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Teaching of English Vocabulary with the help of Information and Computer Technology

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Abstract

The present piece of article is an effort to focus on the necessity to develop appropriate methods to teach vocabulary items with the help of Information and Computer Technology (ICT) in English to the students who wish to build careers in this globalized scenario. Research in English Language Teaching so far has focused primarily on how to teach English vocabulary. Most of these methods considered structure as the prime component to be imparted. Whereas, the role of vocabulary is either demoted to secondary positions or ignored completely. To overcome such a complexity, well-advanced teaching aids should be available as it is the need of the hour. The recent advancement of the information and computer technology revolution in all fields of our life and teaching and learning in which gradually become more reliable are not exception. This article besides laying emphasis on the relevance of developing strategies to impart vocabulary with the help of ICT to the learner, also focuses on how and when to impart vocabulary. ICT has its visible impact on the quality and quantity of vocabulary teaching and learning process. In actual terms, ICT can enhance vocabulary teaching and learning through its interactive, dynamic and engaging content; and it can provide real opportunities for individualized teaching. The modern classroom environment has changed alot than the traditional environment due to advanced technology. It is rightly said by Heraclites, the pre Aristotelian Greek philosopher that 'There is nothing permanent except change' says 'Change is the law of nature'. A trend is the general tendency or direction towards transformation. With a number of educational options (learning strategies) available before the present generation learners, the newer trends seem to have emerged in the field of education.

Keywords: ICT, components, globalized, strategies, interactive, dynamic, engaging.

Introduction:

As a media of education, ICT can provide many solutions for teachers. As any teachers know, whenever a teacher presenting a new topic with a small or large number of new words, students

are supposed to learn, understand and memorize those words. However, many teachers also realized that there is only small chance to make students learn all the necessary, at best, they will learn them by heart mechanically, parrot them back at us and write some test and then probably forget the new vocabulary. To activate the new vocabulary and to use the new words in the context, the teachers need some new techniques which will be able to interact and satisfy the students who live in the era of ICT now. That's way the meaning of ICT tools become more important. It's a valuable tool to improve teaching and learning vocabulary, not only for students but also for teachers. For teachers, ICT is a professional resource to explore many methods of teaching vocabulary and for students; ICT provides opportunities to develop their vocabulary by doing many activities. The integration of ICT in teaching and learning is considered as a medium in which a variety of approaches and pedagogical philosophies maybe implemented. However, ICT as a teaching aid is more complicated in that. It demands more specific skills from the teachers. That means the teacher also plays an important role. Teaching vocabulary also means not only just presenting new words but also other issues, too. For example, students see a lot of words in the course of a week. Some of them are used straight away, other are not.

According to Hulstijn (2003; 349), there are two approaches to learn vocabulary. They are implicit learning paradigm and explicit learning paradigm. In implicit learning paradigm, words can be develop in normal way by repeated experience in many different kinds of language contexts with reading as the main source of input. It can also be means as the process of acquiring vocabulary and grammar through meaning focused communicative activities such as reading and listening. While in explicit learning paradigm, contexts is the main source for acquiring vocabulary, besides learners also need extra help to build up enough vocabulary and develop the strategies to manage with the vast reading context.

In explicit learning paradigm, the approaches are divided into two categories; explicit instruction and strategy instruction. In explicit instruction, students should be taught vocabulary by using various means including direct memorization techniques. However, there is more concern with low level learners who do not have enough vocabulary to read extensively. Nation (2001) suggested that high frequency (2.000 words level) and low frequency level should be treated differently. High frequency level can be attained by direct teaching such as teacher explanation

or peer teaching, direct learning such as using word cards, while in low frequency level, students should be taught in more varied way, such as through music, video or animation.

As one of the tools in teaching vocabulary, ICT has some significant benefits. It has the capability to control presentation, increase variety and creativity, provide feedback on learning activity, and it can also adapt easily with any materials.

When presenting a new word, students should be given an interesting material to attract attention. Unlike books and dictionaries which have fixed presentation, computer can combine visual with listening materials, texts with graphics and pictures even movies. For the lower level learners, these learning activities are interesting and challenging. Instead of reading and memorizing, students can directly involved into the activity. Through watching videos, students are introduced with many new vocabularies in a fun way. Those vocabularies are presented directly in the real context with the real images. So students will be easily remember it. ICT also increase variety and creativity in presenting new words. With ICT, teachers can use different materials for each lesson. Unlike teaching with text books where all classes presenting a certain topic are the same. Teachers can also create activities based on their needs. Feedback is very important when carrying out an activity. Through feedback, teachers can review and revised all activities they have done. Computers also can provide a fast feedback to students' answer through error correction. It is not only spots mistake but also corrects it, sometimes even giving the appropriate advice.

Computer programmes can be adapted by teachers to suit their students' need and level of language knowledge. Unlike books, which are produced in a single uniform format and need to be taught irrespectively of students' problems. Computer programmes are more learner-friendly. With the using of hypermedia, the methodology of learning language has develop to a new way. Hypermedia can provide the language teacher and language learner with multimedia resources, such as animation, sounds, movie, games, video, etc. Hypermedia offers an environment which combines listening with seeing.

The internet also offers a wide variety of references materials like online dictionaries, e-encyclopedia and search mechanisms very helpful for developing students' individual work. They can find the missing information, the meaning of new words, synonyms or antonyms.

Nikolova stated that numerous studies suggest that computerized media and a multimedia environment can be helpful for learning foreign language vocabulary. However, the materials in

the studies have mainly been commercial or teacher-produced. Student authoring in computer-based material designed for foreign language learning has been shown to enhance vocabulary learning. It has been asserted that on-line debate is an excellent medium for generating social construction of knowledge. "ICT plays important role in fostering intercultural competence", which is a part of learning a second or foreign language. ICT provides a diversity of different methods as well as learning styles that strengthen the material taught in other formats. Satisfaction is very much a part of effective learning, therefore captivating learners' interest, increasing personal discovery, generating enthusiasm and the desire to learn thus instilling an interest from within to improve the learners' motivation especially in vocabulary.

Students really like working with ICT and especially using ICT an instrument help to increase in the development of their language skills. Students like to use and attracts ICT not only because it is challenging but also because it is apart of their everyday lives. However, when students use ICT in the class the "... undeniable improvement of language skills and strategies related to handling information and the language through which it is conveyed in the stages of searching, analyzing and processing information", (Lanni), when mixed together along with other skills students are benefited and gain much more than what was expected. Yet, due to the students' immediate, natural and often minor acquisition of IT skills, that are needed in order to manage hardware and software so that various tasks are completed and problems are solved. Jarvis (1998) believes that by integrating basic IT skills in the EFL classroom, we are developing language skills and equipping learners with technology skills.

ICT is known to be the best source to any conventional classroom, especially when used properly and could be an asset to the foreign language to increase the vocabulary use in the classroom. It's unnecessary to say, "The Internet is a tool which has great potential in the language classroom, but its effectiveness in practice depends to a large extent on the way it is exploited by teachers and students. Your general methodology is also important."

The drastic and far-reaching change in the way of thinking and behaving in terms of the internet and multimedia computers has caused drastic changes in the way the teaching and learning vocabulary process takes place in the EFL classroom. (Lanni) points out that these resources let teachers to make everything noticeable as well as more comprehensible, which in turn helps in analyzing and organizing information, therefore allowing students to get in touch with different types of media, texts, styles, and registers, which in turn improves vocabulary and language

understanding. One great way to increase vocabulary achievement and preservation is the use of computerized reading passages improved with various kinds of glossary. The using of multimedia has triggers better results when compared to print glossary. Moreover, full glossary appears to be the best facilitator of vocabulary acquisition and reading comprehension, on contrary to little or non-glossary texts. Multimedia glossary is, however, a valuable tool that can assist in vocabulary acquisition and recall, as well as in reading proficiency and therefore should be integrated in their vocabulary and reading classes.

It has been increasingly argued that computer technologies can support learning in a number of ways. Many features of the computer are considered to improve vocabulary development and reading comprehension: multimedia is one of them. Multimedia refers to computer-based systems that use various types of content, such as text, audio, video, graphics, animation, and interactivity. The key concepts of multimedia are thus 'computer-based' and 'interactive'. Some research has measured wide ranging value of EFL software programs for improving reading comprehension and vocabulary. More recent studies showed the effect of comprehensive use of computers on reading achievement, the effect of computer instruction on reading rate and reading comprehension; the effects of multimedia software on reading comprehension and vocabulary acquisition, as well as the relationship between vocabulary development and reading comprehension. Most research on vocabulary acquisition and CALL has focused on the effects of multimedia glosses, and the same is true for reading comprehension, since vocabulary and reading are closely and mutual related. This mutual relationship also accounts for the fact that many research studies on vocabulary development and CALL also examine reading comprehension, and vice versa. One example of the effect of multimedia glosses for vocabulary development were carried out by Chun and Plass (1996) who presented the positive results of three studies with students in their second year of German who used Cyber-buch, a multimedia application offering various types of annotations (picture, text, video). The goals of this study included the exploration of incidental vocabulary learning, and the examination of the effectiveness of multimedia annotations on vocabulary acquisition. The results of this case study supported previous research on the effectiveness of different types of annotations, according to which visual imagery was found to help in learning and retention of new foreign words. Moreover, visual multimedia advance organizers were found to help not only recalling new words, but also act as facilitators of reading comprehension, which stresses the close relationship

between vocabulary and reading (Chun and Plass, 1996b: 512). Text+picture annotations produced the best results in the recall protocol focusing on reading comprehension. However, multimedia is not used only for glossing texts. Multimedia is a central component of good computer-assisted skill-building software.

Other research that focused on vocabulary development with technology argued for the increased effectiveness of multimedia-enhanced electronic dictionaries designed specifically for English language learners, and which have several built-in aids that their book counterparts cannot provide.

However, not all software for vocabulary development has a multimedia component, and a good example is concordance software, which triggers good results, since it allows for the examination of lexical, syntactic, and semantic patterns in various reading passages and contexts. This type of computer program can be a valuable instructional tool to raise students' awareness of the various types of lexical items in authentic contexts and provides non-threatening classroom experiences giving students opportunities to improve reading and vocabulary skills.

Multimedia is a great tool not only for learning vocabulary, but also for reading comprehension, just like some of the research presented above has suggested. There's a positive effect that produce from multimedia when it deals with reading comprehension, according to Busch, from the great advantage that online readers have over traditional printed readers: the possibility to improve computerized texts with glosses in multimedia format. This is probably the reason why most studies dedicated to a computer-based approach to reading have focused on the usefulness of glosses in different formats to increase reading comprehension and vocabulary retention. Several researchers have argued for the positive effects that hypermedia has for second language readers, because a text can be made more comprehensible for them by annotating it with multiple types of media glosses (Sakar and Ercetin, 2004: 28).

The effects of multimedia glossing received increased attention as researchers considered the possibility that computer-aided reading could create more proficient readers by offering a choice of various types of glosses to develop better vocabularies, greater background knowledge surrounding the text, and more effective reading strategies. Various studies argued that multimedia glossing is beneficial for reading comprehension and, consequently, for second language learners vocabulary acquisition. Thus, Lomicka (1997) explored how multimedia annotations influenced the level of foreign language reading comprehension for students enrolled

in a second semester French course. Three conditions were used when students were reading a text on the computer screen: full glossing, limited glossing, or no glossing. The results indicated that the students who had access to full glossing improved better than those who had access to either limited glossing or no glossing. Similar results were also suggested by Sakar and Ercetin, who went even further and explored 44 adult intermediate-level EFL learners' preferences for hypermedia annotations. The results suggested that students preferred visual annotations to textual and audio annotations. Video and graphic annotations were accessed when students wanted to retrieve background information about the topic, and graphic annotations were used to illustrate the meanings of words.

Conclusion:

In summary, it can be pointed out that vocabulary and reading comprehension are closely related, as it may be seen from the case studies presented above nearly all studies focused both on vocabulary and reading proficiency as they are influenced by multimedia. Vocabulary plays an important part in reading comprehension and techniques that are useful for vocabulary development such as multimedia glossing, also benefit reading comprehension, and vice versa. ICT, the internet and modern technology is on the forefront of language teaching offering teachers and students a like the opportunity to explore and even exploit English in ways that were not possible before. Students are able to use English with ICT in a very natural, realistic environment, enabling to communicate more effectively in the new language. Moreover, good CALL programs should make best use of visual elements and multimedia glossing, as well as generate students' participation. The programs should be interactive, allowing the students to make choices. Also, they should consist of a wide range of different types of exercises in which students not only choose the right answers but also type in answers. There is a reciprocal relationship between vocabulary acquisition and reading comprehension. The better the students' vocabulary knowledge is, the better they perform with reading comprehension tasks. Similarly, the more the students read using the appropriate skills and strategies, the more their vocabulary develops. Multimedia plays an important part in both vocabulary acquisition and reading comprehension; therefore, instructors should be aware of the potential benefits of integrating technology in the language classroom. However, although it has pointed out the benefits of using ICT in the classroom, it should also

stated that ICT cannot replace traditional teaching methods. Text books and any other printed materials are very necessary in the teaching and learning process, especially in the remote area. But one thing for sure, ICT lesson can alternate traditional classes, or traditional activities can be improved by using the computer or the internet.

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Trends and Challenges in English Language Teaching

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Abstract

Present paper is an attempt to batter a light on the various trends and challenges in English language learning. As India is a developing country and the status of English is second language. The teaching of English has become a challenge right from the beginning of the history of English language teaching till date and the teachers have been introducing new methodologies and the trends kept changing. As English is a foreign language and much hated language. Today it has become a status symbol for the upper class. In the 20th century, English language started emerging as a global language and the Indian classroom environment also changed based on the needs of the learner.

Introduction

Many theories about learning and teaching of languages have been proposed from a historical perspective and many changes have been brought in the language teaching methodologies based on the needs of the learner. The search for innovations & ingenuity to find more efficient and effective ways of teaching languages went on throughout the 20th century. From the origin of English Language Teaching, many trends have taken place. The teaching methodology has been changing the teachers; academicians started practicing different methodologies like the bi-lingual method, the direct method, the grammar translation method, the communicative approach and the audio-lingual method. All these are conventional teaching methods.

The most traditional method of teaching English is **bi-lingual method**. It is an easy method because the average English teacher can teach successfully. It provides both fluency and accuracy. In the hands of the unimaginative teacher, it may deteriorate into a translation method.

In the higher classes, it is not helpful & effective. The **direct method** was very popular method of teaching at the beginning of the twentieth century and it started to decline because of its difficulty in usage. The **grammar translation method** is still one of the most popular and favorite methods of teaching grammar. The **audio-lingual method** did not promote the communicative ability and it gave importance to memorization and drilling, while down grading the role of context and world knowledge in language learning. These are some of the conventional methods but I did not get into deeper, because I would like to focus on the new trends that has emerged & become very popular in a time. Now, the trend in English language teaching is on the **communicative approach**. The new trends in language teaching are:

Learning through Technology: Technology can improve student engagement. Now, *technology* is advancing at such a level that conventional ways of teaching and *learning* are not pushing students and teachers to their full potential. By *using* Technology in the classroom, teaching and *learning* are enhanced and given a new dimension Technology is the best way to create Language learning. Technology can support the teachers to learn the language easily, speedily, & became less painful and more appealing and creates an optimal language learning environment. Learning through technology is with the help of the computers and internet and it provides a good source to the beginner till the advanced level.

Text, video, and voice tools have become relatively inexpensive and increasingly easy for educators to use, and they play an important role in creating lessons and communicating with students and fellow teachers. With the help of the CDs, or DVD's the students are exposed to a wide variety of language items.

Web based language learning: The language learning can be more effective with the help of World-Wide Web (WWW). The World Wide Web has enhanced the computer-assisted language learning by allowing the learners by using different methodologies. By making it interactive learners motivation is boosted. Web based language learning is the language learning that involves the use of the Web and exploits Web materials, resources, applications or tools it contains a list of precreated activities for vocabulary, reading, listening & grammar and task based web activities that can be used by the students. The learners find it very interesting and easy to learn through various internet communication tools, such as e-mail, blog, chat rooms, etc.

Internet as a resource for language learning, lot of teaching material is available on the net. To find out the material click on the tool box, get into the search engines like Google or Yahoo type the name of the topic or the title & click on the enter button, the site gets opened. If the exact address of the website is not known you can just type the key words or there are a variety of tools available we can make use of them. Internet as a source tool is a motivator, activator, keeps the information up to date, its affordable. Some parts of the sites are even affordable in their mother tongue. The disadvantage in it is an invitation to plagiarism. Task based activities can be designed. For eg: Locating a place, Reading a review about a book/movie, Reading a critique about a movie, Reading a news paper article, Listening to a piece of information, now-a-days Youtube videos are more effective tool for learning.

Search Engines

Google (<http://www.google.com/>)

Yahoo! (<http://www.yahoo.com/>)

Few of the suggested web sites: The courier mail (<http://couriermail.news.com.au/>) CNN.com (<http://www.cnn.com/>) BBC (<http://www.bbc.co.uk/>) www.towerofenglish.com www.english-zone.com www.britishcouncil.org www.longman.co.uk

Web based resources for language learning:

There are ample of helpful resource available for language learning on net. Students can visit websites like englishonline.com & can find various interactive activities. Teachers can find plenty of materials for classroom activities and lesson plans. There is a site called simple English Wikipedia. Anybody can contribute to this Wikipedia with simple English language. Consequently, the "Simple English Wikipedia" can be used in the foreign language classroom. Firstly, the slow learner (basic level) students are able to grasp language proficiency & are able to understand the content. Secondly, the need of simple English language gives them the opportunity to contribute actively to the Wikipedia and one can have the satisfaction that their work is read & appreciated by the readers all over the world. Simple English Wikipedia is for all. For further information go through

<http://www.wikipedia.org/>

<http://www.dramainelt.org/>

The website <http://www.dramainelt.org/> is for those who have keen interest in the use of drama in education and theatre techniques in language teaching and learning at primary, secondary and university levels. Using these techniques Role plays can be enacted by the students in the classroom.

Email: Email is an easiest way of communication for the students. Through this the students can express themselves, improve their writing skills, they will know how to structure their messages, maintain contact groups, build confidence, they know how to keep the messages short. Here, the students concentrate more on the ideas than the sentence structure.

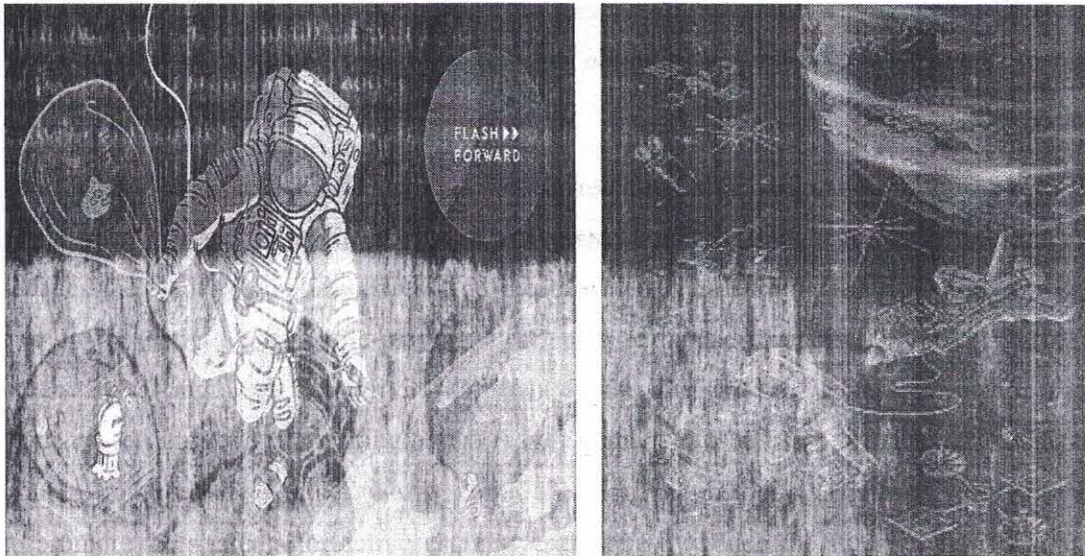
Blogs: A blog is a type of a website which allows interaction between the readers & blog writers. They allow the visitors to pass on a comment and even message each other. Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. A typical blog combines text, images, and links to other blogs, Web pages, and other media related to its topic. The ability of readers to leave comments in an interactive format is an important part of many blogs. Language learners can use a personal blog linked to a course, as an electronic portfolio, showing development overtime.

Chat rooms: Communication skills can be improved with the help of the chat rooms, where people can communicate online, people can send the messages, read and reply to the messages, the chat boxes have pictures and images which can be sent online. All these new procedures motivate the learners to learn the language with fun, which is not found in the regular classroom.

Apart from these, we have other ways of language teaching like Language learning through stories: Teaching strategies are, needed that enhance students' critical thinking skills, as well as emphasize human caring through student-centered learning approaches. Use of stories in teaching offers stimulating possibilities for meeting these desired learning outcomes. Stories can help students recreate, reconstruct and reflect on the essence of important experiences. Learning to listen and to hear the core essence of a story, as well as to communicate stories, orally and in a

written forms are critical skills for all students to acquire. The art of storytelling has its traditional roots of many different cultures. Right through history, stories were used to communicate important understandings from the past to new generations. Basically, stories are meant to pass on morals & teachings from generation to generations. It also helps to maintain mental, physical, and spiritual health.

Learning language through advertisements: Students learn the language through advertisements easily because they learn the language actively and use the language in an informal way. It reduces the student's anxiety, stress and creates interest in learning the language. The students can do the activities like role-playing, describing, expansion, reading, listening, acting while others are talking about it by giving them a exercise like write the advertisement for a job, the students can improve the writing skills. Advertisement can be used to teach various aspects of grammar like tenses, jumbled words, comprehension, prepositions, articles etc. The idea here is to promote the students for active listening technique by which the students learn the language faster. For them it will be a type of entertainment rather than working or studying.



Learning through cartoons: Space trash the size of a refrigerator that was expelled from the International Space Station came crashing down and burned up over the ocean in November

2008. Large quantities of debris from various space voyages have made travel in space perilous and increased the possibility of some of the jettisoned materials to become a hazard on the ground as well.

Questions:

What is space trash?

Why are we concerned about space trash?

Can you think of a way that some of the space trash could be cleaned up?

Should Space Shuttle missions be required to regain some space trash each time they return to Earth?

With the help of provided cartoons/ pictures the students will be able to understand the importance of current events. Students can explore significant events from the news through an investigation of editorial cartoons. There are sites like www.cagle.com where the students can log into the internet & proceed to www.cagle.com & select editorial cartoons page from the left hand navigation column then select editorial cartoons page from the contents page, precede through cartoons pages. Ask for opinions as to the events depicted. Compare with the list of events generated during set.

Direct students to look at all editorial cartoons on all the pages & record all the events depicted, this can be done individually or in pairs. Students will write a general description of cartoons for which they are not aware of a specific event. Homework: Write about the significance of one of the events depicted in the editorial cartoons. Read the Newspaper and attempt to predict the forthcoming topic of editorial cartoons based on their observation of the importance of the stories. Evaluation: Assessment is taken based on the comprehension of events depicted through discussion and written assignment.

Conclusion

These are few methods I wanted to focus on. There are many modern technological methods which I may not be aware of. From the merits and demerits of the different methods of teaching foreign language, we can conclude that all the methods can suit all the students, all places and all conditions. Our approach in this regard should be practical, diverse and pragmatic. Best method should be adopted by the teachers according to their needs. They should select features of any methods, which may be effective in particular circumstances.

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Relation Of Language With Society, Culture And Its Manifestation In Literature.

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Preliminaries

The present paper is devoted to the discussion on the language and society, language and culture and manifestation of language in literature. In fact, it lays the firm foundation for the present paper. In the beginning paper focuses on language and language use. The effort is to take a short run-view of language, its origin with word, word use, word and meaning and reference, knowing a language and using a language, word-abuses, social or religious taboos, need of using euphemism etc. In the next part center of attention is language and language use. The next part of the paper sheds light on language and society, language and culture of a particular society is dealt briefly. Language is understood only in connection with socio-cultural contexts. It focuses on how socio-linguistics deals with the inter-relationships between language and society. The language is operative in cultural and societal contextual background. The paper then focuses on the language and the materialization of language in literature can be studied in the context of inter-relationship between society and culture.

Language is a public, social and community affair and not a personal affair. If any one used a private language, it would be very uninteresting to the rest of the world. Therefore, language is looked at as a social phenomenon. Man lives in a society because of language. In other words, it is the language that binds the people together. The feeling of togetherness can be attributed to language. However, language is governed by certain rules and principles of human behavior. The rules of language are culture specific. Language as a system is multi-leveled from speech sounds, words and sentences to longer units called discourse. Discourse circulates through culture, providing meanings, values, and social identities to individuals. The knowing of words do not enable speaker to construct the simplest phrases or sentences in the language and understand what native speaker says. No one speaks in isolated words. Knowing language enables us to combine words to form phrases, and phrases to form sentences. It also means being able to produce new sentences never spoken before and to understand sentences never heard before. Noam Chomsky refers this ability as a part of "creative aspect" of language use.

Language is the distinctive quality of human beings, which separates man from other animals on the planet earth. There is a process of excursiveness in human language, whereas there is no creativity in animal communication. The knowledge of a language enables man to speak and to be understood by others who know that language. This means he has the capacity to produce unlimited sounds signifying certain meanings and at the same he understands and interprets the sounds produced by others. Therefore, knowing a language means knowing the system that relates sounds and meanings. Knowing the system means knowing the arbitrary relation between speech sounds and the meanings they represent.

Language use is not limited to stimulus response behavior because our creativity is infinite. Knowing a language also means knowing what sentences are appropriate in various situations. The vocabulary is finite. In addition to it we must have the knowledge of 'rules', however, they may be finite. Yet, they must permit us to form and understand an infinite set of new sentences. This linguistic knowledge and



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performance is conditioned by physiological reasons. When we speak, we have certain message to put forth. At some stage in the act of producing speech we have our thoughts organized into strings of words. Speech errors or slips of the tongue show the difference between our linguistic competence and performance

The unconscious knowing of the system and the conscious putting it to use is important issue. This knowledge represents a complex cognitive system. The Universality of language is a unique characteristic of human animal, which enquires into the origin of language. The theories of language divine origin, evolutionary development and language as a human invention has a record of widespread speculation with which we are not concerned here. As man and language are closely related his interest in his own origin and his own nature is inevitable.

Anthropologists seek interest in the origin of man and his language. It is evident here that language is primarily thought but speech precedes writing. This is the speculation, which interest philosophers and linguists immensely for its valuable insights into nature and development of language. Today, we consider the sentence as a unit of study but what is interested is the origin of language with 'word'. The belief in the divine origin of language is closely intertwined with the magical properties man has associated with language are spoken words. It is interesting to note what the Talmud points out. He says:

"God created the world by a word, without trial and pain".

Literature is manifested through language. If literature is to be understood, it needs to be brought into a relationship with society and cultural phenomenon. Any work of art or any work of literature, therefore, has to be interpreted, comprehended or understood in relation with society and its culture.

Language and Society

Language and society are so intertwined that it is impossible to understand one without the other. There is no human society that does not depend upon, is not shaped by, and does not itself shape language. Language is considered a social phenomenon because all human beings communicate with their respective speech communities using the language they speak. It is through language day-to-day interactions are possible, it is with the help of language interpersonal relations are possible. After all, language shapes the society and culture. Bertrand Russell once said,

"No matter how eloquently a dog may bark, he cannot tell you that his parents were poor but honest".

This leads us to think that language is examined in terms of its socio-cultural functions. It is a common knowledge that language is a social phenomenon. In other word, language is a social phenomenon because language arises naturally and inevitably in all human beings. Children learn language in interaction with those around them, thereby developing a crucial resource for making sense of their world. Language use throws light on the regional accent or dialect. Speech also contains a number of features, which are related to regional variations. People living and growing up in the same geographical area may speak differently for number of reasons. This social aspect of language user shows the social identity. It is also consciously or unconsciously indicator of membership of different social groups or different speech communication. A speech community is a group of people who share a set of norms, rules and expectations regarding the use of language. This perspective of study of language and language use is known as social linguistics.



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Socio-linguistics deals with the inter-relationships between language and society. It has strong connections to anthropology and sociology. It is also related to social psychology, attitudes and perceptions expressing in group and out-group behaviors identifies. The varieties of language used by groups are defined according to social parameters: class, education, age, sex and others alike. It is the acknowledged fact that the social identity is established through language use. This identity can be described in terms of culture specific vocabulary, context sensitive topics and shared attitudes and perceptions. The group members demand the use of language of that group.

The parameter of social class and education relationship may be studied in the light of the infrequent uses of language of a particular group of language users and the influence of the educational system on them. George Yule (2003) notes such influence of the university or college professors using spoken language features drawn from their long time spent working with the written language. He complains that such professions "talk like a book" are possibly recognition of an extreme form of this influence.

The differences in the use of language are due to the factors such as age and gender of speakers. The survey made in this regard claims the fact that many young speakers do not use these terms which are used by their grandparents. Variation in language use according to age is most noticeable across the grandparent- grandchild time span. Variation according to the gender of the speaker has been accounted for female speakers tend to use more prestigious form than male speaker with the same general social background. In some culture similar type of difference is found. Female speakers discuss their personal feelings more than men. In addition women are prone to use 'hedges' and 'tags' in their expressions associated with tentativeness. All the social factors are related to variation according to the user of the language. Similarly the variations in an individual's speech is also conditioned / occasioned by the situation of use.

The information about social process can be derived from the study of the language used in that society and description of the linguistic variation can be attempted in terms of social change. The point is that:

"the investigation of language as social behavior is not only relevant to the understanding of social structure; it is also relevant to the understanding of language".

M. Halliday, as in Nikolas and Jaworski 1997:31). Social environment plays very important role in the linguistic behavior. Sociological linguistics studies language from the social point of view as language is culture specific and context specific. Language has to perform certain functions in society, culture or context in which is used.

Language and Culture

The history of all languages reveals that man has been able to preserve culture mainly with the help of language. However, there are some tribal cultures, which have been orally transmitted from one generation to another generation. It is an undeniable fact that language plays a pivotal role to preserve culture. We come to know about our culture with the help of language. In fact, language is the vehicle of culture. It does not only preserve culture but it also transmits customs and traditions, which are parts of our culture. Therefore, we find that there is a difference between the world of animals and human beings. There are traditions and customs in the animal world. The animal world is devoid of language. Animal



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communication is restricted to certain sounds only. Descartes rightly said, "Thanks to language, man became man".

Language is obviously a vital tool. Not only is it a means of communicating thoughts and ideas, but it forges friendships, cultural ties, and economic relationships. Linguistic variation is always discussed with cultural differences. Linguistic features are always identifiable aspects of working class culture. Anthropologists view language as one of the elements within the definition of culture as 'socially acquired knowledge' (George Yule: 2002). It clarifies that language as a social phenomenon, which is closed, tied very much to the existence of different cultures. In a sense, language reflects culture, social structure and value system of society as well. Language provides us the ready-made system of categorizing what we perceive and lead us to perceive the world around. It also provides us the theory of language, which says that language determines thought. Any use of particular term categorizes the speaker / user from others. In other words we can say that language assumes the function of showing relationship and of helping establish the social network.

Language is the nexus between its speaker and hearer. This tells the tie between its user and the receiver which facilitates to establish the communication in that language. This linguistic behavior throws light on the interrelationship between language and society. This relationship reflects the typical linguistic constructions used in conversation. It is historically recorded that language assimilates new words, idioms and phrases along with various colloquial forms. Language also changes with the passage of time and place. The fact is that users of a language do not inherit a fixed set of patterns to use. They inherit the ability to manipulate and create with a language in order to express their perceptions. The human manipulates the language and so he can create the literature in that language according to the need of the society and culture. Hence, the discussion of any language and literature without reference of culture will remain incomplete.

The term 'culture' has several interrelated senses. One of them is that culture is more or less synonymous with 'civilization' and contrast to "barbarism". (John Lyons, 1983: 301). In fact culture is that part of whole which include knowledge, beliefs, customs, tradition, social and economic institutions, political system, language, art, music etc. At this the widely accepted views on the relationship between language and culture are those of Malinowski (1988) who cites his views on culture as a system as follows:

"Linguistic behavior could best be delineated and interpreted in its appropriate social-cultural context".

To understand best the linguistic behavior, linguistic scholars try to undermine the systematic difference that occurs within a language community, as pointed out by William Bright. "Variations are normally found on all levels of linguistic structure which depend on the identity of the person spoken to or spoken about. Linguistic variations may also be correlated with social status of the speaker (or) with other facts in the social and cultural context".

From the above discussion and argument one can simply state that language is an identity, societal and cultural marker as well. The user of language throws light on his social-cultural status along with his interpersonal relationship with his co-participants or interlocutors.

In a given speech community, it is the member of that particular community who observes or violets the community norms, customs or set patterns of social conduct through language use. His or her observance or denial of socio-cultural behavior determines his linguistic behavior. In other words, language determines the way we think. Language is a set of social conventions. In this regard Alberts (1972: 74) cites



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"Implication and violation of communicative rules and the positive and negative sanctions of languages should obviously be considered in specific cultural contexts".

Hence, language in the social context of the community that uses it, must be studied.

Manifestation of Language in literature

The manifestation of language in literature can be studied in the context of inter-relationship between society and culture. Any work of literature cannot be separated or isolated from either culture or society for it helps to reach us to the making of a literary creation. Therefore, to understand literature one needs to study societal cultural phenomenon preserved via language.

Language used in literature and in real life situations is to be studied in the context. Even an utterance with a slight variation in the manner of pronunciation, accent, and terms used other than the groups he / she belongs to gives clue to us for identifying the class, age, education and gender of the user of that language. British linguist Firth calls this notion of language use in literature and real life situation as "situational contexts". This is the language use which is intentional and functional. The language use in literature may have its source drawn from day-to-day normal conversations. This aspect connects literature to language use for it holds up a mirror to society. The reflection of socio-cultural context in literature is seen through language use.

The conversational mode of language use in a given society, in a given cultural context, in a given setting is purposive and functional. This "usage" of language shows the "usability" of user/ speaker and the language is considered as 'language in action'. Any work of literature - text - is a fine and refined composite of utterances operational at the practical context - societal, cultural - in a certain manner, up to certain extent (depends on the interpreter and the ways and method) specifiable and analyzable.

The study of literary texts deals with the fact that literature is a world wherein one finds the fine blending of reality and fiction. The real world may be brought in the fictional one. A life experience of a writer of a society he / she sees or lives in is depicted with his / her artistic skills. His / her individual / personal points of view shaped by time, place and environment find representations in his / her work of art. The intentionality of a writer finds expressions in his creative writing. The response sought by his / her targeted audience is also of an interest to study. The success of his / her motive of doing so, is an active response of his / her reader/s' participation, fully or partly or proportionately, in the fictional world. The success or failure of a writer depends upon the certain use of words, the texture of the creation and the response elicited by his / her readers.

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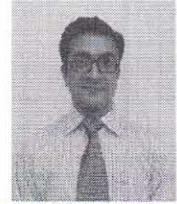
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3.3.2.1 Research Paper Published in Peer Reviewed and Referred Journals

IDENTITY CRISIS IN THE POETRY OF DALIT WRITER S. JOSEPH**DR. DHANANJAY P. PATIL**

Asst. Professor

Vidya Vikas Mandal's S. G. Patil Arts,
Science and Commerce College,
Sakri, Dhule**ABSTRACT:**

The Present study is an attempt to find identity crisis in the poetry of Dalit writer S Joseph. Dalit literature has for a long time been literary and social tool in the present day from the rise in everyday violence against Dalits and other marginalized communities. The caste issue is transformed into a problem of the social and economic marginalization of one section of society and the caste problem is seen as a problem only for the lower caste who suffers from it. It resists the tendency to treat Dalit poetry as social documentary, and instead unravels an aesthetic that builds on the realist mode but moves beyond it. Dalit poets are voices raised on behalf of thousands of exploited Dalits. The paper represents Identity crisis in the poetry of Dalit literature of S. Joseph. The poet proposes the realist mode of pain, suffering, depression, suppression in everyday life of Dalit. Their lives reflected in poetry seems to be searching for identity.

Keywords: Marginalized, Identity Crisis, Discrimination, Dalit Poetry, Agony.**Introduction**

With the emergence of Dalit literature, the lives and histories of the marginalized have gained representation. Since Dalit literature is written in several languages, translation into English is the only way its collective vision and ideals can be made available for the world to read. In Communist Kerala, S Joseph emerged as the forerunner of the Malayalam Dalit literary tradition. He was able to challenge Brahminical poetic traditions while offering verses that soothed the wounds of the lower caste people. The Naxalite movement was critical for public life in Kerala during 1970s. Though Joseph witnessed and attracted to it, he only watched from a distance. He has been writing poetry since he was sixteen, but he has not been directly involved with the Dalit movement either by action or through his poetry.

As we trace the history of Malayalam poetry, it's evident that it had undergone colossal changes in its style, language, poetic techniques with the changes in the contemporary social and political scenario. Contemporary Malayalam poetry stood far apart from the affluent



poetic tradition of Malayalam poetry which began with 'Manipravaalam' and has witnessed eminent works of great poets in the literary field. Writers in Dalit literature like S. Joseph captures Dalit community life in Urban and Rural setting. In their arguments and narratives, the caste acquires a new meaning. Narrating the firsthand experience of agony and alienation, Joseph emerged as a pioneer of contemporary Malayalam Dalit poetry, which gives an authentic and genuine voice for Dalit community.

'Underlying all Poetry is prose. But Poetry that is simply prose is anti-Poetic... Traditional poetry achieved its form and meter by forgetting certain experiences and people. That is the mode in which poetry became poetic and prose acquired its genius. Now poetry is discovering those forgotten people. The prose of their experiences is pushing its way into poetry.' Says S. Joseph, one of the leading contemporary poets in his 2004 article titled Poetry in search of a prose. He feels poetry is poetry it should not be gripped by a movement. But knowingly or unknowingly his writings are leaning towards a generalized subaltern outlook.

He says, 'I have taught and lived among tribal children, fisher people, blacksmith. My poetry is about them. Today when I look back, I can see that my poetry is about all these people who are "outside" the mainstream. It is a world that is not found even in Naxalite poetry.'

Dalits have hitherto been burdened with imposed identities as untouchables, depressed classes, harijans or scheduled castes. Though the modern society promises equality and freedom to all the dark ages of religious difference are not left behind. What he encounters is not a traditional taboo, but a modern stigma. In the poems *Identity card* and *Group Photo*, what we encounter is modern means of discrimination in a modern institution. Kerala state is renowned for its educational achievement. But in the very same state, how the class of a person turns out to be a cause of discrimination is well expressed by S. Joseph in *Identity Card*.

*"A girl came to class with a smiling face,
shares a bench and food,
enjoy the thrill of touch."*

But at the moment she noticed the salary amount he receives in his identity card it marked the end of their relationship. The card and stipend mark his caste and class, and costs him his love. Anti-reservationist considered those who had made use of reservations and stipend as inefficient.

While most of the poets express the precarious life of the untouchables by narrating how an upper class humiliates the lower caste, *Group photo* shows the invitation of an upper caste girl to stand beside her in the college group photo. Due to the ongoing caste discrimination and humiliation that he had gone through he was reluctant to accept the invitation this foreground caste and colour consciousness of a subaltern person. Even if he can change her stalker that took his place in photo with the current photo techniques the complex that drags him back and believes it's as his fate.

*"How does a poor, low caste fellow,
Dark to boot, live in Kerala?"*



The question he raised is highly commendable and the narrator's words
"I will disappear once in a while..."

echoes the cursed life of a community whose appearance and disappearance get unnoticed in the social life. The inner complex generated in the mind of subaltern is the result of the continuous oppression faced by his community so far. His poems discuss both class and caste discrimination, here though the boy and girl equally educated and main equality in class wise their caste identity drew him back. Poet satirizes the attitude of upper-class caste through the invitation of girl; the high class is regarded as kind to all but they never knew the mental agony of the subalterns.

A letter to Malayalam Poetry' is significant in two levels - one is it focuses on the transition in the Malayalam poetry with the advent of poets like him and the other is it highlight the living condition of poor people through the voice of a rag picker in the poem. Rag picker invites poetry to his thatched hut, where she can enjoy freedom as a bird, burn in sun, bath in the brook, have gruel and sprouts by sitting on a mat in veranda. Poetry used to live and well looked after in big bungalows, speeding in cars, speaking only in meter and rhyme. Though it sounds as an invitation to poetry, poet attempts to explore the life of poor people and says poetry should reverberate the voice of this voiceless class.

This idea is further explained in the poem *Different Poems* where the ploughman, the reaper the forest dweller the toddy tapers the mason the beggar, the boatman, the grave digger all of them who belongs to the lower class if the society says about their labor through their own poetry. Poet narrates his experience when he goes to work with a builder in the poem titled as *Mason* which again proves poets urge to documents the life of poor.

He has no pretensions to being an environmentalist but the ardent beauty of nature and the environmental degradations portrayed in his poems express the chaotic situation of nature as well as the subalterns. Landscape of his Poetry is startlingly new it moves into hitherto unknown places where the subaltern people belong abundantly. Hill side, river banks, rocky-mountains, bamboo plants, screw pine leaves, sugarcane fields etc. in his poems like *one's Own, running Ant, Dhvani, The Fishmonger, The song, water, fading away in the shade of umbrella* etc. are vivid examples to prove this argument. Poet thus emphasized how the marginalized live in close union with nature than the other sections of society. The narrator in the poem *One's own*, lives in a hillside where he used to wash bath and went fishing in the rivulet. He went further with the rivulet doing the same tasks until it merges with a large river. He announces, "I am only a poet of rivulets a small poet My own rivulets call out."

Rivulet stand as a metaphor for the marginalized people and the poets' hesitation to go with river exemplify the lower- class peoples fear to come for front due to the humiliations they had suffered so far. Solidarity of marginalized is visible in the poems of S. Joseph raising the issues encountered by nature and its resources, subalterns as well as woman.

Modern developments and innovations are meant for the well-being of the people but it reaches only within the privileged classes relegating the poor people to even more marginalized position. Emphasizing the pathetic condition of a fishmonger, who died of



epilepsy while washing vessel in a tiny stream poet emphasized this perspective. His dead body floats and disappeared in the water without being noticed by anyone “There is no sign of fishmonger now” The Plasters wall of a motor workshop parallel to M.C. road indicates the modern progress hinders the view of dead body in the stream to an onlooker opposite to the wall. Everything that we have across can be re written as something new and worthy but the life city dwellers and plight of villagers is written and read as such. Poet acclaims this in Running Ant and feels sad that even in literary works their fate can't be rewritten. The predicament of a Fishmonger in the fishmonger signifies the life and death of an ordinary man is irrelevant.

This clearly indicates how the world of privileged and non-privileged class gets divided in the ongoing innovations. Narrating the life of basket makers and their world in Basket poet further discusses the plight of marginalized ‘Ottal is a rare plant which is used to make baskets, hemispherical in shape. Conjoining two baskets results a sphere, shape of the earth the planet we live poet compares ‘Ottal plant’ with the marginalized both are at the verge of extinction. Basket making represents the creation of their own world by ma marginalized class who strives hard to meet their livelihood amidst of the discrimination and humiliations.

In Prison the poet speaks of two prisons, the real one the convicts are held behind the iron bars and the outer one where the bars are made by religion caste and colour culprits in the real prison seem to be the victims of the class chaos of the outside prison. Narrator says about the prison without have any experience with the real prison but engages with the prison outside every day.

Black on black is the most beautiful combination declares the poet in Black.

*“On a black face
Eyebrows eyelashes and
Lips have a special charm.”*

The strays of eyeliner on a drenched black woman the black shirt worn by a black man, black colour of hair and skin etc. through the images of this poem the poet shakers the concept of other black has its significance on if there is the contrasting white. When black colour of hair considered as a sign but the black skin of a man is low while the animals entice. Basically, colour of human race is black. Due to the emergence of colonial power, politically, economically and socially the white dominates the black. Even in the post-colonial and postmodern age, the same practice continues thus the black remains as a trade mark of subaltern. Though once the black was regarded the symbol strength, now it is the reason to push away the people mainstream due to black. With the status of skin white, the black got crushed and side lined without allow to enjoy any privileges that the modern society guarantees to all. Black and white remains as rightful combination except in the case of human, where black is always hidden under white,

“Black you can say, lies hidden beneath white.”

When the poet sees the picture of an extinct fish on the college wall, he thinks of his own race is getting extinct slowly from the society. When these images and descriptions of the animals facing extinction helps to prepare a list and take measures to protect them, where a group of



people facing the same threat that got unnoticed as it's a racial extinction, said the poet in *On the college Wall* in Just a few narrator wonders why only a few people anxious about the pathetic life of poor or marginalized or the environmental hazards. This implicates that he too among those few people, those who are poor who worries about their community. Their problems and hazard reverberate among themselves unheard to the world outside. When the people ran for the developments, they ignore the pain of poor which get noted in Eases and Difficulties. When the Engineers think of the railway doubling poets concern is for the man standing on a sand hill which gets depleted in the construction. Most of the facilities that we are enjoying today are the results of the difficulties suffered by poor.

He creates a powerful impact on the Dalit theme with *My Sister's Bible* this bible has everything- a ration book, loan application form, card from money lender notices of feast, photograph of brothers, child a hundred rupee note an SSLC book except the old Testament and the New. According to a subaltern his day-to-day life and joys meets with these things not the preface and contents of a real bible. What helps them to fill their belly and mind is the real God for them.

The poet uses a lot of other similes and metaphors from the Daily life of people to expressing the plight of the outcaste rather than grand images used in the traditional poetry. The image of a 'captive elephant' in *Elephant* "No place to go? The question used to ask his mother when he was a child marks in the poem *Dhwani*, poets who recalls the time when they had no well and had to collect water from the wells of the affluent drawing it with an arecanut- palm-spathe pail tied to rope in water the image of a young girl who faded away in the shade of an Umbrella in *Fading away in the shade of an Umbrella* are proclaim him as a poet of marginalized and bring forth the paradigm shift in the contemporary Malayalam poetry.

Conclusion:

S. Joseph tries to recover and represent all those nameless and faceless figures, their memories sorrowful experiences through his poetry. His poems meditate on the cruelties of caste while simultaneously speaking of identity crisis with which a Dalit person deals with such cruelties. The question of identity and equality is dominant theme in writings of Dalit writer, S. Joseph. Compared to upper-caste progressive writers, Dalit writer S. Joseph realistically portray their lives, environment and situations. The ultimate purpose of Dalit literature is to ensure the uprooting of caste oppression; it rejects Varna order of Hindu belief. Dalits are nameless and faceless people in dominant Indian culture

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