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Editor's Note

Just as we promised in our last issue that *JHSS* will soon be available on ProQuest, here it is — starting from this issue, *JHSS* can be accessed on the ProQuest website, just as it is available on AsiaNet. I have also managed to place the two logos side by side on the very first page of every paper.

Having edited two issues so far, I have come to suspect that our contributors do not bother to read our note to contributors before they submit their research papers. So much so that we receive papers with missing abstracts and references. All our prospective contributors should note that their contributions must conform to the format of *JHSS* since non-compliance may either delay their acceptance or lead to rejection. This time again I had to defer publication of two otherwise good papers on account of missing/inaccurate references.

Prospective contributors should note that the reviewers do not have to point out and underline all grammatical mistakes if too many. They may even get annoyed by too many errors and may elect to reject the paper. Hence, it is the responsibility of the contributors to make sure that their papers are devoid of all language problems and typos. A bigger problem is with tables and figures and charts. Sometimes it becomes impossible to shrink them to fit within the margins of *JHSS* text size. It should be noted that these should not exceed the width of the text on this page; that is 13 cm.

And do I have to remind our prospective authors again to please read our *Guidelines for Contributors* at the inside back cover of *JHSS* before they submit their papers?

Au revoir!

Mujib Rahman/Editor

Modelling the Grade Point Average (G.P.A.):
A Case study of the Postgraduate students of the University of AJK

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Abstract

Considerable research has been undertaken on the grade point average (GPA) of the students. In the present study, an attempt is made to forecast the GPA by fitting a polynomial regression model on the GPA of the Masters level students of the University of Azad Jammu and Kashmir, Muzaffarabad, Pakistan. The data was found to be acceptable for the regression modelling after testing the assumptions. The Best subset, backward elimination and stepwise regression procedures were adopted to fit the model. Good of fit of the models is measured by the coefficient of determination, i.e. R^2_p, R^2_{adj}, MSE and Mallow's C_p etc.

The model $\hat{Y} = 3.63 + 0.186X_1 - 0.124X_4 + 0.0246X_6$ with R^2_p, R^2_{adj}, MSE values 71.1%, 70.6%, and 0.033 respectively is found to be the parsimonious model. The results indicated that the three variables, i.e. study hours at home (X_1), sleeping hours (X_4) and qualification of father (X_6) significantly affect the GPA of the Masters level students and provide sufficient information to forecast the GPA of post graduate students of the said University.

Keywords: Regression model, Grade Point Average, MSE, R^2_{adj}, Mallow's C_p

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Introduction

Examination is a measure that evaluates not only whether students have learnt whatever was taught to them but also their capabilities and potential. Examinations also inculcate in students certain qualities, which later stand them in good stead in practical life. In Pakistan, two examination systems are in operation. In the annual system the examination is held at the end of the session and students are evaluated only once in an academic year (though there may be other tests but they have no bearing on students' grades). Those who pass the exam are promoted to or enrolled in the next class whereas the failed students are retained in the same class. In the semester system, one academic year is divided into two semesters of 18 weeks each with a mid-semester test (in the 9th week) and a final test (in the 18th week). In addition to these two exams, a teacher may also assess students through quizzes, surprise test, assignments and projects. The grading system that is used in the semester system is called grade point average (GPA). The grade point average is convertible into percentage in accordance with a set formula. A grade point average is calculated as follows:

$$\frac{\text{Total Grade Points (of all courses)}}{\text{Total Credit Hours}}$$

Where a grade point = Value x course credit hours
Value is the decimal number given to a percentage mark on a scale of 4.0.

Grebennikov & Skaines (2009) identified a set of variables which significantly affected the GPA of the Students of the University of Western Sydney (UWS). Their sample consisted of 8,896 undergraduate students from the 2004 session. The study then integrated a number of characteristics associated with low probability of success in a profile of UWS students. It was concluded that such students either had relatively poor academic achievement or did not complete their studies or both. Lebcir, et al. (2008) investigated the factors affecting academic performance of international students in a project management courses. Ortiz and Dehon (2008) also discussed the factors which help in improving the GPA of students in Belgium. Fozdar, et al. (2006) conducted a survey to examine the factors responsible for student dropout from the Bachelor of Science (B.Sc.) programme at the Indira Gandhi National Open University, India. One reason was their low GPA. Bowers (2005) studied the comparison of GPA regression equations for two groups of students at the University of Illinois by using the students' High School Percentile Rank (HSPR) and their scores on

School and College Ability Test (SCAT). Results were significantly different for men and women. HSPR and SCAT verbal scores were useful predictors of GPA for all groups. However, separate regression equations for the prediction of GPA indicated significant differences in the regression coefficients of all of the independent variables among the groups. Smith, et al. (2005) reported different variables which affected the GPA of actuarial undergraduates in a mathematics course. Wolaver (2002) examined the effects of heavy drinking on grade point average, study hours as well as other college study efforts using simultaneous equation models. Approximately 1993 college alcohol drinkers were used in this study, and he concluded that GPA decreased directly with intoxication and indirectly by reducing study hours. Kelly, et al. (2001) also discussed the relationship between the length of sleep and the grade point average of the college students. Braunstein, et al. (2001) examined the impact of financial factors on college persistence, i.e., family income and financial aid on the enrolment decisions over the accepted applicants at a single institution of higher learning. He used companion analysis to show that financial factors impact students' GPA. Though a very important assessment topic, no such study, unfortunately, has so far been conducted in Pakistan. Hence, the purpose of the present study was to identify the factors/variables that significantly affect the grade point average of the students of AJK University, Muzafarabad.

Materials and Method

Approximately 510 students were enrolled in different master degree programs during the year 2005-2006 in the University of Azad Jammu and Kashmir, Muzaffarabad. These students made up the population of the present study. A random sample of 180 students was selected from the population using the simple random sampling technique. This sample comprised approximately 35% of the total population. A questionnaire was developed consisting of 12 questions and the information was collected from each student by direct investigation. Out of the twelve variables, only eight important variables were used in the analysis in which the variable GPA (Y) was treated as response variable while the other seven variables as exogenous variables, i.e. study hours at home (X_1), study hours at a library (X_2), stay during the study (X_3), sleeping hours (X_4), family size (X_5), father's qualification (X_6) and mother's qualification (X_7).

The objectives of the study were achieved by fitting the polynomial regression model. Different statistical techniques, i.e. residual plots, Durbin-Watson (DW) statistics, Variance Inflation Factor (VIF) and Mean Squared Error (MSE) were

used to test the basic regression assumptions: i.e., linearity of the model, homoscedasticity, autocorrelation as well as the multicolinearity among the different variables.

Results and Discussion

Figure 1 presents the normal probability plot of the residuals of the grade point average (Y). Most of the points are on the line or close to the line which indicate that the distribution of the residuals is approximately normal. Figure 2 is the plot of the studentized residuals verses fitted values $\hat{y}_i$. The pattern of the residual plot is clearly random which indicates the homoscedasticity of the error variance as well as acceptability of the models. Correspondingly, Durbin Watson (DW) test was applied to examine the degree of autocorrelation. The calculated value of Durbin Watson was 1.99 which is close to 2. It indicates the absence of autocorrelation in the grade point average data. Moreover, the multicolinearity among the exogenous variable has also been examined by variance inflation factor. The Variance Inflation Factor (VIF) values presented in Table 2 are less than 10. It implies the nonexistence of multicolinearity among the variables (Draper and Smith, 2001).

The value of R_p^2 (in Figure 3 and Table 4) reveals that 71.7% of the variability in GPA has been explained by study hours at home (X_1), stay during the study (X_3), sleeping hours (X_4) and qualification of father (X_6). These results are supplemented with findings of Draper and Smith (2001) when (P-1) ≥ 4 predictors are included in the regression model reflecting a parsimonious model. The position of points also indicates that it is quite obvious that the value of R_p^2 is stables and that there would be an insignificant change in the value of R_p^2 by including more regressors in the model.

Figure 4 reveals the trend of R^2_{adj} versus the number of parameters. It also indicates the same number of predictors to fit the data and recommends the same regression model with R^2_{adj} = 70.6%. Figure 5 presents the graph of the mean squared error and the number of parameters. It indicates that the inclusion of only four predictors may produce the best regression model. The subset of the four predictors, i.e. study hours at home (X_1), stay during the study (X_3), sleeping hours (X_4) and father's qualification (X6), provides sufficient information to

predict the grade point average of students. Figure 6 and Table 4 depict Mallow's C_p value 4.2 which is close to the number of parameters (P), indicating a highly significant variation due to these four variables.

The summary statistics of GPA data were obtained and presented in Table 1. It is revealed that the average GPA is 3.48, ranging from 2.53 to 4. The coefficient of skewness indicates that the distribution is itself asymmetric. This condition is also reinforced by the coefficient of kurtosis which ranges from -0.703 to 4.042. Correlations among these eight variables are presented in Table 3. The most correlated variable with that of the GPA(Y) is the study hours at home (X_1), i.e. r = 0.743.

Table 4 shows the significance of different regression models and evaluation Statistics. The values of $R^2{}_p$, $R^2{}_{adj}$, MSE and Mallow's C_p criterion of the subset regression model are 71.7%, 71.1%, 0.033 and 4.2 respectively. After including the four predictor variables, the value of the mean squared error becomes stable at 0.033. The best subset of the predictors to predict the grade point average are study hours at home (X_1), stay during the study (X_3), sleeping hours(X_4) and father's qualification (X_6). The backward elimination and stepwise regression models identified the same three predictors, except the stay during the study (X_3) predictor. Different goodness of fit statistics, i.e. R^2, $R^2{}_{adj}$, MSE and P-values for these two models are 71.1%, 70.6%, 0.033 and 0.00 respectively. According to these models, study hours at home (X_1), sleeping hours (X_4) and father's qualification (X_6) significantly affect the grade point average of students.

Conclusion and Recommendations

The best subset regression model identified four predictor variables, i.e. study hours at home (X_1), stay during the study (X_3), sleeping hours (X_4) and qualification of father (X_6) as having a significant effect on the prediction of the grade point average whereas backward elimination and stepwise regression models identified three f the four predictors, i.e. study hours at home (X_1), sleeping hours (X_4) and qualification of father (X_6). The model with these three variables may be considered as parsimonious model for forecasting purposes. These results indicate that students, who have relatively higher GPA, spared more hours to study at home and less sleeping hours with respect to their father's qualification. Kelly, et al. (2001) found the relationship between the

length of sleep and the grade point average among college students. Results from Kelly, et al. (2001) are also in agreement with our findings. Ortiz and Dehon (2008) reported that the father's occupation seems to predominate whereas father's qualification is positively correlated to that of the GPA of the students. These results are also consistent with that of our parsimonious model.

It is recommended that similar studies be conducted in other universities of Pakistan so as to establish the variables that impact students' GPA. This will help teachers guide their low-achieving students to minimise the negative impact (if any) of some of the variables.

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Table 1: Summary statistics of endogenous and exogenous variables

Variable	n	Min.	Max.	Mean	SE. Mean	Skew ness	Kurtosis
Y	180	2.53	4.00	3.48	0.03	-0.369	-0.703
X_1	180	1.000	5.00	3.14	0.07	-0.102	-0.033
X_2	180	0.000	3.00	0.43	0.05	1.850	3.900
X_3	180	1.000	3.00	2.46	0.06	-0.990	-0.518
X_4	180	5.000	10.00	6.89	0.10	0.381	-0.537
X_5	180	3.000	12.00	5.99	0.14	0.508	-0.027
X_6	180	0.000	7.00	5.12	0.08	-1.453	4.042
X_7	180	0.000	7.00	4.08	0.12	-0.955	0.830

Table 2: Variance inflation factor (VIF)of each exogenous variable

Predictors	X_1	X_2	X_3	X_4	X_5	X_6	X_7
VIF	1.8	1.0	1.3	1.5	1.1	1.3	1.3

Table 3: Correlation matrix among endogenous and exogenous variables

	Y	X_1	X_2	X_3	X_4	X_5	X_6	X_7
Y	1							
X_1	0.743	1						
X_2	-0.017	0.027	1					
X_3	-0.417	-0.478	-0.072	1				
X_4	-0.741	-0.562	-0.047	0.254	1			
X_5	-0.153	-0.150	0.038	0.118	0.143	1		
X_6	0.001	-0.098	0.001	0.053	0.072	-0.228	1	
X_7	-0.055	-0.104	0.016	0.174	0.068	-0.174	0.430	1

Table 4: Model fittings using Best Subset, Backward elimination and Stepwise regression

Best subset regression	$\hat{Y} = \beta_0 + \beta_1 X_1 + \beta_3 X_3 + \beta_4 X_4 + \beta_6 X_6$				
	β_o	β_1	β_3	β_4	β_6
Coefficients (P-Value)	3.78 (0.00)	0.169(0.00)	-0.0403(0.059)	- 0.125(0.00)	0.0248(0.040)
$R^2{}_p$ =71.7%, $R^2{}_{adj}$ = 71.1% , MSE= 0.033,P- value =0.00, Mallow's C_p =4.2					
Backward Elimination	$\hat{Y} = \beta_0 + \beta_1 X_1 + \beta_4 X_4 + \beta_6 X_6$				
	β_o	β_1	B_4	β_6	
Coefficients (P-Value)	3.63(0.00)	0.186(0.00)	-0.124(0.00)	0.0246 (0.042)	
$R^2{}_p$ =71.1%, $R^2{}_{adj}$ = 70.6% , MSE= 0.033, P value =0.00					
Stepwise Regression	$\hat{Y} = \beta_0 + \beta_1 X_1 + \beta_4 X_4 + \beta_6 X_6$				
	β_o	β_1	B_4	β_6	
Coefficients (P-Value)	3.63(0.00)	0.186(0.00)	-0.124(0.00)	0.0246 (0.042)	
$R^2{}_p$ =71.1%, $R^2{}_{adj}$ = 70.6% , MSE= 0.033,P value =0.00					

Figure 1: Plot of R-square versus parameters
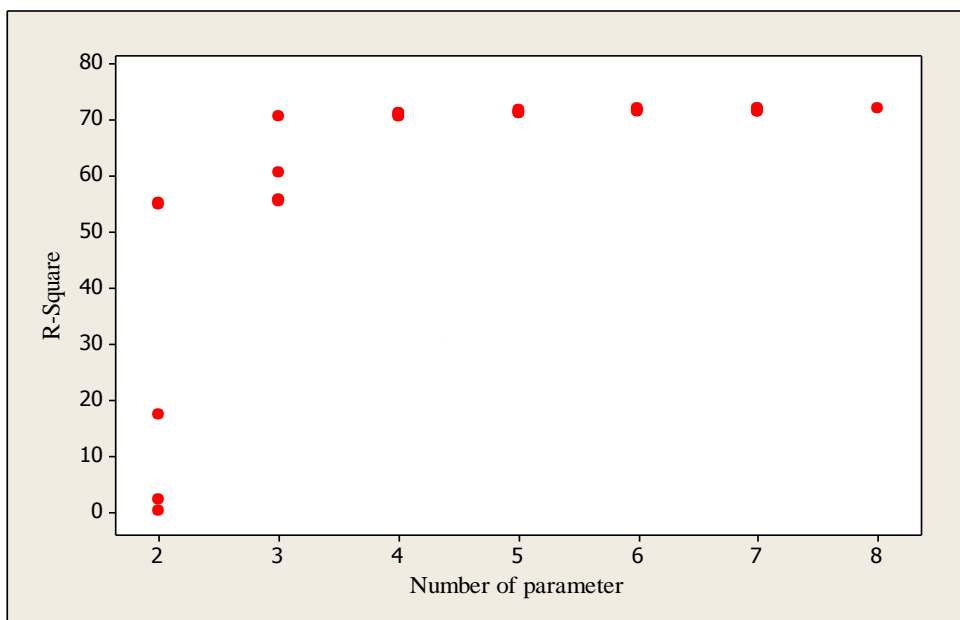
Figure 2: Plot of Adjusted R-square versus parameters
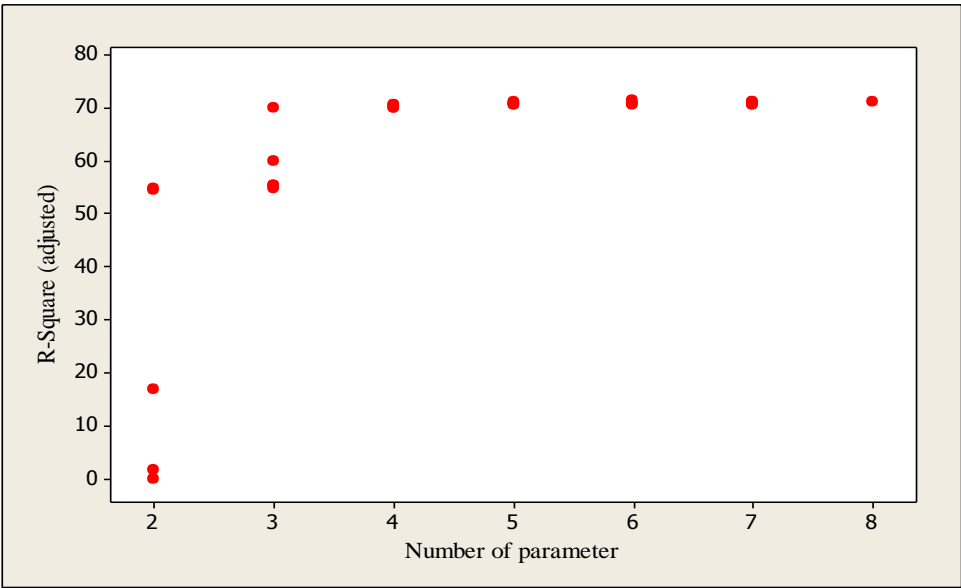
Figure 3: Plot of MSE versus number of parameters
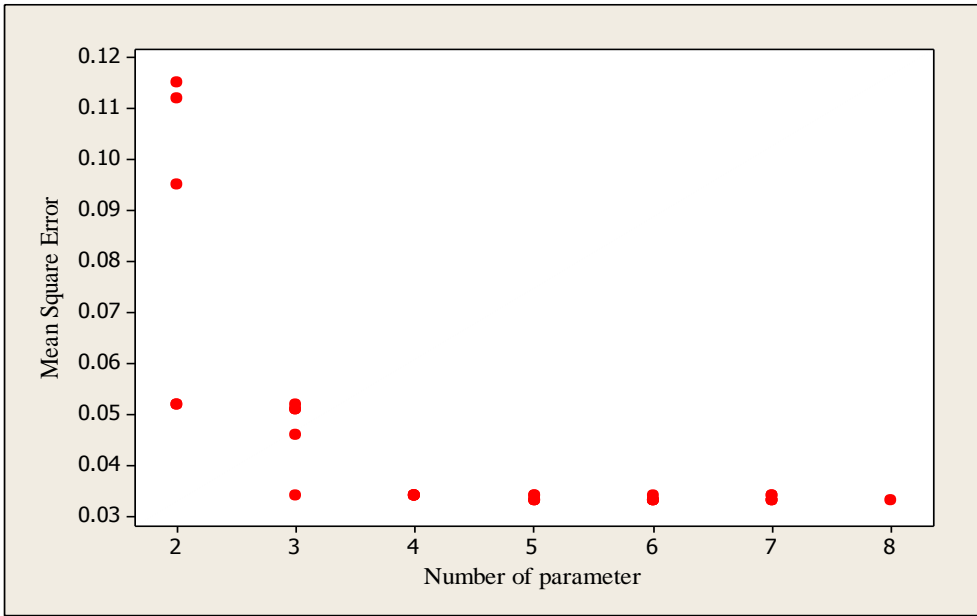
Figure 4: Plot of Adjusted R-square versus parameters
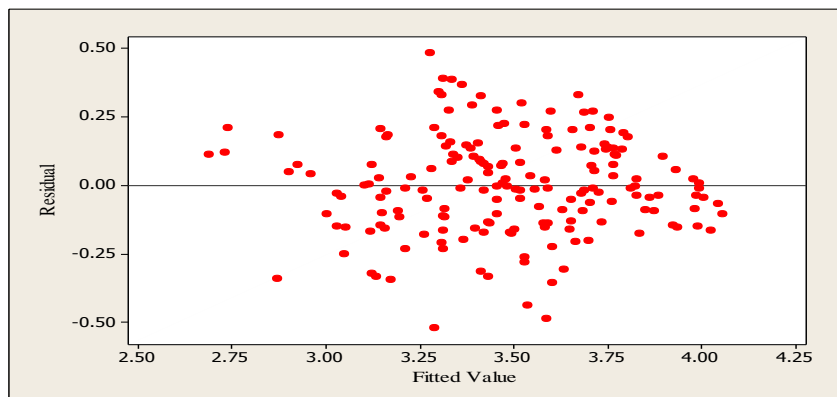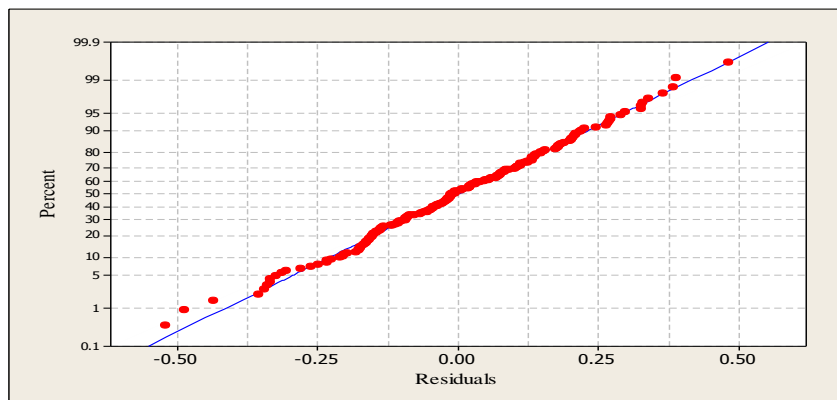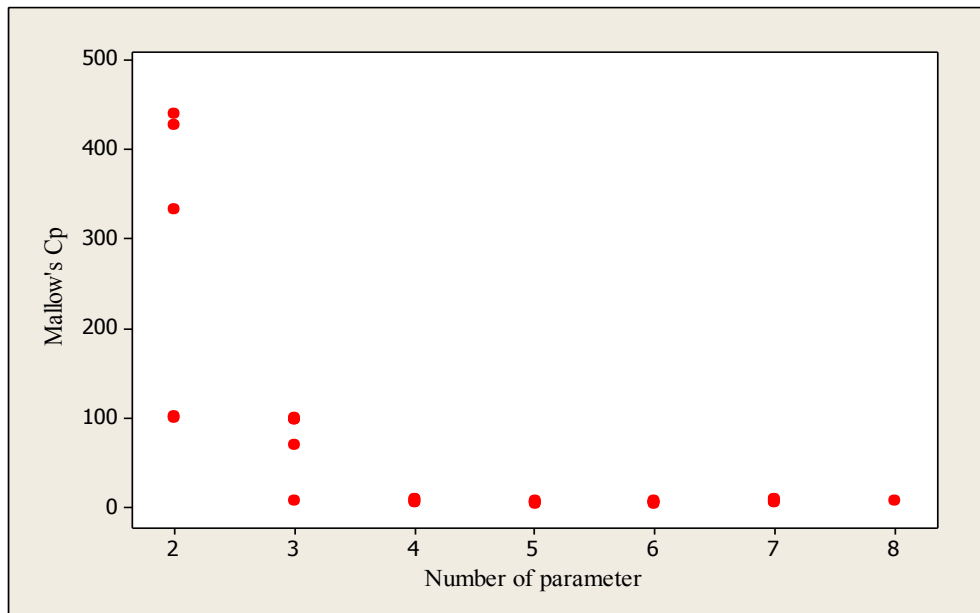
The Grim Realities Of Life: Walt Whitman's *Song of Myself*

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Abstract

Reading Walt Whitman is like opening a big album of life with the 'self' as the axis around which the whole world revolves. Whitman is not only the lover and the redeemer of the body and the soul but also of life in all its form. The purpose of this study is to explore how Whitman — the happy-go-round person, who enjoyed life with all, hailing the workers, appreciating the beauties and love of nature, loafing in grass while celebrating his independence — reacted when he came in contact with the miseries of life around him. "Song of Myself" is a miniature portrayal of America of his time. In it, he has managed to depict almost all the aspects of its life.

Keywords: Walt Whitman; Song of Myself

Introduction

In the poem "Song of Myself", Whitman begins with the celebration of the self, and from his 'l' moves on to the 'others' around him, entering like air and becoming an integral part of them for a while, feeling what they feel. This is how he sympathizes with whosoever he comes in contact with. His vast embrace encircles humans, animals as well as nature. Lacan believed that we come to know ourselves after coming in contact with the others, which can be our own self too (which he discusses when he talks about his famous mirror stage[1]) and thus the others become important to us, for they help us to form our person.

Whitman not only knows the others to know his own self; he becomes 'the other' with the help of deep sympathy that he feels for them.

He fused in his poetry the two literary movements of romanticism and realism without totally submitting to anyone in particular. The result was his inclusion of the commonplace and elevation of the 'self' in an individual.

In Whitman's poems, the individual "identity" is always identifying itself and then, as it were, unidentifying itself with the "En-Masse" (Joyce, 8).

American society that had newly won freedom was on the road to progress, and had started dealing with the issues at home. Walt Whitman felt the miseries equal with the jubilation of independence. Being sceptical, he could not ignore the problems at hand. So, he felt it his duty to give voice to the voiceless as he says,

> Through me many dumb voices,
> Voices of the interminable generations of slaves,
> Voices of prostitutes and of deformed persons,
> Voices of the diseased and the despairing, and of thieves and dwarfs...

> (Song of Myself, 57[ii])

This passage contains the issues that I would like to discuss in my paper. The phrase 'long dumb voices' is very evocative and can be taken for various interpretations. Here, I take it as the repressed desires of the people who were not allowed to speak for themselves for fear of execution. So far, America was the society of mostly puritans who had strong moral codes and a hold on the governing bodies. They were mostly occupied by the problems of sin and punishment. The overall atmosphere was sombre, and unrestrained enjoyment was strictly forbidden. The new generation of that time had become aware of changes in Europe, where the idea of individual freedom was very much in vogue, and as a result they could not be repressed any more. Furthermore, as reaction to Puritanism and Calvinism, later followed by Deism and Unitarianism, came Transcendentalism. This new movement gave a lot of importance to individual and his soul. Religion became a personal matter and general good intentions the criteria for salvation. Whitman was all for the liberty of man and his soul, and there are references in his poetry showing how fervently he believed in it. He had no patience for those who subscribe out of fear of the society. He was much influenced by Emerson in this regard.

Whitman was deeply religious in his own way and so for him,

> The relationship of God is not the relationship of a subject to his superior but the relationship as the ideal brotherhood, the perfectly fulfilled comradeship (Miller [iii], 64).

He was not in favour of animal-like freedom. He disliked those who talked much about religion and discussed sin and salvation without doing any good to their fellow beings. He would rather appreciate the animals for,

> They do not lie awake in the dark and weep for their sins.
> They do not make me sick discussing their duty to God . . . (SoM, 65)

His references to God are at times even blasphemous when he calls him his 'elder brother' in Section 5, and later 'Divine l am inside and out', but it was only to prove his philosophy of unity with the divinity.

> You will be powerfully drawn or strongly repelled by his utterances. You will have your ideas of poetry challenged: you will be moved to argument: but you cannot go to sleep over Whitman. (SoM, 742)

He was deeply religious from within, and so his continuous references to Christ and identification with the suffering of Christ. For him, God is loving and benevolent and very near to his creation. He does not wish to pick a quarrel with the priests and other religious leaders for he says,

> I do not despise you priests. My faith is the greatest of faiths and the least of faiths, Enclosing all worship ancient and modern, and all between ancient and modern. . . . (SoM, 85)

The lines above reveal his belief in a universal religion with goodness as its basis. He would never harm anybody but would rather sympathize with the oppressed and the maltreated. He believed in self-reliance, and that is his key to all the problems. 'What have l to do with lamentations?' This attitude makes him an all-time favourite, for he had a very optimistic approach towards problems, which he believed could be solved by faith and love. His moral and psychological consequences of the democratic principles are emphatically related in his poetry. His belief in the inward spirit of the individual and relation to the inward reality of the others made him sympathize with others creating a bond of love, friendship and understanding. Some critics have a sympathetic view of this issue so to them,

> he is not against religion; not, indeed, against any religion. He wishes to drag with a larger net, to make a more comprehensive synthesis, than any or than all of them put together (Stevenson, 67).

His bird eye view of American life in *Song of Myself* reveals the activities of the people of that age at work. He appreciates their dedication and their earnest involvement. He roamed a lot in wilderness as well as towns, and nothing escaped his observation. He saved his experiments in the form of a mental picture album, which would come to his assistance when he was writing poetry in the form of catalogues.

Sometimes a picture distasteful to him would evoke series of such other pictures; e.g., in section 15, while viewing the activities of common men and women he recalls,

> The lunatic is carried at last to the asylum a confirmed case,
> He will never sleep any more as he did in the cot in his mother's bedroom;
> (SoM, 45)

The incidence perhaps reminded him of his own brother Jesse, who had to be admitted to the Kings County Lunatic Asylum, while his younger brother Eddy was mentally retarded. Whitman had strong family ties and having first-hand knowledge, he could not but sympathize with the suffering of such people. It is said that in 1862

> The New-York Hospital staff gave him the freedom of wards, the offices and examining room, the pathological museum with its appalling specimens of tumors and hypertrophied limbs. (Kaplan, 265)

Having these experiences he felt disgusted by the atrocities of war and its after effects, so there is nostalgia in his tone when he writes,

> The malformed limbs are tied to the anatomist's table,
> What is removed drops horribly in the pail…. (SoM, 45)

Here, he gets reminiscence of soldiers who were brought to hospitals with severe injuries and most of them had to be amputated for fear of infection. Whitman was a witness to such events, for he stayed voluntarily in a hospital during the war cheering up the dying soldiers. He was even present at the surgeon's table and could see all that "drops horribly in the pail,' referring to the limbs of the soldiers being amputated. For Whitman, the human body was a great creation of

God and throughout the poem, we hear him speak highly of the human body, calling himself the poet of the body. Critics appreciate his

> Bold assertion of the loveliness of the human body, male and female; of the beauty and propriety of all its functions; of the enormous importance of the vital relationships of the sexes . . . (Crawford, et. al, 1413)

Many a time in his poems, he refers to it whether the maltreated bodies are of soldiers or Negroes, who were made slaves by the rich people of his time,

> The sun falls on his crispy hair and moustache…falls on.
> The black of his polis'h and perfect limbs (SoM, 43).

Whitman could not see the body, which he celebrated and admired, treated with scorn or insult, and here he is reminded of

> 'The quadroon girl is sold at the stand…the drunkard nods by the barroom stove . . .' (SoM, 45)

He is obviously hurt at the treatment of a divine spirit in a divine body and the insensitivity of those who witness such events without being bothered at all by the tragedy. Whitman could feel what the girl was going through and inwardly blushes for those who were responsible for such an ignominious act. The treatment of this woman later reminds him of another episode, to which he was a witness,

> 'l saw the marriage of the trapper in the open air in the far-west . . . the bride was a red girl. Her father and his friends sat nearby. . . . On a bank lounged the trapper. . . .   One hand rested on his rifle…the other hand held firmly the wrist of the red girl . . .' (SoM, 41-42)

The girl is obviously being married by force and her executers are her own father and his friends as witnesses with no female around. This made it look more like a business transaction than a true marriage. Furthermore to emphasize his point, Whitman tells us that the trapper, who was obviously marrying the girl by force, had a rifle in one hand and with the other he held, not the hand, but the 'wrists' of the girl as if he was afraid that she would run away.

The above lines reveal the miserable condition of women of that society. They were treated like animals and their wishes and desires were totally ignored.

Later Whitman writes about twenty-eight young men who were bathing by the shore and he mentions a lady who watched them secretly from behind the curtain of her window.

> She owns the fine house by the rise of the bank.
> She hides handsome and richly dres't aft the blinds of the window…
> Where are you off to lady? for l see
> You splash in the water there yet stay stock still in your room. (SoM, 41)

Identifying himself with the lady he could feel her suppressed desires and hence gave voice to the voiceless. Though she lives in a fine house yet she is a prisoner of the society and only in her imaginations she could have her heart's desires fulfilled. Her loneliness is stressed without the use of emphatic words and Whitman's all-embracing sympathy is obvious.

> l am the poet of the woman the same as man,
> And l say it is as great to be a woman as to be a man
> And l say there is nothing greater than the mother of man. (SoM, 53)

Lines like these make him sound like an active feminist. He would not have females treated severely. Even the prostitute is worthy of his attention and no matter what others do he would not join them.

> The prostitute draggles her shawl, her bonnet bobs on her tipsy and
>   pimpled neck,
> The crowd laugh at her blackguard oaths, the men jeer and wink to each
>   other.
> (Miserable! I do not laugh at your oaths nor jeer you.) (SoM, 46-47)

The prostitute for him is a human being worthy of love and care. He could see her 'pimpled neck' and that the 'blackguard oaths' were her only revenge she could take on those who insulted her. It is said that his own sister-in-law became a prostitute after his brother's death. In those days, prostitution was in vogue for there were no respectable jobs for the females rather they were discouraged. Such conditions later led the intellectual raise voice for female liberty. By speaking for the prostitute, Whitman reminds us of Christ who once defended a woman who had committed adultery.

In his poems "You Felons on Trial in Courts" & "To a Common Prostitute", Whitman shows his all-pervading sympathy with those who have to resort to

prostitution and obscene degraded life due to poverty. He refuses to shun them for being what they are and claims,

> I feel I am of them – I belong to those convicts and prostitute myself,
> And henceforth I will not deny them – for how can I deny myself.
> (SoM, 204)

To emphasize his sympathy, at another place he says,

> Not till the sun excludes you do I exclude you. (SoM, 205)

Another hot issue of Whitman 's time was slavery. The intellectuals had long discussions on abolition and were dead against this institution, for demeaning one man would mean degradation of humanity. The transcendentalists were the biggest group that gave voice to their opinion regarding this subject. Literary figures like Emerson & Thoreau even wrote in journals openly against this malpractice. They were aware of the maltreatment, which the slaves were receiving from their masters. Whitman's great concern for slaves is seen in more than one sections of "Song of Myself". In section 10 when Whitman talks about the forced marriage of the red girl with the trapper, he sees the girl become a lifelong slave to him and so in the immediately next section comes forth in his mind the slaves of his own country and he quotes an instance when,

> The runaway slave comes to my house & stopped outside..." He heard his cautious movement and went outside to find him "Limpsy and weak ", and so he went to assure him. After feeding & clothing the poor miserable man, I had him sit next me at table. . . . my fire lock leaned in the corner. (SoM, 41)

The rifle in the corner refers to the terror, which the slave had to face, but Whitman's rifle lies in the corner to win the confidence of the slave, or perhaps, ready to save him from the enemy. I do not interpret it otherwise because in a later section Whitman dramatizes a tragic scene of a runaway slave who was caught by the pursuers.

> The hounded slave that flags in the race & leans by the fence, glowing and covered with sweat
> The twinges that sting like needles his legs and neck
> The murderous buckshot and the bullets,
> All these I feel or am. (SoM, 72)

A human being hunted like an animal desperately trying to save his life arouses the emotions of the poet to such an extent that the suffering of the slave becomes the suffering of the poet and he declares,

> I am the hounded slave... I wince at the bite of the dogs,
> Hell and despair are upon me ... crack and again crack the marksmen,
> I clutch the rails of the fence and my gore gribs thinned with the ooze of
>   my skin,
> I fall on the weeds and stones,
> The riders spur their unwilling horses and haul close,
> They taunt my dizzy ears ... they beat me violently over the head.
> (SoM, 72)

The persona of the narrator, i.e. the poet, enters the body of the slave and becomes him for such is the sympathy that he feels for this human and is led to utter,

> Agonies are one of my changes of garments;
> I do not ask the wounded person how he feels ... I myself become the
> wounded person.' (SoM, 72)

Every line of these verses is charged with the suffering that the poor slave goes through. The whole Scene is loaded with fear, misery, suffering, hurt and agony following each other and the climax is when Whitman personifies himself with the slave. He could feel the blows and kicks received by the slave in the same way that he did. Like Keats's negative capability he could identify with the object of his sympathy and love. As compared to the cruel men the horses are 'unwilling' which further intensifies the atrocities of the human beings towards their kind. Perhaps it was one such instance that led Whitman write,

> l think l could turn and live awhile with animals . . . they are so placid and
> self-contained, . . . Not one is dissatisfied . . . not one is demented with the
> mania of owning things.
> Not one kneels to another nor to his kind that lived thousands of years ago.
> . . (SoM, 165)

The issue of slavery, which began in the late eighteenth century, gathered momentum in the later age because of the intellectuals who were selfless people and could not see humanity being degraded so pitilessly. They were witnesses to the evil treatment that then slaves received and soon the north of America was declared a slave free zone.

Walt Whitman was not only a democrat and a free thinker in his approach but he also "listened appreciatively to the discourses on the liberty of slaves, women's rights and other critical issues by the Scottish-born Francis Wright" (304).

It is the art of the poet to observe and feel and relate his experiences. His job is not to moralize but to make his countrymen become aware of the problems that surrounded them so that they try to solve them sincerely. Stevenson summarizes his character well when he writes about Whitman, 'He was a theorizer about society before he was a poet. He first perceived something wanting and then sat down squarely to supply the want' (Stevenson, 57).

Whitman's feelings for all those who suffer made him give a 'voice' to the 'voiceless' through his poetry. After reading Whitman, one tends to compare the problems of the world around us. Be it nineteen century or the twenty first the suffering of the humanity still exists. Though the forms have changed yet the problems are still there and more complicated than before because of the complexities of modern era. We are the slaves of machines, bureaucrats; politicians so on and so forth. We are still offering ourselves to the highest bidder for petty comforts, still caught in the quagmire of crime and punishment. The modern world is waiting for a Whitman to expose the suffering of the new men and women and jerk them to reality.

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Notes

[1] For detail see Benvenuto, Bice & Kennedy, Roger. *The Works of Jacques Lacan*. Free Association Books. London. 1986

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Interaction with Tutors and Peers in Virtual Classroom:
A Case Study of Online English Language Teaching Programme in Pakistan

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Abstract

Interaction is one of the important aspects of effective learning environment. Interaction can take place in different forms. It may be between a student and course materials, student and learning activities, student and teacher and among students. Computer-mediated communication (CMC) offers a type of interaction which is different from the traditional teacher-based classroom as it provides the learners multiple opportunities to explore alternative means to interact with teachers, peers, course material and activities. The present study focuses on feedback of the students who attended online courses of MA Teaching of English as a Foreign Language (TEFL) offered by the Department of English Language and Applied Linguistics of Allama Iqbal Open Univerisy (AIOU). In this experimental study, two groups of students were selected randomly for CMC-based instructions in 2007 and 2008. The results of the experimentation suggested that the use of CMC in the existing distance education system improved peer interaction in a virtual classroom which helped students in their learning and professional development.

Keywords: Interaction, computer-mediated communication, distance education, English language teaching

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Introduction

Technology has opened up new avenues in human development and interaction. It influenced every field of life, especially education. CMC helps in creating an environment independent of time and distance wherein valuable opportunities can be provided to students to interact with the tutor and among themselves. CMC-based interaction can be structured as one-to-one (email); one-to-many (List server managed groups) and many-to-many (bulletin boards and computer conferencing systems). CMC initiated a new era of distance education and "the point of attraction in this technology was its ability to support a collaborative learning environment at a distance and independent of time and space. It seriously challenged the dominant world-view of distance education, which was mostly independent, self-instructional learning based on mass produced learning packages" (Garrison & Anderson, 2003:24). CMC not only enhanced the quality of distance education but also created a climate that supported cooperative learning and critical-thinking activities through meaningful tutor/student interaction. According to Anderson (2008:61) "this interaction can take place within a community of inquiry, using a variety of CMC-based synchronous and asynchronous interactions. These environments are particularly rich and allow for the learning of social skills, collaboration, and the development of personal relationships among participants." Computer-assisted tutorials, activities, simulations, and e-books are used for interaction. Students are engaged in an independent study, but they are not alone in a CMC-based environment. Emerging social software solutions allow students to meet and develop common interests, such as forming online groups, study-group relationships or engaging in cooperative course-related activities.

The Department offers English language courses and the Teaching of English as a Foreign Language (TEFL) programme. The MA TEFL is a two-year (60 credit hours) programme spread over four semesters. The students have to attend 12 classes for each course. Students failing to attend the required number of classes are declared fail even if all the other requirements of the course have been fulfilled. They have to write four assignments for each of the courses. The fourth assignment is based on projects on which they have to give presentations. At the end of each semester, they have to appear in the final exam for each of the courses they study. The researcher offered online courses using a CMC-ELT blended model for the students of MA TEFL. The students were provided guidance through online tutorials, discussions and forum. They were facilitated in online submission of assignments and feedback by the tutors.

Objectives of the Study

The objectives of the study were:

1. To study the problems and prospects of peer interction in a virtual classroom.
2. To assess the role of tutors in fostering peer interaction in a virutal classroom.

Research Questions

a. What are the issues related to peer interaction in a virutal classroom?
b. How does the role of tutor change in fostering peer interaction in a virtual classroom?
c. Do online courses/programmes help teachers in their professional development?

Research Methodology

The study was conducted through pre-test treatment and post-test control group design. The experimental study was conducted during Fall 2007 and Fall 2008 semesters.

Research Tools

The researcher received individual feedback from students regarding interaction in an online classroom through mid-term, end-term questionnaires and focused group discussions.

Sampling

The students were enrolled in two courses of the MA TEFL programme: 'The Language Skills' and 'EFL in the Classroom.' In the first phase, a group of 27 students was selected randomly for CMC-based instructions during the Fall 2007 semester from Islamabad, Rawalpindi, Abbotabad and Chakwal regions. In Phase II of the experiment, consent was sought from all the students (550) enrolled in the same programme/courses in the Fall 2008 semester. In this phase, the scope of the research was widened from five selected regions to the whole country. A group of 25 students was selected randomly from all over the country

for CMC-based instructions. All other students were considered as control group as they were taught the same courses in traditional distance education system.

Theoretical Framework

Interaction is the most important and critical component in teaching-learning process whether it is a traditional face-to-face classroom, distance education tutorial, smart classroom or virtual classroom. "Both teachers and researchers have stressed the value of interaction within the educational process" (Garrison, et al., 2003:41; Moore, et al., 2003:131). Interaction is essential for "efficient, effective and affective learning" (Anderson 2008). Interaction is "one of the higher order levels of feedback which all theorists agree are important in educational process" (Forsyth 1996:28). Distance education which was considered an independent study format but it also demands a learning environment in which both kinds of interaction can take place. In the past, interaction about the content was mostly been between teacher/tutor and student but now with the help of CMC it has become possible for students to interact with one another even they are geographically separated. Moore and Anderson (2003:132) suggest that interaction can take place in different forms in distance education: "between a student and course materials; between student and learning activities/examinations; between student and instructor; among students". So, interaction creates a cooperative and collaborative environment which allows students to learn from course materials, the teacher/tutor and one other.

Lynch (2004:109) discusses that "today, students of both traditional and online classes are confronted with increasingly complex phenomena in their personal, social, and professional life. They need to develop a level of competency in multi-faceted reasoning strategies, effective communication skills, interpersonal skills, and lifelong learning strategies." CMC has helped in creating such a learning environment in which quality teacher-student activities can be conducted either real time (synchronously) or in delayed time (asynchronously). Anderson (2008:58) explains different aspects of interaction in CMC-based classroom in Figure 1 below.

He argues that student-content interaction has always been a major component in the form of reading textbooks. Student-teacher interaction is supported in CMC-based learning in asynchronous and synchronous communication forms in text, audio, and video communications. Teacher-content interaction focuses on the teacher's creation of content, like developing study material and activities,

which allows teachers to design and update course material and activities. Teacher-teacher interaction provides opportunities for teachers' professional development and online teachers' communities. Content-content interaction is a new and developing mode. Content is programmed to interact with other automated information sources to constantly refresh itself through updates and interaction with other content sources. Lastly, student-student interaction develops collaborative learning. Peer interaction is also important in developing communities of learning.

Figure 1: Interaction in Classroom (Anderson 2008:58)
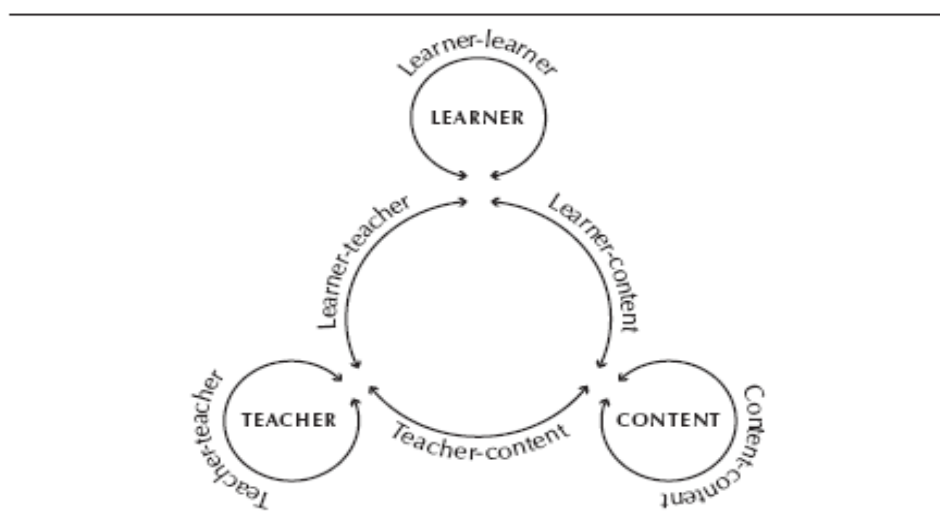
The primary mode of interactivity in CMC is text-based. Faculty and tutors also rely heavily on text-based materials for the teaching of subject matter. The text-based medium of communication is used effectively for educational purposes. Garrison & Anderson (2003 discuss the characteristics of text-based communication. They see "writing as the direct transfer of the information conveyed by speech into a different, visible medium, and this assumption is getting more importance with the rapidly growing use of text-based, computer-mediated communication for educational purposes" (pp. 25-26). In written communication, students have more time to think and discuss course contents.

Swan (2004:1) talks about the relationship between interaction and learning experience in a CMC-based environment. Cognitive, social and teaching presence lead to a complex system of learning as mentioned in Figure 2.

Figure 2: Relationship between Interactions and learning in online environments (Swan 2004:1)

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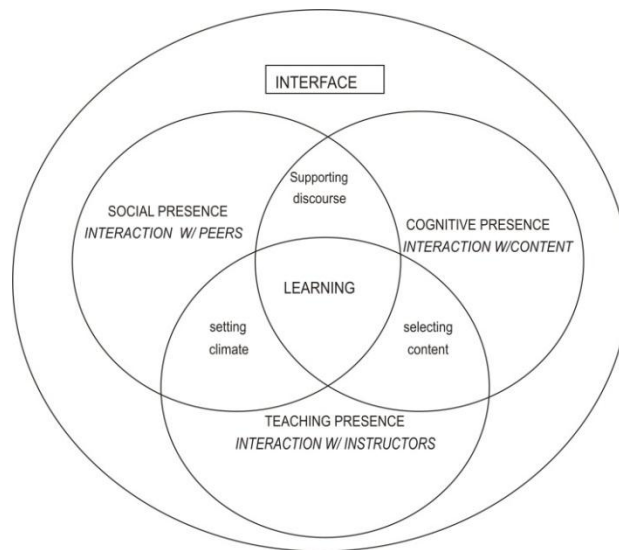
These elements overlap each other and construct an effective CMC-based learning experience for interaction among teachers and students and peers. The cognitive presence is a condition of higher-order learning which is consistent with the multi-phased educational process designed to construct meaning and confirm understanding. The social presence is defined as "the ability of participant in a community of inquiry, to project themselves socially and emotionally, as 'real' people (i.e., their full personality), through the medium of communication being used" (Garrison, Anderson 2003:29). The teaching presence reinforces the online community by its presence for a purposeful educational experience which needs an architect and facilitator to design, direct, and inform the transaction. The teaching-presence brings all the elements of a CMC-based learning experience together in a balanced and functional relationship congruent with the intended outcomes and the needs and capabilities of the learners.

The social constructivists believe in communities of practice and knowledge as a socially constructed phenomenon through action and communication. In the constructivist paradigm, CMC is a powerful means of constructing knowledge by making it possible, irrespective of geographical location and time. It makes it

possible for a large group of practitioners with a shared goal to engage in collaborative tasks. CMC provides an effective means to create an online platform in which students share ideas, discuss their own and one another's practices, and come to a different conception of their teaching styles. This kind of collaborative approach is more effective in enhancing teachers' professional development.

Technological developments have changed the concept of distance education from an isolated activity to a collaborative and student-centred learning. This is evident from the increasing number of public-sector open universities and dual-mode universities. Also, distance education institutions are effective in reaching audiences who could not meet their educational needs from conventional institutions. Distance education provides opportunities to student to interact with tutors, allowing open-ended discussions. "Many programme of teacher education, in all continents, have succeeded in enrolling students in significant numbers and a review of nine case studies found that pass rates were between 50 and 90 per cent" (UNESCO 2002c). Another example of adopting CMC as the core delivery means of teacher training can be found in the LearnLink project (http://www.aed.org/learnlink) supported by USAID and AED. Jung (2005:94-101) evaluated and concluded that "the project has implemented computer-mediated professional development programmes to improve training and support services for teachers in several developing countries."

In most of the developing countries, regular face-to-face study is only accessible to a few, and the majority wants to study at a time and location of their choice. "In addition, access to learning for those living in remote areas and those who are marginalized, isolated, or disadvantaged has to be sought vigorously as nations respond to the declaration made at Dakar in 2000" (UNESCO 2001). To meet these challenges, not only the barriers of time and distance need to be overcome but the social and the cultural constraints should also be taken into consideration. At the same time, the rapid changes taking place in the workplace require quick and up-to-date training. So, education and training must be high-speed, low-cost and capable of reaching all people who are desirous to continue education. CMC is a potentially powerful tool for providing educational opportunities to scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons, such as women, persons with disabilities, and the elderly, as well as all others who for reasons of cost or because of time constraints are unable to get admission in on-campus programme.

CMC in support with distance education adds enormous value to the training of teachers. If there is an infrastructure alongside connectivity, the opportunity to create virtual online learning communities of teachers within nations and across regions is possible and beneficial. Practising teachers can share experiences, curriculum, learning materials and projects through such learning communities. There are three areas in which CMC can be applied: these are basic training, upgrading pedagogical skills and continuous professional development.

Pakistan has also taken a number of initiatives to introduce technology in all fields of life, particularly in education. The vision of the Pakistan IT Policy 2000 is "to harness the potential of Information Technology as a key contributor to development of Pakistan'. One of the goals of the policy is 'promote extensive use of IT applications in trade, industry, homes, agriculture, education, health, and other sectors with widespread use of Internet" (GoP 2000).

In the National IT Policy, it has been emphasized that "determined efforts are essential to increase access to higher education for the under-represented groups. The strategy here will be two-faceted: first, to promote cultural change in instilling the value of higher education in the citizens; and second, to tackle the primary barrier of prohibitive costs of higher education. Distance education and open learning can play a major role in widening access" (GoP 2000). It further adds that "ICT must be effectively leveraged to deliver high quality teaching and research support in higher education, both on-campus and using [sic.] distance education, providing access to technical and scholarly information resources, and facilitating scholarly communication between researchers and teachers, and additional television channels should be dedicated to the delivery of high quality distance education programme."

Realizing the importance of the Internet, the IT Policy and Action Plan emphasize that "the environment in which the Internet operates must be understood and regulated differently from traditional communication media". For the growth of internet in Pakistan, three general principles should be adopted, which are "existing regulatory structures should not be forced on it, competition in Internet growth should be encouraged and unnecessary regulations should be avoided." As for as provision and access to internet is concerned, it says that "to expand provision and use of the Internet in Pakistan, it is necessary to provide low-cost and reliable access to the international bandwidth, reliable local bandwidth connectivity, low-cost access to network equipment, widespread public access to

networked computers, a base of educated and trained users and providers and support for the development of national Internet content" (GoP 2000).

The CMC has made it possible to design, develop, deliver, manage, and assess the learning and training opportunities. Choice of technologies should be made ,keeping in view facilities and constraints, ranging from power supply to availability of skilled technical and managerial support for the maintenance of technological infrastructure. After making available the technological infrastructure, pedagogical strategies, accessibility and cost should be considered while selecting the suitable technology.

The CMC-ELT Blended Learning Model does not project a new pedagogical framework but it enhances the previous models of learning by adding the component of technology with distance education to create a more cost-efficient way of bringing the learning environment to the learners. The CMC-ELT model has been designed keeping in view constructivist approach. The design and specification phase outlines a comprehensive set of authentic activities, tasks, scaffolding and support to be provided to the students. The CMC-ELT blended model has been developed as a standard model, bearing in mind the fields of English language teaching. It requires implementation within a general distance educational setting, taking into account the nature of the programme, the subject matter, the profile of the students, the support facilities and the educational technology available.

Interaction and participation are two basic elements of the CMC-ELT model in distance learning. Learners are encouraged to interact, not only with the teacher, but with one another. The tutor's role has included the role of a facilitator in an environment where interconnected students are expected to discuss meaning through multiple interactions. The interaction emerges when the students are engaged in an activity. "In highly learner-centred contexts such as research projects or key skills acquisition, the needs and goals of the learners are the first concern" (Beetham, et al., 2007:29). Both interaction and continuity lead to creative thinking by incorporating reflective and shared activities. Critical thinking is cognitive that naturally starts from the inside and looks out. On the other hand, self-directed learning is a complementary social model that takes on an outside perspective and looks in. Both are central to the CMC in general and in CMC-ELT model in particular.

The primary mode of communication in this model is text-based. There is significant evidence that writing has some inherent advantages over speech when engaged in critical discourse and reflection. One obvious advantage is the permanence of record of teaching and learning. The written word serves best to mediate, recall and reflect, while the spoken word functions most effectively to mediate action usually in face-to-face context. The characteristics of written language facilitate in higher-order learning through text-based media, such as chatting. Text-based communication for educational purposes also depends on environment of a community of learners.

The model presupposes that the students will engage with online text, supplementary reading materials and relevant websites. They will apply and negotiate the theoretical knowledge in the virtual classroom. Online forum is designed for peer interaction other than the weekly online tutorials. The tutor facilitates the students in their learning through chats in virtual classroom and instant messenger. Students are assigned tasks and assignments which are evaluated by the tutor.

Data Analysis

Data collected through mid-term, end-term questionnaires and focused group discussion are presented and discussed below.

Analysis of the Mid-term Questionnaire

The responses of the students are presented in percentile in the following graphs. The data not only provide responses of the students enrolled in online courses but a comparison of groups enrolled in 2007 and 2008 as well.

In response to the statement, 'I make good sense of other students' messages', 33.3% students expressed their opinion in both 'almost always' and 'often' categories. With improved strategies of individual and group tasks, the peer interaction improved in the second phase of the experiment, which is evident from Figure 3 that reflects that most of the students (76%) were able to make good sense of messages of other students in the chat room, message board and emails.

In response to the statement, 'other students make good sense of my messages', 29.6% and 40.7% of the students expressed their opinion in 'often' and 'sometimes' categories respectively. It also indicates that peer interaction was less.

However, situation improved in the second phase due to updated virtual learning environment and better interactive techniques adopted by the tutor that is evident from the students' responses (68% and 16% as almost always and often respectively).

Figure 3:

Make Good Sense of Other Students' Messages

	Almost always	Often	Sometime	Seldom	Almost never
☐ Phase I (2007)	33	33	30	4	0
■ Phase II (2008)	76	12	12	0	0
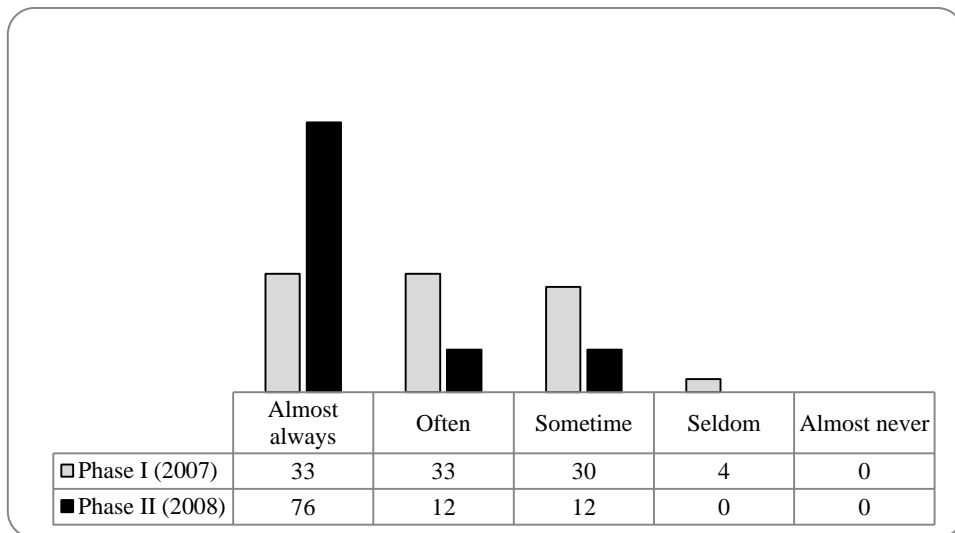
Figure 4:

Other Students Make Good Sense of Messages

	Almost always	Often	Sometime	Seldom	Almost never
☐ Phase I (2007)	19	30	41	11	0
■ Phase II (2008)	68	16	12	4	0
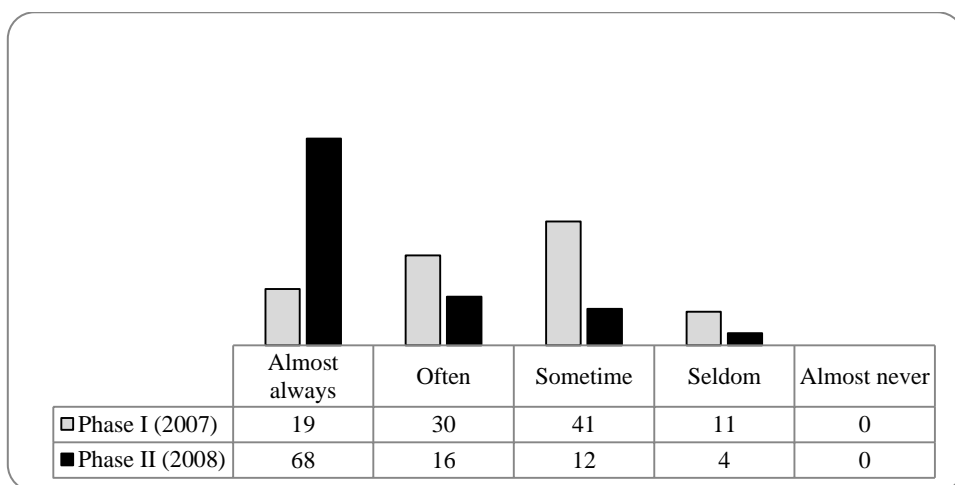
Figure 5:

Make Good Sense of the Tutor's Message

	Almost always	Often	Sometime	Seldom	Almost never
☐ Phase I (2007)	63	30	7	0	0
■ Phase II (2008)	80	12	8	0	0
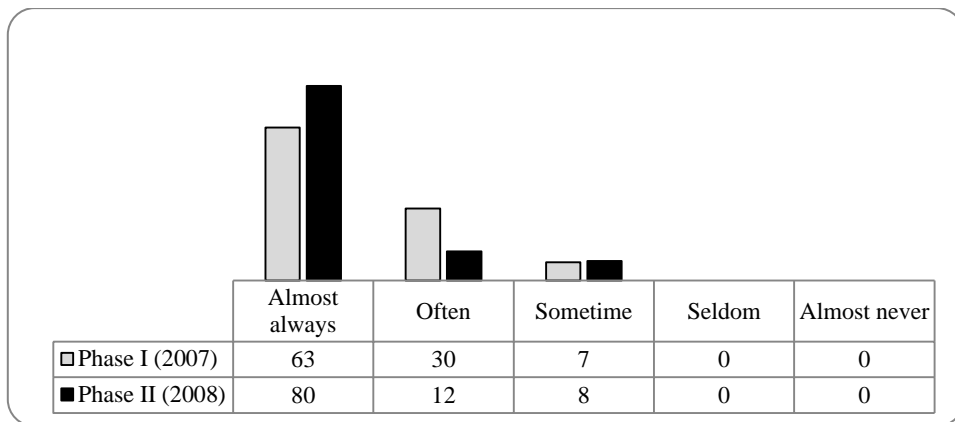
In response to the statement, 'I make good sense of the tutor's message, 63.0% and 29.6% of the students in phase I expressed their opinion in 'almost always' and 'often' categories respectively. In phase II, ratio increased to 80% as 'almost always'. The reasons for this could be clarity of concepts and better communication skills on the part of the tutor.

Figure 6:

Tutor Makes Good Sense of Students' Messages

	Almost always	Often	Sometime	Seldom	Almost never
☐ Phase I (2007)	70	19	11	0	0
■ Phase II (2008)	84	8	8	0	0
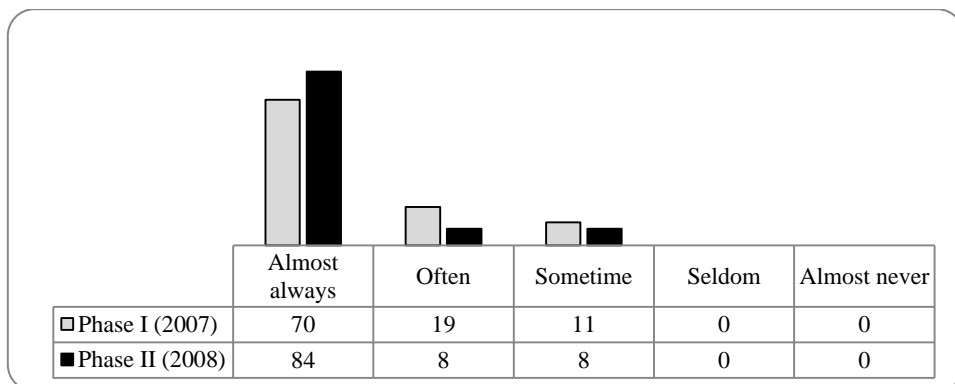
In response to the statement, 'the tutor makes good sense of my messages', 70.4% and 84% of the students in both phases expressed their opinion in 'almost always' category. The reason could be the tutor's proficiency in his subject matter and his role as a facilitator, etc.

Figure 7:

Other Students Encourage Participation

	Almost always	Often	Sometime	Seldom	Almost never
☐ Phase I (2007)	7	41	33	0	19
■ Phase II (2008)	68	12	12	8	0
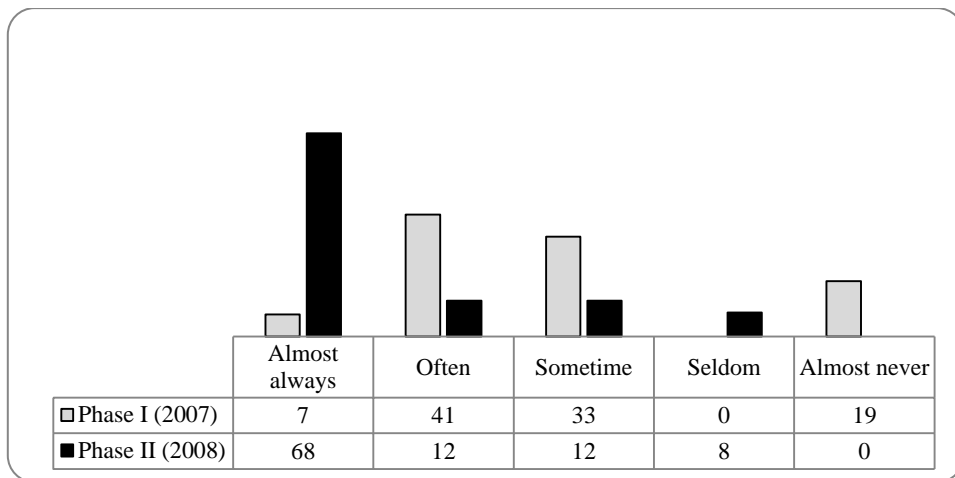
In response to the statement, 'other students encourage my participation', 48.1% of the students in phase I of the study agreed. It means that remaining students were not satisfied with the encouragement of their fellows. The reasons for this were problems in written communication, relevance of the comments with the theme of the discussion, clarity of question and comments, etc. In the second phase (2008), though there were some students who still faced the same problems but majority (68%) supported the statement as 'almost always'.

Figure 8:

Other Students Praise Contribution

	Almost always	Often	Sometime	Seldom	Almost never
☐ Phase I (2007)	11	26	33	22	7
■ Phase II (2008)	60	16	12	8	4
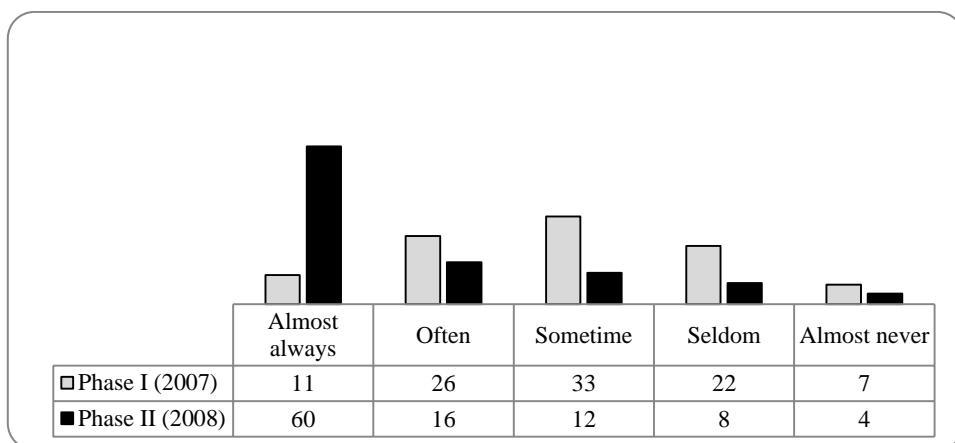
About 37.0% students in phase I agreed to the statement, 'other students praise my contribution'. It means that most of the students were not satisfied with their peers because their contribution was not acknowledged. The reasons for this could be that many students contributed at the same time during written interaction in a chat session. Sometimes, it happened that comments made by some of the students were ignored by their peers because flow of the discussion did not permit such acknowledgements. Mostly, the tutor had to pick up important points from the discussion, had to add his own comments to keep the discussion on track. In phase II, 60% student responded the statement as 'almost always' which reflects that the situation was better as compared to the phase I due to improvements in the instructional and interactional techniques adopted by the tutors as also mentioned by students in focused group discussions held after the experiment.

Figure 9:

Other Students Value Contribution

	Almost always	Often	Sometime	Seldom	Almost never
☐ Phase I (2007)	11	30	37	11	11
■ Phase II (2008)	72	8	8	8	4
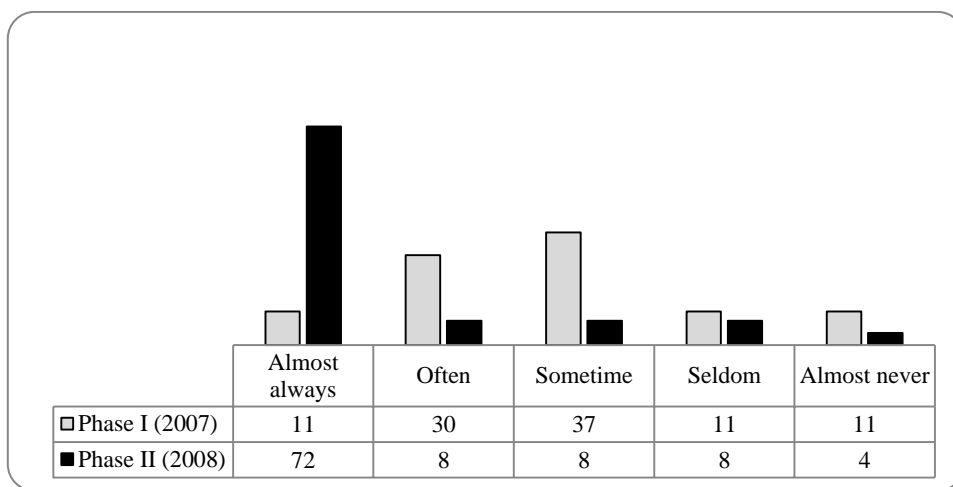
In response to the statement, 'other students value my contribution', 29.6% and 37.0% of the students in Phase I expressed their opinion in 'often' and 'sometimes' categories respectively. Attention was paid to peer interaction which is evident from the responses of the students (72%) in the second phase as 'almost always'.

In response to the statement, 'other students empathize with my struggle to learn, 37.0% and 37.0% of the students in phase I expressed their opinion in 'sometimes' and 'seldom' categories respectively. It was because of less

interaction among students. Previously described problematic areas contributed to less interaction among peers. Researcher observed the same problem in traditional classroom as well. However, improvement in situation is reflected in phase II as 52% students supported the statement as 'almost always'.

Figure 10:

Other Students Empathize Struggle to Learn

	Almost always	Often	Sometime	Seldom	Almost never
☐ Phase I (2007)	11	15	37	37	0
■ Phase II (2008)	52	20	20	8	0
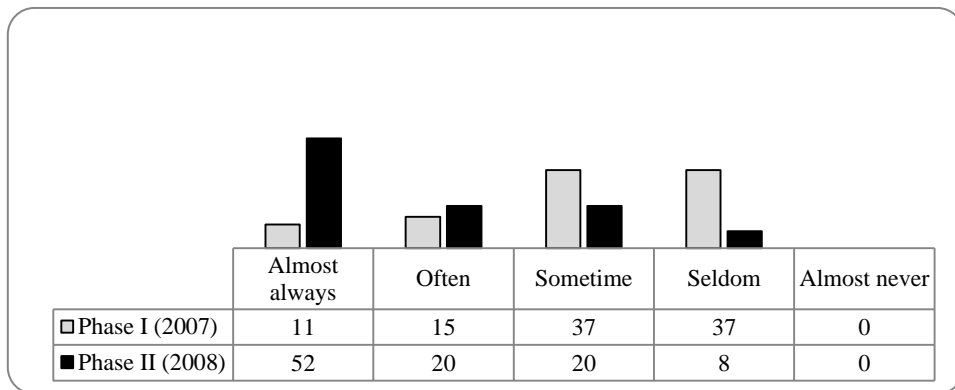
Figure 11:

Explain Ideas to Other Students

	Almost always	Often	Sometime	Seldom	Almost never
☐ Phase I (2007)	11	37	37	15	0
■ Phase II (2008)	56	24	12	8	0
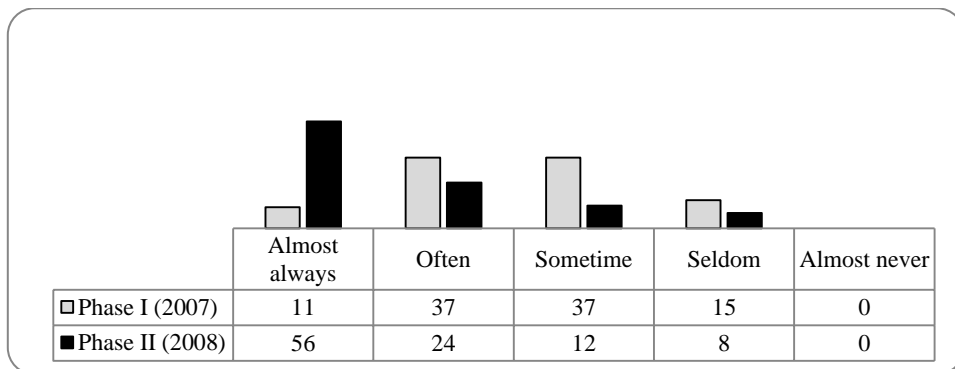
In phase I, 48.1% students agreed to the statement, 'I explain my ideas to other students'. It showed that most of the students were not able to explain their ideas to their peers. The reasons for this could be change of media, fear of spelling and structural errors, slow typing speed, less familiarity with peers, shortage of time, etc. In phase II, 56% students agreed to the statement as 'almost always' which reflect that peer interaction improved and the students were able to

explain their point of view during discussions in virtual chat room, through bulletin board or emails to their fellows.

Figure 12:

Ask Other Students to Explain Their Ideas

	Almost always	Often	Sometime	Seldom	Almost never
☐ Phase I (2007)	37	41	22	0	0
■ Phase II (2008)	40	36	16	8	0
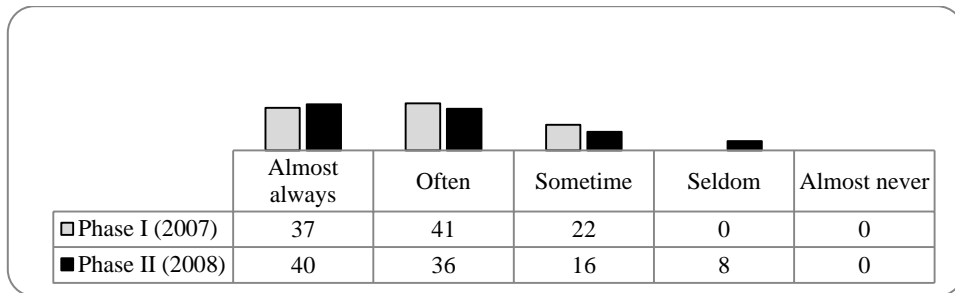
37.0% students agreed to the statement, 'I ask other students to explain their ideas'. In the chat room, only written discourse was possible, that's why most of the students were unable to express themselves due to time constraints and written communication limitations. It was really difficult for them to catch the ideas of one particular student and reply them. Another reason might be their active involvement with the tutor in ongoing discussion. In phase II, improvement is reflected through the responses of the students as 40% and 36% students mentioned categories 'almost always' and 'often' respectively.

Figure 13:

Other Students Ask to Explain Ideas

	Almost always	Often	Sometime	Seldom	Almost never
☐ Phase I (2007)	19	37	44	0	0
■ Phase II (2008)	52	28	12	8	0
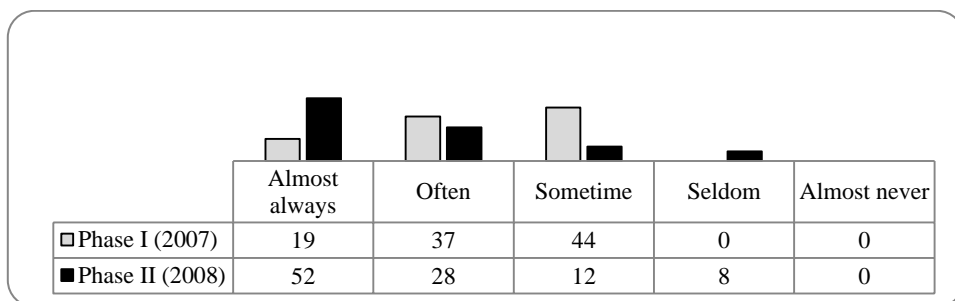
In response to the statement, 'other students ask me to explain my ideas', 18.5% and 37.0% students of the first group expressed their opinion in 'almost always' and 'often' categories respectively. The reasons for this could be slow typing

speed, less familiarity with peers, lack of interest in the question asked and time limitation. In the second phase, the situation improved slightly as reflected from the responses of the students as almost always (52%) and often (28%).

Figure 14:

Other Students Respond to Ideas

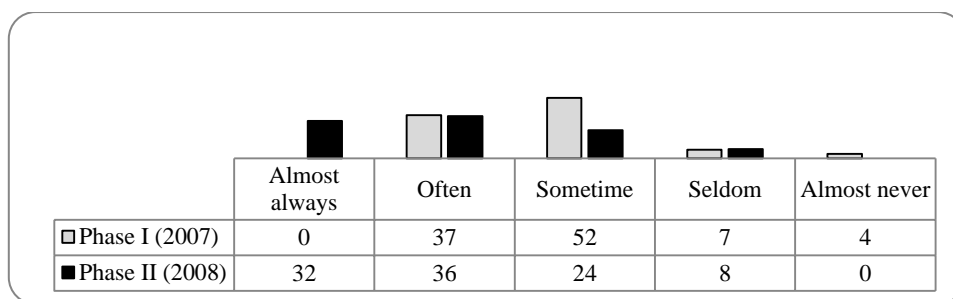|	Almost always	Often	Sometime	Seldom	Almost never
☐ Phase I (2007)	0	37	52	7	4
■ Phase II (2008)	32	36	24	8	0

About 37.0% students agreed to the statement, 'other students respond to my ideas'. The reasons for this could be time limitation, lack of interest, fear of written communication, typing speed, technical problems, etc. These problems were tackled in the second phase through instructional design and e-teaching strategies and interactivity in the second phase was 32% (almost always) and 36% (often).

Analysis of the End-term Questionnaire

Figure 15a:

Discussion in Online Sessions - Group I (2007)

	Students actively participated in online sessions	Students were satisfied with the discussions during the online sessions	There was no difficulty in communicating with other students in online sessions	There was regular communication among students
☐ Disagree%	14.8	11.1	11.1	11.1
■ Unvertain%	7.4	7.4	7.4	7.4
■ Agreed%	77.8	81.5	81.5	81.5
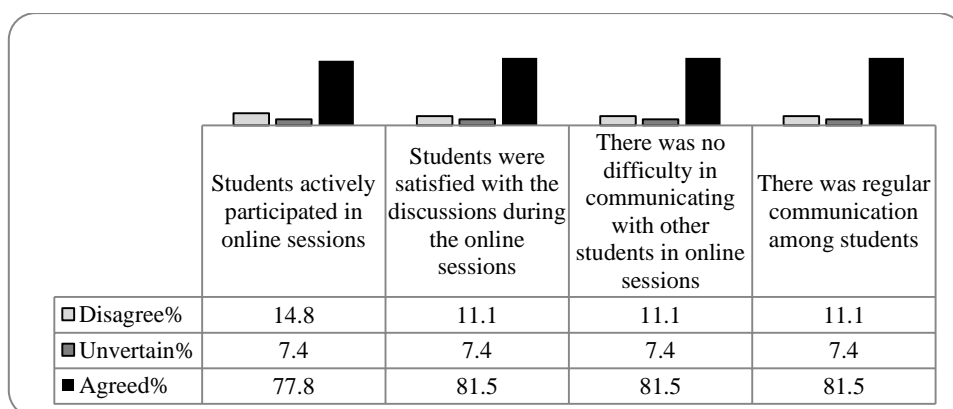
Figure 15b:

Discussion in Online Sessions - Group II (2008)

	Students actively participated in online sessions	Students were satisfied with the discussions during the online sessions	There was no difficulty in communicating with other students in online sessions	There was regular communication among students
☐ Disagree%	8	8	16	20
■ Unvertain%	4	0	0	0
■ Agreed%	88	92	84	80
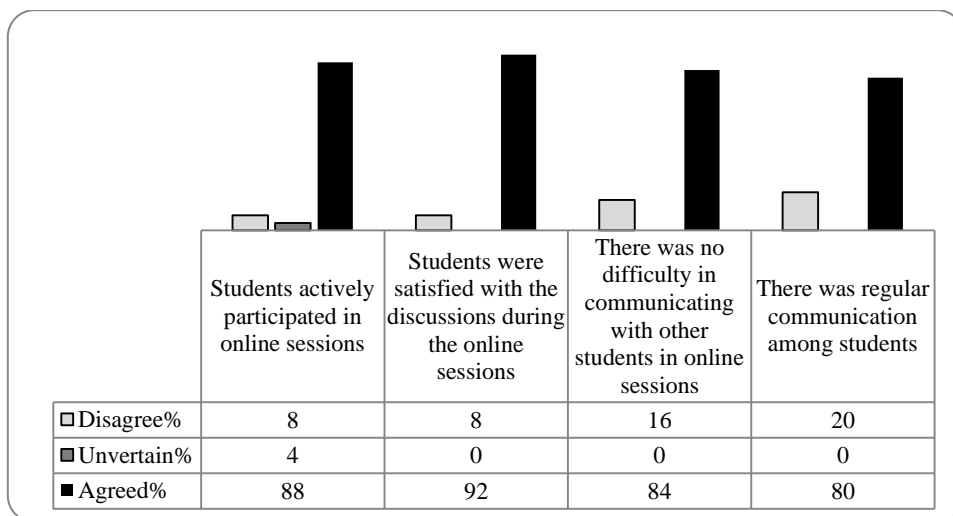
Students from both groups showed their concerns regarding active participation in online sessions and interaction among peers. Some of the students didn't participate in the online discussion actively for the reasons that they had slow typing speed, bad connectivity, power outages and psychological issues. These factors affected their motivation for active participation in online discussion. Besides these factors, social and cultural barriers hindered peer interaction. Different schedules of power supply failure/ power outages in different cities also affected schedule of online sessions. It also affected the motivation and continuity of discussions in online session as t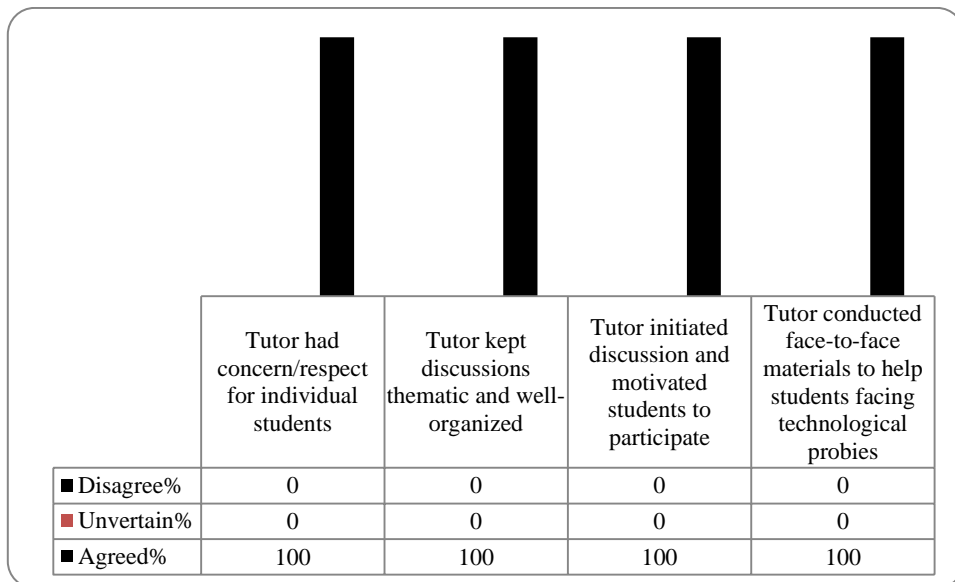he students were coming in and going out due to power supply failure in their areas. However, the comparison of both groups reflects some improvement in interaction in the second phase of the study.

All the students in both the groups admitted reflect that tutor initiated discussions, motivated them to participate and kept the discussions thematic during the online sessions. It means that tutor-students interaction was effective. They also acknowledged that the tutor had concern/ respect for each of them. Realizing the problem of power supply failure/power outages, the tutor arranged makeup classes to avoid administrative problem of 70% compulsory attendance in tutorials. Tutor arranged presentation of projects in face-to-face mode for two

reasons; firstly, administrative requirement and secondly, to assess the performance of the students in comparison with the students studying in distance education mode. The students also acknowledged tutors' attitude and concern in focused group discussion.

Figure 16:

Tutor's role in Online Discussions - Group I and II (2007 and 2008)

	Tutor had concern/respect for individual students	Tutor kept discussions thematic and well-organized	Tutor initiated discussion and motivated students to participate	Tutor conducted face-to-face materials to help students facing technological probies
■ Disagree%	0	0	0	0
■ Unvertain%	0	0	0	0
■ Agreed%	100	100	100	100

Focused Group Discussion

Group I

"But there was one I think greater advantage that was you can not only ask your teacher but you can also discuss the problems with your own fellows. And in this way you can learn it easier I think easier than any other forum, share this in other training in other forum."

"I experienced one day sir that you were not online and we were there and we were discussing even the assignments and different things and I think we were interacting with each other so I do not think so that in e-learning there is no interaction or things like that."

Group II

"I think that it is a misconception actually when you are online you are actually with a group of people like mine sharing your ideas and giving their point of view and it is like your are in a company of so many people and it is not you ever feel isolated or lonely when you are chatting or taking online tutorials."

"My experience was different because in the beginning when we were attending the tutorial I felt isolated because we don't know each other by face. Usually when we are sitting in class room we know each other by face. We are like friends but in online class, sometimes I felt the attitude of my peers very cold and controlled. In fact this is the first time that we are sitting altogether and we are having face to face interaction in this discussion but during online class in the beginning I felt a little isolated but usually when the time went on and we got interacted and we exchanged our e-mail addresses even our phone numbers that problem was solved afterwards."

"I believe that even in a face to face session in a class room full of people, a person can be isolated if he wishes to cut himself off by not participating in discussions or not interacting with the peers. It is your choice basically, if you wish to interact you may interact while be it online be it at a class room."

"I have to say that the experience was really enlightening and it was more different from the regular tutorials while because sitting at home it was very convenient first thing and the second thing I noticed that in regular tutorials sometimes every student does not get to participate and in online course every student was given a chance to give an output and all the questions that were asked from students were easily answered by the teachers and they were more acknowledged and that was more easier to understand so that was a very good experience."

Findings and Conclusion

Majority of the students mentioned that tutor understood them and they understood tutor but at the same time they were critical to peer interaction. As the tutor was actively involved in the process and kept students involved in different kind of activities, tutor support was marked almost always. But peer support and interactivity also affected interpretation among students. It was

because of certain constraints of connectivity and electricity and being first time in the virtual classroom.

Less peer interaction was found among students in phase I. Many factors contributed to this problem which included written communication problems, relevance of the comments with the theme of the discussion, clarity of question and comments, personal and technical problems in computer skills, etc. However, situation improved in phase II due to improved instructional design and e-tutoring strategies.

Interactivity among students suffered problems in the first phase (2007). It was not up to the desired standards because of fear of written communication, technical problems in students' computer skills, time limitation and lack of interest in each other's ideas. However, the situation improved in the second phase (2008) after taking some measures to improve instructional design and e-teaching strategies.

The results of this study have major implications for design and practice of CMC-based distance education system in Pakistan. The integration of CMC with distance education system can effectively be done through blended model of learning. The blended model in distance education consisted of CMC-based interaction and face-to-face activities. The ratio of the blend may vary according to the nature of programme/ course, needs of the students and limitations of the institution. Moreover, the blended model of learning can also be used in traditional face-to-face setting keeping in mind the objectives of the institution and programme.

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The Role of SRSP in the Rehabilitation of Extremely Vulnerable Individuals in the Earthquake Affected Areas of District Mansehra: A Case Study of Two Union Councils

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Abstract

The aim of the paper is to evaluate the role of SRSP in the rehabilitation of extremely vulnerable individuals (EVIs) in Garlat and Satbani union councils of District Mansehra. The data were collected using a pretested interview schedule from randomly selected respondents in October-December, 2010. More than half (54%) of the EVIs were from Satbani and 46% from Garlat. The Chi-square tests showed no significance difference between the numbers of EVIs in the two union councils. The SRSP has been most actively involved in rehabilitation process. About one-third of the respondents reported that SRSP had provided a combination of services/help including training, medical aid and treatment and tents for living. The t-test results showed that the average incomes of sample households were significantly higher after they received cash income from NGOs, especially the SRSP. The study concluded that although various NGOs were involved in the rehabilitation activities in the study area, SRSP was the one which played a pivotal role in helping EVIs and households which were badly affected by the 2005 earthquake. The study recommended that various NGOs should promote coordination among themselves so that in case of any other disasters in futures the EVIs could be assisted on a larger scale. The study also recommended that people of the area be imparted technical trainings in coping with disaster and in their own rehabilitation after natural calamities and disasters.

Keywords: SRSP; rehabilitation; 2005 earthquake; EVIs; Mansehra

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Introduction

In October 2005, Pakistan was jolted by a severe earthquake of 7.6 intensity on the Richter scale and caused a death toll of about 85000 persons in areas hit by the earthquake. Hazara division of the Khyber Pakhtunkhwa and Azad Jammu and Kashmir were hit hard by this earthquake. More than 40,000 were killed by the earthquake and 65,000 were seriously injured. The people of the area suffered huge losses. According to the Earthquake Reconstruction and Rehabilitation Authority (ERRA)'s estimates, the property loss is said to be in billions with huge loss of physical infrastructure and housing. In order to provide relief to the earthquake victims, a large scale coordinated effort was required on the part of the Government of Pakistan, the non-governmental organizations (NGOs), and the civil society. Thousands of children were left orphaned by the earthquake. Similarly, many individuals were disabled who were declared extremely vulnerable individuals (McGinn, 2006).

SRSP was established in 1989 with the objective of replicating the "Rural Support Program" approach to sustainable development and poverty alleviation. This approach emphasizes the need to address the issue of poverty on scale by mobilizing the communities to be actively involved in the process by establishing framework of grass root institution. SRSP is registered as largest nonprofit, non-government organization (NGO) operated in fourteen districts of NWFP Pakistan. It has launched many different projects in District Mansehra.

As mentioned earlier, the October 8, 2005 earthquake has left many people extremely vulnerable in Hazara. Although many NGOs and governmental organizations have been working in rehabilitation work but still there are a large number of those who are extremely vulnerable individuals (EVIs). This is one of the major problems in the earthquake affected areas of District Mansehra. As many as 1000 individuals have been identified as living in worst conditions. Very little research has been conducted on their rehabilitation; therefore, there is a need for a thorough investigation of such vulnerable individuals. This study is one of the first that was undertaken in the study area and will prove useful for future research in the area. The objectives of the study were to evaluate the role of SRSP in the rehabilitation of EVIs, to examine the constraints and weaknesses in the way the SRSP has been striving to improve the socio economic conditions of

EVIs, and to suggest policy recommendations for improving the condition of the Extremely Vulnerable Individuals.

Literature Review

Bennell (1999) explored the role of training in assisting individuals who are economically vulnerable and socially excluded (EVSE) in developing countries. Roughly speaking, almost one in four of the population in the developing world lies in absolute poverty and this number continues to increase rather than decrease. Poverty reduction is now at the top of policy agendas of most bilateral donor agencies and development organizations within and outside United Nations systems as well as a growing number of governments. Raissi (2007) has investigated the rehabilitation needs of the 2003 Earthquake in Bam Iran. He reported that the earthquake left at least 36,000 dead and 23,000 injured. Approximately 10,000 people were admitted to temporary, local, or other hospitals in the country. The disaster left a great many people with residual deficits and disabilities. The rehabilitation process in Bam, although a long-term process, has suffered from these problems as well. On the other hand, because rehabilitation is a long-term process and the experience of the developing countries in rehabilitation is usually limited, international aid from the field of rehabilitation, if well organized, would be of great help in disaster areas.

Qureshi (2008) studied the role of the NGO's in the rehabilitation of Extremely Vulnerable Individuals after the earthquake in District Mansehra. Different constraints and difficulties were also faced by the NGO's working in quake affected areas to rehabilitate the vulnerable individuals. The constraints included lack of coordination, lack of resources, lack of sector specialist and emergency situation follow up. They tried their best to overcome these problems as the main constraint during the quake was time. The other difficulties were as usual the area being inaccessible, cultural values and racism and lack of working experience. McGinn (2006) conducted a comprehensive, multi-sectorial needs assessment in Allai Tehsil (sub-district) in the March and April of 2006. The study has confirmed that the people of Allai have enormous unmet needs in multiple sectors; although they are not starving, emergency conditions continue and the population remains extremely vulnerable.

A number of NGOs and other government departments have worked for the rehabilitation of Extremely Vulnerable Individuals after the earthquake. SRSP is actively involved in the rehabilitation of EVIs in the study area. Although, other aspects of SRSP have been studied by other researchers, the rehabilitation part of SRSP has not been investigated thoroughly especially in the study area. There is a dire need to examine the role of SRSP in the rehabilitation of EVIs in the study are. Therefore, the present study is concentrated upon the aforementioned aspects of SRSP and this study would be of pivotal importance for policy makers, NGOs and other stakeholders. This study was conducted with the aim to discuss the role of SRSP and constraints and weaknesses that it faced during their operation in the affected areas. The different socio-economic and cultural barriers that they face and the reason why still a large number of extremely vulnerable individuals still exist in order to provide useful recommendations for the policy makers.

Research Methodology

District Mansehra constitutes the area of the study because a large number of people were left extremely vulnerable individuals (EVIs) after October 2005 Earthquake in this area. There are many union councils in District Mansehra. But keeping in view the time and financial constraints only two union councils were purposively selected for this study. The reason for the purposive selection is that majority of the extremely vulnerable individuals are in UC Satbani and UC Garlat.

All the households having extremely individuals were the potential respondents of the study. To locate such respondents, an informal survey was conducted in the study area. On the whole 1300 households were identified to have at least one extremely vulnerable individual. A sample of 5 per cent was selected from the population of households having EVIs. The sample size, therefore, consisted of 65 households. The households were selected through simple random sampling in the two selected union councils. The distribution of sample and total households is given in Table 1.

To collect primary data from the sample respondent's interview schedule was prepared and was pretested in the study area before formal data collection. On the basis of pre-testing, the interview schedule was revised and finalized. The data were collected from the sample respondents by face to face interview. The

sample respondents were first briefed about the purpose of this study and then data were collected. It facilitated the data collection. The survey was conducted during October-December, 2010.

The collected data were analysed through Statistical Package for Social Sciences (SPSS). Chi-square and t-test analyses were also performed where needed.

$$\text{Chi-square } \chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Where χ^2 is the Chi-square test for independence which compares two sets of categories to determine whether the two groups are distributed differently among the categories (McGibbon, 2006; Walpole, 1983). O_i and E_i are observed and expected frequencies, respectively.

Table 1:

Total and Sample Households in the Study Area

Union Council	Total Household	Sample Household
Satbani	700	35
Garlat	600	30
All	1300	65

Source: Survey

T-test for comparing means was used as follows:

$$t_{cal} = \frac{(\overline{X_1} - \overline{X_2})}{S_{12}\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

where S_{12} is the pooled estimate of standard deviation and is given by

$$S_{12} = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

and t_{cal} value is compared with the **critical** (theoretical) t_{tab} value corresponding to the given degree of freedom N (in the present case N = (n_1 + n_2 - 2) and the confidence level chosen. Tables of critical t values can be found in any book of statistical analysis, as well as in many quantitative analysis textbooks. If t_{cal}>t_{tab} then H_0 is rejected otherwise H_0 is retained (Walpole, 1983).

Results and Discussion

General Description

More than half (55%) of the sample respondents were literate and 45 % were illiterate in the study area. There was no significant difference between the numbers of literate and illiterate respondents in the two union councils.

Table 2:

Sample Respondents Classified by Literacy Status in the study Area

Literacy Status	Satbani	Garlat	All
Literate	20 (57)	16 (53)	36 (55)
Illiterate	15 (43)	14 (47)	29 (45)
All	35 (100)	30 (100)	65 (100)

$$\chi^2_{cal}= 0.087$$

Source: Survey

Notes: Figures in parentheses are percentages.

Agricultural landholdings constitute important source of income and livelihood for the people of any area. It can be used for crop production, livestock holding, and other purposes. The study area is mainly mountainous and the people of the area have very small landholdings. The sample respondents reported their landholdings the distribution of which is given in Table 3.

It is clear from Table 3 that about 50 % of the sample households has landholdings of up to 2.5 *kanals*. About one-third of the households had

landholdings between 2.5 to 5 *kanals.* Only one-fifth of the sample households had land holdings of above 5 *kanals.* The reasons for the very small size of landholdings are that (i) the study area is mountainous and (ii) the households size sizes are higher due to population increase which leads to subdivision and fragmentation of land. However, no significant difference was found in landholdings in the two union councils.

Table 3:

Sample Households Classified by Landholdings

Landholdings (*kanals*)	Satbani	Garlat	All
Upto 2.5	18 (51)	14 (47)	32 (49)
2.5-5.0	11 (31)	9 (30)	20 (31)
Above 5	6 (18)	7 (23)	13 (20)
All	35 (100)	30 (100)	65 (100)

$$\chi^2_{cal} = 0.39$$

Source: Survey

Notes: Figures in parentheses are percentages.

Incidence of EVIs in the Study Area

Data in Table 4 show that about half (49%) of the sample households had one EVI. More than one-third (34%) households had 2 EVIs. Households having 3 and 4 EVIs constituted 12% and 5%, respectively. Similarly, by comparing the distribution of EVIs in the two union councils it is evident from the data that 54% of the EVIs were from Satbani Union Council followed by 46% in Garlat.

The Chi-squared test shows no significance difference between the numbers of EVIs in the two union councils.

Table 4:

Classification of Sample Respondents in Sample Union Councils

Households with EVIs	Satbani	Garlat	Total
Households having 1 EVI	17	15	32 (49)
Households having 2 EVIs	12	10	22 (34)
Households having 3 EVIs	5	3	8 (12)
Households having 4 EVIs	1	2	3 (5)
All	35 (54)	30 (46)	65 (100)

$$\chi^2 = 0.76$$

Source: Survey

Note: Figures in parentheses are percentages

Distribution of EVIs by Type of Vulnerability

Table 5 shows type of vulnerability of sample respondents. Most of the respondents (35%) became physically or mentally disable as result of October 2005 earthquake. Earthquake did not only lead to human death toll, it also destroyed natural, physical, human, and financial capital of the people of the area. Thus, the earthquake severely damaged their sources of livelihood. It will require a long time for the people of the area to be fully rehabilitated.

Table 5:

Sample Households Distinguished by Having Various Types of EVIs

Type of Vulnerability	No. of Respondents	%
Serious Medical Condition	7	15
Physical or Mental Disability	23	35
Pregnant Women (>28 weeks)	4	6
Widow or Widowers	9	14
Single Parent or Child Headed Households	5	19
Separated Children/Orphan	7	11
All	65	100

Source: Survey

Perceptions of Sample Respondents Regarding Assistance Provided by NGOs

It was found out during the field survey that various NGOs had provided assistance in different forms to the EVIs in the sample area. The sample respondents reported that the NGOs involved in rehabilitation process included SRSP, BEST, SANGI, UN-HABITAT, MERCY CORPS, ODC, RED CROSS, etc. About, 44% of the respondents pointed SRSP was most actively involved in rehabilitation process. The respondents held the view that SRSP had provided assistance in different forms in the rehabilitation work in earthquake affected areas of Mansehra district. It has established Mansehra Regional Office in the earthquake affected area and assisted the affectees of the earthquake through different projects using social mobilization tool. It was observed during the survey that majority of the sample people had suffered due to loss of human lives, houses, livestock, etc. Although, these NGOs including SRSP have provided supports in different forms to these families but these have not been compensated for their 100% loss of their assets. Therefore, they still demanded that they be supported for their entire losses due to earthquake there. These findings are in line with some other studies conducted by some other researchers in other areas (Qureshi, 2008; Khan (n.d)).

Provision of Various Services by SRSP

According to the survey results, various types of treatment facilities provided by SRSP to the sample households in the study area. Out of the total respondents, 58% reported that they were provided basic health treatment and general medical treatment. In addition to medical treatment facilities, The SRSP also provided basic necessities to households having EVIs in the study area. One-fifth of the respondents showed that they were provided with edible item, tents and utensils by the SRSP. About 17 % of them reported that they were given edible item plus tents only. More than one-fifth were provided with tents, food, tarpaulin, and hygiene kits.

Similarly, The SRSP also imparted various kinds of trainings to the affected household members in the study area. Only 31% reported that they did not get any kind of training. The rest (69%) reported that they were given various types of trainings by the SRSP in the study area. The SRSP also helped the affected households by providing them linkages. This means that when SRSP could not

provide some services then it informed sample respondents about other sources that could provide such services. Different NGO's work in different sectors and according to their projects, they involved in only sector at time. Another important role that they play during this is the making of linkages with other departments and NGO's of these vulnerable individuals so that they can get maximum benefit from them as well.

Role of SRSP in Enhancing Income of Households Having EVIs

It was observed that the household income was significantly enhanced due to provision of cash by such NGOs. In order to examine the difference between household income before and after, t-test was used. The results of the comparison of income in the two union councils are given in Table 6.

Table 6:

Average Household Incomes Before and After Provision of Cash by SRSP

Union Council	Before (Rs)	After (Rs)	t-statistic
Satbani	14,509	23,675	3.15[*]
Garlat	16,589	25,508	3.60[*]
Study Area	15,549	24592	3.47[*]

Source: Survey
Note: * shows statistical significance at 1% level.

The t-statistics computed and given in Table 6 indicate that the average incomes of sample households were significantly higher after they received cash income from NGOs, especially the SRSP. This also supports findings of shows that SRSP played a very significant role in enhancing household incomes. We therefore reject the first null hypothesis and accept the alternative hypothesis that the role of SRSP was quite significant in rehabilitation work in the study area.

Since this study focused on the role of SRSP in rehabilitation of EVIs in the study area so the sample respondents were specifically asked if they were satisfied with the role of SRSP in their rehabilitation. The following table shows data regarding sample respondents' satisfaction about SRSP and other NGOs in the rehabilitation of affected households and especially the EVIs.

Table 7:

Sample Respondents Classified by Revealing Satisfaction about SRSP and other NGOs in Rehabilitation Activities

View of Respondents	SRSP	Other NGOs	All
Satisfied	35 (78)	6 (30)	41 (63)
Not Satisfied	10 (22)	14 (70)	24 (37)
All	45 (100)	20 (100)	65 (100)

$$\chi^2_{cal} = 13.59 \text{ and } \chi^2_{tab} = 3.84 \text{ at } \alpha = 0.05$$

Source: Survey
Note: Figures in parentheses are percentages.

It is clear from data in Table 7 the chi-square test is highly statistically significant at 5 per cent level. Thus we reject the null hypothesis and accept the alternative hypothesis that there is the evidence of strong association between the respondents' satisfaction and type of NGO (i.e. SRSP versus other NGOs). This implies that sample respondents were more satisfied with the role of SRSP as compared with the other NGOs. This finding is also supported by percentage figures as 78% of the respondents were satisfied with SRSP compared to 22% who were not satisfied with SRSP's role in rehabilitation work. The same finding can be found by looking from another angle. Regarding other NGOs role in rehabilitation activities, 70% of the respondents were not satisfied against 30% who were satisfied with those NGOs role. Thus, the findings of this study show a significant role played by SRSP in the rehabilitation of EVIs and their households in the study area. Thus we reject the second null hypothesis and accept the second alternative hypothesis that there was a significant difference between the

role of SRSP and other NGOs regarding rehabilitation activities in the study area. This implies that the role of SRSP was much better than other NGOs as this was revealed by the sample respondents and confirmed by test statistics.

Constraints Faced by SRSP in Rehabilitation Activities

Although SRSP has done a wonderful work in rehabilitating EVIs as well as affected households. However, it also faced various kinds of constraints in performing its functions in the study area. The officials of the SRSP reported that the main hurdles its way of rehabilitation activities included lack of coordination with other NGOs, lack of various sector specialists, lack of emergency situation follow up as well lack of financial resources. Other difficulties faced by SRSP in executing its activities were socio-cultural. These socio-cultural difficulties included area difficulty, cultural values, racism, religious and political conflicts, etc. Due to these reasons the SRSP workers were not able to reach the vulnerable individuals in time.

Conclusions and Policy Recommendations

The study concluded that although various NGOs were involved in the rehabilitation activities in the study area, SRSP was the one which played a pivotal role in helping EVIs and households which were badly affected by the 2005 earthquake. It provided assistance to the sample households in various form including provision of edible and non-edible items, training facilities, and medical treatment. The study also concluded that despite its significant role, the SRSP also faced various constraints and weakness in performing its due role in rehabilitation activities. These constraints included lack of coordination, political and religious factors inhibiting NGOs, difficulties in reaching the needy people in time because of mountainous nature of the area. Land sliding and power failure also added to the difficulties of SRSP in helping the extremely vulnerable individuals in the study area.

Since there was lack of coordination among various NGOs, the study recommended that various NGOs have strong coordination among themselves so that in case of any other disasters in futures such weaknesses could be avoided. There was some political and religious extremism which hampered SRSP in its rehabilitation work. The study recommended that various stakeholders play a

vital role in curtailing extremism and promoting tolerance so that governmental organizations and NGOs could play an effective role in disaster management. The study also recommended that people of the area be imparted technical trainings in coping with disaster and in their own rehabilitation after natural calamities and disasters. The government should shift people living in dangerous areas to those areas which are comparatively safe so human life loss and property loss could be minimized.

About the authors

The authors are Graduate Student, Professor, and Assistant Professor, respectively, at the Institute of Development Studies (IDS). The findings of the paper are based on the unpublished thesis of MSc (Hons) Rural Development submitted to KP Agricultural University, Peshawar.

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Note

[1]   According to the report of International Labor Organization (ILO), Vulnerability is feeling of being exposed to emotional hurt, being taken advantage of, or abused, feeling of being fragile, weak or susceptible to emotional pain and suffering and relating of your innermost feelings and fears to others with possibility that they might use such feelings and fears against you

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The Impact of Overseas Fellowship Training on the Quality of Educational Management in Pakistan

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Abstract

This article is mainly concerned with the impact of Overseas Fellowship Training (OFT) imparted through the ADB assisted Teacher Training Project on the quality of educational management. The Teacher Training project was started in 1994 and closed in 2001. Overseas Fellowship training was imparted to educational managers/teacher educators abroad in 1998 to broaden their vision about educational management.

Population of the study consisted of 92 educational managers/teacher educators, who received Overseas Fellowship training. The study was carried out on a sample of 30 educational managers/teacher educators selected from the population of the study. This study will help to educate managers/teacher educators to understand the problems of management system.

The majority of the respondents agreed that the Overseas Fellowship training was effective as a whole. A positive change was also noticed in their behaviour. However, our analysis revealed that some areas of management were found to be deficient, i.e., monitoring the institutions' broad aims and objectives, written strategic plan, library/resource centres, open access to learning resources, building/classrooms and labs upkeep, well planned and organized learning environment, teaching and learning strategies, review and evaluation system in the institutions.

Keywords: Teacher training/education; educational management; ADB; overseas training

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Introduction

Education is a process which provides mental, physical, ideological and moral training to the individuals of the nation so as to enable them to have full consciousness of their mission, of their purpose in life and equip them to achieve that purpose (Iqbal, 1996).

Educational management is a field of study and practice concerned with the operations of educational organizations. There is no single generally accepted definition of the subject because its development has drawn heavily on several more firmly established disciplines including sociology, political science and economic (Bush, 1986). Educational management is the process of relating resources to objectives required in organization which explicitly exists to provide education (Namita, 2001).

Quality refers to the standard of excellence desired to contribute to high levels of student's achievement. It is seen as the level of the excellence of the facilities, training equipment, instructional materials, curriculum, teachers and management used in the education process to boost student learning. Quality measures the degree to which the resources and efforts used meet certain agreed standards, and it is, in some way, complementary to effectiveness (ADB, 1992). The standards usually refer to expected or actual student attainment in terms of grading of performance. Quality is used in an even broader manner and with much variability in meaning, and may refer to a number of things, including individual student performance, the student learning experience, the teaching provided etc. (Fry, *et al*, 2004).

National Education Policy (1998-2010) envisaged that the quality concerns of teacher education relate to policy formulation and planning, development and management of teacher education programmes, provision of adequate infrastructure to training institutions, pre-service and continuous in-service education of teacher educators, regular enrichment of curriculum content, methods, evaluation techniques, teaching aids and other teacher related resources (Government of Pakistan, 1998).

In 1990, the Asian Development Bank approved a Project Preparatory Technical Assistance to prepare a detailed proposal for a Teacher Training Project in Pakistan. It aimed at upgrading the quality of teacher training and performance, increasing the number of trained female teachers in the rural areas,

strengthening the relevance of training curriculum, methodology and materials, and promoting efficiency and effectiveness in policy making, management and resource generation of the teacher education sub sector. Under this Project, this was the first time in Pakistan in which teacher education was approached as a sub sector unto itself, and not as a minor component of a sub sector program (ADB, 1992). In 1992, the Government adopted the New Education Policy, which provided the policy framework to guide the development of the education sector during the 1990s (ADB, 1992a).

The Teacher Training Project was approved in December 1992. ADB approved a loan of US \$52.1 Million (Rs.1747.00 Million) for federal/ four provinces (Rs.1276.5 Million by ADB and Rs.470.00 Million by Government of Pakistan).The loan was declared effective in October 1993 by the ADB. Implementation for the Project was started in September 1994 for five years. The project was extended by the ADB for one year up to December 1999 and subsequently up to 31st December 2000 (Government of Pakistan, 2001a).

This project aimed at expanding teacher training capacity, increasing access to training opportunities for female teachers, improving the quality through major revision of teacher training curricula, supply of instructional materials and library books, training of trainers, in-service training and domestic and overseas fellowships, improvement of management and coordination of Teacher training through the establishment of a Technical Panel for Teacher Education (TPTE), training of Principals and staff of the Ministry of Education (MoE), Provincial Education Departments (PEDs), and the Bureau of Curriculum and Education Extension centres (BCEECs) (Govt. of Pakistan, 2001).

The Overseas Fellowship Training was imparted in Malaysia, Thai land, Philippine, Australia and Singapore in the following seven areas:

a) Curriculum development
b) Material development
c) Educational technology
d) Non -formal education
e) Introduction/use/development of A.V aids
f) Institutional/project management
g) Use of A.V aids and educational technology

(The Government of Pakistan, 1992)

Approximately, 138,500 managers and staff of project-related institutions, master trainers, teachers and administrates have completed needs-based training, in the country and abroad (ADB, 2002).

Objectives of the Study

Following were the objectives of the study:

1. To find out the impact of Overseas Fellowship training programme imparted through the ADB Teacher Training Project on the quality of educational management in Pakistan

2. To learn whether educational management techniques have really improved as a result of the training

3. To give recommendations for further training programmes through Overseas Fellowship training

Significance of the Study

The study has immense importance for the educational planners and policy-makers because there is a dire need to revitalize teacher education on sound research findings. The study will provide guidelines for the improvement of various aspects of educational management. Moreover, the findings of this study may be helpful for the educational managers to understand the problems in management system. The research findings and recommendations of the study will provide strategic guidelines to the Government and donor agencies for devising and implementing new teacher training projects more effectively.

Research Methodology

It was a descriptive/survey type research study.

Population

Population of the study consisted of all the (92) educational managers/teacher educators trained through Overseas Fellowship training from all the Pakistan.

Sample

A Systematic Random Sampling technique was used for the selection of respondents. Thirty educational managers/teacher educators (one third of the population) were selected from population of the study.

Research Instrument

A questionnaire was designed for educational managers/teacher educators on five point and three point Likert scales. The instrument was validated by pilot testing on five educational managers/teacher educators. On the basis of feedback received through pilot testing, the instrument was modified and administered to the sample of the study.

Data Collection and Analysis

Data were collected through personal visits to the sample of the study. The collected data were tabulated, analysed and interpreted keeping in view the objectives of the study. For the statistical analysis, Chi- Square formula was used.

Results

Table 1:

Objectives of Overseas Fellowship training and job requirements

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	χ^2
Objectives were achieved	7	20	0	3	0	46.33*
Objectives were according to the needs of the country	6	17	2	5	0	29.00*
OFT was according to trainees' job requirement	11	14	3	2	0	25.00*

* Significant   df = 4   P= 0.05 Table value at 0.05 = 9.49

Table 1 depicts that:

i.   The calculated value of χ^2 was found to be 46.33, which is greater than the table value 9.49 at df 4. The difference, therefore, is significant. Hence, the statement "the objectives of Overseas Fellowship training were achieved" is accepted.

ii.   The calculated value of χ^2 was found to be 29.00, which is greater than the table value 9.49 at df 4. The difference, therefore, is significant. Hence, the statement "objectives of Overseas Fellowship training were according to the need of the country" is accepted.

iii.   The calculated value of χ^2 was found to be 25.00, which is greater than the table value 9.49 at df 4. The difference is significant. Hence, the statement "the Overseas Fellowship training was according to the job requirement of the trainees" is accepted.

Table 2:

Competence of the master trainers and modules/ instructional material

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	χ^2
Master trainers were Competent.	13	15	2	0	0	36.33*
Modules/material were understandable and adequate	13	11	1	5	6	22.67*

* Significant df = 4   P = 0.05   Table value at 0.05 = 9.49

Table 2 shows that:

i.   The calculated value of χ^2 was found to be 36.33, which is greater than the table value 9.49 at df 4. The difference is significant. Hence the statement "the master trainers of Overseas Fellowship training were competent" is accepted.

ii.   The calculated value of χ^2 was found to be 22.67, which is greater than the table value 9.49 at df 4. The difference, therefore, is significant. Hence, the statement "The modules provided during training were understandable and adequate" is accepted.

Table 3:

Improvement in educational management

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	χ^2
OFT helped educational managers to develop conducive environment in their organizations	6	19	2	3	0	28.33*
OFT helped educational managers to solve administrative problems in their organizations	3	13	7	7	0	16.00*
OFT helped improve efficiency	4	21	5	0	0	50.33*
OFT helped streamline official work	5	12	6	7	0	12.33*

*Significant df = 4   P = 0.05   Table value at 0.05 = 9.49

Table 3 indicates that:

i.   The calculated value of χ^2 was found to be 28.33, which is greater than the table value 9.49 at df 4. The difference is significant. Hence, the statement "the Overseas Fellowship training helped educational managers in the development of conducive environment in their organization" is accepted.

ii.   The calculated value of χ^2 was found to be 16.00, which is greater than the table value 9.49 at df 4. The difference is significant. Hence, the statement "the Overseas Fellowship training helped educational managers to solve the administrative problems in their organization" is accepted.

iii.   The calculated value of χ^2 was found to be 50.33, which is greater than the table value 9.49 at df 4. The difference is significant. Hence, the statement "the efficiency of work improved after receiving Overseas Fellowship training" is accepted.

iv.   The calculated value of χ^2 was found to be 12.33, which is greater than the table value 9.49 at df 4. The difference is significant. Hence, the statement "the official work is streamlined after receiving Overseas Fellowship training" is accepted.

Table 4:

Change in behaviour/attitude and development of skills

Statements	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	χ^2
OFT changed the behaviour/attitude of educational managers about institutional/ organisational management	7	18	4	1	0	35.00*
OFT improved their skill of developing budget of their organizations/ institutions	4	10	12	1	3	15.00*

*Significant df = 4   P = 0.05   Table value at 0.05 = 9.49

Table 4 depicts that:

i.   The calculated value of χ^2 was found to be 35.00, which is greater than the table value 9.49 at df 4. The difference is significant. Hence, the statement "Overseas Fellowship training modified the behaviour/attitude of educational mangers about management of the institution/ organization" is accepted.

ii.   The calculated value of χ^2 was found to be 15.00, which is greater than the table value 9.49 at df 4. The difference is significant. Hence, the statement "Overseas Fellowship training improved skill for the development of budget of the organization/ institution" is accepted.

Table 5:

Monitoring by educational managers

Statements	Maximum	To some extent	Not at all	χ^2
Institution's broad aims and Objectives	10	15	5	5.00**
Institutions' written strategic plan	8	15	7	3.80**
The library/resource centre	10	14	6	3.20**
Open access to learning resource.	8	15	7	3.80**
Open access to computer facilities.	5	17	8	7.80*
Opportunities for students to organize the academic activities.	6	17	7	7.40*
Building, the classrooms and labs upkeep.	12	12	6	2.40**
Well planned and organized learning environment.	12	8	10	0.80**
The teaching and learning strategies.	8	12	10	0.80**
Review and evaluation system in the institutions.	7	15	8	3.80**

*Significant/**Insignificant   df = 2   P = 0.05
Table value at 0.05 = 5.99

Table 5 indicates that:

i.   The calculated value of χ^2 was found to be 5.00, which is less than the table value 5.99 at df 2. The difference is insignificant. Hence, the statement "educational managers monitor the institution's broad aims and objectives" is rejected.

ii.   The calculated value of χ^2 was found to be 3.80, which is less than the table value 5.99 at df 2. The difference is insignificant. Hence, the

      statement "educational managers monitor the institutions' written strategic plan" is rejected.

iii. The calculated value of χ^2 was found to be 3.20, which is less than the table value 5.99 at df 2. The difference is insignificant. Hence, the statement "educational managers monitor the library/resource center" is rejected.

iv. The calculated value of χ^2 was found to be 3.80, which is less than the table value 5.99 at df 2. The difference is insignificant. Hence, the statement "educational managers monitor the open access to learning resources" is rejected.

v. The calculated value of χ^2 was found to be 7.80, which is greater than the table value 5.99 at df 2. The difference is significant. Hence, the statement "educational managers monitor the open access to computer facilities" is accepted.

vi. The calculated value of χ^2 was found to be 7.40, which is greater than the table value 5.99 at df 2. The difference is significant. Hence, the statement "educational managers monitor the opportunities for students to organize the academic activities" is accepted.

vii. The calculated value of χ^2 was found to be 2.40, which is less than the table value 5.99 at df 2. The difference is insignificant. Hence, the statement "educational managers monitor the building, the classrooms and the labs upkeep" is rejected.

viii. The calculated value of χ^2 was found to be 0.80, which is less than the table value 5.99 at df 2. The difference is insignificant. Hence, the statement "educational managers monitor the well planned and organized learning environment" is rejected.

ix. The calculated value of χ^2 was found to be 0.80, which is less than the table value 5.99 at df 2. The difference is insignificant. Hence, the statement "educational managers monitor the teaching and learning strategies" is rejected.

x. The calculated value of χ^2 was found to be 3.80, which is less than the table value 5.99 at df 2. The difference is insignificant. Hence, the statement "educational managers monitor the review and evaluation system in the institutions" is rejected.

Discussion and Conclusion

In the light of the analysis of data and findings of the study the following conclusions were drawn:

1. The objectives of Overseas Fellowship training were achieved and it was found to be according to the need of the country and also job requirements of the educational managers/teachers.
2. The master trainers of Overseas Fellowship training were found to be competent. The selected institutions for Overseas Fellowship training also provided adequate and understandable modules and instructional material for training which helped the trainees to solve their administrative problems and also improved the efficiency of work.
3. The educational managers/teachers reported that a positive change was found in the behaviour of educational managers/teacher educators as a result of training and the behaviour/attitude of trainees was modified towards the management of the institutions/ organizations. The Overseas Fellowship training helped educational managers in the development of conducive environment in their organizations.
4. Overseas Fellowship training improved skills of the trainees for the development of budget of the organization/ institution.
5. Management techniques were improved through Overseas Fellowship training. Training materials and modules/manuals were provided for effective training. Overseas Fellowship training was found to be effective and supportive for educational managers/ teacher educators.
6. The analysis revealed that some areas of management were found to be deficient i.e. the institutions' broad aims and objectives, written strategic plan, library/resource centres, open access to learning resources, building/classrooms and the labs upkeep, well planned and organized learning environment, teaching and learning strategies, review and evaluation system in the institutions.

The research was conducted on "Impact of Overseas Fellowship Training on the Quality of Educational Management in Pakistan".

The results of the present study revealed that management techniques were improved through Overseas Fellowship training and it was found effective and supportive for educational managers/ teacher educators. Overseas experience is developing personal growth, interpersonal skills (Lee, 2009), need assessment

technique (Jacka, 2010) and professional development in the participants (Pence & Macgillivray, 2008). The data of the present study reflected a positive change in the behaviour of educational managers/teacher educators as a result of Overseas Fellowship training. Mathews (2002) indicated that Overseas Fellowship training laid a positive consequence on the educational managers/ teacher educators. The present study also pointed out that some areas of management were found to be deficient i.e. institution's broad aims and objectives, strategic plans, libraries/ resource centres, open access to learning resources, building/ classrooms and the labs upkeep. Cannon (2001) reported the similar verdict that Overseas training was constructive but trainees found difficulties in the work relationship after receiving overseas training. Therefore, it is important for the Human Resource Development (HRD) managers/ professionals to plan, design, and implement relevant training programs for the participants (Osman-Gani & Rockstuhl, 2009).

From the above discussion it was concluded that Overseas Fellowship training was found effective as a whole and quality of management was also improved through the training but there was dire need to improve the deficient areas of educational management.

Recommendations

Keeping in view the findings of the study and conclusions drawn, the following recommendations are being made which may be helpful for the improvement of the present status of educational managers/teacher educators and for further researches.

1. Economic aspects of the management of teacher training sector have been too often ignored in the past. So the modules should be provided to trainee teachers, to develop insight for the development of budget of the organization/institution. The modules should be according to the needs of the educational managers, have up-to-date information, address some of the pressing issues in teacher training, and cover the every aspect of the management.
2. Educational managers should be encouraged to monitor the institutions' broad aims/objectives and all the learning activities in the institutions/organizations which are essential for the improvement of management process.
3. Overseas Fellowship programs should be organized keeping in view the

need and demand of the country and the number of managers/teacher educators, so that it may be helpful in future. Arrangements should be made for the proper utilization of resources. For that purpose, library facilities and adequate modules should be provided in the training institutions.

4.   Educational managers may be trained abroad and they should conduct training programs for other educational managers as lead trainers.

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How do you do?[*]
Writing Research Article Introductions

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Abstract

Academic writers have reported that research article Introductions are more problematic to write than the rest of the paper. It is because they have to choose from amongst the various options available to them for making a start. The CARS Model beautifully captures these options in functional terms which make it very easy to understand and implement. In this paper, I discuss the model with examples from published geology research articles to show the model's usefulness. However, the model is equally applicable to other disciplines.

Keywords: Genre; research articles (RAs); RA Introductions; CARS model;

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Introduction

Research article (RA) introductions are notorious to write. Nearly all writers (even native) find it hard to write the introduction section than the later sections (Swales, 1990). The problem comes not from one's incompetence, but the uncertainty about how to make a start. Swales seminal monograph (1981) paved

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[*] A formal greeting used by people who are being introduced to each other; the response is also 'how do you do?'

the way for researchers to look into the *genre* structure of the introductions section (e.g. Swales, 1984; Lopez; 1982, Zappen, 1983; Bley-Vroman & Selinker, 1984; Cooper, 1985; Crookes, 1986; Dudley-Evans, 1986; Jacoby, 1987; Jingfu, 1987; Hopkins & Dudley-Evans, 1988; Adams-Smith, 1987; Hughes, 1989; Dudley-Evans & Henderson, 1990). Swales' later publication (1990) spurred interest into this area further (e.g., Rahman, 1991; 1995; Hirano, 2008; Cheng, 2009; Kim-Loi & Evans, 2010). Swales' model for RA introductions is based on the assumption that the RA introduction section has a standard rhetorical format which can be delineated for the purpose of teaching student and novice researchers (Johns, 2008; Hyland, 2008) as well as apprising experienced writers to become more efficient.

The model has been found to be of immense value to researchers throughout the world. Similarly, the author has also found this model very useful during the past fifteen years while conducting research-writing workshops. However, the model is little known within Pakistan. Hence, in this paper, we discuss the model with examples from published geology research articles so that the research community may become aware of this model and gain insights into the rhetorical structuring of research article introductions.

The Background

Discourse comprehension and discourse production, in this case the scientific research article (RA), requires not only language competence but also an understanding of the macrostructure of the discourse. The writer of a scientific research article should have knowledge of the following features of the research article in order to be able to write a piece of research acceptable for publication:

1. The conventional pattern of organisation found in a research article; i.e., sections such as Introduction, Method, Result, and Discussion, as well as an Abstract section;
2. The purpose and content of each section; e.g., the Introduction should have a review of past literature and a statement of purpose;
3. The possible choices of lexis and structure conventionally used to express each 'move' used in different sections;
4. Background knowledge of the specialized content area (content schema).

    [Jingfu, 1987:81]

By virtue of being a member of a particular discourse community (e.g., geology), the writer of a research article, whether native speaker of English or non-native, must already possess the fourth precondition; but may lack one or more of the other three (Jingfu, 1987:81-82). The realisation of this fact has been instrumental in originating interest in macro-textual, or genre-based, investigation of the scientific research article which has resulted in several studies (see above) dealing with the grammatical, lexical, organisational and rhetorical features of the research article genre from various scientific fields and disciplines, particularly, since Swales (1981) proposed his Four-Move pattern for the RA Introduction. Writing introductions have always been troublesome, even for native English academic writers (Swales, 1990:137), and, a *fortiori*, more so for the non-native scientist. This difficulty arises because it is in the introduction that "the researcher addresses the goals, current capacities, problems, and criterion of evaluation that derive from and operate within that discipline" (Zappen, 1983:130).

The communicative behaviour of the members of a particular discourse community (such as, that of geoscientists) is regulated and determined by pre-established norms and patterns (Weber, 1982:222), which results in text-types that share a great deal in common:

> Recurrent and conventionalized forms of communication do not produce an infinite number of distinct texts but that standardized classes of texts are generated which are characterized by a high degree of uniformity regarding their form, structure, and function.
>
> [Weber, 1982:223]

Weber further argues that the participants in a standardised discourse community "usually carry rather detailed cognitive images of the required text types and their typical textual features" (p. 223). Scientific research article is one such type of text, "a gargantuan genre — in the printed medium unrivalled in number of exemplars" (Swales, 1990:95). In no other genre 'the genre-specific conventions' are more manifest.

Knorr-Certina (1981:106) describes the published RA as "a multilayered hybrid" which is "*co-produced*" by the authors and members of the authors' scientific communities, and the author is obliged to follow the established traditions and conventions prescribed by the scientific community. Since "the *authority* for the rhetoric" rests with the scientific community, "the individual scientist becomes

authoritative only by following the tradition" (Ard, 1985:16, original emphasis). These constraints, as a corollary, lead to "a degree of standardization which suggests that experimental research papers may share common basic structure or schema, or employ common units of discourse" (Crookes, 1986:58) which may be identifiable across RAs in various disciplines. Realising this, Swales (1981; 1990) has tried to capture the rhetorical structure of the RA in a model which he has named *Create A Research Space* (*CARS*).

The *CARS* Model for RA Introductions

Swales (1990:157) terms the introduction section 'a crafted rhetorical artifact', and 'a manifestation of rhetorical maneuver.' In the Introduction section, the researcher is required to address three broad needs (Swales, 1990:141-42):

1. Establishing the significance of the research to be reported;
2. Situating the research in terms of that significance; and
3. Showing how the research will hold its own in the field as a whole.

Although every publishing researcher may be aware of these needs; it is one matter to know them, but quite another to be able to address them adequately in one's RA introduction. The *CARS* model makes it very easy to apprehend as well as execute the same. Corresponding to the three needs, the *CARS* model consists of three broad moves (with steps within) as follows:

> Move 1:   Establishing a Territory
> Move 2:   Establishing a Niche
> Move 3:   Occupying the Niche

Swales is using the ecological analogy of, first, finding a territory for oneself, second, unearthing and establishing a niche, and finally occupying the niche.

Establishing a territory addresses the first need, that of establishing the significance of the research about to be reported. *Establishing a niche* is concerned with situating the research within the field in terms of the significance mentioned in Move-1. And, finally, *occupying the niche* shows how the research will uphold itself in the field as a whole. Let us discuss each Move in detail.

Move 1: Establishing a Territory

The territory is established in three steps: *Claiming Centrality (Step 1.1), Making a Topic Generalisation (Step 1.2)*, and *Reviewing Previous Research (Step 1.3).*

Through *Centrality Claims* (Step 1.1) the author of a research article appeals to the scientific discourse community to accept the research as "part of a lively, significant or well-established research area" (Swales, 1990:144). This can be achieved in several possible ways. The authors can:

- claim interest, or importance;
- refer to the classic, favourite or central character or issue; or
- claim that there are many other investigators active in the area.

    [Swales. 1990:144]

A few examples, taken from actual RA introductions, are given below:

Examples:

1. With the ever-increasing volume of experimental and empirical data on . . .
2. There are several approaches that have been used to . . .
3. In recent years, applied linguists have become increasingly interested in . . .
4. Over the past 10-15 years, the role of . . .
5. . . . has been a subject of several studies over the last three decades.

Through *Making a Topic Generalisation* (Step 1.2), the author announces the topic which is the subject of his/her research by making a statement about knowledge or practice or a statement about phenomenon.

Examples:

1. There is now much evidence to support the hypothesis that . . .
2. A standard procedure for assessing . . . has been . . .
3. An essential feature of . . . is the ability to identify . . .
4. An elaborate system of . . . is found in the . . .
5. Their . . . characteristics are virtually indistinguishable from . . .

In other words, Step 1.2 is a statement about the current state of the art with regard to the topic the author proposes to investigate (Swales, 1990:144).

The Revised *CARS* Model

MOVE 1:   **Establishing a Territory**

              Step 1.1   Claiming centrality
and/or   Step 1.2   Making a topic generalisation
and/or   Step 1.3   Reviewing previous research

MOVE 2:   **Establishing a Niche**

              Step 2.1a   Counter claiming
or   Step 2.1b Indicating a gap/problem/need
or   Step 2.1c Raising a Question
or   Step 2.1d Continuing a tradition

MOVE 3:   **Occupying the Niche**

              Step 3.1   Announcing present research/purposes
              Step 3.2   Describing Methods/Procedures
              Step 3.3   Announcing principal findings
              Step 3.4   Indicating structure of RA

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Figure: The Revised *CARS* model for Article Introductions (Swales, 1990; Rahman, 1995)

In *Reviewing Previous Research* (Step 1.3), the author reviews one or more items of previous research which are directly relevant to the research being reported. The author has to *specify* '*what has been found* (or claimed)', *attribute —who has found it* (or claimed it),' — and reveal his/her '*stance* [or attitude] towards the findings themselves' (Swales, 1990:148).

Examples:

1. Wallace (1951) and Bott (1959) suggested that faults . . . (integral)
2. Carey & Brunier (1974) reversed Bott's analysis and . . . (integral)

3. Several other workers (Siddiqui, 1965; Chadhry & Shakoor, 1968; Kemp & Jan 1970; 1980 . . .) have investigated . . . (non-integral)
4. Previous research has shown that . . . (Shah, 1988) (non-integral)
5. The formation has been interpreted (Kassi, 1987) as a deposit of . . . (non-integral)
6. According to Jan (1980) . . . (integral)

Move 2: Establishing a Niche

This is a very important move as it provides the basis, or the reason, for the research. Its absence reflects badly not only on the writer's purpose, but also on the legitimacy of the entire research venture. In the absence of this move, the reader will not know why a particular research was carried out at all. Was it to counter a claim (2.1a), indicate a gap/problem/need (2.1b), raise a question (2.1c), or just to continue a tradition (2.1d). This move typically opens with an adversative, most commonly *however.* Other connectives used are *nevertheless*, *yet*, *unfortunately*, *but,* and so on.

Examples:

1. However, . . . properties … are not always consistent . . .
2. There have been many studies of . . . but … have not been studied . . .
3. . . . alone thus cannot explain . . .
4. The distribution of . . . has not been previously described . . .
5. The factors . . . are numerous . . . and there does not seem to be a consensus . . .
6. Hitherto, no extrusive equivalents of . . . have been reported . . .
7. An important component . . . so far undescribed, however, is . . .

Move 3: Occupying the Niche

The role of Move 3 is to tell the reader how the **niche** established in Move 2 is to be occupied. This creates a strong link between the two moves. The Move opens with a statement of promise (Step 3.1), typically with a deictic reference (*this*) to the present text (paper, report, note, review) or the research activity/inquiry (study, investigation, experiment, etc.). Steps 3.2 to 3.4 are optional. It would depend on the discipline or the nature of the study whether these steps are required or not. The following examples illustrate each step.

Examples

Step 3.1 (Outlining purposes/Announcing present research)

1. In this paper/report, we argue that . . . (standard)
2. This paper argues that . . . (collapsed)
3. The aim/purpose/objective of this paper/report is to . . .
4. The purpose/aim/objective of the study/investigation/research is/was to .
5. This study was designed to evaluate . . .
6. The present study extends the use of the . . .

Step 3.2 (Describing methods/procedures)

1. We have calculated using . . . method . . .
2. Then, using the technique of . . . we . . .
3. We performed . . . analyses on . . . samples . . .

Step 3.3 (Announcing principle findings)

1. The observed . . . indicates that . . .
2. Two advantages of these new methods over that developed by . . . are . . .

Step 3.4 (Indicating structure of RA)

1. The paper begins with a brief discussion of . . .
2. We start by showing that . . .
3. We have organised the rest of the paper in the following way . . .
4. This paper is structured as follows . . .
5. The remainder of this paper is divided into . . . sections.

Let us now see to what extent the *CARS* model can actually capture the rhetorical organisation of the RA introduction by analysing introduction sections from three published geology research articles, one native and two Pakistani.

The *CARS* Model in Action

Let us first analyse the native writer's (NW) introduction.

This introduction consists of two paragraphs; paragraph # 1 has two sentences and paragraph # 2 has seven sentences. As can be seen, the introduction clearly has the three moves, falling into their assigned places; however, Step 1.3 (the

Literature Review Step) is not limited to its assigned position. This is normal since a writer may spread out citations throughout the introduction. This happens when a discipline is rich in research and data. Since geology is a field-work based discipline, data may be available from around the world regarding a particular phenomenon (in this case, *metamorphism*) which the scientist may refer to for achieving different purposes: a general purpose in Move-1, and a more specific purpose in Move-2 and Move-3 — "in the former to the position adopted by the author, and in the latter, to the aims and purposes outlined" (Rahman, 1991:37).

Table 1: Move-Step analysis of NW Introduction.

Mylonite fabric development on Naxos, Greece* I. S. Buik		
Move-1	**(1) Over the past 10-15 years**, the role of extensional tectonics in the development of sedimentary basins, at divergent plate boundaries and in the exhumation of regional metamorphic terrains has been **widely documented**, e.g. McKenzie (1978a,b), Davis & Coney (1979), Davis, (1980), Wernicke & Burchfiel (1982), Davis (1987). **(2)** In particular, theoretical (England & Thompson 1986, England 1987, Sonder et al 1987) and field-based studies (Coney 1987, Dewey 1988, Sandiford 1989) have **led to increased recognition** of the role of extensional processes in the thermal evolution of metamorphic belts.	STEP 1.1
	(3) Studies of metamorphic terrains exhumed during Cenozoic extension in the Basin and Range provinces of North America are **at the forefront of controversy** with regard to the nature of extension of the middle to lower crust.	STEP 1.2
	(4) These 'metamorphic core complexes' typically occur as ductilely deformed metamorphic-plutonic basement domes, separated from an overlying unmetamorphosed, fractured and distended sedimentary carapace by low-angle, normal-sense, brittle tectonic contacts (Davis & Coney 1979, Davis 1987). **(5)** Similar mylonitized metamorphic complexes occur on island which together comprise the Attic Cycladic Massif, within the south-central Aegean area (Fig. 1). **(6)** These metamorphic complexes, which experienced Tertiary polymetamorphism, were rapidly uplifted and exhumed during the Miocene. **(7)** This uplift was suggested by Lister et al. (1984) to have occurred in the footwall of a southerly dipping, low-angle normal-sense shear zone, in a manner analogous to that invoked by some workers for Basin and Range 'metamorphic core complexes'.	STEP 1.3
MOVE-2	**(8)** There is, **however**, **a lack of published information** with regard to the timing of metamorphism and deformation in the Attic Cycladic Massif.	STEP 2.1b

MOVE-3	**(9) In this paper**, recent investigations of the structural and metamorphic evolution of the island of Naxos, within the Attic Cycladic Massif, are presented in order to further investigate the nature, orientation and timing of Miocene ductile deformation in the south-central Aegean.	STEP 3.1
*_Journal of Structural Geology_, Vol. 13, No. 6, pp. 633-655, 1991		

As can be seen, this introduction has clearly marked Moves and Steps. The author has used phrases and clauses that clearly indicate the onset of a Move or a Step. Let us study each Move-Step in a little more detail.

Move-1 (Step 1.1) contains phrases which clearly establish a territory for the author. _Over the past 10-15 years, widely documented_, and _increased recognition_ are phrases through which the author _claims centrality._ The author clearly tells the reader that the research about to be reported is central to the discipline.

Topic generalisation (Step-1.2) is achieved by referring to a controversy; note the phrase, _at the forefront of controversy_. This sets the research about to be reported in a proper perspective. And the reader expects that the author's research would try to defuse (or at least, lessen) the severity of the controversy.

Step 1.3 (_Reviewing previous research_) contains only three citations (eleven in Step 1.1), along with some background information, which prepares the ground necessary for the next crucial Move, _establishing a niche_. Note that there is only one integral citation: _Lister et al_. One point of note here is the length of Move 1. Although Move-1 is too long (in comparison with Move-1s from other disciplines), it is understandable because geologists need to give information about the area they are investigating.

Move-2 is clearly indicated by the adversative, _however_. The Step is also clearly 2.1b since it indicates a lack of information. Note that it is the shortest Move in terms of number of words. As already pointed out, it is the most crucial move, since it tells the reader what to expect at the conclusion. Here, we expect that the author would provide that information which he claims is lacking.

Move-3 is also very direct in its onset. Note the deictic in the phrase, _In **this** paper_. The author announces his purpose of further investigating "the nature,

orientation and timing of Miocene ductile deformation in the south-central Aegean." This move also has one sentence (just like Move-2), but it is longer in terms of the number of words.

The structure of this introduction is consistent with the results published by other researchers (already mentioned) who studied the introduction sections of RAs from other disciplines.

Let us now turn to an analysis of an introduction from a published Pakistani geology research paper.

Table 2: Move-Step analysis of Pakistani Introduction.

PETROGRAPHY AND GEOCHEMISTRY OF THE INCLUSIONS FROM THE AMBELA GRANITIC COMPLEX, N. PAKISTAN		
MOVE-1	**(1)** The Ambela Granitic Complex (AGC), which is one of the principal constituents of the Peshawar Plain Alkaline Igneous Province (Kempe and Jan, 1970, 1980; Kempe, 1973, 1983; Butt et al., 1980; Le Bas et al., 1987), has been **a subject of several studies over the last three decades.**	Step-1.1
	(2) Detailed petrographic accounts together with analytical data on major and trace element geochemistry for **the principal lithologies of the complex** (granites and syenites) have been included in **several papers** (Siddiqui, 1965; Siddiqui et al., 1968; Chaudhry et al., 1981; Rafiq et al., 1984; Rafiq and Jan, 1988).	Step-1.2
		Step 1.3
MOVE-2	(3) An important component of the complex **so far undescribed, however**, is the inclusions of intermediate to felsic composition which are contained in both the granites and syenites.	Step-2.1b
MOVE-3	**(4) In this paper**, we present petrographic data and whole-rock geochemistry for a representative set of samples from these inclusions. **(5)** An attempt is made **to decipher their origin** by comparing their trace element composition with their host rocks from the AGC, and country rocks in the surroundings.	Step 3.1

This is a very short introduction consisting of only five sentences, but it neatly fits into the *CARS* model. Like the NW introduction, the authors of this introduction also use phrases and clauses to execute rhetorical moves. However, we do not have a distinct Step 1.3 (*Reviewing Previous Literature*). Rather, non-integral

citations are spread out in Steps 1.1 and 1.2. Although it is possible to mark the five non-integral citations at the end of Step 1.2 as Step 1.3, I have left them where they belong. Again we see that Move-1 is the longest whereas Move-2 is the shortest. This conforms to the general trend in writing RA introductions. Let us now discuss the introduction Move-Step wise.

Move-1 (Step 1.1) contains phrases/clauses similar to those in NW introduction. With the opening sentence —*The Ambela Granitic Complex (AGC) . . . has been the subject of several studies over the last three decades* — the authors claim *centrality* and take the first step in establishing the territory. The authors clearly tell the reader that the research about to be reported is central to the discipline, and that they wish to be counted among all those who carried out research in the designated area over the last 30 years.

By referring to *petrographic accounts*, *major and trace element geochemistry*, and *lithologies of the complex*, the authors make a successful topic generalisation. And it is a topic that has been the subject of *several studies*. From here, the authors go directly to Move-2, *establishing a niche*, bypassing Step 1.3. It appears that the authors deem the non-integral citations sufficient to move on to Move-2.

Move-2 (*establishing a niche*) is clearly executed. The phrase, *so far undescribed*, and the adversative, *however*, clearly indicate that it is Step 2.1b. The reader learns that the authors are taking upon themselves to describe the hitherto *un-described* feature of the AGC.

Move-3 clearly begins with the phrase, *In this paper*, and specifies that the authors are going to *present petrographic data* and to *decipher the origin* of these inclusions. Thus, we, as readers, expect that by the end of the research paper we would be enlightened about the origin of these inclusions.

From a discussion of these two introductions, we learn that the geology RA introductions neatly fit into the *CARS* model with the exception of Step 1.3. However, this cannot be regarded as inconsistency since citations are spread out throughout the introduction. We further learn that Move-1 is usually the longest and Move-2 is the shortest. We also learn that Move-3 develops out of Move-2. Hence, the absence of Move-2 would adversely affect the execution of Move-3. We say this because in our corpus of Pakistani geology RA introductions, forty percent introductions did not have a Move-2 at all, whereas every introduction in

our NW RA corpus had the Move-2. It appears that the Pakistani geoscientists are not aware of the importance of Move-2. Let us now analyse a Pakistani introduction without a Move-2 to see its negative effect on the overall research reported.

Table 3: Move-Step analysis of Pakistani Introduction with missing Move-2

PETROCHEMISTRY OF THE ROCKS FROM BABAJI AREA, A PART OF THE AMBELA GRANITIC COMPLEX, BUNER, NORTHERN PAKISTAN		
MOVE-1	**MISSING (?)**	Step-1.1
	(1) Syenites, quartz-syenites and granites are the major rock types in the Babaji area of Buner, Swat District. **(2)** These rocks extend from Bagh Banda in the west to Kuliari village in the east (Fig. 1). **(3)** The Babaji rocks constitute the northern portion of the Ambela Granitic Complex and have sharp contacts with metacalcareous rocks towards north. **(4)** The constituent rocks from the studied area are possibly of Early Tertiary age (Siddiqui et al., 1968; Kempe, in press), intruding the Lower Swat-Buner Schistose group of Palaeozoic age (Davies et al., 1963).	Step-1.2
	(5) The region was first geologically investigated by Martin et al., (1962). **(6)** Later, Siddiqui (1965) and Siddiqui et al., (1968) investigated the Babaji syenites and considered them to be comagmatic with Koga syenites. **(7)** Kempe and Jan (1970) and Kempe (1973) included the Ambela Complex in their alkaline igneous province. **(8)** East and west of the Complex, there are abundant occurrences of intimately associated contemporary igneous rocks in an arcuate belt which extends from Mansehra and Tarbela in the east through Utla, Ambela and Warsak to Khyber Agency in the west (Kempe and Jan, 1980).	Step 1.3
MOVE-2	**MISSING**	
MOVE-3	**(9)** This paper presents a detailed account of the petrography and geochemistry of the three major rock types, i.e., syenites, quartz-syenites and granites from the Babaji area of the complex.	Step 3.1
	(10) A geologic map has been prepared (Fig. 1) on toposheet No. 43B/11 with 1:50,000 scale. **(11)** One hundred and twenty hand specimens were cut in thin sections and studied under microscope, 19 were selected for chemical analyses. **(12)** I.U.G.S. system of nomenclature has been adopted for classification.	Step 3.2

Although this introduction is well-written, it fails to make a case for the study it proposes to undertake. A major question arises: Why "a detailed account of the petrography and geochemistry of the three major rock types, i.e., syenites,

quartz-syenites and granites . . ." is being presented when the same rock types have already been studied by other researchers? Is it because:

(1) The authors feel something is missing (from the earlier studies) that warrants the present study? or
(2) The authors think that there is a problem with earlier interpretations which needs to be corrected? or
(3) The authors have discovered an unanswered question with regard to the complex as a whole or a particular rock-type which needs to be answered? or
(4) The authors feel that the already existing accounts are inadequate and need to be updated? or
(5) A new technique has been found that would throw fresh light on the petrochemistry of the complex?

These are a few of the genuine questions which may arise in the mind of the reader. A sentence or two to this effect —with the adversative, *however* — could have been inserted in the Move-2 position to make a case for the study and avoid such questions.

We also note that the introduction does not have a *centrality claim* (Step 1.1); but this is not problematic since the authors have chosen to foreground their topic, which is fine, though it would have been better had the introduction opened with an appropriate Step 1.1 (*claiming centrality*).

Conclusion

In this short paper, I tried to demonstrate the utility of the *CARS* model for writing RA introductions. It is useful not only for novice researchers but also for experienced writers who may sometime overlook something really important. Swales (1983; 1987), Johns (2008), Hyland (2008) and Lirola & Cuevas (2008) claim that an awareness of academic genre, such as the RA, would help researchers and students write research papers acceptable to their respective discourse communities. The same rhetorical structure underlies thesis introductions, *albeit*, in an elaborate form since thesis Introductions are many times longer than RA introductions.

Since this paper is based upon an earlier unpublished study (Rahman, 1995), let me highlight two important findings from that study relevant to this exercise:

1. The absence of the crucial Move-2 (*Establishing as Niche*) in 40 percent of the Pakistani corpus
2. The absence of *counter claiming or question raising* steps in Pakistani introductions (Mostly, they were of the type of *indicating a gap* or *continuing a tradition*)
3. A vague purposive Move-3 (Step 3.1) in some Pakistani RAs

The absence of Move-2 and a vague Move-3 (Step 3.1) reflect badly on the whole research venture. When a niche is not established, how could it be occupied? And when the purposive Move-3 is vague, the reader would not know why the research was undertaken in the first place. Moreover, it is also possible that the conclusion would also be vague and fuzzy. It should also be noted that the strongest steps in terms of research are *counter claiming* and *question raising*, followed by *indicating a problem/issue*. *Indicating a gap/need* and *continuing a tradition* are the weakest.

On the other hand, the native geoscientists tended to establish the research niche early in the introduction (even before Step 1.3 in some cases), while the Pakistani geologists appeared to delay it, sometimes considerably. It leads to the conclusion that the Pakistani geologists did not give much importance to Move-2 which is consistent with the absence of the move altogether in some introductions.

It would, therefore, serve the Pakistani scientists/researchers well (from every discipline) to pay heed to Move-2 and Move-3 — to establish the niche as early and as clearly as possible and to make their purposes (Move-3) as clear and to the point as possible, telling the reader "this is my niche" and "this is how I am going to occupy it."

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Temporal and Locative Aspects in Wilde's Fairy Tales: A Genre Analysis

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Abstract

This paper studies Oscar Wilde's fairy tales to examine the manner in which he has created the special genre of the fairy tales, focusing particularly on Wilde's grammatical and syntactic choices that have helped to build up the unique Faerie Realm notion of time and space in his stories. Four tales, two each from his two different collections of fairy tales, have been analysed. At the end of the paper, any deviations from the Faerie Realm norms of operation of time and space are discussed.

Keywords: Cognitive poetics, Wilde, fairy tales, discourse world, time and space relation

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Introduction

Recent approaches in cognitive poetics have investigated the idea of world/s located within a literary text, its relation with the real world and its implication for the meaning as understood by the readers. Stockwell argues that good quality literature '. . . carries within it the means of reconstructing a rich context' (2002:92). Cognitive poetics attempts to understand the process through which the readers construct that world from a literary text.

Stockwell identifies two major types of worlds in this connection that he terms as 'possible worlds' and the other as 'discourse world' (2002:92-93). Within the possible world is located our 'actual world'. This actual world is one of the many possible worlds for a literary text to exist. Discourse worlds have been described by him as 'dynamic readerly interactions with possible worlds: possible world with a narratological and cognitive dimension' (2002:93). Discourse world can be linked with the actual world at various different levels. Stockwell (2002) terms these as 'accessibility dimensions' which are as follows:

a) accessibility of objects : determines if the objects in the discourse world has similar properties and inventory as the real world;

b) accessibility of time : determines if the discourse world has similar history and exists in the same time as the actual world;

c) accessibility of nature: determines whether the natural laws of the discourse world are the same as the actual world; and

d) accessibility of language: determines if the language used in the discourse world is similar to the language used in the actual world in terms of its laws, words and cognitive patterns. (Stockwell, 2002:95)

Closely connected with the concept of the textual world is the theory of 'mental spaces'. This theory offers 'a unified and consistent means of understanding reference, co–reference, and the comprehension of stories and descriptions whether they are currently real, historical, imagined, hypothesised or happening remotely' (Stockwell, 2002:96). Four types of mental spaces are identified by Stockwell:

a) time spaces — current space or displacement into past or future, typically indicated by temporal adverbials, tense and aspect.

b) space spaces — geographical spaces, typically indicated by locative and adverbials, and verbs of movement.

c) domain spaces — area of activity, such as work, games, scientific experiment and so on.

d) hypothetical spaces — conditional situations, hypothetical and unrealized possibilities, suggestions for plans and speculation. (Stockwell, 2002:96)

Faerie realm is a land that creates its own discourse world. Things move in fairy tales at their own level of time perception, and places are located within this special world of the tale. It has its peculiar geography and time dimension that are

linked with the actual world at some level while being divorced from it at the same time. Grammatically, adverbs of place and manner, and locative prepositional phrases are the tools through which this effect is created (Jackson, 1990:49-67; Quirk, et al. , 1985: 479-482, 679-681, 687-694). This perception of time and place is crucial in creating a grip over the readers' mind in order for them to be able to have an orientation in the special universe of the fairy tale. This interplay between the two worlds creates the faerie realm with its most distinguishing and important element — 'wonder'.

Propp (1928) calls the fairy tales 'the wonder tales.' Zipes believes that "The fairy tale is . . . type of a particular oral story telling tradition: the wonder folk tale often called the *zaubermarchen* or the *conte merveilleux*" (1999:2). The element of wonder forms one of the key features of a fairy tale and is a distinguishing mark from other forms of narrative. The supernatural and the marvellous are supposed to induce wonder among the listeners. In the early tales, this wonder was more basic, sensual and ritualistic. "In the oral wonder tale, we are to wonder about the workings of the universe where anything can happen anytime, and these happy or fortuitous events are never to be explained" (1999:5). The more contrived and hybrid forms of life do not spoil the sense of wonder in the natural and basic. The characters who succeed in the tale are the ones who are able to wonder at the marvellous and the magical. Moreover, they possess the intuitive faculty to recognize the wondrous, and have retained the capacity to accept it without any question or any doubt. It does not perturb their philosophy of life and the universe in which they exist. Awe, fear, admiration, wonder, and marvel are the sensations that a wonder tale seeks to induce, and only those are able to reach out and get them that have retained their ability to experience these emotions.

The Faerie Realm: Temporal and Locative Aspects

One of the ways in which the element of wonder in the world of fairy tales is created is the manner in which time and space relations are exploited by the writer.

Wilde's makes an abundant use of different grammatical categories for the special fairy tale time and space effect in his literary fairy tales. Time and space interplay is actually the parameter that creates his discourse world of the fairy narrative and makes it plausible for the reader to accept it as a world that exists in time and space.

The Happy Prince

The two main characters in "The Happy Prince" encapsulate time and space dimensions within themselves. The Happy Prince is stationary while the swallow is all movement. The very first sentence of the tale underlines the perception of immobility and location, '*High*[1] above the city, on a *tall* column *stood* the statute of the Happy Prince' (italics mine here and elsewhere). Lexical choice of 'high', 'tall' and 'stood' highlight three dimensions to the reality of the protagonist's existence in the world of the tale: height, location and space.

The second protagonist of the tale, the swallow is all action. The time within the seasonal process is set in relation to his presence in the place. His friends had gone to Egypt 'six weeks *before*'. The preposition of time, 'before', marks the present time of the action of the tale. His being in the place of action of the tale at that particular time period is explained in his affair with the reed whom he had met '. . . *early* in the spring. . .' It is a kind of occurrence that is fully acceptable in the fairy realm that forms part of the wonder element in a fairy tale. Animals and plants have a complete reality in a faerie realm. The affair is spread over the summer time, and in autumn it breaks up when the reed refuses to go along with the swallow to warmer lands. When the tale opens, it is autumn time in the seasonal timeline. The swallow is not originally located in the happy prince's city. He flew over a distance to get there. "*All day long* he flew and at night-time he arrived at the city." The adverbial phrase 'all day long' conveys the span that he had to cover; his arrival at 'night-time' and settling on the statue of the happy prince brings the time to the moment of the action of the tale.

Having placed the swallow in terms of time and space, Wilde then positions the happy prince similarly. The happy prince takes the position 'before his transformation' to a statue — '*When* he was alive . . .' The lexeme, 'when', takes the reader to a distant time, located far away from the moment of action, into another time-bracket altogether. He describes his days and evening in that happy state, a cocoon existence in a palace of joy. His state of mind of total oblivion about life outside the palace; '. . . I never cared to ask what lay *beyond* it. . .' He tells the swallow, 'So I lived, and so I died.' A state of life exists and ends, all over in just five sentences. We are taken to journey over a lifetime; and are brought to the present moment of action by 'and *now* I am dead. . .' The tale of his life begins with 'when' and is brought to 'now'. This 'now' has placed him on a high

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[1] Italics mine here and elsewhere in quotations from the stories.

pedestal from where he becomes alive to the gruesome true reality of pain, poverty and misery of life beyond the palace that he had never been conscious of in his biological life. He had died to one form of existence and has become alive to another. This is a transition in terms of both time and space.

The tale begins its action of alleviation of some of the misery that the happy prince is witnessing in this existence. He requests the swallow for help who is mentally located in another land; another space where his flock are found. '*Soon* they will go to sleep. . .' The adverb 'soon' helps to bring the distance closer in his mind. The happy prince's request begins with indication of distance; the prepositional phrase '*Far away*. . .' repeated twice for emphasis on the distance takes the swallow over a long journey. The reader is taken along with the swallow in his journey with the assistance of prepositional phrases, '*He passed by* the cathedral. . .' '*He passed by* the palace. . .' '*He passed over* the river. . .' '. . . *He passed over* the Ghetto. . .' 'At last he *came to* the poor house. . .' and '*In* he hopped. . .' All these phrases create an impression of space spanned and of hurdles overcome. The parallel syntactic structure of the first four of them conjures up a live movement through the air.

'*When* the day broke. . .' we find the swallow in happy anticipation of moving to a warmer land. Mentally, the swallow is already located far away and is anxiously waiting for the daytime to merge into the night-time. '*When* the moon arose. . .' is the indication of arrival of the night-time. The arrival of both the night and the daytime are announced by the adverb 'when' bracketing a twelve-hour time length.

The swallow is delayed again at the happy prince's request, though he imagines and narrates the events, as they would be happening in Egypt; '*To-morrow* my friends *will fly up to* the Second Cataract.' '*All night long* he watches the stars, and when the morning star shines. . .' '. . . and then he is silent.' '*At noon* the yellow lions come down. . .' All this picturesque narration is located within the time line of a night merging into daytime. The actions are time bound and have significance within the moment of their occurrence.

The swallow agrees to stay back for one more night when the happy prince describes another picture of misery as he can see from his high pedestal. He locates the subject of this picture in terms of space, '. . . far *away across* the city . . .' Two prepositions 'away' and 'across' build up the position of the place where action has to take place. The magical agent (the object that helps in liquidating

the lack in Proppian terms), the sapphire that is actually his *eye*, is carried by the swallow to the recipient, the journey is visualized with such prepositions as '. . . flew *away*. . .' , '*Through* this he darted and came into the room. . .'

The tale moves on again: 'The *next* day. . .' the swallow is ready to go to Egypt '. . . *when* the moon rose. . .' The happy prince again requests him to stay back for help. Swallow's reply spans two season; 'It is winter . . . and the chill snow will *soon* be here.' He promises to return '. . . *next* spring . . .' but once more gives way to the happy prince's request.

This time the happy prince's commission is close to his own location. The proximity is indicated by the prepositions, '. . . *In* the square *below*. . .' The swallow takes the helping magical agent and '. . . dart[s] *down* with it.'

'*Then* the swallow came back to the prince.' The adverb 'then' is significant here not only in terms of time but also in terms of the swallow's decision to stay with the happy prince forever in spite of the fact that the prince now releases him from any more commissions. The swallow declares, 'I will stay with you *always*.' The rest of the tale moves along with the swallow's movement over the city traced with the help of prepositions of time and place.

Time moves forward in the tale and '*Then* the snow came, and *after* the snow came the frost.' And the swallow knew that his time had also come, '. . . at last he knew that he was going to die.' He is eventually going but not to a warmer land with its promise of life and joy as the happy prince believes but to his death. Wilde superbly catches his moment of death in '*At* that moment a curious crack sounded inside the statue as if something had broken.'

The tale of the two partners is over and the real world creeps in 'early the *next* morning. . .' the morning witnessed the cruel reality of them being rejected as dead and useless by the inmates of the city for which the two had lost their existence. However, the two are chosen by God's angels as '. . . the two most precious things in the city. . .' and are liberated of the world and its serial time and finally transported to transcendental time and space in God's paradise that is independent of both time and space as known and understood by the tale and its readers.

The Selfish Giant

In "The Selfish Giant", the action of the tale primarily takes place within a garden and consequently the time dimension is essentially related to seasonal change. The location is restricted to a small space but the time dimension is wide within nature.

As the tale begins, the reader finds children (the nameless and numerous actors of the tale) coming from school to play '*Every afternoon*. . .' Adverbs of time and frequency establish the routine, carried on by place preposition '. . . *in* the Giant's garden.' The garden is the seat of all action of the tale so it is firmly established in description by locating objects within it using place and time prepositions; '*Here and there* the grass stood. . .', '. . . and *there* were twelve peach trees. . .' ; '. . . *in the spring time*. . .' ; '. . . and *in the autumn*. . .' The fact that the garden is a place where there is joy; is also confirmed at the beginning in the children's declaration, "*How happy we are here*!". It is essential for the reader to get hold of this thought, as it is central to the movement of the tale. All this is firmly established in the first paragraph of the tale.

In the second paragraph the protagonist enters. His entry is announced in the prototypical time discourse of the classical fairy tale, '. . . *One day* the Giant came back.' He had been away for '. . . seven years.' The children had been happy in his garden for that length of time. Adverbial phrase '*When he arrived* . . .' marks the beginning of the time when the actual action of the tale begins. He bars the children from his garden, and the children are dislocated in terms of place: they had '. . . *now nowhere* to play.' The second declaration coming from the children marks this dislocation in terms of both time and space; "How happy we were *there!"* The change is caught by the parallel syntactic structure, between here and there; their place of joy is now distanced from them.

The Giant's interdiction for the children invokes a counter interdiction from nature in his garden, and the seasons take their revenge on him by disturbing their time alignment. Time moves on and '*Then* the spring came. . .' but not to his garden where it was '. . . still winter. . .' The Snow and the Frost realize and announce this seasonal malfunction in terms of time allocation . . ."so we will live *here all the year round*. . ." They invite other winter characters too, and now the same location is seen from their perspective as opposed to that of the children at the beginning of the tale. 'Then they invited. . .' "This is a delightful spot. . ."

'the hail indulges in an orgy,' "Every day for three hours . . ."' as opposed to the children playing 'every afternoon'.

The Giant comments on this unusual seasonal phenomenon in terms of time: '. . . why the Spring is *so late* in coming.' Outside his garden, time follows its own natural path and the spring comes and goes bringing autumn in its wake, but in the Giant's garden, it was '*always* Winter. . .' as if time had come to a stand still for him.

Things change for the Giant when one day the children are able to '. . . creep *in* . . . *through* a little hole in the wall. . .' They bring the seasons back to their natural time line: the spring is all over except at one spot located within this garden where '. . . it was still winter; It was the farthest corner. . .' A child who was too small to reach the trees was standing with tears in his eyes. The change in seasonal cycle to abnormality and back again has also effect a similar metamorphosis in the Giant's attitude as well, and the readers now find him helping the little child and knocking down the walls of the garden. The place of the action is relocated and redefined in the tale as a place of joy again; 'it is your garden *now*. . ." Time moves on after this within the garden without any more unnatural changes; the children playing there 'all day long . . . *every afternoon*. . .' with the exception of the small child who is '. . . *never* seen again. . .' and none of the others knew '. . . where he lived, and had never seen him before. . .'

Outside the garden, the time is moving on: '*Years* went over. . .' How much time passes, the reader is not told but the effects of time on life are indicated in the Giant's physical infirmity, he is growing old and weak, the tale's discourse capturing the passage of time in the physical maturity and decay of the Giant.

Then '*One* winter morning. . .' the Giant finds seasonal upheaval once again in his garden when he finds spring located in one small corner of his garden. We have him moving towards the spot from his room, a translocation from this world to another as he finds the small child that he had been pining for, and is promised Paradise, a promise coded in the time and space concept. "You let me play *once* in your garden, *to-day* you shall come with me to my garden, which is Paradise."

The Young King

'It was *the night before the day* fixed for his coronation and the young king was sitting alone in his beautiful chamber'. This is sentence with which "The Young King" begins. Right at the beginning, the writer pins the time and place in the minds of the readers. The two nouns 'night' and 'day' are linked together with the preposition 'before' making the reader realize that some time has elapsed before the time scheme mentioned here, implying that some incidents have also taken place. The reader is positioned at a specific time, the 'night before his coronation', and a specific location, 'his beautiful chamber'; this is the point from where the story would move forward and with this particular stance. All the events that follow later happen in this night's time; while the events of the day after are a direct consequence of these nocturnal events.

'[T]he night before the coronation. . .' becomes '*tonight*' a little further on in the story, (after the flash back to his past). We see him within this time denoted by 'tonight', relaxing on his couch thinking about all the beautiful accessories that he would be wearing on his coronation for which he issued orders many months '*before*'. This 'before' indicates that 'tonight' is a point in time line that has been marked out for the action of the tale to take place. We next see him wandering about in his room, admiring the various works of art. The point in time is marked by '*After sometime*. . .' a combination of a preposition and adverb of time. This phrase takes the reader a little further from the point in time where the tale had begun. He is in a highly aesthetic state of mind, responding to beauty around him with joy and pleasure, marked by a time expression: '*Never before* had he felt so keenly, or with such exquisite joy, the magic and mystery of beautiful things.' The preposition 'before' is very subtly employed once again to emphasize the importance of the present time of the action of the tale. From here, we are taken to the middle of the night at the sound of the clock tower and '*A few moments after*. . .' he is fast asleep.

From this point onwards, the action of the tale happens in his dreams. Hence, the time and place aspects also take on a dream mode for which Wilde had already oriented the readers' mind by locating the protagonist in night time and bringing them to a mid-night point. We are also taken into the world of his dream, and the duration of dream is marked by, '. . . *as* he slept he dreamed . . .' 'As' here is indicative of the time span of his sleep. The dream itself is narrated in the past tense, helping to retain the mode of a narrative; his dream is being narrated by the writer to the readers. The dream awakens him to the pain of

reality behind the beauty that he is so obsessed about in his waking life; the squalid and grim reality of the poor, the weak and the miserable workers weaving his breathtakingly beautiful coronation robe in his vision. He wakes up from his dream and finds himself in his own chamber; '. . . and lo! He was in his own chamber. . .' with use of exclamatory 'lo!' the reader and the protagonist both are transported from the dreamland time and space to the waking world time and space. The passing night time is indicated by the location of the moon in the sky, '. . . *through* the window he saw the great honey-coloured moon hanging in the dusky air.' The night is still there, though a little advanced in duration towards the day.

'He fell asleep *again*. . .' The frequency adverb 'again' very adroitly takes the reader to the dream mode the second time. Within this dream, there is time movement; a galley is journeying on a sea. A long voyage is semantically encapsulated in the adverbial phrase '. . . *At last* they reached a little bay. . .' ; the painfully slow movement of dream events is conveyed in adverbial phrases like '. . . *followed slowly*. . .' , '. . . *crept wearily*. . .' and '. . . *beating monotonously*. . .' The young diver looking for pearls surfaces '. . . *after some time*. . .' and the painfully dragging length of time realized in adverbial phrase '. . . *again and again*. . .' or adjectival modification,'. . . *each time*. . .' and '. . . the *last time*. . .' The protagonist wakes up and the real world time has moved further towards the day, the time expressed with a preposition and captured metaphorically this time in '. . . and *through the window* he saw the long grey fingers of the dawn clutching at the fading stars.' The prepositional phrase 'through the window' orients the reader towards the two time scales on which this tale is moving: the dream time that is inside the room and real world time that is glimpsed outside the window.

'*On and on* he went . . .' in his third dream as he '. . . fell asleep *again* . . .' The prepositional phrase 'on and on' conjures up a long drawn out movement. This time it is even more grim a vision than his earlier two dreams. Within this dream, the characters tell of certain events taking place in another land in the present tense. Grim visions of cruelty, oppression and squalor are painted in distant lands of Afghanistan, Egypt and India. A third level of space is introduced here than that of the dream world and the real world. The translocation is achieved in a mental space through very graphic descriptions. Similarly, time too exists at another plane. Processes that take long time to mature happen at the moment; 'The grass withered *beneath* her feet *as* she walked'; the picture of time scale is built with the help of the place preposition 'beneath'. Two more movements '. . .

a woman came *flying through* the air. . .'; '. . . his galloping was *faster than the winds*. . .' add up to the dream quality of the narration. He wakes up again and '. . . the bright sunlight was streaming *into* the room. . .' The night with which the tale began has ended and the real world flows into the room through the window. The prepositional phrase 'into the room' brings the real world to the narration. With this movement, the dream time is over and the real world time takes over. The 'night before' the coronation has gone and the day arrives bringing with it a different protagonist who has experienced an entirely different time and space existence.

This metamorphosis of the self in the protagonist is a prototypical wonder parameter of a faerie realm. The reader is taken along the dream movement as a reality whose validity and authenticity is never questioned. The three dreams are journeys into the subconscious of the protagonist and carry a reality of their own.

As he wakes, he emerges as a different identity. The protagonist has found his true self and declares '. . . but even as I *came to* the palace so will I *go forth from* it.' This declaration contains bi-directional movement; towards the palace and away from it and are realized by prepositions 'to' and 'from'. These movements contain both time and space dimensions. His sojourn within the space of the palace and his existence in the dream time is linked with his existence before he becomes the young king. All this culminates in the element of wonder.

The Star Child

The Star Child begins with typical fairy tale time preposition; '*Once upon a time*. . .' This kind of beginning serves the dual purpose of providing a point of time for the action of the tale while at the same time liberating it from any specific time frame. It allows the tale to move forward at its own momentum, in its own world with its own time dimension.

As the tale opens, two characters, the woodcutters, are walking '. . . *through* a great pine-forest' in snow and frost, because 'It was *winter*. . .' Having identified the special location and seasonal time, the journey of the woodcutters is spanned by prepositional phrase, 'On and on they went. . .' and by the time indicator '*Once* they sank . . .', '*once* they slipped . . .', 'once they thought . . .' The parallel syntactic structure of these time phrases creates a mental picture of long and hard journey. The syntactic repetition of the phrases helps the reader to perceive the span of their journey. And at the end of the forest, they can see

their village '. . . far down *in the valley beneath* them. . .'; they are now located close but still at a distance from their destination.

Within this setting occurs a supernatural marvel: '. . . There fell from heaven . . .' a glittering star. Such occurrences are natural to fairy tales and very much in keeping with the spirit of the faerie realm's wonder parameter. Its location is indicated by prepositions of place: '. . . *behind* a clump of willow-trees that stood hard by a little sheepfold no more than a stone's throw away.' This description uses rather an archaic syntactic construction, but in its semantic connotation, it is in harmony with the faerie realm's narrative discourse type. The star turns out to be a baby boy (who is given the name of Star-Child after the manner of his entry) and the kind-hearted woodcutter takes him '. . . *down the hill* . . .' to his house. The use of the preposition, 'down', not only locates the house but also carries the semantics of the star-child coming down to earth; a transfer of space from one kind of universe to another.

The Star-child grows up, 'And every year he became more beautiful . . .' Like a typical fairy tale approach to time, the reader is not given the exact number of years, but the process of human growth with the passage of time is effectively conveyed. His pride in his heavenly beauty makes him cruel towards others, the frequency of his misbehaviour captured in the syntactic parallelism of the frequency adverb, 'often': '*Often* did the woodcutter . . .', '*Often* did the old priest . . .' — concerned people trying to mend his ways.

The tale moves forward with another typical fairy tale discourse structure: '*Now there* passed *one day* . . .', again no specific time, just 'one day' that could be any day anywhere, but the action is clearly located where the protagonist is with 'there'. The events that follow are replete with adverb of time 'when'. A new character, a beggar woman enters at this point, '*When* the Star-child saw her . . .', '*When* the woman heard . . .'; '*when* she rose up. . .'; '*when* she saw them . . .' and 'but *when* he saw her . . .' The moment of time that is seized by this repetition of the adverb of time, 'when', is significant because these are the turning points in the protagonist's life and attitude. His rejection of the old beggar woman (who claims to be his mother) is expressed in spatial terms; he tells her '. . .' This moment captures his transformation physically into an ugly creature and begins the process of transformation into a loving person. Now his rejection is echoed in exactly the same syntax as he had used: he's told by his playmates, who had idealized him earlier, 'Get thee hence . . .' '. . . I must go

hence . . .' declares the Star-Child, and is back '. . . into the forest . . .' from where he had come, a journey back in space to find his true identity.

'For the *space of three years* he wandered over the world . . .' The protagonist's quest is spread over prototypical fairy number three before he reaches anywhere. His enslavement by the evil magician sends him to a further quest for three pieces of gold, three journeys '. . . *to the wood* . . .' and back '. . . *to the city*.' This commutation between these two spaces is part of the metamorphic process of his change of heart. The three pieces of gold are located at various places within the forest, '*in* the cleft of the great oak-tree', '*at* the bottom of the pool' and '*in* the cavern that is behind th*ee* . . . *in* its farthest corner.' The objects of the quest are located in different positions as is signalled by the use of the different place prepositions, the implication being that the search was not unidirectional but more complex and exceedingly gruelling.

The next location in the tale is at a public place where his quest comes to an end and his metamorphosis is recognized. He is granted his looks back and is accepted and forgiven; all this encapsulated in time and space notions: '. . . his comeliness had come *back to him*'; '*till* I have found her'; 'turned his face *from them towards*'; 'he ran *over*'; 'reached *out* his hands' and finally 'brought him *into* the palace.'

The action of the tale takes the protagonist from a forest to a village, back to the forest in identity search and finally to the palace where he actually belonged. His identity search has reached to an end.

Deviations

The Happy Prince as a tale does not deviate significantly from the time and place concept of a Faerie Realm except at the end when the two protagonists are dead. Although in a fairy tale, we find the notion of infinite time, especially at the end of the tales in 'happily ever after', but that 'ever after' is understood in terms of serial time as experienced in the living world of humans. The fairy tale discourse world is essentially pagan in its nature; and God, paradise or angels do not have a place in it. Any extraordinary contrivances are affected through characters that may not be human but are very much located within the world as is known and experienced by man, 'the actual world. Neither do we find God and his minister angels featuring in fairy tales as active participants. Events in a Faerie Realm move inexorably in serial time with inhabitants of the discourse

world acting within it. With the introduction of the religiously divine characters, the level of time and space also become divine and a dimension of infinity enters the tale, time moves beyond the serial to the transcendental parameter;   '. . . in my garden of *paradise* this little bird shall sing for *evermore*, and in my *city of gold* the Happy Prince shall praise me.' God declares. This divine world is one type of actual world that does not feature much in the discourse of the faerie realm.

"The Selfish Giant" like "The Happy Prince" deviates at the end of the tale when divine intervention is found. We have in the person of the little child with wounded hands at the end of the tale a Christ-like figure with his message of love, reward and paradise. This essentially Christian element is a sheer deviation from the universe of Faerie Realm discourse.

In a Faerie Realm, the truth value of events as and when they happen are not questioned. They are taken and accepted as part of everyday reality; the discourse world does not allow the actual world to seep in and to put the discourse world's truth-value to question. This unquestioned naive acceptance is an important ingredient of the wonder dynamics. Wilde's tale "The Young King" makes a diversion from this norm and one of the realities of the main action is not acceptable to the world of the tale. The reality of dream time is questioned by the characters within the tale'; "Surely he is mad; for what is a dream but a dream, and a vision but a vision? They are not real things that one should heed them." Even his identity as king is put to question, "Where is this dreamer of dreams? they cried."

However, there is no question in the mind of the writer and the readers. In fact, the doubts raised by the characters enhance the truth-value of the dreamtime and dream action. Its reality is stronger for the readers because they have themselves journeyed through dreamtime with the protagonist. The fairy tale quality of the tale remains intact for the readers.

"The Young King" also deviates from the prototypical time and space concept of the fairy tale at the end of the tale where Oscar goes beyond the Star-Child's death to the next ruler. A typical fairy tale ends with the success of the protagonists with 'happily ever after' tag. The time stretches into infinity and no questions are asked about events that would happen after. But Oscar here deviates and brings in time after what is the usual end of a fairy tale.   The reader thinks the tale has come to an end but just two more sentences and the formula

is broken. "*Yet* ruled he not *long*, so great had been his suffering, and so bitter the fire of his testing, for after the *space of three years* he died. And he who came *after* him ruled evilly." The deviation is in the discourse world of a Faerie Realm but the actual world parameters are intact. However, it disturbs the ethos of the tale's world and the ending of the tale remains unusual.

Conclusion

The four fairy tales examined in this paper reveal the fact that Wilde adheres to poetic laws of a Faerie Realm in general. Time and space in this counter-world obey the rules as of Faerie discourse world. However, his genius does exhibit itself in the divergences that are subtly interwoven in the tales. The pattern of deviation in his two collections is interesting in their difference. The first two tales from his 1988 collection retain the fairy world time and space notion but show a deviation from the pagan world of the Faerie Realm to an unmistakable Christian parameter. While the other two tales from his later collection of 1891 show a departure from the Faerie notion of time and space. The diversity is a clear indication of Wilde's capacity to create novelty while retaining the Faerie essence of the genre that he was writing in.

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Linking Self-Efficacy and Emotional Intelligence to Creativity

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Abstract

The study explored the relationship of self-efficacy with emotional intelligence among creative and non-creative people. The sample (N = 400) consisted of 200 creative employees (100 females and 100 males) and 200 non- creative employees (100 female and 100 male) from Multan. Creative Disposition Scale (Mcshane & Glinow (2003), Emotional Quotient Scale (Goleman, 2001), and The General Self-Efficacy Scale (Sherer, Maddux, & Mercandante 1982) were used to measure creativity, emotional intelligence, and self-efficacy respectively. Results indicated that there is a significant positive relationship between self-efficacy and emotional intelligence, and creative employees have higher levels of emotional intelligence and self-efficacy as compared to non-creative employees. Findings suggested that females are more creative and are more emotionally intelligent as compared to males while the findings further reported no gender differences in the level of self-efficacy. It implies that female and male employees have equal levels of self-efficacy.

Keywords: Creativity, Efficacy beliefs, Emotional intelligence, Performance, Cognitive processing, Capabilities

Introduction

People are just not the product of environmental forces or internal psychic mechanism rather they can be viewed as innovative self-regulating and creative beings (Bandura, 1986). Individuals are mostly perceived as active, dynamic, and operative, adjusting themselves to the circumstances as compared to susceptible living beings moulded and directed through circumstantial powers or impelled by hidden inherent forces (Bandura, 1986). Research on the concept of self-efficacy has been derived from social cognitive theory propounded by Bandura (1997). Bandura (1994) is of the view that perceived self-efficacy is likely to affect individuals' beliefs about their abilities to produce desired level of performance. It has been further added that these beliefs determine how people experience, reflect, and motivate themselves. People with high level of self-efficacy than those with low levels of self-efficacy bent themselves highly challenging in tasks and assert firmer consignment to those tasks and destination (Bandura, 1994; 1995).

When the concept of self-efficacy applied to people with creative leanings, can be best described as their belief that they can work with novel changes, solvents, and innovations. They can cause new outcomes and resolutions (Gibson & Dembo, 1984). Competencies and strong sense of self-efficacy is likely to produce environments which are conducive to learning (Bandura, 1995).

In the past researches the focus has always been on emotions as a consequence rather than a cause of self-efficacy (Sutton & Wheatley, 2003). Emmer and Hickman (1991) emphasized the need to conduct a research on the relationship between self-efficacy and emotions. Efficacy beliefs are caused by various sources of information processing (Bandura, 1997) that Bandura termed as Somatic and Emotional states. According to (Bandura, 1997), somatic information is processed by physiological state and emotional states are regulated by person's own perception. Emotional intelligence indicates the ability to which one can understand his/her own and others' emotions (Atkins & Stough, 2005).

Bandura (1997) argued that people can differ in their patterns of thinking, feeling, and behaving in relation to their level of self-efficacy. People with low self-efficacy experience depression, anxiety and helplessness. Their self-esteem is also being adversely affected and their pattern of thought is generally pessimistic about their accomplishment (Schwarzer & Schmitz, 2005). High level of self-efficacy combined with competencies facilitates cognitive processes and performances in different settings that may include effective decision making and

accomplishments. People high on self-efficacy always prefer challenging jobs and are highly innovative and originative (Bandura, 1997). Having trust and assurance in one's quality of being able to perform and to bear and endure ambiguity, help the individual to take initiative in new endures (Baum & Locke, 2004). People with low self-efficacy fail to reach their goals in spite of the skills they have needed to accomplish their goals (Bandura, 2005).

The concept of Emotional Intelligence introduced by Goleman in 1995 postulated that emotional intelligence is much more effective than high IQ. Emotional Intelligence can best be defined as the ability to handle one's own and others' emotions, It doesn't employ being devoid of emotions but how those emotions can be canalized (Salovey & Mayer, 1990).

Research into the area of gender differences (Petrides & Furnham, 2000) accounted that men have greater score on self-measures of emotional intelligence as compared to women because women may have tendency towards self-denial and self-defence on self-report questionnaires. Many other investigators and generators have foster examined the association between gender and emotional intelligence (Barchard & Hakstian, 2004; Perry, Ball, & Stacey, 2004; Schaie, 2001; Van Rooy et al, 2005).

Although research investigating the concept of emotional intelligence is in its babyhood, studies at present also demonstrated that individuals who have strong level of intellectual aptitude seem to have healthy life style and emergence, and also found to have clear relationships with their peer groups and blood relations (Brackett & Mayer, 2003). It was also found by the work of Schutte, Malouff, Bobik, Coston, Greeson, Jedlicka, Rhodes and Wendorf (2001) that there is a strong relationship between societal expertise, creativity and emotional intelligence. The individuals who have higher levels of emotional intelligence seems to be more satisfied with their marital life, more gratified towards their work, and show high level of engagement at their work place (Abraham 2000).

Creativity is defined as one of the essential individual attribute. Akinboye (1976) defines that creativity basically encircle the spiritual feelings and the most unfamiliar sign of innovation, which is beneficial for an individual and societal values and mostly includes the emanation of comprehensive occasional concepts that are helpful in resolving individual and societal issues. Simonton (2000) define creativity as an important element for an individual that exhibits enthusiastic performance. Quigley (1998) describe it basically as a capability to give anything

influential and new. Standler (1998) describes a distinction between creativity and intelligence. He was of the view that intelligence is the capability to master, acquire, and imagine, on the other hand creativity is an ability to discover new ideas which have never been worked by any other person before. An assumed example of this concept is that the creative individuals are basically intelligent but the converse is not every time true (Standler, 1998).

Candy and Edmonds, (2000) comment that creative people are ill-famed for dissenting stiff conventional approach. Creative people have the intellectual and rational abilities to synthesize information, analyse ideas, and apply their ideas. When people have a rich base of information and have great experience on the matter, they become more creative. They also have a strong desire to arrogate personal responsibility for their goals and tasks. This need to achieve, along with at least a moderate level of self-confidence, gives creative people the energy to persist in the face of sceptics and setbacks that litter the path to success. Creative people think in novel ways rather than follow set patterns. In other words, they engage in divergent thinking more easily than most other people.

The flow of knowledge and happenings in most of the companies basically depends on how much alternative are provided to the people in organization to manage their tasks particularly when the level of self-efficacy is high and when the information or entropy is of high credibility (McManus, 2005). Creative people flourish in organizations when are with free-flowing communication. Team member improve creativity when they trust each other, communicate well, and are committed to the assigned project. In contrast, creativity is undermined when people criticize new ideas, compete against each other; and engage in political tactics to achieve personal goals.

Based on the available evidence, there is the likelihood that self-efficacy and emotional intelligence may influence creative behaviours in organizations. The issue therefore is: if creativity is so important in organizations, how do we identify factors that are relevant to it and that could predict it among freshly recruited employees? It was hypothesized that emotional intelligence and self-efficacy will be positively correlated with each other, and creative people will have higher levels of emotional intelligence and self-efficacy as compared to non-creative people. Role of gender will also contribute differently towards levels of creativity, emotional intelligence and self-efficacy of people.

Method

Sample

The sample consisted of 400 employees (200 creative; 100 males and 100 females, and 200 non-creative; 100 males and 100 females identified by Creative Disposition Scale by Mcshane and Glinow, (2003). Sample who scored above +5 on Creative Disposition Scale were considered as creative employees and who scored less than +5 were considered as non-creative employees. Their age range was between 29-47 years. They were of different educational levels ranging from graduation to above postgraduation. They were more or less similar with their cultural background. The sample was approached at different organizations including banks, colleges, and N.G.Os in Multan. Convenience sampling technique was used to select the sample.

Instruments

The following instruments were used to collect the data. The relevance of all the scales according to our Pakistani culture was first checked with help from educationists. The scales were then translated into English (from Urdu) by using the back-translation method. Finally, the instruments were administered to a sample of 50 employees to determine the reliability and validity of the scales.

The General Self-Efficacy Scale

General Self-Efficacy Scale (GSE) developed by Sherer, Maddux, & Mercandante (1982) measures the people's beliefs about how competent they are? The scale is designed for the general population of above age 12 years. This is a 5-point scale. It comprises of 17 items, each of which is scored according to the following five categories: Strongly agree = 1, Agree = 2, Neutral = 3, Disagree = 4, and Strongly disagree = 5. For the item no 1, 3, 8, 9, 12, 15, the scoring would be reversed as Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2 and Strongly disagree = 1. Total score on all the responses of 17 items range from 17- 85.Cut off score is 34 which implies that higher than 34 scores indicate higher level of self-efficacy. The alpha reliability co-efficient of this scale is 0.88, and validity co-efficient is 0.76.

Creative Disposition Scale

The self-assessment exercise designed by Mcshane and Glinow (2003) was used to estimate the extent to which people have a creative personality. The list is an adjective checklist with 30 words. The students are asked to put a mark beside boxes for words that can accurately describe them. The exercise would be completed alone so that students access themselves without concerns of social comparison. The score may range from -12 to +18. Students who score above +5 are considered as creative people and who score less than +5 were considered as non-creative people. The scale has alpha reliability co-efficient of 0.72, and validity co-efficient of 0.72

Emotional Quotient Scale

The Emotional Quotient Scale developed by Goleman, (2001) was used to measure emotional intelligence. It is a 5-point scale with 12 items. A student can respond by opting "1" for "Strongly Disagree", "2" for "Disagree", "3" for "Neutral", and "4" for "Agree", and "5" for "Strongly Agree". The exercise was completed alone to avoid social pressures. The score may range from 10-60. The scores are obtained by adding the responses to each question Participants who score above 25 are considered as highly emotionally intelligent people. The scale has alpha reliability co-efficient of 0.91, and validity co-efficient of 0.79.

Procedure

The study consisted of two parts.

Part 1

The purpose of part I of the study was to adapt and validate the instruments to be used in main study. The relevance of all the instruments was firstly checked by a sample of 20 educationists. They were asked to examine all the statements carefully and rate which items are relevant to our culture. Analysis of responses revealed that all the statements were fairly relevant to our culture. To translate the original scales, Back Translation Method was adopted. This process of translation was completed into following three steps.

Step 1 (English to Urdu Translation): The bilingual educationists were asked to translate the statements in such a way that Urdu translation of each statement could convey the same meanings as the statements in English do.

Step 2 (Back Translation from Urdu to English): Back translation technique was used as a method of reducing errors and biases in translation. The scales translated into Urdu were given to another bilingual sample. They were unfamiliar with the original versions of the scales and were requested to translate Urdu version of scales into English as much as accurate translation as possible conveying the maximum similar meanings.

Step 3 (Reliability and Validity): The reliability and validity of all scales were determined in this step. All the scales were administered to a sample (N = 50). For the determination of reliability and validity Cronbach's Alpha Coefficient and cross language validity was computed.

Part II

To identify the creative and non-creative sample, several employees taken from different organizations in Multan were given the Creative Disposition Scale. People who scored above +5 were considered as creative people and who scored less than +5 were considered as non-creative people. From this pool 200 creative and 200 non-creative employees were selected. After the determination of the creativity and non-creativity dispositions of the sample, the General Self-Efficacy Scale and Emotional Quotient Scale were given to the creative and non-creative sample to fill out for them. All the participants voluntarily participated in the research and confidentiality was assured to them. After the completion of data collection, the whole data were statistically analysed through the SPSS (Statistical Package for Social Sciences).

Results

The present study was aimed at exploring the correlation between self-efficacy and emotional intelligence among creative and non-creative people. The relationship was also studied with reference to gender. For statistical analyses; Pearson's correlation and t-test were performed to access the findings of the study.

Table 1:

Correlation between Self-efficacy and Emotional Intelligence among creative and non-creative Employees (N =200, 200).

Employees	Variables	Correlation
Creative Employees	Self-efficacy	0.86
	Emotional Intelligence	
Non-creative Employees	Self-efficacy	0.59
	Emotional Intelligence	

Table 1 clearly indicates a significant positive correlation between emotional intelligence and self-efficacy. However the relationship is stronger for creative employees as compared to that of non-creative group.

 Table 2:

Differences in the levels of Self-efficacy and Emotional Intelligence of Creative & Non-creative Employees

Scales	Creative Employees (N=200)		Non-creative Employees (N=200)			
	M	SD	M	SD	t	p
Self-efficacy	37.14	7.92	31.02	4.61	6.23	0.00***
Emotional Intelligence	29.15	5.47	24.51	2.78	3.26	0.00***

$$df = 398, ***p< 0.001$$

Table 2 indicates that creative and non-creative employees differ significantly in their levels of emotional intelligence and self-efficacy. It implies that creative employees are more likely to have higher levels of self-efficacy and emotional intelligence when compared to non-creative employees.

Table 3:

Gender Differences in the Creativity, Self-efficacy and Emotional Intelligence of Employees

Scales	Males (N=200)		Females (N=200)			
	M	SD	M	SD	t	p
Creativity	5.18	4.52	9.13	3.60	-5.02	0.00***
Self-efficacy	38.52	11.81	36.01	8.85	0.19	0.061
Emotional intelligence	24.15	5.47	32.51	6.78	-2.26	0.00***

df = 398, *p< 0.05, ***p< 0.001, p = ns

Table 3 indicates gender differences in the disposition of creativity and emotional intelligence and self-efficacy. These findings suggest that females are more creative and are more emotionally intelligent as compared to males while the findings from Table 3 further indicate no gender differences in the level of self-efficacy. It implies that female and male students have equal levels of self-efficacy.

Discussion

The main objective of this study was to find out the link between emotional intelligence and self-efficacy among creative and non-creative employees. The findings of the study clearly indicated a significant correlation between emotional intelligence and self-efficacy. The result supports the assumption that emotional intelligence and self-efficacy are positively correlated with each other. With an increase in emotional intelligence, it is observed that there is a significant increase in the levels of self-efficacy. In this way, the present study confirms the connection between emotional intelligence and self-efficacy (Table 1).

These findings are in line with the work of Tschannen-Moran, Woolfolk Hoy, & Hoy (1998) who reported the importance of self-efficacy and its association with a wide range of learning outcomes. Self-efficacy has been shown to influence achievement, attitude and emotional growth. Furthermore, Sutton and Wheatley (2003) suggested that the substantial variation in people efficacy may results in part from variance in people' emotions. As Chan (2004) also found that self-efficacy

beliefs were significantly predicted by the components of emotional intelligence and suggested that differences between people might affect this relationship.

The results are analysed on the basis of the assumptions that creative people usually differ with non-creative ones, those who score low on creativity tests in various domains. The hypothesis of the study, which states that creative people, will have higher levels of emotional intelligence and self-efficacy as compared to non-creative people has been supported in the present study (Tables 3). The findings are in accordance with review literature discussed by Mcshane and Glinow, (2003) who reported that creative people usually differ with non-creative ones, those who score low on creativity tests in various domains. Moreover, creative people are more active, more prone to risks and dangers. They are more capable of manipulating their emotions as compared to non-creative people.

Creative people usually know how to mobilize their motivation, emotions and courses of action needed to successfully execute a specific task within a given context. The self-system allows people to observe and symbolize their own behaviour and to evaluate on the basis of anticipated future consequences. Thus, using these cognitive processes as a reference point, creative people are able to exercise some measure of self-direction or self-regulation as compared to non-creative students who are also characterized by self-directed. But they have all the characteristics to very lower extent.

Results suggested another important and surprising finding of the present study that females have more creative personalities as compared to male students. The assumption of the study that speculates gender differences in the levels of creativity is supported from the findings of the present study (Tables 4). There is a significant difference between males and females in showing their creativity disposition. The result is in favour of the findings of the work of Showers (1992) who explored the differences in the trait of creativity in relation to gender. The acceptance of the hypothesis might be attributed to the fact that higher level of creativity in female students can be explained in a way that females are often faced with more problems as compared to males, this is because of a male dominating society. In response to the daily life situations and in common problems, they think of new ideas to cope with the persisting situations and it helps them to raise their level of creativity.

In the present modern society, there is no discrimination between male and female. Females are no more considered inferior. They have opened new ways for themselves. We may attribute this higher level of creativity in females to the

phenomenon of globalization and advanced information technology, which has made this world a global village. At present, females have more opportunities and more awareness to excel in their careers as well as in their lives as compared to the past times. Besides this, all the female students who participated in this research had modern education and were having much awareness of themselves and the surrounding circumstances. They kept their spirits high in this male dominating society. All these factors contribute them to think about new and novel ideas, to think of unique solutions of problems, and in a way lift up their creativity level. But still it is a new trend regarding our research topic.

The assumption of the study also speculates gender differences in the levels of self-efficacy and emotional intelligence. No detectable gender differences were found in terms of self-efficacy (Table 4). The findings from Table 3 indicated that females and males are equal in their level of self-efficacy. It has been observed that the males usually have higher levels of self-efficacy. But the present results contradict the previous findings. However the findings of the present study are in accordance with, a study using the Teacher Sense of Efficacy Scale (TSES) (Tschannen-Moran, et al. 1998) yielded no significant differences for age or gender as expected. Bandura (1997) also postulated that age and gender would not correlate with efficacy because "there are many pathways through life and, at any given period, people vary substantially in how efficaciously they manage their lives".

Today is an age in which both genders compete with each other in approximately every field. That's why; they work out to get equal to the other partner in each and every dimension. At present, we usually observe that male and females differ from each other in very minor things. And wherever the difference exists, it is so small to be ignored. And the results of the present study are in agreement with the concept discussed above. Self-efficacy means to have confidence in one's self to do a certain task or to handle a specific situation. We can call it self-belief. And the young male and female people have set the self-beliefs very high.

Findings pertaining to gender differences in emotional intelligence also support this notion that females are more emotionally intelligent than males. The results are not in line with previous researches. As Schutte et al, (1998) and Van Rooy, Alonso and Viswesvaran (2005) argued that females have reported significantly higher emotional intelligence than do males. A similar result was found by Atkins and Stough (2005). It can be attributed that males are not considered to be so much emotionally intelligent. Girls are always considered emotionally intelligent

than boys. Perhaps it is a miss-conception. Because boys are more expose to the society. Their bare exposure to the society may add to their experiences and experiences counts much in intelligence. But on the other hand, as discussed earlier, females have more awareness and confidence in the present society. They don't lag behind the males in any field of life. They want to experience all those things that the males of the present society are experiencing. Another study by Perry et al, (2004) also strengthening the present findings that females reported significantly higher emotional intelligence than did males. Other studies show remarkably similar results (Day & Carroll, 2004). Women scored significantly higher than did men on overall emotional intelligence.

Conclusion

Major conclusions of the study are given below.

- Self-efficacy and emotional intelligence is positively correlated with each other
- Creative people have higher levels of emotional intelligence and self-efficacy as compared to non-creative ones.
- Results concerning gender differences indicated that females are more creative, and are more emotionally intelligent as compared to males.
- No gender differences were found in the levels of self-efficacy of the people.

Limitations & Suggestions

While the overall findings of the present research were encouraging, it is important to acknowledge its limitations as well. The sample used in the present research is not large enough to represent the whole population of creative and non-creative people. It is suggested that more researches should be carried out with a larger sample from different areas of Pakistan. The present study indicated only employees in its sample and that's why its findings can be generalized to only working sample with similar conditions. It is suggested that future research should also be conducted with sample other than employees as well, in order to draw comparisons. The present research is only focused on the exploration of gender differences. Other demographic variables are also important. An extensive study is recommended that would focus on age as a variable and thus check the difference that comes due to age gap.

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Perception & Production of Consonants of English by Pashto Speakers

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Abstract

This paper deals with the perception and production of L2 consonants by Pashtoon learners/speakers of English. Phonetic, phonological, perceptual and social factors are considered to account for the problems that adult Pashtoon learners face in the acquisition of new and similar consonants of English. The findings are analysed in the light of predictions made by three popular models of second language acquisition (SLA), namely Feature Model (Brown 1998, 2000), Perceptual Assimilation Model (Best 1995) and Speech Learning Model (Flege 1995), to see which of these models can better explain the acquisition of L2 consonants of English by those learners whose L1 is Pashto.

The findings show that the vowel context and L1 features play a significant role in the acquisition of L2 sounds. Although the findings of this study confirm a correspondence between perception and production of consonants, certain factors influence production and perception differently. The study concludes that although these models of SLA address most of the problems of the learners, none of these models comprehensively encompasses all the factors involved in L2 acquisition. Thus an integrated approach based on the predictions of all the models of SLA is recommended for thoroughly understanding the problems faced by L2 learners.

Keywords: English consonants; Pashto speakers/learner; Feature Model;
               Perceptual Assimilation Model; Speech learning Model

1. Introduction and Background

Pashto (also called Paxto) is one of the major languages of Pakistan. For the ease of our own understanding, we divide it into two dialects in Pakistan, the northern and the southern Pashto. Besides other dialectal differences, one important difference between the Pashto of the north and that of the south is that where the southern Pashto uses palatal fricative sound [ʒ], the northern Pashto uses velar stop [g] in certain words. All of the participants of this study were from the Khyber Pakhtunkhawa Province (formerly NWFP) where [g] is preferred. The following list of consonants of Pashto has been adopted and modified from Elfenbein (1997:733).

Table 1:

Phonemic Inventory of Pashto

	Labial	Dental	Palato-Alveolar	Retroflex	Velar	Uvular
Stops	p　　b	t̪　　d̪		ʈ　　ɖ	k　　g	
Affricates		c　　ɟ	cˇ　　ɟˇ			
Fricative					x　　ɣ	h
Spirants		s　　z	ʃ　　ʒ	xˇ　　gˇ		
Nasal	m	n		ɳ		
Flaps		r		ɽ		
Lateral		l				
Semi-Vowel	ʋ [1]	j				

In order to have a clear understanding of any study on the linguistics of Pakistan, the knowledge of the educational and linguistic scenario of Pakistani society is necessary. Urdu is the national language of the country and is dominant in media and educational institutions. As Pakistan is a multi-linguistic country, we need a common language in the country. Thus, Urdu enjoys the status of *lingua franca* in Pakistan. As a result, every school going student learns Urdu. Consequently, any student who starts learning English in Pakistan has already learnt Urdu.

Urdu has [f] in its phonemic inventory and it also has four-way contrast based on voicing and aspiration. The Pashto speakers of Urdu are normally found to confuse [f] with [p] and the aspirated stops with the unaspirated ones. This confusion between [f] and [p] or between aspirated and unaspirated stops has become a shibboleth for the Pashtoon speakers of Urdu. The speakers

themselves are aware of this and they consciously try to acquire proper [f] and aspirated stops. It has also been observed that under the stream of hyper-correction, [p] is sometimes uttered as [f], and the unaspirated stops are uttered as aspirated by the speakers whose L1 is Pashto.

This paper has been divided into four parts. In part first, literature related to the current study has been reviewed and research questions have been raised. Part second is the detailed discussions of perception test and part three discusses in detail the findings of the production test. The essay ends with the concluding remarks and recommendations for future research.

1.1.   Literature Review

Brown (1998, 2000) predicted that the level of difficulty in production of a particular sound of L2 depends on the Feature Geometry of the L1 of the learner. If a particular feature which distinguishes one sound from the other is active in the L1 of the learner, the contrast will be easier to perceive though the sounds do not exist in L1 of the learner and if the particular feature is not active in the L1 of the learner, the sound will be difficult for the adult L2 learner. The model suggested by Brown is called Feature Model (hereinafter called FM) of Second Language Acquisition.

Perceptual Assimilation Model (herein after called PAM) of Second language Acquisition by Best (1994, 1995, 2007) gives a directionality of difficulty in the perception of L2 sounds by dividing all the sounds of L2 into the following categories:

1) **Two-Category (TC) Type**: Two sounds of L2 may be considered 'gesturally similar' to two native phonemes of L1 (Best 1994:191);
2) **Single Category (SC) Type:** Two sounds of L2 may be considered equally similar/discrepant' to one native phoneme of the learner (Best 1994:191);
3) **Category Goodness (CG) Type:** Two sounds of L2 may be considered similar to a single L1 sound but one may be considered good exemplar than the other of the native phoneme.
4) **Categorized-Uncategorized (CU) Type:** One of a pair of L2 sounds may be considered similar to a native phoneme while the other may be considered a different/uncategorized sound (Best & Tyler 2007).
5) **Uncategorized-Uncategorized (UU) Type:** Each of a pair of L2 sounds is considered different from the L1 sounds and hence uncategorized (Best & Tyler 2007).
6) **Nonassimilable (NA):** The L2 sounds considered 'non-speech sounds' by the learners (Best 1994:191).

Following is the directionality of difficulty for adult L2 learners in the discrimination of those L2 sounds which may be categorized with the native phonemes:

$$SC > CG < = > UC > TC$$

It means the SC type of sounds will be the most difficult for the L2 learners and the TC type will be the easiest ones. CG and UC type sounds are easier than SC but more difficult as compared to TC type of sounds.

Flege's (1995) Speech Learning Model (hereinafter SLM) divides the sounds of L2 into 'identical' 'similar' and 'new' and forwards seven hypotheses about different situations which are reproduced in the following lines:

1. The L2 learners are sensitive to the allophonic variance of the sounds of L2.
2. A new phonetic category for a non-native sound may be established if the learners perceive a little difference between the L1 and the nearest L2 sound.
3. Age of Learning (AOL) and perceptibility of differences in L2 sounds are in inverse proportion.
4. Distance between corresponding sounds of L1 and L2 is proportional to learnability which means more distant sounds are learnt more easily and vice versa.
5. Equivalence classification blocks phonetic category formation if a non-native sound is equated with a native sound.
6. L2 learners' category is deflected away from the native speakers.
7. There is a correspondence between perception and production of the L2 sounds by the learners.

Wester et al (2007) studied the production of English [ð] and [θ] by Dutch speakers. For the Dutch learners these sounds are non-native. They hypothesized that if the learners substitute these sounds with [z s] which are phonologically closer to these sounds, it means that the learners substitute sounds on phonological basis and if they substitute these sounds with [v f] which are phonetically closer to these sounds it means the learners substitute sounds on phonetic basis and if they substitute these sounds with [t d] which are relatively more marked it means the learners substitute sounds on the basis of markedness. The findings of their experiment show that the learners substitute sounds on the basis of markedness and phonology more than on the basis of phonetic cues.

Chang, Plauche & Ohala (2001) observed that the learners misperceived [k] as [t] but not vice versa. They tried to know the nature and reason of perception of [k] as [t]. They were interested to know if this substitution is because of markedness. They found that the uni-directional perceptual confusion between [t] and [k] is triggered by acoustic cues and context (front vowel 'I' after the consonant) not by markedness of velars vis-à-vis universally unmarked coronal sounds. The only acoustic difference between [k] and [t] is that a spectral peak which is distinctive between these two sounds is neutralized due to raising of F2 on account of following high front long vowel [i:]. The result is confusion between the two. But [t] is never considered as [ki] because "listeners are unlikely to erroneously insert a non-existent cue into the speech signal for [ti]" (Ibid:81).

1.2.   Research Questions

The current study is focussed on the analysis of perception and production of some sounds of English by such Pakistani learners/speakers whose mother tongue is Pashto. Perception test was focussed on [f], [v], [w], [θ], [ð], [tʰ], [kʰ], [pʰ], [ʒ], [s], [z], [j], [ʧ] and [ʤ]. Both Pashto and English have [p], [t] and [k] but in Pashto these sounds are not used in aspirated form while in English they are used in both aspirated and unaspirated form depending on the context. Thus both aspirated and unaspirated allophones of these stops were part of the study in the perception test. Production test was focussed on [f], [v], [w], [θ], [ð], [ʒ], [ʧ] and [ʤ] only.

By having a look at the phonemic inventory of Pashto, we realize that the English sounds [f], [v], [w], [θ], [ð] , [tʰ], [kʰ], and [pʰ] are non-existent in Pashto. However, we can hypothesize that affricates of English [ʧ] and [ʤ] will be equated with the corresponding native affricate sounds of Pashto by the participants. Thus, these sounds lie in the category of 'identical' according to SLM. These sounds may be easier to perceive and produce for the Pashtoon learners. Other English sounds like [θ], [ð], [f], [w] and [v] may be either 'new' or 'similar' for the learners. The English sound [ʒ] presents an interesting case. This sound is substituted with [g] in most of the areas from where the participants were. Thus this sound exists in another dialect of Pashto but not in the dialect spoken by the participants. SLM predicts the sensitivity of the learners about the allophonic variance in L2 but no model of SLA explicitly discusses the impact of allophonic variance of L1 on the acquisition of L2. The variation of [ʒ]/[g] sounds will provide an interesting context for such a study.

The English [θ] and [ð] lie closer to Pashto [s] and [z] respectively in terms of manner of articulation and they are closer to Pashto sounds [t̪] and [d̪] in terms of place of articulation. If the learners perceive these sounds as [s] and [z], these sounds already exist in both Pashto and English. In such a situation, the English sounds [θ s] and [ð z] will make either CG or UC type in terms of PAM but if they are perceived [t̪, d̪] on the basis of their of place of articulation, they will lie in TC type and will be relatively easier to perceive. The aspirated and unaspirated pairs of stops may also be expected to lie in the CG/UC type in the L2 phonemic inventory of the participants. It is expected that the participants will equate the English sounds [v] and [w] with the native Pashto labio-dental approximant thus making an SC type of pair in terms of PAM. The English sound [f] may also be either equated with [s] on account of manner of articulation or with [p] on account of place of articulation.

The current study aims to analyze the perception and production of English stops, affricates, dental and palatal fricatives and approximant. It will address the following questions:

1. How do the Pashtoon learners of English perceive and produce non-native sounds of English?
2. Is the directionality of difficulty faced by the Pashtoon learners of English in accordance with the predictions of PAM?
3. Does vowel context have any influence on the perception and production of L2 sounds of English by the learners whose L1 is Pashto?
4. Is there any correspondence, as predicted by SLM, between perception and production of non-native sounds of English by the speakers of Pashto?

2. Perception Test

2.1. Research Methodology for Perception Test

The study is based on two experiments, namely perception and production tests. The participants for both of the experiments were same. 7 male adult speakers of English whose mother tongue was Pashto participated in these experiments. All but one of the participants had started learning English in Government Schools in Pakistan between the ages of approximately 10-12 years. One of the participants started learning English at the age of 5 years. None of them had studied in English medium schools. All were university teachers in Pakistan. All of them had got scholarship (funding) for Ph.D. from Government of Pakistan through the universities where they had been employed as teachers. Five participants were

from the Department of Mathematics and two from Computer Science in the University of Essex. The detail of the participants is given in Appendix A.

2.1.1. Stimuli

CVC non-word stimuli were recorded in a quiet Psycholinguistic Laboratory in the Department of Language and Linguistics, University of Essex in the voice of a female native speaker of English (aged 27) using M-AUDIO MICROTRACK II Professional 2-Channel Digital Audio Recorder which was set on default setting of 44.1 KHz Sample rate and 16 Bit Depth. The recordings were transferred into computer in WAV format. Vowels before and after the C in the VCV structure were the same. Each phoneme was recorded in the context of three quantum vowels [u:], [i:] and [a:]; for example the consonant [s] was recorded like [*eesee*], [*oosoo*], [*aasaa*] etc. However, it was rather impossible for the native speaker to utter unaspirated stops i.e. [p, t, k] in such context. So, she spoke sp/t/k clusters followed by long vowels which were later on edited into CV syllables by deleting /s/ of the clusters. Audacity 1.3 Beta (Unicode) Software was used for editing. The stimuli were presented to five native speakers for verification before using for experiment and they verified that the sounds (all except the edited ones) were in quite understandable native English accent. In case of edited sounds, all of the native speakers identified these sounds as voiced ie [p t k] were identified as [b d g] because they could not expect unaspirated stops in the syllables except in coda position or in clusters. Ethical approval for this study was taken from the University of Essex and the written consent for using the data for research purpose was also taken from the participants.

2.1.2. Perception Test

The tests were conducted in the quiet rooms. Before starting the test, the nature of the tests was explained to the participants in Urdu. The stimuli saved in WAV format files were played in continuity with 4-5 seconds ISI in Audacity 1.3 Beta (Unicode) Software. However, the participants were allowed repetition as many times as they wanted. They were instructed to note the consonant on the provided answer sheet only when they had fully identified it. They were asked to use English as well as Urdu or Pashto letters to note their responses (which were soon after the test translated into English in the presence of the participants). Thus they noted their responses in Urdu and/or Pashto besides English. This technique was adopted because English does not have commonly known letters for some of its sounds.

2.2. Results of the Perception Test

The overall accuracy of the participants in the perception of the target consonants is given in Table 2 followed by the graph (Figure 1) reflecting the same data.

Table 2:

The Chart showing accuracy of the participants in Perception Test

Stimuli	Accuracy (in %)
[k]	19.0
[tʰ]	33.3
[kʰ]	38.0
[ð]	42.9
[pʰ]	42.9
[v]	42.9
[p]	47.6
[w]	52.4
[θ]	57.1
[j]	61.9
[ʒ]	61.9
[t]	66.7
[ʧ]	76.1
[z]	85.7
[s]	95.2
[dʒ]	95.2

Figure 1:

Graph Showing %age Accuracy in the Perception of Consonants
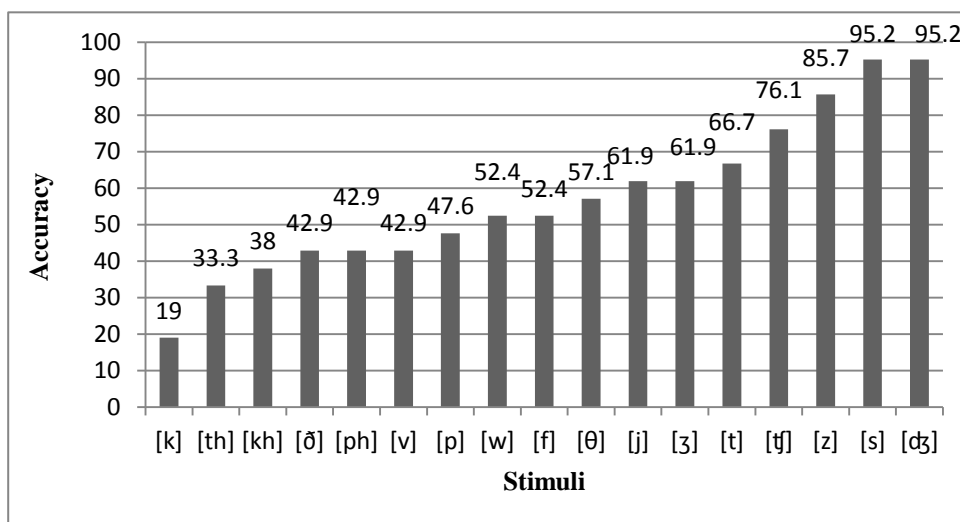
Tables 3 & 4 show the detailed results of the perception test followed by Figures 6 & 7 which reflect the %age of consonant overlapping.

Table 3:

Results of Perception Test

R → S↓	ʤ	ʧ	ð	p	f	ʒ	s	tʰ	w	j	v	t	θ	kʰ	pʰ	k	z
ʤ	**20**					1											
ʧ		**21***															
ð			**9**						1		3						6
f				3	**11**	3							4				
ʒ	1					**14**				6							
s							**20**						1				
tʰ								**7**				13					
w									**11**		8						
j	1					6			1	**13**							
v			1			1			7		**9**						1
θ					1		8						**12**				
kʰ														**8**		13	
pʰ				9	1										**9**		
z			2			1	1										**17**

* five of these were perceived as aspirated sounds ie [ʧʰ]
R=Responses   S=Stimuli

NB: Each sound was played 21 times (7 participants × 3 vowel contexts). Correct answers have been underlined in bold type. In some of the cases, the respondents could not identify the sound and put question marks which have not been included in the above table.

The results of the identification of the edited unaspirated stops by the participants are given separately in Table 5 below;

Table 4:

The Perception of Un-aspirated stops by the Participants

R→ S↓	p	f	tʰ	w	t	kʰ	pʰ	k	gʰ	g	ṭʰ	b	d	ḍ
p	__10__	1		5			2	2					1	
t			1		__11__						2		4*	
k					8	2		__4__	1	3	1			2

* One of these sounds was identified as [dʰ]

Table 5:

Consonant Overlapping in Perception Test

Stimuli	C-1	%age	C-2	%age	C-3	%age
[ʧ]	[ʧʰ]	23.9				
[ð]	[z]	28.6	[v]	14.3		
[j]	[ʒ]	28.6				
*[f]	[θ]	19.0	[s]	14.3	[p]	14.3
[v]	[w]	33.3				
[θ]	[s]	38.0				
[ʒ]	[j]	28.6				
[w]	[v]	38.0				
[pʰ]	[p]	42.9				
[tʰ]	[t]	61.9				
[kʰ]	[k]	61.9				

C: Confusion   < 10% confusion not included

* It means, [f] was misperceived as [θ] for 19% of the time, as [s] for 14.3% and as [p] for 14.3% percent of the time. The remaining 52.4% of the time, [f] was identified correctly.

2.3. Discussion

We discuss the sounds in two groups; the sounds in which the performance of the participants is above 60% and those in which the results are below 60%. The participants have shown more than 60% accuracy in the perception test in cases of [ʧ], [ʤ], [s], [z], [ʒ] and [j] sounds. The affricates are part of the phonemic inventory of Pashto. English affricates [ʧ], [ʤ] and fricative [s z] are thus 'identical' sounds for the participants according to SLM. So these sounds must be easier for the learners whose mother language is Pashto. The result is quite according to the predictions.

The palatal fricative [ʒ] in the phonemic inventory of the Pashtoon learners may be classified among the 'identical' category because this sound exists in the phonemic inventory of the language and is quite common in southern dialect. Although this sound is substituted with [g] among the dialects spoken in the area from where the participants were selected, but the participants were quite aware of the nature and existence of that sound in their L1. Thus the results in this case are like those in the other consonants which lie in the category of identical sounds. If we study the accuracy of the participants with reference to vowel context, we realize that all the errors in identification of this sound occurred in the context of vowel [u:]. In context of [i:, a:] the accuracy is hundred percent. Thus we have strong reasons to assume that the learners are quite aware of this sound although they don't use it. They identified this sound accurately in two vowel contexts. But in the context of [u:], the labialization of the vowel influenced and changed the nature of the acoustic cues. This case is further explained in the discussion about the influence of the context on perception.

As long as the plosives [p, t, k] are concerned, theories of SLA predict accuracy of perception for these sounds by Pashto speakers because these sounds are part of the phonemic inventory of Pashto. The results of the participants in these cases seem amazing. We need to keep some factors in mind to account for these results which we discuss below.

Firstly, the results of the participants in the identification of [t] (66.7%) are better than in [p] (47.6%) and [k] (19%). The results in [t] are like other native sounds. The problem is somewhere in the other two plosives. Secondly, we should remember that we had edited the stimuli for these sounds from clusters. There is always a chance of loss of some of the acoustic cues in editing. Thirdly, there is something special with these sounds which we shall discuss one by one. As we

have already pointed out, [pʰ] and [f] don't exist in the phonemic inventory of Pashto but the speakers of this language are not only aware of the existence of these sounds in Urdu and English, but they rather consciously try to acquire these sounds. The reason for this special concentration of the Pashto speakers on these sounds is that they have to utter these sounds in Urdu language which is not only a lingua franca but also enjoys the status of national language. Thus an impression of 'educatedness' is affiliated to this language. Consequently, the speakers try to acquire these sounds properly and as mentioned before under the flow of hypercorrectivity the speakers of Pashto sometimes substitute [p] with [f] or unaspirated with aspirated sounds[2]. Thus for the [p] sound, the participants had two distracters, [pʰ] and [f], which was why their performance in this sound was relatively weaker. This will be further established when we discuss some of the examples of the substitution of [f] and [p] with each other. This trend of substitution of the native sounds with the non-native sounds under the current of hypercorrectivity is also apparent from the results of [ʧ] sound. This is a native sound for the participants, and in principle it must not be a trouble for them. But their result was 76.1% in this sound. The errors (23.9%) were all based on substitution of this sound with its aspirated counterpart. In Pashto although there is no aspiration contrast, but in Urdu there does exist the aspirated palatal sound [ʧʰ]. So, under hypercorrecitivity, the Pashtoon speaker may keep on substituting native sound with the non-native sounds so frequently that it may become part of their linguistic habits. The same they repeated in the case of the [p] sound.

Lastly, the case of [k] may be studied on acoustic grounds. The substitution of [k] with [t] on account of acoustic reasons is confirmed in literature (Chang et al 2001). In our case, although the errors of misperception of [k] as [t] are not only limited to the context of [i:] but the frequency of misperception of [k] as [t] or closer phonemes like [tʰ ɖ] is fairly greater (5) in this context than in the context of [u:] (2) or [a:] (4). However, only these substitutions make 64.7% of the all errors of [k]. Thus misperception of [k] as [t] or the closer phonemes of Pashto due to confusion of acoustic signals may be considered a strong reason for participants' not showing as much accuracy in case of [k] as is observed in [t].

Now we discuss the cases of the remaining non-native consonants which are [ð θ], [v w], [f] and the aspirated sounds. These sounds are confused with closer sounds of L1 as illustrated below in Table 6.

Table 6:

Comparison of Overlapping

[ð] → [v] = 14.3%	[v] → [ð] = 5%
[v] → [w] = 33.3%	[w] → [v] = 38%
[ð] → [z] = 28.6%	[z] → [ð] = 9.5%
[θ] → [s] = 38%	[s] → [θ] = 4.8%
[pʰ] → [p] = 42%	[p] → [pʰ] = 9.5%
[tʰ] → [t] = 61.9%	[t] → [tʰ] = 4.8%
[kʰ] → [k] = 61.9%	[k] → [kʰ] = 9.5%
[f] → [p] = 14.3%	[p] → [f] = 4.8%
[f] → [s] = 14.3%	[s] → [f] = nil
[f] → [θ] = 19%	[θ] → [f] = 4.8%

In Table 6 above, we see a similar pattern of errors in all cases except [v] & [w] in that all are confused with one or the other sound of L1 unidirectionally, which was found to be significant. [f], [θ] and [ð] are mostly confused with [s/θ], [s] and [z] respectively but [s/θ], [s] and [z] are not confused with [f], [θ] and [ð] so frequently. Similar is the case of aspirated stops. They are confused with unaspirated counterparts for a greater number of times than their unaspirated counterparts are with them. In terms of PAM, these pairs of sounds are making CG or UC type of category where one sound of L2 is either considered better exemplar of or categorized for an L1 sound than the other. In the above cases English [f], [θ], [ð], [tʰ], [kʰ] and [pʰ] are poor exemplars of Pashto [s/θ], [s], [z], [t], [k] and [p] while the English [s], [z], [p], [t] and [k] are considered ideal exemplars of the corresponding Pashto sounds. However, the overlapping between [ð] and [v] is by no means stronger because both are new to the learners. In terms of PAM, the pair [ð, v] will make TC type of sounds because [ð] is being confused mostly with [z] and [v] with [ʋ] by the participants. On the other hand, the overlapping between [v] and [w] is almost equal. The participants assimilate and equate these two sounds [v w] with the single corresponding sound of L1 which is [ʋ] thus making SC type. Hence according to the prediction of PAM, following must be the directionality of difficulty for L2 sounds in descending order (from difficult to easier):

<div align="center">SC > CG <=> UC > TC</div>

This formula predicts following sequence of difficulty in the current study;

[v, w] > ([ð, z], [θ, s], [s/θ, f], [f, p], [pʰ, p], [tʰ, t] , [kʰ, k]) > [ð, v]

If we analyse the results of the participants in these cases, we can note that these predictions of PAM are quite true if we exclude the pairs [s/θ, f], [f, p] and those of plosives from this list. The mutual overlapping between [ð] and [v] is 19.3%

(14.3+5)[3], between [ð] and [z] 38.1% (28.6+9.5), [θ] and [s] 42.8% (38+4.8) and [v] and [w] 71.3% (38+33.3). Excluding stops and [s/θ f], [f, p] the directionality of difficulty in other phonemes is as per prediction of the Perceptual Assimilation Model (PAM) as below:

$$SC > CG <= > UC> \quad TC$$

$$[v\ w] > [ð\ z],\ [θ\ s] > [ð\ v]$$

As long as the cases of [s/θ, f] and [f, p] pairs are concerned, we should realize that the difference between [s] and [θ] is not clear in the minds of the learners. Thus we can safely say that in the mind of the learners there was only one sound for two letters [θ] and [s], so sometimes they wrote [s] and sometimes [θ] on listening [f] sound in perception test. The respondents identified [f] as [s] or [θ] on the basis of manner of articulation whereas [f] was identified as [p] on the basis of similarity of place of articulation. The confusion between [f] and [s/θ] is 33.3% (19+14.3=33.3) whereas that between [f] and [p] is only 14.3%. So, we conclude that the manner rather than place of articulation plays stronger role in perception of a non-native sound.

Another important question is how to account for these results. If we take the present situation these pairs of sounds are in the CG/UC type of sounds and according to predictions of PAM the results should be better in this case than in case of SC type. Put together the total number of errors in the perception of [f] is 47.6% (19+14.3+14.3). Although this number is closer to 38.1% (for [ð/z]) and 42.8% (for [θ/s]), still it is highest of the three pairs which lie in CG/UC group. It is because [f] has two major distracters [s] and [p] in perception. In other words, it is a situation which is reverse of SC type. In SC type cases, two non-native sounds are equated with one native sound (as [v w] are equated with [ʋ]), but in the case of [f], a non-native sound is confused with two native sounds ([p] and [s]). This is a situation which has not been explicitly discussed in PAM at large. The findings of this study show that in such a situation, manner of articulation plays stronger role in the perception of the target L2 phoneme. Syed (2009) has already found stronger influence of manner rather than place of articulation on nasalization of phonemes in Saraiki which verifies that manner of articulation is plays more effective role in certain phonological processes than the place of articulation. Another important thing is that despite having two forces of attraction in L1 for the target L2 sound, still the level of difficulty in [f] is lower than the SC type of sounds (i.e [v] and [w] sounds).

Now we take up the case of the remaining phonemes. The pairs of aspirated and unaspirated stops also lie in CG/UC type but the percentage of errors in such

pairs is highest in the group. This is because the feature [spread glottis] is not functional in the Feature Geometry of Pashto while the features distinguishing [ð] from [z] and [θ] from [s] are active in the geometry of the L1 of the learners. Thus we conclude, following Brown (1998 etc) that the non-native sounds are easier to acquire if the features of the sounds are already active in the L1 of the participants.

The confusion between [s] and [θ] in all positions shows that no separate phonetic category has been established in the L2 phonemic inventory of the participants for [θ] and that it is confused with [s] by them. Similar results have been found by Guin et al (2000) in their study of the Japanese learners of English. In the L2 phonemic inventory of the Japanese, the pair of English sounds [θ] and [s] make UC category and the results of the experiments by Guin et al (2000) were against the predictions of PAM.

Such contexts make us realize that we need to develop an integrated approach for applying these models. As we noted here, the predictions of PAM became true only in cases where the features of the non-native sounds are already active in the geometry of L1 of the learners. PAM does not provide any formula for determining the directionality of difficulty in the pairs of sounds which lie within the same class as is the case of [f, p], [f, s] [ð, z], [θ, s] [pʰ, p], [tʰ, t], [kʰ, k] pairs in this study. Thus it is the feature model which better accounts for this situation which indicates that we need to develop an integrated model of second language acquisition based on the predictions of all the major models of second language acquisition which accounts for the learners' performance in view of their complex social and linguistic backgrounds.

2.3.1. Impact of Context on Perception

Table 7 below shows the results of important sounds in the identification test in the context of vowels and the effect of vowel context on the participants' perception of them. The overall accuracy of the participants in the perception of the target consonants in the context of [uː] was 35.1% while that in the context of [aː] was 58.2%. In the case of palatal sound [ʒ], all the 7 participants perceived [ʒ] incorrect by the listeners in the context of [uː]. Six of them perceived it [j] and one perceived it affricate [dʒ]. Friedman test confirms influence of vowel context on perception of the participants (chi square = 4.742, p= .098) only if we fix the alpha[4] level at p=.1. The results of the perception test in case of the phoneme [ʒ] were analysed using Cochran's Q test which verified strong effect of vowel context on the results of the perception test (Cochran's Q= 12.286 p=.002).

Table 7:

Impact of Vowel Context on Identification

	U	A	I
[ð]	w(1) v (2)	z (3)	v(1) z (3)
[ʒ]	dʒ(1) j (6)		
[j]	dʒ(1) w(1) ʒ (4)		ʒ(1)
Total Errors	59	38	43
Accuracy in % age	35.1%	58.2%	52.7%

In the context of [u:], six out of seven participants perceived the sound incorrect. On the other hand almost 100% accuracy is seen in the identification of [ʒ] and [j] in the context of [a:] and [i:]. Thus we conclude that the confusion between the two consonants arises in the context of [u] because of labialization. The confusing influence of [u] on consonants is verified in the literature (Halle & Best 2003). Schmidt (1995) found that the Korean listeners identified the sounds of English accurately in the context of [a:] but they were confused when the sounds were followed by [u:] which she ascribes to the effect of labialization of the following vowel. Johnson and Babel (2010) have also found the effective role of vowel context on the perception of the learners. Iverson et al (2008) found the effect of vowels on identification of [v] and [w] by the subjects whose mother tongue was Sinhala. Thus it is in this case that the role of vowel context emerges as an important factor in the identification of consonants of L1. It also shows the behaviour of learners in such cases where a sound lies in the phonemic inventory of L1 but is spoken in a dialect other than that of the participants. This situation has not been addressed in detail in literature; neither any of the popular models of second language acquisition has ever accounted for this situation elaborately.

[ð] has been confused with [v] in the context of [u] but with [z] and [v] in the context of [a:] and [i:] vowels. It is because in the context of [u:] labialization becomes dominant and the listeners perceive [ð] as [v] or [w] which are symbols for the same sound for the participants because they are equating these two sounds of English with one sound of L1. But in the context of [a:] and [i:], there is no labialization to disturb the perception of the listeners so they perceive [ð] as [z] in most of the cases.

The English [f] is confused with [p] in the context of [u:] because of labiality of following vowel. In other contexts, it is confused with fricatives. All these examples verify strong influence of vowel context on perception of the participants.

3. Production Test

3.1.   Methodology

In production test, the word-reading task was given to the participants. They were given a list of words written on paper carrying target consonants in the beginning and asked to read the words in carrier sentence 'I say ……again'. The utterances were recorded using M-AUDIO MICROTRACK II Professional 2-Channel Digital Audio Recorder. The audio recording device was set on default setting of 44.1 KHz Sample rate and 16 Bit Depth. The recordings were transferred into computer in WAV format soon after the tests. Using Audacity 1.3 Beta (Unicode) Software, the files were edited and the target words were elicited from the sentences. These words were presented to the judges (native speakers of English) for evaluation. The experiment was conducted in Colchester, United Kingdom and ethical approval for this experiment was taken from the University of Essex. The approval to use the data for research purpose was also taken from the participants.

3.1.1. Evaluation of the Production Test

Three native speakers of English (aged 64, 50 and 29) who were from Essex, were asked to evaluate the target consonants of English spoken by the participants on a five point scale ranging between 5-1 where 5 meant 'native like' 4 meant 'a little deflected away from the native speech' 3 meant 'very different from native speech but understandable' 2 meant 'hardly understandable' and 1 meant 'unintelligible'. A printed paper with all the words and target sounds with five cells for five different categories were given to the evaluators. The criterion for the assessment was also printed at the bottom of the paper. (See Appendix B for evaluation paper). The words were played one by one and the evaluators were allowed listening to the words as many times as they liked. They were asked to mark a consonant after they were satisfied that they had developed a considered opinion about the pronunciation. They were also asked to assess only the target consonants. Overall inter rater reliability was almost 64% (Cronbach' alpha=.642) among the judges. However, the inter rater reliability among the judgements in case of [v] was almost 88% (Cronbach's alpha= .877).

3.2.   Presentation of Results of Production Test

Following is the result of production test. Table 8 and Figure 2 compare the results of production and perception tests.
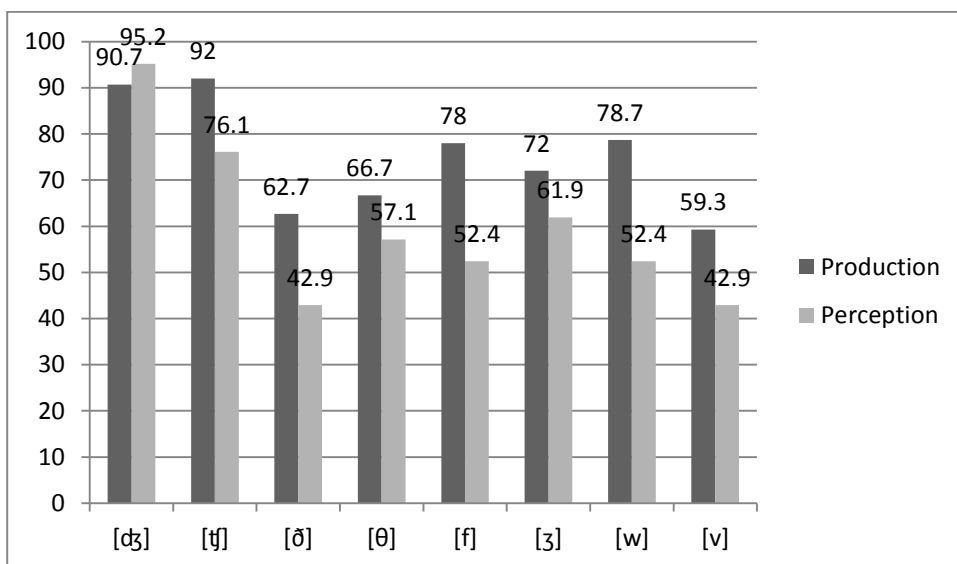
Table 8:

Perception & Production

Stimuli	Production	Perception
[dʒ]	90.7	95.2
[ʧ]	92.0	76.1
[ð]	62.7	42.9
[θ]	66.7	57.1
[f]	78.0	52.4
[ʒ]	72.0	61.9
[w]	78.7	52.4
[v]	59.3	42.9

Figure 2:

Graph showing results of Production and Perception tests

Pearson's r test showed strong correlation between perception and production test results (r=.842 p=.009 two/one tailed). A paired-sample t-test of the results of perception and production test proved the significance of the groups of data. (t-value 4.217 p=0.04 (two tailed) with Cohen's d= 0.9787818406228902 and effect size r= 0.4395740373080655).

As the perception data were categorical and the production data were in scale, Wilcoxon test was also applied to the data. The production test results were converted into two groups based on correct and incorrect perception. In one group was the result of the production test of those participants who perceived the sounds correctly and in another group were the results of those participants who has perceived the sounds incorrect. There was significant difference between the two results of the production test based on correct-incorrect perception grouping (z=10.659, N-Ties=165, p=.000. two tailed) which further confirms strong correspondence between perception and production as well as the effect of perception on the production of consonants.

3.3.   Discussion

The above results show that the directionality of difficulty is from SC > CG > TC. [v w] pair is most difficult of all if we compare [ð z] [θ s] and [v w] pairs. The Pashtoon learners of English have only one sound in their language for [v] and [w]. Thus when they hear both [v w], they equate these sounds with their native sound [ʋ]. They are unable to differentiate between the two sounds. So, when they were asked to note what they had heard, they sometimes wrote 'w' and sometimes 'v' on listening [v] and [w] sounds because both were the symbols of the same sound that exists in their L2 phonemic inventory. Thus their errors in the perception of these sounds are almost equal but when they speak, for both these sounds they have one utterance and that is the same sound in their L1 which is perhaps closer to English [w] than English [v]. Thus in production test they got more marks in production of [w] than in [v]. In terms of SLM, the new category formation for [v] is blocked on account of equivalence classification. The better results in [w] are also due to equivalence classification because incidentally the two sounds in English and Pashto happen to lie very closer to each other and the positive transfer of L1 works in better pronunciation of the participants.

Correspondence between production and perception is mostly verified as following is the sequence of accuracy in both tests;

Accuracy in Perception (descending order): [ʤ ʧ] → [θ f w] → [v ð]

Accuracy in Production (descending order): [ʧ ʤ] → [f w θ] → [v ð]

The hypercorrectivity of [f] which causes substitution of [p] with [f] may be reflected from the following spectrograms taken from the words uttered by one of the participants. Figure 3 shows the spectrogram of the word 'jeep' which has been uttered as 'jeef' unconsciously by the participant and Figure 4 is the spectrogram of the word 'fall' by the same participant. The word-initial [f] has a little frication in the word 'fall' while in the word 'jeep' the word-final [p] has been substituted with [f] in such a manner that the frication of [f] is stronger here than in the word-initial [f] of the word 'fall'.

Figure 3:

Spectrogram of the word 'jeep' spoken as 'jeef'
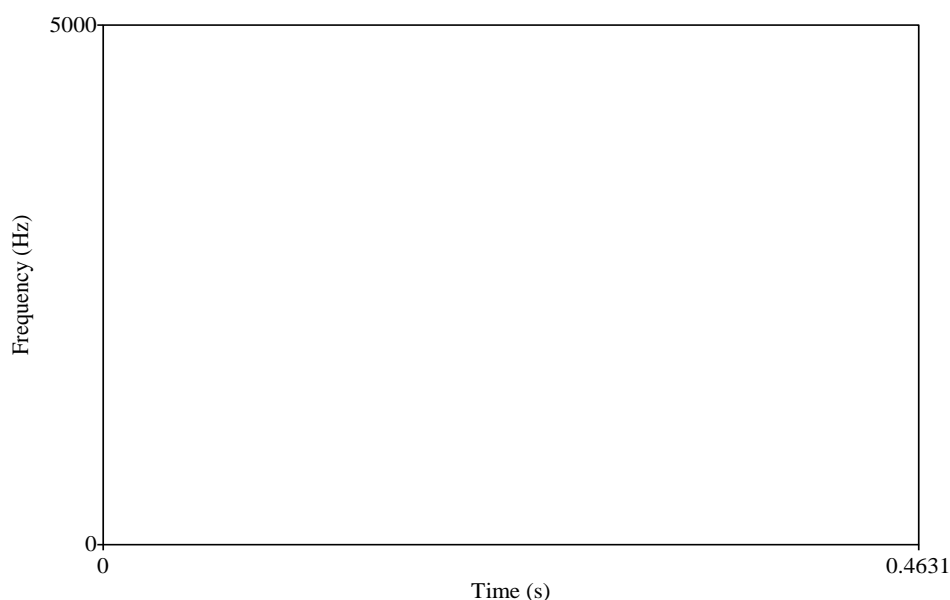
In the word 'fall' although the [f] has been uttered as fricative but the frication is not so strong as that of [f] word finally where [p] has been substituted with [f]. In this example, it is clear that the learner is consciously monitoring his speech but his focus is on word-initial consonant which is a marked position. When he speaks [f] with conscious effort, it is weak in the word 'fall' and when he utters it

unconsciously it is very strong. It means while applying models of SLA we need to account for the markedness phenomenon. The impact of L2 on L1 has also been predicted by Flege (1995:241-2) which we note in case of aspirated phonemes and [f] in Pashto. The substitution of [p] with [f] or that of unaspirated sounds with aspirated ones is example of the influence of L2 (Urdu) on L1 (Pashto).

Figure 4:

Spectrogram of the word 'fall'
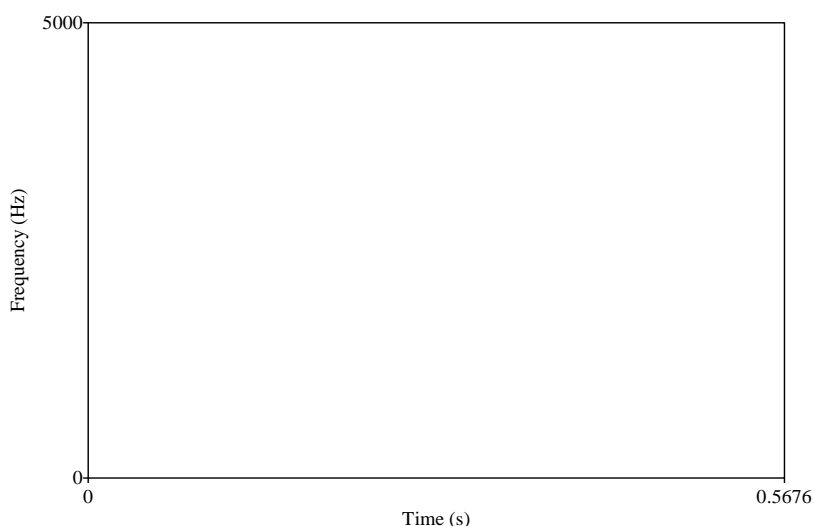
We compare some examples here to analyze the real situation. Both English sounds [v] and [f] don't exist in Pashto. So these are new sounds for Pashtoon learners of English. The new phonetic category for [f] is (partially) established while that is not established for [v]. It is because of the influence of Urdu. Urdu is the lingua franca and national language. All educated Pashtoons understand and speak Urdu. Thus they are familiar with [f]. So they try to develop new category for this sound while they cannot develop a new category for aspirated sounds because of feature problem. As long as the matter of [v] is concerned, there is no social pressure on them for development of a new phonetic category for [v] because normally Pakistani languages including Urdu don't differentiate between [v] and [w] (Rahman 1990:28). Thus even the Pakistani teachers of English also cannot most of the times (or don't) differentiate between these two sounds. As a result, there is no motivation for the learners to develop a new sound. The result

is equivalence classification. Now we have three cases namely [v, w] pair, [f] and aspirated stops; the learners develop a new phonetic category for [f] because the feature fricative is active in L1 and there is a conscious effort for this on account of the influence of Urdu. In aspirated cases, the new phonetic category is not developed despite the influence of Urdu and conscious effort because the feature spread glottis is not active in the L1. The third case is [v, w] where there is neither effort, nor motivation and the result is equivalence classification although the feature is active in L1. However, it must be noted that the new category of [f] functions better in the marked environment of onset than in the coda position. It means the markedness constraint is effective even after the new phonetic category is developed.

4. Conclusion & Recommendations

At the end we summarize our findings. Our first question was how the Pashtoon learners of English perceive and produce non-native sounds of English. Our results show that the Pashtoon learners of English equate English voiced dental fricative [ð] with [v] and [z] and English voiceless dental fricative [θ] with [s]. Confusion between [v] and [w] is quite common. Aspirated stops are confused with unaspirated stops and [f] is confused with [s] and [p] in perception but with only [p] in production. Hypercorrectivity in the production of [f] leads the learners to substitute [p] with [f]. As long as the case of production is concerned, all the test sounds except [v] were produced with more than 78% of accuracy. [v] is normally confused with [w].Secondly the predictions of PAM were verified in case of directionality of difficulty but the level of difficulty within a class is still a challenge for PAM.

The third research question in the current study was if vowel context plays a role in the perception and production of the sounds of L2. It has been partially testified that the vowel context does have an influence on the acquisition of L2 sounds in case of perception. No impact of vowel context was seen on the production of sounds.

Lastly, the hypothesis by SLM about correspondence between perception and production needs separate mentioning. Overall results in the current study show strong correspondence between perception and production. The directionality of difficulty in perception and production of sounds of English is almost similar but the individual cases show a different picture. The findings of the study show that English sound [ð] is confused with [z] and [v] in perception test but it is uttered as dental stop by the participants. Similarly [θ] is perceived as [s] and [f] but produced as dental stop. [v] and [w] are mutually confused with each other

equally in the perception test but in production the performance of the learners is better in [w] than in [v]. English [f] is perceived as [s] more frequently than as [p] but in production it is confused with [p]. Palatal fricative [ʒ] is perceived hundred percent incorrect in the context of vowel [u:] and hundred percent correct in the context of other two vowels. But no difference in the performance of the participants is observed in the production test in context of vowels. Thus we conclude that the hypothesis of correspondence between perception and production of L2 sounds forwarded by SLM needs further elaboration.

Other intra-linguistic factor like location of the sounds in words (onset or coda position) extra-linguistic factors like motivation and social norms (like status of Urdu in Pakistani society in the current study) also seem to play important role in determining the level of difficulty of acquisition for the learners.

An important question is: which of the models of second language acquisition can better account for the perception and production of L2 sounds of English by those learners/users of English whose mother tongue is Pashto. We start with SLM. The sensitivity of the participants about location-specific allophonic variance of English stops is not verified in the current study. The model in its first hypothesis claims that the learners are always sensitive about the allophonic variance of the sounds of L2. But the results of the current study show that the participants cannot differentiate between aspirated and unaspirated stops. We find strong proof of equivalence classification in cases of [v] and [w]. Actually the models of second language acquisition are based on simple generalizations. For example, the SLM either gives the option of establishment of new phonetic category or equivalence classification. But there may be some stages between these two extremes because language acquisition is a gradual, complex and long process. In neither of the cases we find complete accuracy nor do we find zero percent performance in any of the phonemes. The results of both the tests in all sounds lie between 42% and 95% which means we cannot generalize anything categorically. The hypothesis of SLM that the phonemes of L2 are a little deflected away from the native categories is testified in that we don't find 100% accuracy in the production of any of the phonemes of English. As long the predictions of PAM are concerned, the principle of the directionality of difficulty is mostly verified. But within class level of difficulty is still a challenge for PAM. Similarly, FM is applicable only in cases where the features of L2 sound are involved. It gives us a wider generalization that if the features of a non-native sound are active in the geometry of L1, the sound will be easier to learn but if the features of the target L2 sound are not active in the geometry of L1, the acquisition of the sound will be difficult. But FM does not give any suggestion for

the wide variety of sounds which all lie in either one or the other class. On the basis of the findings of the current study we recommend that rather than accepting the simple (over)-generalizations of the models of SLA, the linguistic situation of a particular group of learners may be studied thoroughly from all aspects and then a particular model should be developed based on the linguistic generalizations forwarded by popular models of second language acquisition. Thus a learner specific integrated approach is needed for comprehensive understanding of the second language acquisition phenomenon.

Further research: The current study was done with a very small sample, too small to test the results statistically in most of the cases. Strong generalizations may only be made on the basis of a large representative sample. The same study may be replicated with large scale sampling taking into account various intra- and extra-linguistic factors which may influence the process of second language acquisition.

In the current study, we also came across situations not predicted by popular models of SLA. The examples of such cases are [ʒ] where one sound exists in another dialect of the L1 of the learners or there is situation which is reverse of that predicted by PAM as SC type (like [f]). In such cases we saw that the manner of articulation played an important role in case of [f] and that the vowel context was found effective in case of [ʒ]. Studies about such situations have not been discussed by popular models of SLA. Such cases need detailed longitudinal study with large number of participants.

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Notes

[1] Elfenbein (1997:741) uses the symbol [w] for this consonant calling it 'Voiced labio-dental continuant' and includes it in the list of semi-vowels (ibid:742) whereas Habibullah and Robson (1996:15) call it 'voiced bi-labial semi-vowel'. We prefer to call it labio-dental approximant but unlike Elfenbein we use the symbol [ʋ] for it which is the symbol for the labio-dental approximant in IPA. The purpose is to distinguish it from English [w] and [v] for clarity in the following discussion.

[2] The researcher has been teaching English language and Linguistics for 5 years in the area where Pashto is one of the major languages and this conclusion has been drawn on the basis of personal observation.

[3] For 14.3% of the times, [ð] was considered [v] and for 5% of the times, [v] was considered [ð].

[4] Larson-Hall (2010) strongly recommends that the alpha level for the statistical tests on the L2 data must be p=0.1.

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APPENDIX-A

List of Participants

S. No	Age (years)	Teaching (Years)	LOR* (months)
1	35	6	42
2	32	3	15
3	35	6	24
4	27	1	19
5	38	6	27
6	37	9	27
7	35	6	42

*LOR: Length of Residence in the UK

APPENDIX-B

Evaluation Sheet

Subj: Pushto/

S.No.	Word	Target	1	2	3	4	5
1	chalk	[ʧ] ch					
2	cheese	[ʧ] ch					
3	choose	[ʧ] ch					
4	fall	[f]					
5	feel	[f]					
6	fool	[f]					
7	thaw	[θ] th					
8	thesis	[θ] th					
9	thoop*	[θ] th					
10	the's	[ð] the					
11	these	[ð] the					
12	those	[ð] the					
13	vault	[v]					
14	venus	[v]					
15	voop*	[v]					
16	wall	[w]					
17	weep	[w]					
18	wool	[w]					
19	jaw	[dʒ] J					
20	jeep	[dʒ] J					
21	juice	[dʒ] J					
22	genre	[ʒ] g					
23	zheke*	[ʒ] zh					
24	zhuke*	[ʒ] zh					

Formula	
Native-like	5
A little deflected from natives	4
Different from natives but understandable	3
Hardly understandable	2
Unintelligible	1

*Since suitable words were not available in English, these nonce words were added to the list. The participants were apprised that these were names of persons and they were also informed with examples as which sound they were expected to produce in these words.