
- McGill University (Canada)
- Northeastern University (USA)
- BibSonomy-The blue social bookmark and publication sharing system
- Slide Share
- Academia
- Archive
- Scribd
- SJIF-InnoSpace
- ISSUU
- Research Bib
- DRJI
- journal-repository



Platform &  
workflow by  
**OJS / PKP**

Infogain Publication

International Journal of English, Literature and Social Science (IJELS)