International Conference on English Literature and Linguistics

(ICELL-19)

George Town, Malaysia

24th June, 2019

IARF Conference

www.iarfconference.com
Editorial:

We cordially invite you to attend the International Conference on English Literature and Linguistics (ICELL-19), which will be held in George Town, Malaysia on 24th June, 2019. The main objective of ICELL-19 is to provide a platform for researchers, Internet Linguistics, academicians as well as industrial professionals from all over the world to present their research results and development activities in English Literature and Linguistics. This conference provides opportunities for the delegates to exchange new ideas and experience face to face, to establish business or research relations and to find global partners for future collaboration.

These proceedings collect the up-to-date, comprehensive and worldwide state-of-art knowledge on English Literature and Linguistics. All accepted papers were subjected to strict peer-reviewing by 2-4 expert referees. The papers have been selected for these proceedings because of their quality and the relevance to the conference. We hope these proceedings will not only provide the readers a broad overview of the latest research results on English Literature and Linguistics but also provide the readers a valuable summary and reference in these fields.

The conference is supported by many universities and research institutes. Many professors played an important role in the successful holding of the conference, so we would like to take this opportunity to express our sincere gratitude and highest respects to them. They have worked very hard in reviewing papers and making valuable suggestions for the authors to improve their work. We also would like to express our gratitude to the external reviewers, for providing extra help in the review process, and to the authors for contributing their research result to the conference.

Since April 2019, the Organizing Committees have received more than 30 manuscript papers, and the papers cover all the aspects in English Literature and Linguistics. Finally, after review, about 11 papers were included to the proceedings of ICELL - 19.

We would like to extend our appreciation to all participants in the conference for their great contribution to the success of International Conference 2019. We would like to thank the keynote and individual speakers and all participating authors for their hard work and time. We also sincerely appreciate the work by the technical program committee and all reviewers, whose contributions make this conference possible. We would like to extend our thanks to all the referees for their constructive comments on all papers; especially, we would like to thank to organizing committee for their hard work.
Acknowledgement

IARF is hosting the International Conference on English Literature and Linguistics this year in month of June. International Conference on English Literature and Linguistics will provide a forum for students, professional engineers, academician, and scientist engaged in research and development to convene and present their latest scholarly work and application in the industry. The primary goal of the conference is to promote research and developmental activities in English Literature and Linguistics and to promote scientific information interchange between researchers, developers, engineers, students, and practitioners working in and around the world. The aim of the Conference is to provide a platform to the researchers and practitioners from both academia as well as industry to meet the share cutting-edge development in the field.

I express my hearty gratitude to all my Colleagues, Staffs, Professors, Reviewers and Members of organizing committee for their hearty and dedicated support to make this conference successful. I am also thankful to all our delegates for their pain staking effort to travel such a long distance to attain this conference.

Dr. Simpson Rodricks
President
IARF Conference (IARF)
## CONTENTS

<table>
<thead>
<tr>
<th>S.NO</th>
<th>TITLES AND AUTHORS</th>
<th>PAGE NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Use of E-Learning in Contingency Planning for Anatomy Education</td>
<td>1-2</td>
</tr>
<tr>
<td></td>
<td>➢ Karthik S Harve</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ George W Yip</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Proprioceptive Neuromuscular Facilitation – An Innovative Approach to Treat Osteoarthritis Knee Patients</td>
<td>3-6</td>
</tr>
<tr>
<td></td>
<td>➢ Dr.K.Nirmal Kumar</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Dr.U.K.Gupta</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Dr.Vinay Kumar Singh</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Biblical Elements in the Select Poems of Dylan Thomas</td>
<td>7-8</td>
</tr>
<tr>
<td></td>
<td>➢ Dr.Indira Parmar</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>A Study of Needs of Enhancing Vocational Teachers’ Professional Competencies in Thailand</td>
<td>9-12</td>
</tr>
<tr>
<td></td>
<td>➢ Tongluck Boontham</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Development of the E-Fatwa Application of the Selangor State of Mufti Department</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>➢ Syarbaini Ahmad</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Anhar opir</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Mokmin basri</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Noor azli mohamed masrup</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Khirul nizam abdul rahman</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Portraying Alternative Sexuality as a Medium of Emancipation for Women</td>
<td>14-17</td>
</tr>
<tr>
<td></td>
<td>➢ Preeti Kaul</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Political Correctness as a Monolingual Language in the Era of Multiculturalism</td>
<td>18-22</td>
</tr>
<tr>
<td></td>
<td>➢ Dr. Sara Zamir</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>TEACHING ENGLISH TO STUDENTS WITH AUTISM: Montessori-Oriented versus Audio- Lingual Method</td>
<td>23-28</td>
</tr>
<tr>
<td></td>
<td>➢ Mahsa Rezvani</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>&quot;A Study to Assess the Family and Social Life among Nurses Working Night Shift Duty at Nizwa Hospital</td>
<td>29-30</td>
</tr>
<tr>
<td></td>
<td>➢ Sheikha Mohammed Al-Mukhaini</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ Ms.Vijayalakshmi</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>“Mountains and Rivers in my Blood”: Environment as the Level of Integration above the Individual in Select Works of RUSKIN BOND</td>
<td>31-33</td>
</tr>
<tr>
<td></td>
<td>➢ Dr. Jayeeta ray</td>
<td></td>
</tr>
<tr>
<td>S.NO</td>
<td>TITLES AND AUTHORS</td>
<td>PAGE NO</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>11.</td>
<td>Self-Actualization of Aggie, Calvin and Roger in Blood Drive Story, Grisham’s Ford County</td>
<td>34-38</td>
</tr>
<tr>
<td></td>
<td>- Dhina Melinda</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Emzir</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Sabarti Akhadiah</td>
<td></td>
</tr>
</tbody>
</table>
The Use of E-Learning in Contingency Planning for Anatomy Education

Karthik S Harve, George W Yip
Department of Anatomy, Yong Loo Lin School of Medicine, National University of Singapore, Singapore

I. INTRODUCTION

There are many methods of teaching anatomy to students of medicine, dentistry, pharmacy and allied health sciences. The traditional cornerstones of anatomy education are lectures, tutorials and cadaver-based dissection classes [1]. More recently, there has been a shift in education philosophy, with attention being focussed on student-centric learning instead of teacher-centric instruction. Further, anatomy education faces challenges such as a reduction in curriculum time and the relative lack of cadavers available for teaching. This has contributed to the growing interest in using computer-based learning tools to supplement classical teaching methods [2-4]. Novel approaches to anatomy education, such as problem-based and team-based learning, have also been introduced in various medical schools [5, 6]. The rapid development of telecommunication technology and information highways has taken the educational macrocosm by storm. The benefits of e-learning and mobile learning are obvious, including the ability to provide better access to education and to facilitate interaction among students and between teachers and students. At the National University of Singapore, we have been exploring the use of e-learning as part of our contingency plan for anatomy education over the past few years. One of the factors that prompted us to do this was our experience with the Severe Acute Respiratory Syndrome (SARS) outbreak ten years ago, which disrupted the operation of the university. E-learning could be an important channel for us to continue our task of uninterrupted teaching of our students while reducing risks to ourselves in the event of outbreaks of bird flu or other communicable diseases. Our experience with e-learning has been very positive, as we are able to tap into the information technology infrastructure and human resources of the university. In our most recent exercise, we aimed to simultaneously conduct nine tutorial sessions in anatomy for our cohort of first-year medical students. Each session involved one tutor and twenty students, and lasted for two hours. Each virtual session was designed to allow students to gain the same anatomical knowledge as what they would acquire in a real-world classroom setting. The tutor could make use of the virtual whiteboard to draw diagrams, annotate pictures, and explain anatomical concepts. Students were able to ask questions and interact with each other and with the tutor in real-time as in a telephone conversation. Access to the virtual tutorial session was gained via a computer connected to cable broadband or wirelessly using a smart phone or other mobile network devices. Feedback from the students and tutors on the sessions were very good. Additionally, students enjoyed the freedom of not having to travel to the university campus to attend classes.

As with any new technology, careful planning is important to ensure success in its deployment. For our e-learning exercise, we had to make logistical preparations to ensure that a reliable network and suitable servers to host the application software and data were available. We chose to use the Cisco WebEx software for web conferencing for its large concurrent user capacity and its ease of use. A one-hour training session was provided to students in advance on how to use the software and join the tutorial. Training for the teaching staff took approximately two hours, as they also had to learn to transfer their class management skills to the virtual environment. A reliable and effective contingency plan for education is crucial for universities, and e-learning is an important component of our plan for anatomy teaching. For now, it is still not possible to perform cadaveric dissection in e-learning. However, in time, this obstacle may be overcome with the use of live video streaming or three-dimensional technology. Certainly, e-learning can complement traditional teaching methods to enhance the anatomy education experience for both students and teachers.

REFERENCES


Proprioceptive Neuromuscular Facilitation - An Innovative Approach to Treat Osteoarthritis Knee Patients

[1] Research Scholar, Department of Anatomy, National Institute of Medical Science and Research, NIMS University, Jaipur-Delhi Highway, Shobha Nagar, National Highway 11C, Jaipur, Rajasthan
[2] Professor and Head, Department of Anatomy, Research Supervisor, National Institute of Medical Science and Research, NIMS University, Jaipur-Delhi Highway, Shobha Nagar, National Highway 11C, Jaipur, Rajasthan.
[3] Director, Department of Orthopedics, Research Co-Supervisor, National Institute of Medical Science and Research, NIMS University, Jaipur-Delhi Highway, Shobha Nagar, National Highway 11C, Jaipur, Rajasthan.

Abstract—Aim: Osteoarthritis (OA) knee is one of the major cause of mobility impairment, particularly among people of age group 40 years and above. Though there are many treatments available for OA both Pharmacological and Non pharmacological, explore of PNF technique in OA knee is still in lacunae. To fillip the gap, the aim of this study is to find out the immediate effect of Proprioceptive Neuromuscular Facilitation (PNF) stretching in osteoarthritis knee patients. Methods: A prospective study was conducted at National Institute of Medical Science Superspeciality Hospital, Jaipur. This study included 100 patients and they were divided into Group A (n=50), which was control group and Group B (n=50) was experimental group. Group A and B underwent outcome measuring tools like pain measured using Numeric Pain Rating Scale (NPRS), Range of Motion (ROM) of knee joint measured using Universal goniometer and Functional activities of knee joint measured using short form Western Ontario and McMaster Universities Osteoarthritis Index (WOMAC) before and after treatment. Group A patients received Moist Hot Pack (MHP) in knee joint for 5 minutes, whereas Group B patients received MHP for 5 minutes and PNF stretching (Contract Relax - Antagonist Contract) for 3 minutes. The pre and post treatment data were recorded in Microsoft Excel and Student T-Test was used to evaluate clinical significance between groups. Results: It was found that Group B patients treated by PNF stretching improved a lot in OA knee symptoms with negligible effects in Group A patients treated by Moist hot pack. Conclusion: It was concluded from the study that PNF stretching may be a treatment option for patients with OA knee.

Index Terms—PNF, Proprioceptors, Osteoarthritis

I. INTRODUCTION

Osteoarthritis (OA) knee is one of the major cause of mobility impairment, particularly among people of age group 40 years and above. Prevalence of Osteoarthritis knee in India is 28.7%.[2] Due to improvement of human life expectancy prevalence of OA is going to increase in future. Osteoarthritis of knee causes pain and disability which adversely affects life style and quality of life of patients. There are plethora of treatment options available to clinicians for OA but there is still scope for treatments which improves symptoms with minimal or negligible side effects. OA treatment can be broadly classified into pharmacological and non pharmacological treatment. Pharmacological treatment includes acetaminophen, Non steroidal anti inflammatory drugs (NSAIDs), Opioids, Intra articular injections, Glucosamine sulfate and chondroitin sulfate. Non pharmacological treatment includes hydrotherapy, massage therapy, thermotherapy, electrotherapy, Manual therapy and surgery.[3] These days pharmacological interventions plays major role in the treatment of Osteoarthritis knees. Pharmacological interventions do improve symptoms but they are not benign and does have side effects and also required to be taken for long duration. Non-pharmacological intervention like Proprioceptive Neuromuscular Facilitation (PNF) stretching is safe and can improve symptoms in OA knees with negligible side effects. There has been little research on PNF in treatment of OA knees. Considering the above, this study was aimed to explore the immediate effects of PNF stretching in terms of pain, range of motion and functional activities in osteoarthritis knee patients.

II. SUBJECTS AND METHODS:

A prospective study was conducted after getting ethical committee approval from period of July 2017 to December 2017 at National Institute of Medical Science Superspeciality Hospital, Jaipur. This study included 100
Proprioceptive Neuromuscular Facilitation - An Innovative Approach to Treat Osteoarthritis Knee Patients.

Inclusion criteria was patients with age group 40 years and above with Grade 1 or Grade 2 osteoarthritis of patients received MHP for 5 minutes and PNF stretching (Contract Relax - Antagonist Contract) for 3 minutes. Patient was made to lie comfortably over treatment table and his/her hamstring muscle was stretched until a mild stretch sensation was felt, this position was maintained for 7 seconds. Next, the patient was asked to push his/her leg down against the resistance of the researcher for 3 seconds (Isometric contraction). After this, the patient was asked to relax for 5 seconds. Then patient was asked to concentrically contract the quadriceps femoris muscle, by attempting to further raise the leg, for 7 seconds. This sequence was repeated 5 times with each sequence separated from each by a 20 seconds interval. The pre and post treatment data were recorded in Microsoft Excel and Student T- Test was used to evaluate clinical significance between groups.

III. RESULTS:

Table 1: Average and P value for Pre and Post treatment NPRS, ROM and Short form WOMAC scores of Group A and B

<table>
<thead>
<tr>
<th>Grou p</th>
<th>Age (Rang e)</th>
<th>Gender (Male/ Female)</th>
<th>Pre treatment NPRS score (Average)</th>
<th>Post treatment NPRS score (Average)</th>
<th>Pre treatment ROM score (Average)</th>
<th>Post treatment ROM score (Average)</th>
<th>Pre treatment short form WOMAC score (Average)</th>
<th>Post treatment short form WOMAC score (Average)</th>
<th>NPRS P value</th>
<th>ROM P value</th>
<th>Short form WOMAC P value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>42-65</td>
<td>Male-18 Female-32</td>
<td>5.64</td>
<td>5.32</td>
<td>117</td>
<td>118.2</td>
<td>16.1</td>
<td>15.38</td>
<td>0.10</td>
<td>0.46</td>
<td>0.19</td>
</tr>
<tr>
<td>B</td>
<td>42-65</td>
<td>Male-18 Female-32</td>
<td>5.66</td>
<td>4.16</td>
<td>117</td>
<td>123.6</td>
<td>15.76</td>
<td>12.9</td>
<td>&lt; 0.0005</td>
<td>&lt; 0.0005</td>
<td>&lt; 0.0005</td>
</tr>
</tbody>
</table>

In Group A (Control group) patients age of range 42-65 years , average score for Pre and Post NPRS score was 5.64 and 5.32 ,Pre and Post ROM average score was 117 and 118.2 and Pre and post Short form WOMAC score was 16.1 and 15.38. P value of NPRS, ROM and Short form WOMAC score was 0.10, 0.46 and 0.19 respectively. In Group B (Experimental group) patients age of range 42-65 years , average score for Pre and Post NPRS score was 5.66 and 4.16 ,Pre and Post ROM average score was 117 and 123.6 and Pre and post Short form WOMAC score was 15.76 and 12.9. P value of NPRS, ROM and Short form WOMAC score was < 0.0005. On comparing the average and P value of Pre and Post test scores in both Control and Experimental groups it was noted that Group A had negligible effects in OA knee patients with respect to Pain, ROM and Functional activity. Where as Group B patient respond well to PNF stretching treatment and results were highly significant statistically (P <0.0005). None of our patients in both control and experimental group reported any local skin or general complications with the treatment.

IV. DISCUSSION:

There are various treatment options available to treat OA, where people has options to choose one among it. They are aware of pharmacological treatment which yields only symptomatic relief, relief also dosage dependent, long duration treatment and not cost effective. Clinicians are looking for alternate treatment options which is safe,
effective and has minimal side effects. Among various non pharmacological treatment following are most commonly utilized methods. Thermotherapy, where heat, cold and combination of two (contract bath) are used, which yielded negligible effects in OA knee patients. Exercise is utilized as supportive treatment in OA knee patients. Exercise can course some symptomatic improvement but it can’t alter biomechanical nor structural disease progression in Osteoarthritis knee patients. The effect of exercise also declines over time5-7. Electrical modalities like Transcutaneous Electrical Nerve Stimulator (TENS), Interferential current (IFT), Ultrasound therapy and Short wave diathermy showed improvement in OA symptoms but for short terms, but it is not cost effective 8-11. Hydrotherapy improves symptoms of Osteoarthritis, but muscle cramps, fall and contact dermatitis were noticed with this modality. Massage therapy which is an conventional method to treat OA is time consuming procedure and yielded negligible effects12-15.

Due to adverse, negligible effects and burden of cost of treatments mentioned above, there evolved new innovative treatment for Osteoarthritis which can ease symptoms without major side effects. Using the body’s own biological mechanism i.e stimulation of mechanoreceptors in muscle may relieves pain, increase Active Range of Motion (AROM) and functional activities of Osteoarthritis knee patients. Mechanical forces which evoke response from Mechanoreceptors are present in muscle. PNF stretching technique is one of the technique used to stimulate the muscle receptors. PNF stretching is currently used to treat tighten muscles around the joint but not in arthritis of joint. Findings of previous empirical evidence which applied PNF stretching to shortened hamstring muscle noted increased muscle flexibility16,17. Similarly modified hold relax technique produced better hamstring flexibility in tighten hamstring muscle18-20. So it created a lacunae to focus on availing the PNF stretching in Osteoarthritis (OA) knee. In OA knee, patients have symptoms like pain, Restricted ROM and difficulty in functional activities like walking, stair climbing, squatting etc. So once the pain gets better, patients become functionally active. To ease pain muscle receptors (Mechanoreceptors) was stimulated with PNF stretching (Pain gate theory). In this study it was observed that PNF stretching when applied to osteoarthritis knee patients of grade 1 and 2 yielded marked reduction in pain, increased ROM and functional activities. Our study was limited by its short follow and we only saw the results of PNF immediately after the treatment. We believe that if repeats sessions of PNF then it would lead to improvement in patients symptoms for longer term and we recommend a study with longer follow up is required to see if this true.

V. CONCLUSION:
Moist hot pack treatment on its own has negligible effects in improving symptoms of OA knee patients. PNF showed significant beneficial effects in patients with early arthritis. It showed improvement in pain, range of motion and improvement in WOMAC score, PNF stretching seems like good alternative treatment option in OA knee patients without significant side effects. Authors would recommend that patients with early knee arthritis should be routinely sent for PNF treatment.

REFERENCES


13. Dorothea V. Atkins PhD, David A. Eichler, PhD. The Effects of Self-Massage on Osteoarthritis of the Knee: a Randomized, Controlled Trial. International Journal of Therapeutic Massage and Bodywork- Volume 6, Number 1, March 2013.


Biblical Elements in the Select Poems of Dylan Thomas

[1] Dr. Indira Parmar
Department of Higher Education, Govt of Himachal Pradesh, Shimla Himachal Pradesh-06

Abstract: - The central theme of the paper is life, his contemporaries, little bit about his works, impact of Bible on his poetry. The paper also highlights about the movements he was associated. The paper is about the elements of Bible in his poetry. His poetry is religious, obscure. He was greatly influenced by surrealist and apocalyptic movement. Dylan Thomas’s poetry is about procreation, birth and death, that is why he is called a womb tomb poet. Dylan Thomas composed a Sonnet sequence ‘Alterwise by Owl-light’. This paper is about brief introduction of his sonnet sequence. The references of the Bible which have come in the poetry of Dylan Thomas has been given. The short introduction of the poem i.e. ‘fern Hill’, ‘Vision and Prayer’, ‘if I were Tickled by the Rub of Love’, ‘Light Breaks where no Sun shines’, and ‘Holy spring’ has been given.

Keywords: Bible, symbol, imagery, Genesis, night, flood

I. INTRODUCTION

Dylan Marlais Thomas was born at 5 cwmdonkin Drive uplands Swansea and Wales on 27 October 1914. His father David John Thomas was an English master at Swansea Grammar School. His father had poetic ambitions. David introduced his son to poetry. His mother’s name was Florence. Thomas learned native Welsh from his mother. Dylan’s mother on the other hand was a staunch Christian Chapelgoer. She imposed some of her religious influence on her gifted son. Florence gave Dylan her totally unformulated love of God, in complete contrast to his father explicit atheism. He worked as a trainee reporter and wrote for local newspaper in 1931-32. He married Caitlin Mechainmara the daughter of his old friend Augustus John. He had three children Llewellyn, Aeron and Colm. During World War II he worked as a documentary film script writer in 1940-44. Thomas worked for the BBC during the war. His voice had an exceptionally mellifluous quality that survives in many recordings. He was the broadcaster also. He died in November 9 1953 at the age of 39 after heavy drinking in New York. Dylan was Fraudian, neo-romantic, surrealist and apocalyptic. Apocalyptic movement believed that European civilization was destined to collapse. It was a reaction against political commitment of such 1930’s oxford University verse writers as W.H. Auden, Stephen Spender, Louis Macneice and C.D Lewis and further rejected adherence to all social literary tenets. Dylan Thomas kathleen Raine, David Gascoyne, George Barker, Henry Treece, G.S. Fraser, Vernon Watkins and Herbert Read. Developed the movement during 1940′s. Surrealist movement was founded by the French poet and critic Andre Breton began in 1920′s. It was based on unconscious dreams, sleep, drug etc. Legousis and Cazamian remarks: “Nurtured on Joyce, the Bible and Freud, Dylan Thomas derived his original strength from that three fold source obscure incantatory a foreigner to the logic and cohesion of reasoning, he produced from an Alchemy of words and structured combinations a strange poetry that acts in the manner of a sonorous spell”. 1 His poems are obscure and ambiguous packed with metaphor and symbolic poetic imagery. One of the reasons of obscurity may be impact of Welsh origin. His poems were published in the volumes of poetry like Eighteen Poems, Deaths and Entrances, Twenty Five Poems and Map of Love. Bible’s Old Testament is a collection of thirty nine books. New Testament consists of twenty seven books. The Old Testament writings tell about the great things God did for the people of Israel and his plan for them as his chosen people to bring his blessings to the whole world. There are three types of writings in the New Testament; Gospels, History and Letters. The accounts of the life and teaching of Jesus together with the teaching and life of early church. As it sought to live faithfully as the followers of Jesus are collected in the New Testament. ‘The Alterwise by Owl light’ is a sonnet sequence of ten sonnets. The subject matter of these sonnets is Jesus, Hercules, the stars, zodiac etc. These sonnets are about the struggle of the poet with his God. The Sonnet is about the mystery suspense and imminent disaster. One of the lyrics is ‘Light Breaks where no Sun shines’. The lyric was published in Eighteen Poems, 1934. This lyric is one of the obscure poems of Dylan Thomas. The poem is a reflection of genesis. There is biblical myth of genesis in it along with myths of resurrection and rebirth. There is a combination of Darkness and light in the first stanza. There was darkness and chaos. God produced the light. Then creation took place so the light broke even before the sun was created. “Light break where no sun shines; where no sea suns waters of the heart push in their tides” (2) God first created light (day) and darkness (night) then sky, earth, sea plants, the sun, the moon, birds,
animals and in the last human being. So the whole universe was completed. By the seventh day god finished what he had been doing and stopped working, then God commanded: “Let there be light”- and light appeared, God was pleased with what he saw. Then he separated the light from the darkness and he named the light “day” the and the darkness “night”. (3) Genesis 1:3-4-5 ‘If I were Tickled by the Rub of Love’ is a womb tomb period Poem.

The basic image in the poem ‘rub’ is of course, Shakespearian and carries echoes of hamlet’s soliloquy, with its theme of death and sexual disgust “I would not fear the Apple nor the flood” the speaker says, which means that he would not fear the loss of Innocence nor the subsequent punishment. Both “apple” and “flood” refer to the book of genesis, the sin in Eden and the punishment.

"If I were tickled by the rub of love.
A rooking girl who stole me for her side
Broke through he straws, breaking my bandaged string
If the red tickle the as the cattle calve
Still said to scratch laughter from my lung,
I would not fear the Apple or the flood
Nor the bad blood of spring". (4)

It must be stressed though that according to "genesis" the flood was not the punishment for the sin committed in Eden namely the eating of the forbidden fruit the Apple. The punishment for this sin was the expulsion from Paradise whereas the flood was God’s punishment for the corruption of the earth not for the sin but for wickedness and corruption.

"When the lord saw how wicked everyone on earth was and how evil their thoughts all the time”. Genesis 6:5 (5)

The poem ‘Fern Hill’ is about his childhood holidays spent in farm of ann Jones. In the lamb white days means in happy and innocent days of childhood or boyhood. The lamb suggests innocence and purity the word white also suggest purity. Lamb is symbol of sacrifice and Jesus.

“And looking upon Jesus as he walked, he saith, behold the Lamb of God”. John 1:36 (6)

White is a symbol of purity, righteousness and holiness.

"Nothing I cared, in the lamb white days that time would take me
Upon shallow thronged left by the shadow of my hand" (7)

The poem ‘Vision and Prayer’ consists of two parts of each six stanzas. In the poem ‘Vision and Prayer’ if there was any doubt left about the references being biblical and include to Christ. The stanzas of the first part are shaped like diamonds, while those of the second part are shaped like either hourglasses or wings, dove’s wings perhaps like the symbol of Christ. Diamonds reflect light, thus they represent the vision of the title, while the wings (or hourglasses represent the prayer. Or so it seems at least, for at a closer look, the two parts say the same. Christiinity serves here as metaphor for something secular, yet holi. As elsewhere in Dylan's works, religious metaphor is used for holy security. In the poem, ‘Vision and Prayer’

"In the birth bloody room unknown
to the burn and turn of time
And the heart print of man
Bows no baptism
But dark alone
Blessing on
The wild
The child.” 8

The Christ-like infant, then, is born on the other side of the "wren's bone" wall. A wren is a domestic bird, thus, the wing shape of the stanzas in part two is suggested, and in stanza two, it is even a "winged wall." The poem “Holy spring” is motivated by one German nightly air raids during World War II. It is not a poem about war. Instead, it celebrates holy life, the joy of wakening after a night of air raids to see the holy sun’s, or holy nature s creating of a new, and holi day. Holy metaphor is necessary for this purpose. The poem consists of two twelve- line stanzas each of which is a 17th century conceit. The first is the conceit of the hospital; the second is that of the sun. In the poem 'Holy Spring'

"Out of a bed of love
When that immortal hospital made one more move to soothe
The careless counted body,
And ruin and his causes...
To glow after the god stoning night
And I am struck as lonely as a holy maker by the sun." 9

The “bed of love” is like a "hospital" that is eternal, or "immortal," a word that also applies to the "bed of love" because of the creative qualities of this. Further, bed is the hospital for the "careless" whose days, dust, or "body" are "counted" meaning that whoever is in this hospital bed is mortal, even dying. Although this body is incurable, "one more moves to soothe" it may be carried out.

REFERENCES

(5)Good News Bible, Genesis 6:5 Today’s English Version, Bangalore :The Bible society of India, 9
(6)Good News Bible, John 1:36 Today’s English Version, the Bible Society of India 2003. 119.
A Study of Needs of Enhancing Vocational Teachers’ Professional Competencies in Thailand

Tongluck Boontham
Faculty of Technical Education Rajamangala University of Technology Thanyaburi, Thailand

Abstract- The objectives of this research were to study the needs and guidelines on enhancing vocational teacher’s professional competencies. The sample was 400 vocational teachers in vocational schools in Thailand using multi-stage random sampling. Research instruments were dual-response forma questionnaire. Data were analyzed using Priority Needs Index (PNI) and content analysis. The research findings were as follows: 1. The current state of enhance to vocational teachers’ professional competencies were at a high level and the expected state of enhance to vocational teachers’ professional competencies were at a highest level as follows; instruction aspect, self-development aspect and teaching professional ethics aspect. That means the needs of enhancing vocational teacher’s professional competencies in all aspects. 2. The most critical needs was self-development Aspect, followed by instruction aspect, and teaching professional ethics aspect as follows; The most critical needs in self-development was research and development. The most critical needs in instruction aspect was instruction planning preparation. The most critical needs in teaching professional ethics was living the good life.

Key words: Needs Assessment / Teachers’ Professional Competencies / Vocational Teacher.

I. INTRODUCTION

Nowadays, the competition is very high. To support the labor market needs of competent human resources. “Vocational Education” is one of the mechanism that has developed manpower to meet the labor market needs, economics, sustainable society, and modern technology. [1] Every country has focused on vocational education reform; Thailand has reformed its education policies in terms of technical or vocational teacher production systematically in both of quantity and quality to support the increase ratio of number of vocational students[2]. According to the vocational education production cycle, a continuously lack of skilled labor has impacted the business and industry sectors. Thus, the enhancement of vocational teachers’ professional competencies is necessary to foster lifelong learning and teaching quality improvement in vocational teachers as they have affected a student learning achievement. Stated in UNESCO – UNEVOC International Centre for Technical and Vocational Education and Training [3] [4] [5] there are 7 vocational teacher’s competencies; 1) Core Competency, 2) Learning Competency, 3) Assessment Competency, 4) Integration of KSA, 5) Self – Responsibility, 6) Balancing the expert + Coaching Role, and 7) Lifelong Learning. At the present, the problems and obstacles to develop the sufficient quality vocational and technical teachers in Thailand were; most of industrial teachers lacked of continuous training, some schools had insufficient teachers, teachers had low communication skills, and they were unable to utilize the educational media. The mentioned problems impact education quality; hence the education administrators should initiate a strategic operational planning with the indicators [6] that would possible to reach and suitable for environment and local needs. The strategic operational planning should start from an organization context evaluation[7]; this is to understand an organization’s current situation and the organization needs that should be provided by education administrators in several aspects. It was necessary for the process to have an operation instrument by conducting needs assessment to identify the difference between the expected environment and current environment, to prioritize the importance of differences, and to select the most important needs to find out the root cause for solution specification. The results from the needs assessment are necessary as they reflect the organization’s status. The mentioned results are the important fundamental and a benchmark for the strategic planning process to specify an organization roadmap and the organization development guidelines; this would help the organization to decide the operation objectives and therefore to enhance the vocational teachers’ professional competencies. It was important to understand and identify the current and desired situation to analyze and prioritize the critical issues to develop the vocational teachers’ professional competencies in conformity with local condition to enhance the vocational teachers’ professional competencies development in Thailand.
A Study of Needs of Enhancing Vocational Teachers’ Professional Competencies in Thailand

Objective
To study the needs and guidelines on enhancing vocational teacher’s professional competencies.

II. DETAILS EXPERIMENTAL

2.1 Population and Sample
The population of this research was 26,241 teachers from 421 schools. The samples were selected by using statistical table. To reinforce the research data and to reduce a statistical error, the researcher used Multi – Stage Random Sampling method, which consisted of 1) The sample areas were divided into 5 areas then the sample institutions were selected by using Stratified Random Sampling method to have 20 institutions for each geographic area; 2) Simple Random Sampling method were used to select 4 sample vocational teachers from each selected institution. The researcher obtained 400 sample vocational teachers in total.

2.2 Research Instrument
The research instrument was Dual-Response Format Likert Scales survey questionnaire. The research questionnaires were sent to 30 samples for questionnaire reliability evaluation. The reliability of the current situation on enhancing vocational teachers’ professional competencies was 0.975 and the reliability on the expected situation on enhancing vocational teachers’ professional competencies was 0.953.

2.3 Data Collection
The data were collected by the researcher and by post.

2.4 Data Analysis
The data were analysed using frequency, percentage, mean, and Standard Deviation. The results of the current and expected situation on enhancing vocational teachers’ professional competencies were used for needs prioritization by Priority Needs Index (PNI).

III. RESULTS AND DISCUSSION

CONCLUSIONS
The needs of enhancing professional competencies as follow;
1. Self-Development Aspect; from the results of the needs of enhancing professional competencies. It was found that overall teachers wanted to be enhanced in order to develop themselves from the greatest needs as follow; Research and Development (PNI 0.19 – 0.36); to publicize their research in different means of media and to apply their research in the real world.

Learning needs (PNI 0.16 – 0.23); to attend vocational education administration training or seminar besides the training or seminar listed by the organization, to attend the conferences, and to discuss with colleagues or vocational education professional to find the method of teaching development. Teamwork (PNI 0.13 – 0.25); to have new ideas by attending group work, and to be stimulated to express the new ideas, and to be part of group in order to establish objectives and planning.

2. Instruction aspect; teachers wanted to be fostered in terms of instruction administration from the greatest needs as follow: Instruction planning preparation (PNI 0.41 – 0.30); to have learning contexts analysis ability for the behavioral objectives writing. Learning support activities (PNI 0.38 – 0.45); to be able to conduct the supplement learning activities for smart and slow learners. Learning design (PNI 0.38 – 0.32); to have an interactive and collaborative learning design ability to promote students’ interactive to collaborative learning. Education media utilization, development and production (PNI 0.45 – 0.33); to be able to utilize knowledge from local area e.g. folk wisdom and knowledge from local entrepreneur to promote student’s learning.

3. Teaching professional ethics aspect; teachers wanted to be enhanced their competencies in terms of professional ethics from the greatest needs as follow; Living the good life (PNI 0.1 – 0.19); to be able to apply self-sufficiency living on their lives, and manage their expense to match their financial status. Professional discipline and responsibility (PNI 0.11 – 0.19); to be able to strictly comply with an organization’s code of conduct, and manage work – life balance. Role model (PNI 0.12 – 0.19); to have a responsibility to develop institutions by developing teacher’s academic knowledge; this is to continuously increase academic and instruction quality, and to increase teacher’s responsibility in public sector, respective institutions and organization e.g. community, parents, government and private sector. Professional passion (PNI 0.18 – 0.19); to have a professional dedication, public mind, social contribution, and to support and attend profession ethics development.

IV. DISCUSSION
1. Self- Development aspect; it was found that vocational education teachers needed to develop their teaching professional competencies, self-development, research and development ability as teachers’ research did not match the products, innovation and technology projects that served industries. Including vocational teachers lacked of confidence to initiate or conduct research as they did not have sufficient research knowledge and skills to conduct
the research or develop the innovation to serve the industries. Regarding teamwork, community and social collaboration, the research results also showed that vocational teachers did not have enough parents and community collaboration in order to help teachers understand the needs of current competencies specified by labor market, industry sector, and enterprise as they were the information to promote teachers’ knowledge and development.

2. Instruction aspect; regarding teachers and instruction development in dynamic social. It was found that vocational teachers needed to develop their professional competencies in instruction as the society has been moving forward to 21st century. Lacking of instruction skills might lead to instruction administration problems for different types of students. Therefore, teachers need to develop their competencies, understand how to administrate the instruction that suitable for different type of students and students’ needs.

3. Teaching Professional Ethics aspect; it was found that vocational teachers wanted to develop their professional competencies in living the good life as teachers must be the intellectual persons and be able to adapt themselves to the digital world; hence it is important for teachers to be able to have a critical thinking based on rational. It was also found that some teachers did not apply the sufficient economy philosophy to their life, this might lead to insufficient income and debt, low quality of life, low morale and low teaching efficiency.

Guidelines to enhancing the vocational teachers’ professional competencies

1. Teachers’ self-development; the management should support teachers to conduct the research and development together with enterprise, emerging in entrepreneur by supporting facilities and conducting meetings to barter the innovation knowledge; this is to broaden the teachers’ opportunity to learn from colleagues through reflective thinking. The management should develop a policy to promote innovation research and development, and to open the channels for teachers to interchange their research with colleagues.

2. Instruction administration; an original affiliation should conduct the training session to develop teachers’ knowledge regarding teaching curriculum, learning design, educational media development and utilization, to make teachers understand student’s basic knowledge, and to establish an education supervisory system for teachers to continuously supervise the operation. This will develop teacher’s competencies to comply with the needs and suitable for institution geographic. The management should use the information from the evaluation to analyst and establish a strategic plan. The evaluation data are the feedbacks for successful instruction process.

3. Teaching professional ethics: The management should encourage teachers to understand the sufficiency economy philosophy, financial planning, improve teacher’s salary and compensation system to solve debt problems. The management should also promote the training to ensure teachers understand the professional code of conduct and ethics as they are the student’s role models, to motivate morale, to give reward and punishment fairly, and to create teachers’ inspiration to build the creative work piece, enjoy working, dedicate and devote to their works.

4. Purposed Policy: The research results can be a guideline to establish a policy and strategy to enhance vocational teachers’ professional competencies in terms of self-development, instruction administration, and professional ethics. Therefore, the institution administrator should immediately see the important of enhancing vocation teachers’ professional competencies..

REFERENCES


A Study of Needs of Enhancing Vocational Teachers’ Professional Competencies in Thailand

(retrieved 30.10.2017)


Development of the E-Fatwa Application of the Selangor State of Mufti Department


[1][3][4][5] Kolej Universiti Islam Antarabangsa Selangor, Malaysia

Abstract: Fatwa is an important reference of Muslims to seek of contemporary explanations regarding the Islamic law on new matters in their life affairs. It is the opinion of the scholars authoritative as mufti or related posts given mandate by the government to proclaim it as a guide to Muslims according to their waqi’. However, it is not widely accessed by the community to be guided in their lives. This e-fatwa application development initiative is intended to help facilitate information on fatwa disseminated to the public. It will be developed based on android mobile operating system since it is very popular and widely used in the current technology. The method of development of this apps is through comparison with other existing applications before provide a new and improve our own apps. Then it will assess the effectiveness of functionality of the apps from the perspective of the end user. The target user of this apps is for Muslims and specifically to Selangor state in Malaysia.
Portraying Alternative Sexuality as a Medium of Emancipation for Women

Preeti Kaul
PhD Scholar, Amity Institute of English Studies and Research, Amity University, Noida

I. INTRODUCTION
The question of female sexuality has always been frowned upon by the patriarchal society who consider this issue as obscene, vulgar and unworthy of discussion. This issue has been kept under the veil for centuries until it has been brought out in the open by the champions of feminist movement and addressed in a more liberal fashion in the recent times. In India, Indian women writers have written about this subject and have dealt it with utmost sincerity and maturity. Yet there have been various instances where these women writers have been shamed and banned for speaking up about the need to bring out the altered sexual orientation of a woman deeming it as obscene and offensive to the mainstream society. Ismat Chugtai was made to answer the charges levied on her for using lewd words like ‘lover’ in her short story Lihaaf. Reminiscing the episode, she wrote;
“I am still labelled as the writer of Lihaaf. The story brought me so much notoriety that I got sick of life. It became the proverbial stick to beat me with and whatever I wrote afterwards got crushed under its weight... Lihaaf had made my life miserable. Shahid and I had so many fights over the story that life became a battlefield.” (As translated by M. Asaduddin https://www.telegraphindia.com/1120401/jsp/7days/story_1531977.jsp)

The women writers since Chugtai’s times have become bolder in choosing themes in their writings. They have openly expressed the dormant desires of a woman which drives her to the road of defiance. Manju Kapur’s A Married Woman is a tale of a woman’s expression that refuses to accept a man to define them. The relationship of Astha and Pipeeli Trivedi Khan is described as sexual, and intimate where both women complete each other emotionally and physically. Their love is an expression of independence from the cultural boundaries that define women in relation to a man. However the extent to which is freedom is achieved remains a question when the two women decide to part ways and return to the mundane world due to their inability to fight with the societal system.

TWO WOMEN IN A RELATIONSHIP
Kapur’s protagonists seek to gain a full control over themselves and seek independence from the patriarchal stereotypes which define their existence. This is an interesting trait in almost all the protagonists of Kapur’s novels. In A Married Woman, Astha has a perfect life with a well-to-do husband, two children and a decent job as a school teacher. She stays in the posh Vasant Vihar area and has a comfortable lifestyle. Despite having everything in life, life to her seem monotonous and devoid of any meaning. She doesn’t feel happy being a mere wife or mother and she aspires for individuality. The initial fervor of her marriage has died down, her husband is always busy with his work and has no time or consideration for her personal needs. Kapur has emphasized the need of a space for woman between the traditional and modern constrains. Amar Nath Prasad notes-
“Women are no longer flowers of the pot for only decoration, rather they are the fragrant flowers of open garden diffusing aromas to all corners, braving the storms and rains.” (Prasad, 2005)

Aijaz Akhtar Khan is murdered by the political miscreants amidst the Ram Janmabhoomi- Babri Masjid incident. The political upheaval of the times resonates in the mental state of Astha and she gets deeply involved with the Manch which has been formed in the memory of the Street Theatre Group led by Aijaz. Pipeeli is the widow of Aijaz Khan who has always defied the norms of the society and lived according to her own terms and conditions. Educated in the forest school near Madanapalle, Pipe or Pipeeli embraces the wildness of the forest in her upbringing. She leads her life without an
influence of any male figure and living with her widowed mother in Shiksha Kendra or the forest school. She chooses to marry outside her religion to an equally liberal-minded person despite objections from both the families. Pipee’s sexual orientation is not limited to heterogeneity but she has bisexual relationships in the past as well. While talking to Astha, she simply states, “It is more a question of choice than people make out. That is what I believe at any rate. Besides sex is sex, don’t you think? It was not so different from being with a man, though I am sure it can be”” (Kapur, 220). Pipeelika considers that the aim of carnal intimacy is to seek pleasure irrespective of the gender of the partner. Pipee belongs to the younger and less conservative class who reflect the freer views about relationship. Unlike Astha, she is bolder and less apologetic about her choices in life.

Asth a and Pipee meet at Ayodhya during a rally and they instantly form a bond of friendship between them. The two women are lonely and devoid of love. While Astha’s husband Hemant is constantly busy with his work, a widowed Pipee is young and full of desires. After their initial meeting at Ayodhya, they begin to meet in Delhi at Pipee’s flat which brings them very close to each other. Consequently, their friendly relationship soon turns into a sexual escapade. Astha is in awe of Pipee who seems completely emancipated to her. Pipee is everything that Astha dreams of becoming but she is restrained by the pressure of family responsibilities and a fear of society. Pipee, on the other hand is drawn towards the security and completeness of Astha’s life who has every amenity at her beck and call. Yet, both of them are incomplete in their lives and feel happy in each other’s company. Astha begins to spend more time in Pipee’s company as she starts feeling happy and sexually liberated with her. “Afterwards Astha felt, strange, making love to a woman took getting used to. And it also felt strange, making love to a friend instead of an adversary”” (Kapur, 231)

The author has portrayed the relationship between two women with utmost sensitivity and sincerity. Here two women face the adversities of society and come together to stand to support each other in their respective battles with the world around them. Pipee is a rebel who teaches Astha to live life for herself. Pipee considers that Astha has a lot of potential to do better than what she does and so she guides her to chase her dreams. Astha considers Pipee as a better partner than her husband Hemant as she is unable to relate to her and understand her existential angst better than him. This makes her fall in love with Pipee even more deeply than ever. Pipee introduces her to a new dimension of a relationship that she has never imagined or dreamt of. For Astha, “there was no aphoristic more powerful that’s talking, no seduction more effective than curiosity” (Kapur, 218)

With so much understanding and connection between the two of them, Astha begins to fancy Pipee as her soul mate. She considers her a part of herself with whom she has shared her body and bared her soul. “Asth a thought that if husband and wife are one person, then Pipee and she were even more so. She had shared the parts of herself she had never shared before. She felt complete with her” (Kapur, 243)

As for Pipee, Astha is not her first lesbian relationship. She tells her that she had been in love with a girl when she was at school. She also makes no attempt to hide her bisexual orientation in front of Aijaz also. Astha, on the other hand is hesitant and nervous when Pipee asks her about her sexual experiences. She is rather surprised to find out that Astha has never had experienced physical relationship with anyone but her husband. Therefore it becomes easy for Pipee to overpower Astha by her love. The latter finds it satisfying to discover a new relationship in her life. “And the days when she didn’t see or talk to her were days with something missing, and not even extra hours at the canvas could fill the vacuum Astha felt. She started to fantasise about touching her, imagined her hair between her fingers, her skin beneath her own, her hands on the back of her neck.” (Kapur,225) However Astha is not oblivious about her relationship with her husband which is nothing more than a mere formality or a duty that she must adhere to as a wife. “She was a wife too. But not much of her was required there. A willing body at night, a willing pair of hands and feet in the day and an obedient mouth were necessary prerequisites of Hemant’s wife. (Kapur, 231) Astha’s upbringings as an ideal and virtuous Hindu woman negates the option of separation from her husband and leaving him for her lesbian partner. However, she imagines herself going away from her husband, with whom she finds no connection and spending her life with Pipee.

“When she was with Hemant, she felt like a woman of straw, her inner life dead, with a man who noticed nothing, with whom for that very reason it was soothing to be with. Her body was his, when made love it was Pipee’s face Astha saw, her hands she felt. She accepted the misery of this dislocation as her due for being a faithless wife” (Kapur, 287)

The audacious and self-centered part of her wants her to place her own happiness before her dutiful and self-effacing personality. This makes her imagine a scenario where she could live with Pipee and also be present for her family. Astha shares her fantasy with Pipee.

“I have a fantasy, listen my love, and do not laugh. It is not much, I think it is not much. I have a room, small but private, where my family pass before my eyes. It is very light, before me is a wall which divides the house, but I can see my children, that satisfies me, though to them I am invisible, that satisfies me too. This room will be our room, you and me, living in harmony. Our lives separate , different things call to us, different demands are made on us, but always that solid base beneath us, like two flies caught in a sticky pool they cannot leave” (Kapur, 241)
Pipeelika wants Astha to leave everything and move with her to the US where the former wants to pursue her DPhil in social work. Since Pipee has never experienced the burden of family responsibilities, she is not able to comprehend the helplessness of her lover in abandoning her family responsibilities. Astha is torn between her domestic duties and her love for Pipee who is the manifestation of redemption for her. She can’t help dreaming about her parallel existence in a world with Pipee as her lover. “If God had given her love, there was no time supplement with the gift, so Astha often found herself wishing despairingly she could live each day twice, once with Pipee and once on ordinary plane.” (Kapur, 235)

However, it is not possible for Astha to leave her family and move in with Pipee due to the sense of duty ingrained in her from childhood which makes her a conformist from within. Her traditional upbringing is completely different from Pipee’s open-minded beliefs which rejects the cultural dogmas. It gives rise to the initial disagreements between the two women who are unable to understand each other’s point of view. These differences gradually turn into serious fights when Pipee blames Astha for being selfish.

“One should never have affair with married people, they are the worst.” (Kapur, 268) Astha feels miserable being caught in an impossible situation. She knows that it is difficult for her to fight with her family and patriarchy over a same sex relationship. She tries to justify her position to Pipee, “I love you, you know how much you meant to me, I try and prove it every moment we have together, but I can’t abandon my family, I can’t. Maybe I should not have looked for my happiness, but I can’t help myself. I suppose you think I should not be in a relationship, but I had not foreseen...I’m sorry I am not like you.” (Kapur, 242)

Villaverde makes an accurate observation on the limitations of lesbian feminism. She writes- “Said to be a separatist and essential endeavor, lesbian feminism provides an important contrast to accepted definitions of ‘woman’ rejecting any heterosexual construction or aesthetic...Lesbian feminism intends to dismantle categorizations of gender, yet the latter are often reinscribed, assuming same sex relationships are immune to patriarchy.” (62) However, Astha could only meet her lover discreetly. She even travels with her around the country for three months but she knows that leaving her family for a committed relationship is not feasible for her. Astha cannot leave the security provided by her family without which she could be stranded. Besides she is in a no position to part with her image of a good wife and mother which provides stability and safety in her life. Her husband is a well-to-do businessman who provides her a life of luxury which might not be achieved in a life with Pipeelika.

Ashok Kumar rightfully observes: “Manju Kapur has exposed a woman a woman’s passion with love and lesbianism, an incompatible marriage and ensuring annoyance with passion to revolutionize the Indian male sensitivity, she described the traumas of her female protagonist from which they suffer and perish in for their trump.” (2008: 165)

This is the possible reason as to why the relationship between Astha and Pipee could not be bloomed fully and remains active underneath the bond of female friendship. Upon realizing the futility of effort in making Astha accompany her to the US, Pipee decides to discover an identity without a partner, male or female that defines her. She learns to live independently and leaves for United States leaving her stubborn partner craving for her. The latter drifts back to her uninteresting life and learns to live with her constant headaches by taking refuge in her painting and poetry.

Astha makes a choice to be with her ailing husband, (who is recovering from a heart attack) and her children in order to live in the real world without taking the route of escapism to flee from her responsibilities as a wife and a mother. Her choice might not serve best for her personal happiness, but she chooses to be a martyr by sacrificing her personal happiness for the greater good of her family, as expected from an ideal woman.

Sharma and Maheshwari aptly conclude the above argument by stating, “So to conclude Astha’s rediscovery of her difference with her husband, her change from a tender and hopeful bride to a battered wife and her meeting with Pipee led her to realize the other state of woman in a familiar distress. This leads her to an immoral rather than a moral guilt consciousness of lesbian love rationalizing her outmoded morality.” (146;2013)

II. CONCLUSION

Manju Kapur is one of the first Indian woman writers of recent times to address the issue of lesbianism in a novel. She stresses on the idea that a woman’s happiness is not limited to the materialistic prosperity or being suitably placed in the society. She needs to discover the reason for her existence in life.

Also the male-controlled society’s definition of woman comes as a result of her relationship with man. Astha, who has been conditioned to obey the male-centric diktats attempts to defy the norms by carrying out her relationship with Pipee. She feels liberated and deeply satisfied in the absence of any male in her sexual association with Pipee. Both women feel happy in a space created by their contented selves and they feel completed with each other, without depending on a man to satisfy them. However, their relationship is stranded due to Astha’s inability to part with her family and husband. Pipee and Astha thus break their relationship and move on with their respective lives. They realize that everyone needs to fend for herself in this
world and they need to eliminate the need of a partner to keep them happy. Thus, lesbian relationship between Astha and Pipeelika could have been a possible medium to reject the male hegemony and experience freedom within them which could have led to their possible emancipation. However, the endeavor fails to reach towards a closure and a full-fledged relationship between them could never be materialized. Thus Astha has to live with her mundane life with the scope of emancipation being limited to her social service and paintings. Pipee’s relocation to the US is suggestive of many new possibilities in her future which could be instrumental in her emancipation.

REFERENCES

1. Asaduddin, M, A Life in Words: Memoirs by Ismat Chughtai; Translated by M. Asaduddin; As Published in The Telegraph, April 1, 2012. Web
Political Correctness as a Monolingual Language in the Era of Multiculturalism

[1] Dr. Sara Zamir
Achva Academic College & Ben-Gurion University at Eilat

Abstract—Political correctness may be defined as what is correct and appropriate to include in oral or written public verbal formulations. Thereof, it may create, allegedly, monolingual language in multicultural societies. The aim of this paper is to expose the ambivalence of the Israeli education system toward political correctness in the era of multiculturalism. On one hand, there is seemingly nothing more respectful than simply adopting political correctness as it is in our education system: the idea that language shapes reality, and eventually may directly affect changes in our discourse and indirectly exert a positive influence on rectifying social injustices towards social sectors, suits the ideals of the educational process. But on the other hand, educationists have raised some serious objections against the idea of political correctness, seeing it as hypocrisy and a way of ignoring the multicultural reality.

Key words: Political Correctness; multiculturalism; education system.

I. INTRODUCTION

Political correctness may be defined as “what is correct, from a political point of view, to include in oral or written public verbal formulations” (Carmel, 2000). There is no unanimous opinion regarding the origin of the expression. Nir (1998) believes that it originated in the literal translation of its Chinese equivalent appearing in Mao’s Little Red Book entitled “Quotations from Chairman Mao Tse Dung,” which was the source of politically acceptable and correct social utterances. During the Cultural Revolution in China, which took place between 1966 and 1976, learning the quotations from the Little Red Book was compulsory both at school and at work, where passages from it were read and learned by heart regularly. Quotations from the book were also included in all publications, including academic ones. Chinese citizens were bound by law to carry the booklet wherever they went, incurring heavy penalties such as floggings and imprisonment in work camps if they were caught without it. However, the prevailing opinion is that the expression “politically correct” originated in the United States during the Fifties, derived to a large extent from the ideology that emerged from the “flower children” movement: although the flower children movement initially started as a protest movement against the Vietnam War and its atrocities, it soon grew into an ideological movement with a new world view of society and life. The flower children appealed to people to change their belligerent ways and adopt a culture of love and brotherhood. Accordingly, they demanded to uproot from the language potentially or actually offensive expressions considered as discriminating against various sectors of the society. Therefore, political correctness would relate to the unemployed with more sensitivity (calling an unemployed person as being ‘between jobs’ for the moment, but not ‘unemployed’); it would also attempt to eliminate sexism from the language (changing the ‘electronic secretary’ at the other end of the telephone line into an ‘answering machine’); it would relate to old age more gently (the old would become ‘senior citizens,’ old age would change to ‘the golden age,’ etc.); disability would be treated in a similar way (invalids would be known as ‘physically challenged’ individuals). The substitute expression would help to construct a new reality that would serve to correct and perhaps elevate the status of an individual considered weak or physically handicapped: a change in the way language refers to an individual would elevate him from the status that has immobilized him in his weakness, resulting in an amelioration of the individual’s status.

The political correctness movement is based on the idea that although language reflects the social reality of a given culture, the opposite is also true: a change in discourse, in conceptualization and in style can impact social attitudes. This view is consistent with Whorf’s hypothesis (1956), which states that the language we speak shapes our way of thinking and our way of looking at the world. The insight that can be derived from this hypothesis is that a change in the discourse is likely to engender changes in our social values in general and a change in our values regarding our attitude toward discriminated and disadvantaged individuals in particular. The far-reaching repercussions of Whorf’s hypothesis are expressed by what he called “the theory of linguistic relativity” – the idea that every language has a model of the world embedded in it without
which the speakers of the language would not be able to comprehend reality. The theory of linguistic relativity, then, is not simply a linguistic theory, but has implications for all areas of thinking and human endeavor since these are both dependent on and derived from the socio-linguistic load people carry with them. Consequently, one should not wait until the social ethos changes: one may and should use all available resources to expedite desirable processes of change. Language is one of the resources with the potential to enable social change, and not to merely fulfill the instrumental function of human communication (Nir, 1998; Choi & Murphy, 1992).

Israeli multiculturalism At the turn of the last century, the term 'multiculturalism' became a cardinal term both in the academic and the public discourse of western democracies including Israel (Reingold, 2005). There are those who discuss multicultural societies emphasizing the demographic sense of the word, that is to say that in a specific political entity there live different ethnic and cultural groups side by side (Sever, 2001), while others prefer to call this demographic aspect "pluralism" (Katz, 1998). However, the more common and important meaning of the concept of multiculturalism is ideological (Reingold, 2005).

The issue of multiculturalism has received much attention in the Israeli education system since the inception of the State, when the first great waves of immigration began arriving in the country. The intermingling of cultures – traditions, languages, customs and norms of behavior required the leaders of the country to forge the "cultural fusion" that would change this great ingathering of exiles into one people. The decision to establish a free, compulsory state education system was intended to create a suitable tool to achieve this purpose; the 1953 state education law was passed in the Knnesset to give formal sanction to the decision: "The aim of state education is to establish elementary education in the country on the values of the culture of Israel..." Education based on the culture of Israel was stated in the law, as one can observe, as the chief aim of compulsory education. This formulation expressed the dream of the leaders at that time to build the unifying machinery for creating an Israeli culture that was at that time in its formative stage.

As the years passed, criticism of this policy favoring cultural uniformity began to surface, with oriental writers at its forefront. Most of the criticism was directed at the domination of the European Zionist narrative concerning the absorption process of the new immigrants and the sidelining of Orientals from cultural, political and governmental positions. The critics held that the melting pot policy worked in favor of the Ashkenazi population in all areas concerning the distribution of resources, in education, land ownership and location of settlements. The critics claimed that Jewish nationalism is an integral part of the Zionist narrative. This new oriental narrative also claims that the Zionist narrative has excluded the oriental narrative because Zionism has been repressing Orientals for a long time (in the political and not qualitative sense of the word), and therefore only in a situation of multicultural thinking can the oriental narrative co-exist with the Zionist narrative (Shmueloff et al. 2007). The Pedagogical Secretariat of the Ministry of Education has responded to these claims by placing topics such as "The Unity of Israel," "Year of the Hebrew Language," "The Four-Hundred-Year Anniversary of the Expulsion of Jews from Spain," and "Cultures of the Communities" as the yearly central topics to be discussed in the education system; it also responded by selecting other subjects for discussion that were chosen from new fields of interest at specific times that highlighted Israel as a multicultural, multi-lingual and multi-national society.

Debate on giving preference or special treatment (as affirmative action) to immigrant communities has evolved. Some even argued that affirmative actions would likely have the opposite effect of what was intended: it would harm these communities since the majority culture would become hostile to them, so that the gap separating the two would be greater than ever. On the contrary, it is precisely the effort to integrate the immigrants in the society that would encourage them to acquire the new customs of their hosts, thus preserving national unity. One of the advocates of this approach, in order to achieve mutual respect among the different cultures, the authorities must change their mono-cultural policy guided, for example, by such things as ethnocentric education and assimilation into a policy favoring multiculturalism (Reingold, 2005) and hence political correctness became a tool for that matter.

Political correctness and the Israeli context

The status of 'straightforwardness' (doogriut) was formed during the Thirties and Forties among the first generation of Sabras (native Israelis), and later (in the Fifties) became an important element of the Israeli cultural style. At this stage of the Jewish state’s existence straightforwardness was not perceived as a lack of manners or as potentially offensive, but as directness and sincerity of speech. Although straightforwardness was perceived as somewhat rough, it was tolerated for its good and sincere intentions. (Catriel, 1999; Rosenblum & Trigger, 2007; Rosenthal (2005). In the first few years of the fledgling state, straightforwardness acquired additional value because it helped to construct the character of the “new Jew,” known as the sabra. Whereas the Jews in the Diaspora were occupied with the challenge of survival, so that in their contacts with non-Jews they were often compelled to shuffle and beg, the new Jew in the Land of Israel could afford, like the rest of Israeli society, to say whatever he
wished because in the new order of things there was mutual trust, equality and social solidarity.

The major erosion that subsequently occurred in the image of the sabra and in his value system also eroded people’s tolerance of straightforwardness and its hubris. With time, the sabra became much more open, unafraid to express his feelings and sensitivities to others. Accordingly, as an indication of this change, a new word now replaced straightforwardness to describe the qualities of the sabra in his new reincarnation: the Yiddish word ‘firgun’ (pronounced feergoon) – expressing a ‘softening,’ ‘rooting for,’ or even a willingness to express laudatory approval for others (Rosenblum & Trigger, 2007).

This process of change in the sabra’s discourse, that is to say the transition from a somewhat offensive straightforwardness to laudatory approval of the other, was to a large extent the harbinger of the first signs of political correctness in Israeli society as well.

The aim of the present review is to point out the ambivalence of our education system toward political correctness that may be characterized as an attitude of respectful suspicion. Seemingly, there is nothing more natural for our education system than adopting political correctness as it is: the idea that language shapes reality, and may eventually bring about changes in our discourse directly, and indirectly exert a positive influence on social injustices, suits the ideals of our education system. But on the other hand, educationists and other thinkers have raised serious objections against political correctness, perceiving it as hypocrisy and a way of ignoring reality.

Acceptance of political correctness by the education system

The education system’s positive attitude toward political correctness is evidenced by the fact that it has adopted political correctness in its educational discourse. For example, the structural negativity characterizing the ‘discourse on deficiencies’ used by teachers, counselors, principals and parents when discussing children with special needs in the past included explicit words such as ‘backward’ and ‘retardation,’ which have been replaced with ‘disability’ or ‘challenged.’ Recently, the term ‘neurodiversity’ has been suggested as a more suitable word to get away from the negativity of the discourse on deficiencies (Armstrong, 2005). While in the previous terminology children with special needs were identified on the basis of what they were not able to do, the new terminology emphasizes what these children are able to do. The rehabilitative class and the remedial class have had their names changed to ‘learning disability classes’ or ‘small classes,’ and special education teachers have been renamed ‘integrative education teachers.’

An additional example of changes that have occurred in the education system is the renaming of certain jobs and functions out of sensitivity for their status in the system and society. For example, the new ‘house father’ is none other than the janitor of olden days. Undoubtedly, just being a janitor certainly place janitors, linguistically speaking, at the bottom of the hierarchy of our education system. On the other hand, the term ‘house father’ elevates this indispensable school job, linguistically speaking, to a key function in the school’s social scale. Similarly, the woman who helps a kindergarten teacher keep things in order has been upgraded to kindergarten teacher assistant. Semantically, the new term has liberated her from linguistic (subordination?) proximity to the teacher, assigning her a new independent status.

The Hebrew curriculum for seventh and eighth grades (Hebrew curriculum for state and state-religious secondary school, Ministry of Education, Jerusalem, 2003) also includes the teaching of political correctness: in the section dealing with teaching the word formation system, political correctness appears in one of the paragraphs to be taught. It is accompanied by examples of paired expressions such as ‘failed countries’ (‘medinot nichshalot’ in Hebrew)/‘developing countries’ (‘medinot mitpatchot’ in Hebrew) and ‘large families’/‘families blessed with many children’ (‘merubot yeladim’/’bruchot yeladim’ in Hebrew).

A survey of all the director general of the Ministry of Education circulars of the last decade (1997/8 – 2007/8) shows that the Ministry has adopted the spirit of political correctness, albeit not referring to it by name. Political correctness essentially recurs ten times, but under different headings such as ‘the ways of discourse,’ ‘the culture of speaking’ and ‘tolerance of the other.’ This is especially true of the gender issue. One of the more prominent issues is that political correctness in the gender area is particularly problematic in the Hebrew language due to the grammatical distinction between the genders rooted in the language.

In the 2003 circular, paragraph 4 (d), the director general wrote that the change of the ministry’s positions on the subject of genders would include a change “that would express the atmosphere of gender equality both in the use of egalitarian language concerning genders and in the use of egalitarian language concerning genders in communication between teachers and students and among the teachers themselves.” The circular also details various ways to avoid offensive discourse when talking about one of the genders. For example, instead of using the imperative form of the verb (which would require a grammatical distinction between masculine and feminine genders), the circular recommends using an impersonal participial form of the verb or an impersonal infinitive phrase; the gender-sensitive imperative (‘ptach/pitchi,’ masculine and feminine forms meaning ‘open,’ for example, would then be avoided so that a command such
Political Correctness as a Monolingual Language in the Era of Multiculturalism

as ‘open the book,’ which in the Hebrew imperative has two forms – one for masculine and one for feminine – would be replaced by ‘yesh liftoach et hasefer,’ which could be translated as ‘your book should be opened’ or by the more informal ‘books open, please!’ (ibid, paragraph 4.1.3).

According to Whorf’s hypothesis, which claims that our thinking emulates conceptualization, in other words the language we speak shapes the way we think and the way we look at the world, using the masculine grammatical form in speech is likely to affect students to emphasize male superiority over women. Political corrections of language and the use of the term ‘gender’ instead of ‘sex’ when the need arises to distinguish between the sexes are not restricted to grammar only. The new terminology reflects society’s growing awareness of sexist language and sexism in general.

Similar acts were made by The European Parliament that introduced proposals to outlaw titles stating marital status such as ‘Miss’ and ‘Mrs’ so as not to cause offence. It also meant that ‘Madame’ and ‘Mademoiselle’, ‘Frau’ and ‘Fraulein’ and ‘Senora’ and ‘Senorita’ would be banned.

The education system’s critical attitude toward political correctness

Side by side with the assimilation of political correctness in the education system, an increasing number of educationists have been voicing some sharp criticism against sweeping and uncompromising demands to use political correctness unconditionally in all situations.

One of the arguments against political correctness is that changing our terminology when speaking about one of the sectors of the population does not ameliorate its condition and contributes absolutely nothing to its advancement. Those who advance this argument believe that the negative connotations attached to certain terms stem directly from the plight in which a particular sector of the population finds itself, and that it is just a matter of time until the new terminology will also be loaded with the same negative associations and connotations attached to its predecessors.

An example in support of this argument is the expression “Ministry of Welfare,” which today has become loaded with the same negative associations and connotations as the previous expression: “Ministry of [social] Assistance;” although the word ‘assistance,’ which evokes poverty and needy people, was replaced by a word having a positive connotation – ‘welfare,’ which connotes comfort, both mental and financial, the change did not help.

A second argument against political correctness, derived from the argument stated above, is advanced by Scruton (2000). He criticizes political correctness as immoral and therefore not a worthy educational goal: since political correctness only paper over a troublesome reality, it actually prevents us from really confronting vexing issues and it blurs our awareness of painful social phenomena. It prevents us from directly examining shocking truths and blocks any real possibility of looking in the mirror of our society, not to mention changing our behavior in accordance with universal-humanistic codes. To a very large extent, political correctness deals with a semantic softening of reality: it deals with soothing our conscience by using words that refine reality, that dull our sensitivity and absolve the individual from doing anything real to rectify social injustices. According to Appelfeld (2002), political correctness is mainly a sophisticated intellectual form of repression: all it does is repress our negative feelings and gives the one who uses it a false image of enlightenment and consideration. Political correctness deletes from our lexicon all the negative expressions that reflect our real attitudes and replaces them with positive expressions, which will not arouse the anger of our “super ego,” that great repository of the moral imperative. All it asks of us is to speak inclusively (from the expression ‘social inclusion’) about other cultures, other styles and other values, and never express an opinion or use words that, G-d forbid, could be interpreted negatively in any way. Thus, political correctness is liable to compel us to accept phenomena that should be rightly criticized or outrightly condemned. So, for example, renaming terrorists ‘freedom fighters,’ ‘militants’ or ‘activists’ for the sake of political correctness not only gives legitimacy to murdering innocent people, but it also denies the victims the right to seek redress for the offense committed against them. An additional argument focuses on the tyrannical nature of political correctness: political correctness forces a person to be careful with his speech in order to avoid being criticized for being critical of others. It imposes on its users the adoption of new linguistic coinage instead of the old, reducing people’s right to freedom of expression.

Immediately after a person learns to master the secrets of politically correct discourse, he too can join in the criticism of those who adhere to the old discourse: now he can chide others, correct them and even chastise them for deviating from political correctness. This sort of tyranny is also thought justified “since it is directed against those who still haven’t seen the light” (Appelfeld, 2002).

Lind (2005) claims that political correctness uses the same methods used by the darkest totalitarian regimes. According to Lind, political correctness is Marxist ideology transferred from the economic to the cultural sphere. It is no different than Orwellian “newspeak” illustrated in George Orwell’s book 1984, written in 1948 as a clever speculation on the future: “war is peace / freedom is slavery / ignorance is power.” Like big brother, political correctness acts like thought police, terrorizing those who dare deviate from “correct terminology.” Lind warns against the danger of the public lightly dismissing and even scoffing at the phenomenon of political correctness as of no consequence (mockingly admonishing others not
to say, for example, “black sheep,” but to correctly say “colored sheep”) without noticing the latent threat of this obligation to our consciousness. Acting as the word police, political correctness is liable to censor or even disqualify worthy literary and other works of art considered as offensive to one sector or other. For example, if language censorship were applied to classic children’s books such as The Adventures of Huckleberry Finn by Mark Twain, in which the expression ‘nigger’ appears more than 200 times, it would almost completely ruin the narrative. Samuel Langhorne Clemens (Mark Twain’s real name) was born and grew in the slave state of Missouri, and therefore his use of the word “nigger” only reflects his upbringing and education. Changing the word to “Afro-American” would be anachronistic and unfaithful to the hero’s upbringing and education, social class and way of speaking (Weisbord, 2005). The exact same thing can be said of the demand to disqualify a song such as “in a white sea, a little group of Blacks picks, in the white cotton field it picks all day long.” Disqualifying the song because of the word “Blacks” would actually censor the memory that in pre-Civil War America cotton picking was backbreaking work performed by African slaves.

Censorship of racial expressions in texts could also act as a boomerang in the education process: the correction of racist expressions would neutralize any chance of criticizing books for racist attitudes embedded in them. For example, Israeli children reading an improved version of Oliver Twist (in which Feigin would not be identified as a Jew) would be unaware of his anti-Semitism and would be unaware of the attitudes the author shares with his character (Weisbord, 2005).

II. CONCLUSION

The major argument of supporters of political correctness is that language is not a neutral and objective tool. It does not merely imitate reality, but it has the power to re-invent reality. On the other hand, the opponents of political reality perceive it as the antithesis of the educational process and point out its alienation from reality and its potential for alienating people from reality as well. However, both advocates and opponents of political correctness see it as a tool of socialization of the first order with a far-reaching educational impact.

BIBLIOGRAPHY

TEACHING ENGLISH TO STUDENTS WITH AUTISM: Montessori-Oriented versus Audio-Lingual Method

[1] Mahsa Rezvani
[1] Eastern Mediterranean University of Cyprus

Abstract- Students with special needs specifically those suffering from autism spectrum disorder experience considerable difficulties in learning languages. This, accordingly, requires making more effort, applying further skills and different teaching methods on the part of the foreign language teachers instructing these students. Therefore, this qualitative study was designed to examine the effectiveness of the Montessori-Oriented Method of English language teaching compared to the Audio Lingual Method. To this end, two English language teachers dealing with seven students with autism were selected from two educational centers for autistic children in Iran. Data obtained from interviews with the teachers, observations of language classes, and teaching documents were analyzed to compare the two methods under investigation. The results indicated that both Montessori-Oriented Method and Audio Lingual Method improved the students’ English language productive skills; however, the Montessori-Oriented Method further contributed to enhancing the students’ interaction with peers, increasing their motivation and making them more independent. This study yielded some pedagogical implications for teachers, teacher educators and educational material developers of students with autism.

Index Terms: Audio Lingual Method, autism, English language teachers, Montessori Method

I. INTRODUCTION

Autism Spectrum Disorder is described as a lifelong developmental disability influencing the way in which an individual communicates and interacts with people around him/her [1]. This disorder has highly spread across the world. For instance, 1 out of 88 children born in the United States [2] and more than 30,000 Iranians who age below 19 years old suffer from autism disorders [3]. People with autism face various challenges regarding learning L2 [4]-[5]. It is indicated in [6] that some obstacles are existed for learning English language of students who suffer from autism such as lack of motivation, poor attention, lack of communicative skills, problem with dictation and composition. However, few studies have strived to discover the effectiveness of different methods of English language teaching to students with autism. Of all Methods, Montessori-Oriented and Audio-Lingual Methods were particularly the focus of the current study. English language teachers in two educational centers for autistic children in Mashhad, Iran, which were the focus of this study had frequently used Audio-Lingual Method of English language teaching. The focus of Audio-Lingual method is speaking achievement of students. In this method, Vocabulary and grammatical patterns are taught through dialogues and repetition; Moreover, substitution, transformation, and question-and-answer as some of the main drills in this method, are conducted based on the patterns in the dialogues [7]-[8]. [9] investigated the effectiveness of Audio-Lingual method and concluded that this method can be effective method of English language teaching, especially in beginner levels. Repetition of the dialogues and the drills enable language learners to respond quickly and accurately in target language [10]. Numerous of researchers such as [11]-[12] and [13] have also pointed to the importance of provision of sufficient amount of input and repetition of lessons for L2 language learning. This is specifically vital in case of students with autism since they have concentration and verbal production problems [14], so the amount of sensory input and repetition of lessons are critical in teaching English language to them. In this line, a study on second language learning of learners with autism, it was concluded that learners with autism need extra time and more repetition in order to learn English vocabularies in comparison with normal students [5]. On the other hand, Montessori Method, which is based on self-directed activities without any control over the child in a well-prepared environment [15]-[16]-[17], can assist students with autism partially overcome their communication and language deficiencies [18]. One out of two English language teachers participated in this study attended to Montessori teacher training at the same time of the study. Therefore, Montessori-oriented teaching method was implemented in one of the aforementioned educational centers in order to...
investigate the influence of this method on learning English language of students with autism in compare with Audio-Lingual method. In the present research, it is of utmost interest to explore the effectiveness of Montessori-Oriented Method of English language teaching to students with autism compared to Audio-Lingual Method which is commonly used in two educational centers for children with autism in Mashhad, Iran.

II. LITERATURE REVIEW

With globalization, individuals' competence, intelligence, membership, social status, and the like are commonly evaluated by the way of using language to communicate together [19] and people with autism are not exceptions. Under certain conditions, for example in terms of immigrating to a foreign country, autistic people also need to acquire and use a foreign language but this important issue has frequently been neglected in previous research. Teachers and speech therapists who work with autistic individuals should be aware that they need more time and effort to learn a foreign language than normal students [5]. People with autism have kinesthetic, visual, and then auditory preferences for learning [20]. Reference [5] showed that students with autism cannot sit and listen to the teacher for a long time, so teachers should be patient and find the best of encouraging them to learn English. More importantly, some modifications in teaching method of teachers can enhance English language learning of students with autism. For instance, manipulation of the surrounding things or employing visuals, as showed by [21], resulted in promising outcomes in the development of L2 vocabulary. Reference [22] found that using visuals can facilitate L2 vocabulary learning by ESL students with autism. Moreover, another study [23] showed that modification of abstract concepts into more concrete ones, resulted in more tangible and easier to learn by autistic students.

According to the studies mentioned above, Montessori methodology can be helpful in assisting autistic children partially overcome their communication and language deficiencies, since this method gives priority to learning by means of a series of senses "from visual to stereognosis"[18], and is characterized by provision of further support for learning and tailoring activities to students’ needs and capabilities [24] in a well-prepared environment which is highly committed to the laws of nature [17]-[25]. Although Montessori did not propose a particular theory for learning L2, the method and procedure can be applied to L2 with necessary adaptations. In this regard, [26] indicated that some characteristics of Montessori contribute to learning L2 including educational tools which are colorful, safe and of interest for students; professional educators who are keen observers and warm in communication; well-equipped environment in which students feel convenient during the learning process; parent’s engagement so that they can be aware of children advancement; learning in small groups which allows children to be free and enjoy the learning activities under the surveillance of the teacher; and iteration in learning which assists children to explore the topics several times. Reference [27] investigated the feasibility of the teaching and learning of the English language at lower secondary schools by the Montessori Method in Brno, Czech. The findings of her study showed that Montessori principles provide support to the natural growth of each human being within a learning process. Due to the aforementioned problems that students with autism have, more effort and further research are required to discover more effective method of teaching English language to them. Therefore, the current study aimed to explore how Montessori method may equip English language teachers with required knowledge and skills to teach English language to students with autism compared to Audio-Lingual method which is commonly used in two educational centers for autistic children in Mashhad, Iran.

III. METHOD

This study has a qualitative case study design and was conducted in two educational centers for autistic children in Mashhad, Iran. Furthermore, the data collection procedure last over a ten-week period of the spring semester in 2017. Two English teachers working in separate educational centers for children with autism participated in this study. They have taught English language to the students with autism using Audio-Lingual Method for 4-5 years. Both of them were female and their age were 26 and 31 years old. At the same time of the study, one of the teachers participated in Montessori teacher training and implemented the Montessori method in her classroom (Teacher A), while the other one (Teacher B) did not change her previous method (Audio-Lingual). Moreover, seven out of 11 students with autism studying English language as extracurricular activity were enrolled in this study during the spring semester of 2017 (three students in Teacher A’s class, 4 students in Teacher B’s class). The inclusion criteria for autistic students included not having limited verbal ability as well as severe medical conditions. The students were all beginners, 5 females and 2 males, and ranged in age from 14 to 17 years old.

Data was obtained from two sources including teacher observations through the semester, and teachers’ individual interviews (prior and post to the study). The aim of
observation was to identify how the teachers communicate with students, the teachers’ management strategies and their teaching techniques. The interview contained 7 open-ended questions and aimed to elicit information regarding the teacher’s general belief about English language teaching and the effects of their teaching method on their students’ learning outcomes.

IV. RESULTS

The researcher made six 30-minute classroom observations and wrote field notes every session. Based on the observations of the researcher, very few pictures and posters were hung on the wall in Teacher B’s class. The class also contained a board as well as common chairs and tables existing in a classic class. On the other hand, Teacher A’s class included some shelves containing toys with a big lumpy label on them, a round table with some chairs around them and lumpy pictures of alphabet on the walls which could be easily touched by students. From the first sessions, it was also observed that Teacher A provided the students with more multiple media including songs, videos, flashcards, and pictures in compare with Teacher B. Moreover, Teacher A did not sit at her table and tried to move around the class, while Teacher B rarely used movement in the class, and was mostly sitting at her table. Teacher B corrected students’ errors explicitly and asked the students to repeat the correct form several times until she assured that all the students know the correct word. More importantly, she dedicated long time to repeat the new lesson and the newly-learned items every session. The problem with this approach was that more time was spent on working with a weaker student and sometimes it made the other students feel board. Her class also lack pair and group work. Group works were limited to the class repeating the new vocabulary and sentences after the teacher.

On the other hand, Teacher A tried not to force a student to sit on the chair, look at the board or imitate her, and also had self-correction approach to error correction. The students could self-correct their errors either by receiving feedback from the Montessori designed materials for providing instant feedback (e.g. in case of error, the puzzle remained unsolved), or by observing peers or the teacher doing the same activity. Moreover, Teacher A’s class contained more pair work activities. Students’ observation also revealed that English language teaching through both Methods could help students to learn some limited vocabulary and two-word or three-word phrases (e.g. blue car and yellow apple). However, some differences were observed in the students’ Motivation. For example, Teacher B’s students seemed not to be interested in writing. In Teacher A’s class, in contrast, the incorporation of the students’ interested objects was an indirect vehicle to encourage them write (e.g. one of the students was found to write the letters on a sand tray with coins). Prior and post to the semester, two individual interviews containing seven questions also conducted. The first two questions aimed to elicit information about the required changes that need to be made to the teachers’ existing approaches to teaching English to the autistic students. To answer these questions in the pre-test, both teachers mentioned that Audio-Lingual method of teaching suited the context of autistic students in which they were working, because students with autism can memorize the dialogues effectively. Teacher A further stated that:

…If I could change anything, I would have a blended class in which more-proficient students could assist the teacher in conveying the concepts of some English vocabulary to the less-proficient students. The classes with all less-proficient learners are very burdensome... In the post interview, Teacher A was founded to be predominantly interested in Montessori-based practices and games; However, she believed that she cannot give freedom to the autistic students as much as the Montessori educational system prescribe.

Regarding the perceived differences between the teachers’ approach to teaching English to normal and autistic students, the teachers specifically noted that they would give more freedom to normal students and may take into account their opinions about the processes of teaching. Regarding what makes an English language instructor a “good” instructor for autistic students and the required techniques for their teachers, both teachers commonly believed that 1) a good English language teacher should have sufficient information about autism, 2) be familiar with autistic students’ behavior and interest, 3) be able to establish a positive and effective relationship with autistic students. In this line, Teacher A commented: a good teacher should love autistic students and be patient with them, he should not have high expectations from autistic students, because they suffer from poor concentration or attention deficit... most of them also have sensory problems.

However, in the post interview, she believed that: a good English language teacher should be flexible and creative. They should provide the students with opportunity to work independently... The next two questions addressed the challenges that autistic students usually encounter while learning English language. As both teachers stated, most of their autistic students were not interested in learning English, since it was demanding
for them to learn a new language. In this regard, Teacher B stated that: One of the obstacles in acquiring a second/foreign language by these students is that they do not have imagination power and thus, cannot understand the meaning of some abstract words and concepts even in their first language. Therefore, they cannot develop a large vocabulary size. Also, they rarely have a complete understanding of what they have produced.

Regarding Montessori method, Teacher A further stated that:

… [students] participated in the activities without any force, I think they are more relaxed, they do not feel anxious or get bored… the significant positive effect of Montessori Method is enhancing learners’ motivation.

Both teachers stated that knowing about autism spectrum disorder is the first step in teaching English to them. More specifically, familiarity with each autistic student’s characteristics, interest, and disabilities is crucial for discovering the best possible way of teaching English language to them, and this also affects how to encourage them.

V. DISCUSSION AND CONCLUSION

This study aimed to compare the influence of Montessori-oriented and Audio-Lingual Method of English language teaching on English learning of students with autism. To this end, two sources (observation and teachers’ interview) were used and the results indicated that both Montessori-Oriented and Audio-Lingual Method could improve the students’ English language productive skills; However, the Montessori-Oriented Method further contributed to enhancing teacher-student relationship, providing an environment for students with autism to work independently, move freely around the class and interact more with other students. Furthermore, Teacher B’s lesson plan contained a huge amount of input, and repetition of simple sentences suggesting that she was aware of the fact that students with autism have difficulty in learning some aspects of language [4], and they can learn the best through repetition. Other researchers have also pointed to the importance of provision of sufficient amount of input for L2 language learning [12]-[13]. This is specifically vital in case of students with autism since they have concentration and verbal production problems [14].

In comparison with Teacher B, Teacher A used a variety of educational materials including songs, videos, flashcards, and pictures which were suitable for autistic students with various learning styles. In this line, [20] argues that among the learning styles, individuals with autism have kinesthetic, visual, and then auditory preferences for learning. Teacher A also believed that incorporating the Montessori Method to her classes enhanced her students’ independence and motivation. It is notable that Montessori classes are characterized by improving independent learning in children by teachers’ guidance [28]. One of the main Montessori-based techniques was the use of objects that attract students’ attention. The use of lumpy objects and posters specifically contributed to enhance students’ motivation of learning. According to [22] because students are visual thinkers, inclusion of more visual clues can facilitate their L2 learning. The findings of this study may increase the awareness of teacher educators to plan teacher development programs for the teachers dealing with students with special needs using various alternatives for English language teaching methods such as Montessori which is developed based on the observations of children affected by mental deficiencies. More importantly, this study can raise the awareness of teachers about the educational alternatives which involves all senses of the students and thus suit the needs of many students, especially ones with autism. Furthermore, the sample of this study constitute students with mild to moderate autism, and the participated students aged 14-17 and the sample was limited to two educational centers. As a result, the student sample of current study can not be the representative of the population of autistic students. Therefore, future researchers can focus on different age of autistic students, more severe autism as well as taking into account the effects of various methods of English language teaching.

REFERENCES


TEACHING ENGLISH TO STUDENTS WITH AUTISM: Montessori-Oriented versus Audio-Lingual Method


"A Study to Assess the Family and Social Life among Nurses Working Night Shift Duty at Nizwa Hospital"

Sheikha Mohammed Al-Mukhaini, Vijayalakshmi
Bachelor of Science In Nursing (BSN) at the University Of Nizwa.

Abstract— Background: Nurses as healthcare providers are obliged to work rotation shift to provide the needs of sick people. Nurses working night duty spend all night awake which has bad effect on them by increase the load and led to difficulty to meet their family life and social life needs in the next day. Therefore this study focused on assessing the family life and social life needs among nurses doing night shift in Nizwa Hospital in Sultanate of Oman. Aim: To assess the family life needs and social life needs among nurses doing night shift. Methods: A descriptive quantitative survey design was used in this study. Data was collected through self-administration questionnaire. Using convenient sampling 100 staff nurses from all the department were selected for the study. Collected data were analyzed using frequency and percentage. Results: The findings of the study indicate that the majority of the nurses are female (67%) are married (82%), most of them (54%) have 1 to 2 children. Over of family needs 90 (90%) of the family sleep pattern is disturbed. While 88 (88%) of their family depends on nurses in most of their personal needs. Majority of the respondents 72 (72%) do not have good relationship with spouse. 88 (88%) of subject doing night shift restrict them from attending any social functions in their village. And 47 (47%) of them they are not able to maintain social relationships with their friends or relatives. There are some factors affecting and influencing night duty. Effect on sleep pattern 62 (62%), drowsy driving 33 (33%), are affecting factors where in the most factors influencing nurses during night shift are able to finish personal morning work 24 (24%), night off days are good for relaxation and visit beauty center 17 (17%). Conclusion: Nurses’ family life and social life needs affect by doing night duty but there are some factors which help in the persistence to do night shift and it motivates nurses to continue their service for the patients.

Index Terms: Night shift, family life needs, social life needs, nurses

I. INTRODUCTION

1.1 Background of the Study
Nursing is one of the oldest and most honorable profession in the world and nurses play a vital role in patient care. When patients are ill or injured, it is often the nurses that provide the majority of care and support. It can therefore be inferred that in medical domain high percentage of workforce may be affected by problems related to shift work (Rathore, Shukla, Singh and Tiwari, 2012). The term shift is commonly understood to define the period of time worked by a group of workers who starts work as another group finishes (Hornby, 2000). Nurses working in the night shift have been found to experience physiological difficulties and sleep related change of their sleep pattern. (Vitale, Ganesh and Vu, 2015). Berger, Ann Hobbs and Barbara (2006) stated that night shift work generally is defined as work hours that are scheduled outside of daylight. Night shift usually starts from 8pm till 7am. Hospitals are the biggest employer in the health care field, employ more night shift workers than any other industry. Shift work often upsets the synchronous relationship between the body's internal clock and the environment. Working night shifts requires extra effort to stay awake and be effective; this alone puts a lot of stress on the body and can cause health problems and fatigue. Moreover, night shifts are often not aligned with the work time and the responsibilities of other family members, friends, and the social environment in general (Simunic, and Gregov,2012). Moreover, other difficulties like spending less time with the family and social life needs among the nurses. Vitale, et al.(2015) stated that negative health effects of night duty have been researched internationally, resulting in a number of studies on issues of family or social implication. As working and cultural influences differ, finding may vary as to their generalized applicability. Some studies have been conducted related to this issue in Spain, a self-reported survey of 476 nurses found a higher incidence of varicose veins, appetite disturbance, sleep disorders, altered well-being, less social support and less leisure time with night versus day shift nurses (Vitale, et al, 2015). A large study on 25,924 nurses from 10 European countries found that nurses tended to work nights in order to reduce work and home conflicts. This often resulted in loss of health, decreased patient safety and increased burnout. Recommendations included workplace childcare, night shift naps, reducing short notice of shift changes and increasing collegial support.
and team-building (Estryn-Behar and Van der Heijden, 2012). Night work can even be more negative impact for female nurses who also have family responsibilities such as pregnancy and child rearing (Abdalkader and Hayajneh, 2008). In Egypt study have been conducted by Attia, 2016 and he stated that “nurses working the night shift experience physiological difficulties and sleep related issues, family/child care difficulties and less leisure time, fatigue, drowsiness, poor sleep quality and dangerous drives home were found in nurses who could not adapt to shift work.

1.2 Statement of the Problem
Nurses working in hospital have to do night duty and it depends on hospital protocol how many days per month. Doing night duty has negative effect on nurse's family and social life. They will be awake all night taken care for the patient and doing other ward's work, then next day they will be not able to perform normal family and social needs. Female staff does not find enough time in taking care of their children and other family members. According to the Australian Journal of Advanced Nursing the domestic disruption has been shown to be a key consequence of night shift work affecting relationships with partners, children and friends, also a large number of shift workers experience social isolation due to the nature of their work as they find it difficult to spend time with friends and relatives. As a further consequence many nurses reportedly use smoking and binge drinking as coping strategies. (Health Times, 2016). In Oman, a study conducted by Aljubi (2014) in Al Nahdha Hospital found that 84% percent of participants stated that they are not spending time with family and 77% of participants are not maintaining the social relationships with friends while doing night shift.

Based on the discussion above this study is designed to assess family life needs and social life needs among the nurses doing night shift in Nizwa Hospital.

1.3 Research Questions
Based on the objectives formulated above, several research questions are designed to guide the study to meet its objectives.

i. What are the family life needs among the nurses?
ii. What are the social life needs among the nurses?
ii. What are the significant factors affecting and influencing night duty among the nurses?

1.4 Objectives of the Study
The primary objective of this study is to assess family life needs and social life needs among nurses doing night shift at Nizwa Hospital, Sultanate of Oman.

Beside the main objective, this study also intent to:

i. Assess the family life needs among the nurses

ii. Assess the social life needs among the nurses

iii. Identify the significant factors that affect and influence night shift among the nurses.

1.5 Significance of the Study
The finding of this study will benefit the nurses to identify the areas of family life and social life needs, also to identify the factors affecting and influencing the nurses. It may help the administration to aspect in to the factors to make arrangement and rectify accordingly. The findings from this study will add to the collection of literatures and study on the issue related to nursing profession which can be a source of reference for the future researchers who are intense to explore in this issue in much in-depth.

1.6. Definition of Terms
In the effort of making the study a reliable source of information, several key terminologies used in the study were defined based on reliable and established references. For the purpose of this study these key concepts were given the conceptual and operational definition.

Night shift
Conceptually, Collins English Dictionary,2012 defined night shift as a group of employees who work a shift during the night in an health care industry or occupation. Night shift is defined as work performed after 6pm and before 6am the next day (Abdalkader and Hayajneh, 2008). Operationally, night shift in this study refers to period of time that nurses in Nizwa hospital working from 9pm to 7am according to the Ministry of Health policy.

Family life needs
Conceptually, Family life needs defined as two or more people who share goals and values, have long-term commitments to one another and reside usually in the same dwelling (Blessing, 2006).A group consists of parents and their children living together as a unit (Oxford Dictionary,2000). The routine interactions and activities that a family have together (YourDictionary,2017). Operationally, family life needs in this study refers to nurses spending time with wife/husband and children and other family members (parents or sibling) in terms of house hold activities, caring children and caring parents.

Social life needs
The Macmillan Dictionary (2002) defined social life needs as the time that one spends enjoying one’s self with friends’ or other people. As defined in Cambridge dictionary, (2016) the activities you do with other people, for pleasure, when you are not working Partington,(2011) stated that social life is the combination of various components: activities, people, and places. While all of those components are required to define a social life, the nature of each component is different for every person, and can change for each person, as affected by a variety of external influences. Operationally, social life in this study refers to nurses spending time with one’s self, with their relatives and friends and social media.
Mountains and Rivers in my Blood: Environment as the Level of Integration above the Individual in Select Works of RUSKIN BOND

Dr. Jayeeta ray
Assistant Professor (stage II) Department of English, Rabindra Bharati University, Kolkata

Abstract: Ruskin Bond a contemporary writer was born in Kasauli, Himachal Pradesh and lived in Delhi, Mussourie and Dehradun and the beauty of these plains had a telling effect on his writings. This writer is a philosopher who observes things that others fail to see or would never even think of seeing. He makes the simple, ordinary objects of nature come alive and dazzlingly bright through very lucid language that comes from genuine passions. He possessed a genuine faith in life and this faith he attained in the lap of nature. In all his works we find nature being prioritised and at times placed above individual psychological workings. Ruskin bond is a versatile genius who writes essays, novellas, poems and a number of novels. He has also written five hundred short stories and articles published in anthologies, in his book, Rain in the Mountains, his flirting with nature and words that have the capacity to bring to life nature becomes evident. In his novellas, “The Room on the Roof” (for which he won the John Llewellyn Memorial award), in another novella “The Vagrants in the Valley “and in his short stories we see him prioritizing nature.

Key words: Kasauli, Philosopher, genuine Faith, Nature, lucid language, prioritizing Nature.

I. INTRODUCTION

Mountains and Rivers in my Blood: Environment as the level of Integration in Select Works of Ruskin Bond

Ruskin Bond shares a deep bond with Nature. Most of us consider the earth to be just an orb of rock with a thin layer of air, water and life covering its surface. The gross neglect of nature and importance given to science and technology pushes us to a condition of ecological challenge and environmental degradation. To overcome the challenges and save humanity from further demolition we have to change our values, consciousness from unethical to ethical. Technological advance is acceptable but with a human face. In this regard Ruskin Bond and other ecological writers like Jim Corbett, Rudyard Kipling, and Sally Carrighar and so on have championed the cause. Bond turned to be successful in determining an intimate relationship with life in its various forms.

What makes Ruskin Bond matchless is not that being an Englishman who made India his loved home not that he fell in love with mountains and rivers but that he cultivated ancient wisdom on the foothills of the Himalayas.

In Bond’s short stories, novellas and novels we notice a striking attachment to the aspects of nature – to birds, birdsongs, bees, rainbows, sky, forests, animals, rocks, springs etc. And this engaged him much more than his attention to humans and their worldly ways. The harrowing events of his early childhood incited by his mother’s abrogation, marrying another man and father’s death left a lasting blotch on his psyche. This may be one of the reasons why Indian setting and milieu remains so much closer to his heart and India epitomizes the lost world of his golden childhood, of leniency and complete love of sunshine and freedom. In his autobiographical work from A Writer’s Life, Bond says- .... even though my forefathers were British, Britain was not really my place. I did not belong to the bright lights of Piccadilly and Leicester Square or for that matter to the apple orchards of Kent or the strawberry fields of Berkshire. I belonged very firmly to the peepal trees and mango groves; to sleepy little towns all over India, to hot sunshine, muddy canals, the pungent smell of marigolds; the hills of home; spicy odours, wet earth after summer rain, neem pods bursting, laughing brown faces and the intimacy of human contact (154-55).

After almost all Anglo-Indian families returned to U.K., Ruskin Bond and his mother’s family were the ones who settled in the peaceful town of Dehra. Ruskin Bond moved in and around Mussorie and the foothills of the Himalayas and produced all his works that bore the essence of freshness, natural beauty and can be considered excellent works of eco criticism. His ardent love for nature is worth noting.

...people come and go, the mountains remain. Mountains are permanent things... Humans cannot actually get rid of their mountains. That’s what I like about them; they are here to stay... I like to think that I have become a part of this mountain... and able to claim a relationship with the trees, wild flowers – even the rocks that are an integral part of it... Yesterday, at twilight when I passed beneath a canopy of oak leaves, I felt that I was a part of the forest.
Ruskin Bond’s obsession with natural objects make him poetic and the prose that he writes takes the shape of romance and poetry. A parrot screeched suddenly, flew over my head, a flash of blue and green. It took the course of the path, and I followed its dipping flight. (Rain in the Mountains 97, Ruskin Bond, The Children’s Companion, 1.)

There is something deep and ethereal in Bond’s association with Nature. The esoteric reality of Bond’s fiction is perpetually human relationships, coming closer and seclusion of loneliness of individuals – man and man, man and woman, man and nature which gets focussed most. There is a strange combination of humour and pathos in his stories in a style similar to Charles Lamb. The pathos too like Lamb emerges from the deep – rooted loneliness in his personal life. Bond makes suggestions of such lonely figures in Miss Mackenzie, Suraj, Dukhi and such others. Bond has never been able to reconcile to his mother’s remarriage after abandoning his father and the entire family and this has been the principal reason for his remaining single. The fragile qualities of human relationships have resulted in mental trauma and probably this lent logic for his profound love for the mountains that remained fixed and steadfast. The longing for a home with a mother- figure crops up constantly in his stories. The absence of his mother had been the principal reason for his remaining single. The Garhwal Mountains therefore form a backdrop of many of his stories. His intense love for the mountains and streams made him sensitive towards nature and condemn its massive destruction. Ruskin Bond emerges as a visionary much ahead of his times in identifying the need for ecological balance. Obliteration of the Flora and fauna leads finally to the death of man. Annihilation of this delicate balance with all its forms of life and as a consequence winter turns warm, monsoon remains bereft of rains and land turns into a wasteland. This sentiment was shared by T.S.Eliot who in the early twentieth century spoke of the depravity of the moral and spiritual values. Bond was inspired to construct new ethological ethics. Man swayed by his greed and materialistic urges felling trees at an enormous speed will result in the world getting transformed into a desert. Bond like T.S.Eliot has rightly grasped the trick to turn the wasteland into a fertile green land. Bond through his narration conveys the message that there is a mysterious and a deep bond between man and nature and we need to understand it and the Indian tradition is cosmo-centric where man lives as a part of an entire system where everything is related to everything else.

Bond’s concern for ecological balance compelled him to write on nature and today he is one of the leading ecocritics of the world. Bond as an environmentalist is much concerned about the destruction of the forests and extinction of animal species in the Himalayan regions as a result of which the balance between the animals and the human world is getting disturbed. Man’s greed for materialism has led to environmental degradation and man is getting negligent towards nature. Bond by touching upon the beauties of nature has even oriented his readers and audience to appreciate the smell and little joys of nature that are priceless and cannot be bought or sold with money.

Literature has been a great help in evoking the awareness amongst the humans to save nature and to plant more trees. Now-a-days people have realized the importance of saving nature otherwise people will soon be facing natural disasters. In the year 2014, due to cloud bursting lots of people were killed at Kedarnath and Badrinath.

Bond through a profound understanding of Indian religion, culture, mythologies, and custom has grounded his stories around them and all this has lent a realistic tone to his fiction. For Bond alliance with nature is the pathway for realising Brahma in oneself.

This we know, the earth does not belong to the man. Man belongs to the earth. This we know all things are connected like blood which unites one family... Whatever befalls the sons of the earth, Man did not weave the web of life, he is merely a strand of it. Whatever he does to the web, he does it o himself (Elampirithi 135).

Scientific findings have often been the trigger for environmental treaties. This is true of the Montreal Protocol on substances that deplete the Ozone Layer; the Framework Convention on Climate Change (FCC), CBD, and the ongoing global negotiations to phase out the production and use of Persistent Organic Pollutants (POPs) and several other treaties. Bond’s anxiety of environmental preservation is portrayed through his writings. In a number of his short stories and novellas, environment forms an integral part of ecocriticism. The term ecocriticism was first coined by William Rueckert in his critical writing, “Literature and Ecology: An Experiment in Ecocriticism”. The word ‘eco’ comes from the Greek root word ‘oikos’ which etymologically means the earth and ‘logy’ from ‘logos’ which means logical discourse. Together they mean criticism of the house – the environment is represented in literature. Ruskin Bond is opposed to the anthropocentric view which places Man on top. However, ecocriticism de-centres humanity’s importance to every aspect of nature and environment. Across genres and periods writers have represented the aspect of nature as they face a crisis situation and these ecocritics have played a vital role in building eco consciousness. Among such eco critical works special mention may be made of Kamala Markandaya’s, Nectar
“Mountains and Rivers in my Blood”: Environment as the Level of Integration above the Individual in Select Works of RUSKIN BOND

in a Sieve which represents nature as a destroyer and a preserver of nature. She has shown the evil effects of industrialization as they have also other writers like Thomas Hardy, especially in The Return of the Native where the heath comes across as the central protagonist in the Victorian period and also by the renowned writer D.H. Lawrence in the early Modern period. Moreover, this spirit has also been captured well in the prize winning book of R. Llewellyn in How Green was the Valley. Ruskin Bond’s No Room for Leopold presents the pathetic condition of the animals after deforestation. ‘The Tree Lover’, ‘The Cherry Tree’, ‘All Creatures Great and Small’ have drawn our attention to the chain which joins man and nature. This ecological consciousness is present in most of Bond’s short stories like ‘The Cherry Tree’, ‘Once Upon a Mountain time’, ‘Man and Leopard’ which study the relationship between literature and environment. The world faces an enormous challenge in the coming century. We are still learning to live as one interdependent world. As yet our leaders have shown little vision and little graciousness to build a caring and a sharing world. But the world’s civil society and its public will have the capacity to turn around the politician and the bureaucrat. It is only this idealism and vision that will secure our common fortune. (Green Politics 14). This sentiment finds a echo in Ruskin Bond’s works. In one of his novels he writes: Now there is an outcry. It is suddenly fashionable to be an environmentalist. Perhaps it isn’t too late to save the little that is left. They should start by curbing the property developers, who have been spreading their tentacles far and wide. (Ruskin Bond, The Children’s Companion,2). Ruskin Bond’s natural and dominant theme is ecology and environment. Natural scenic hills of Dehradun and Mussoorie always constitute the setting of his works and reflect his undying faith in the healing powers of nature. Through his short stories for children Ruskin Bond presents a very significant message to everyone about the importance of nature. Ruskin Bond has succinctly summed up the concept of the importance of Nature in a few words: “Never mind. Men come and go, the mountains remain.”

REFERENCES


Abstract: - This study aims to obtain a description of the self-actualization of Aggie, Calvin and Rogers in Ford County by Grisham. This research is a psychoanalytic study, which observes objectively by using humanistic psychology theory. This study refers to a combination of Maslow’s theory of motivation especially in the human needs hierarchy and the concept of self-actualization by Carl Rogers. In data analysis techniques, qualitative data in the form of expression, utterance and occasion are needed through the content analysis method and this study is analyzed through a structural literature approach based on the concept of literary theory. The focus of this study was the self-actualization of Aggie, Calvin, and Roger figures on the Blood Drive story in Ford County. The focus of the study will then be divided into sub-focuses on the human needs hierarchy, namely: physiological needs, safety needs, love needs, self-esteem needs and self-actualization needs. Another sub-focus is the concept of self-actualization achievement in the form of openness to experience, personal existence, strong trust, dependency, and creativity. Research results show that the main characters of stories such as Calvin and Rogers, in Blood Drive, mostly have D-Motivation in their actualization.

Key words: - Self-Actualization, Humanistic Theory, Maslow, Rogers.

I. INTRODUCTION

Humans are individual creatures as well as social beings who have great potential in actualizing themselves. In fact, not all human beings are able to reach the highest level of their need of self-actualization. The thing that often impedes the growth of a person towards self-actualization is the Jonah Complex or fears to reach the summit (Maslow, 1979: 127). This phenomenon occurs in everyday real life. One of the most interesting aspects to analyze in relation to human potential is the realization of self-actualization in each person’s personality, since every human being is unique and has a significant difference between one another. (Feist Jess dan Gregory, 2009:148)

Departing from the assumption that literary works are closely related to the events of human life with all the phenomena and uniqueness in it, the writer uses the basis of psychoanalysis approaches of literature emphasized on self-actualization expressed through the popular fiction literature media. The popular culture that now dominates almost the whole world, happy or unhappy, is bad or good, and undeniably reflects the needs and desires of everyday society. As long as popular culture is consumed by the community, as long as it is also popular fiction, it is more feasible to examine in the academic world (Adi, 2011: 3).

John Grisham’s Popular Fiction Ford County is very interesting when studied with a psychological approach, especially in the analysis of self-actualization, considering that the form of self-actualization is a phenomenal activity of each individual in order to create a quality society that is the basic capital of a nation to be better in all field.

II. LITERATURE REVIEW

Self-actualization is the desire to gain satisfaction with himself (self-fulfillment), to realize all of his potential, to become whatever he can do it. (Maslow, 1943:56-57)

The highest stage in the staircase of Abraham Maslow’s hierarchy is the need for self-actualization. Maslow said that humans will strive to get their self-actualization, or the realization of full human potential, when they have achieved satisfaction from their more basic needs. Personality theory developed by Abraham H. Maslow essentially revolves around the opinion that humans have five levels or hierarchy of needs, namely: (1) physiological needs, such as hunger, thirst, rest and sex; (2) security needs, not only in the physical sense, but also mentally, psychologically and intellectually; (3) the need
for love (love needs); (4) the need for self-esteem (esteem needs), which is generally reflected in various status symbols; and (5) self-actualization. (Hall, 1983:434) Slightly different from Maslow who tends to combine self-actualization with motivation theory so that it refers to the process of achieving one's self-actualization, while Rogers is more concerned with emphasizing the individual's self-concept in realizing self-actualism so that it refers more to the characteristics of individuals who have actualized themselves. In this case, Roger argues that actualization is a very important aspect of human life. Rogers came to believe that there was only one single, basic human motives and this gave the name "the actualizing tendency" (Roger began to believe that there was only one basic human motive and this motif is called "actualizing tendency." (Thorne, 2003:26-27) Rogers describes a fully functioning person as a person who experiences positive rewards unconditionally with characteristics: (a) Openness to experience (b) existential life (c) Strong belief (d) Free feeling (e) Creativity. Maslow and Rogers's personality theory is also known as humanistic theory in Psychology. (Alwisol, 2004:199) Psychology and literature have a conventional relationship, which is both studying the mental state of others. The difference is that psychology understands humans in a real context. (Wellek, 1998:77-153) Literature is the expression of an author who displays the human world through imagination. Compliance with reality or reality cannot be measured by a number of certain factual accuracy or judged by moral standards (Teeuw, 2015:36). Starting from the assumption that literary works always discuss the events of human life, the literary psychology approach turns out to have several benefits and advantages, as expressed by Semi as follows: (1) it is very suitable to examine in depth aspects of the official, (2) with this approach members can feedback to the author about the problem of the officers he developed, and (3) very helpful in analyzing surreal, abstract, or absurd literary works and finally can help the reader understand such works (Semi, 1990:80) In research that uses the theory of psychology of literature, research can be done by analyzing the structure of the flow, background and observation of the behavior of the characters. In connection with this matter the element in the short story is related to the systematic important things of the story and the factors that influence it. Regarding the focus of the study, the self-actualization of Aggie, Calvin and Roger in this study will be examined using literary psychology.

III. METODOLOGY

The purpose of this study was to describe the self-actualization of Aggie, Calvin and Roger in John Grisham's Blood Drive story. Every literary work requires an analytical method that is in accordance with the nature and structure. Furthermore, the above objectives which are very general in nature, can be specified as follows: (1) expressing the intrinsic structure in the short story in terms of plot, character, background and theme, (2) describing barriers, motivations and attitudes in the process of self-actualization based on psychological aspects (3) Disclose efforts to fulfill self-actualization through five Maslow's hierarchical needs, namely physiological needs, security needs, the need for love, the need for appreciation, self-actualization needs, (4) Expressing efforts to fulfill self-actualization through five fully functional personal characteristics (Carl Rogers's fully functioning person), which is openness to existential life experiences, strong beliefs, free feelings and creativity.

This research is a qualitative research with content analysis method, which is research that prioritizes latent content with the aim of understanding the meaning contained in the object of research and using a structural approach and literary psychoanalysis approach. Regarding the method used in this study, data collection techniques were carried out through literature study by collecting studies of relevant theories related to short stories, concepts of self-actualization, and literary psychoanalysis.

IV. RESULTS AND DISCUSSION

In this study, researchers found findings relating to the four sub focuses of the study, namely: 1) Short story structure through paths, characters, backgrounds and themes according to psychoanalysis literature, 2) Motivation, obstacles and attitudes of self-actualization in the main character according to personality theory, 3) Self-actualization of the main character according to hierarchy A. Maslow (Combs, 1999:162) 4) Self-actualization through fully functioning personal description according to Carl Rogers (Rogers. 1962:129)

A. Structure of Blood Drive Story, Grisham's Ford County

Based on the story motion of Blood Drive in Ford County generally moving fast, solid, and the focus is maintained. Blood Drive Story is told by using third person perspective techniques so that the narrator is free to tell what he sees and knows. Short Story Blood Drive consists of forty-four pages, starting from page one to page forty-four. The story in this short story is divided into two parts which are marked with double spaced beats. The number of citations in the whole story related to self-actualization both directly and indirectly is as much as 60 quotes. The portrayal of characters in the seven Ford County short stories is generally dramatic and analytical. In a number of stories
in this short story collection, there is a description of the character that is carried out in more detail, even though it is not like the depiction of a character in a novel. When examined from the discussion of the theme it will be found in the Blood Drive short story, there is a theme of excessive curiosity that violates norms with a third person perspective. In addition to the plot and theme, there were also conflicts between characters, namely the conflict between the three main figures of the short story, as well as conflicts with law enforcers at its climax. These conflicts are revealed in the following text "No!" Roger squawked. "Are you crazy? He can't catch us. Faster, faster!" The pickup flew is small and almost left the pavement, then it screeched around a tight curve and fishtailed slightly, enough for Calvin to say, "We're gonna kill ourselves." (Grisham, 2009:13).

The background of the story is a long journey from Clanton to Memphis. This can be identified through words, such as street names (Poplar Avenue) store names (Blue Dot), truck stops, billboards, and so on. By reading the description of the background in this short story text, it can be seen that the background of this story is on the streets precisely all the way from Clanton to Memphis with a transitional cultural background from the countryside (rural culture) to the big city area. While the background of this story takes place at night. This was seen at the moment when the three young men stopped in New Grove at night to buy snacks and beer, as shown in the following text:

They were on the edge of the small town of New Grove, and Aggie was beginning to wonder how long the trip might take. Roger disappeared behind the store and relieved himself, then ducked inside and bought two more six packs. When New Grove was behind them, they popped the tops and sped along a dark, narrow highway (Grisham, 2009:11).

B. Obstacles, Motivation and Attitude of Actualization

Human motivation is strongly influenced by basic needs that need to be fulfilled. (Maslow A., 1954:186) From the results of discussion of the motivational aspects of the Blood Drive short story, the main character Rogers has a low motivation to actualize himself. More details can be seen from each figure who has more specific motivation and is slightly different in achieving his actualization. For example, Aggie is more focused on the main purpose of humanitarian mission to help others. He does not want to be involved in many problems concerning regulatory and legal issues in the community, so that it is clearly reflected in his attitude to safeguard the security of himself and his surroundings. Aggie chose to get out of the erotic room at the nightclub, remembering that she was well aware that her friends really enjoyed the atmosphere there and would linger to be there. In this case, Aggie's concern is the existence of problems with their various desires and their finances and fears that the ultimate goal of donating blood to Beiley is not achieved. In contrast to Calvin who initially had the same motivation as Aggie to donate his blood, midway through the road began to win his personal motivation to fulfill a curious desire that was very attached to a more isolated and less socially background life, Calvin was really very excited to gain a new experience which he thought was very challenging. He seemed to have achieved his actualization as a grown man after he could undergo a new event at the adult nightclub.

Obstacles in applying self-actualization in general are negative influences generated by strong needs for security. In connection with research on Ford County short stories collection, as it is known that developmental processes towards the maturity of self-actualization require the availability of individuals in this case, the main characters are able to take risks, make mistakes and give up old habits that are not constructive, all of which require courage. By some of the main figures whose need for security is too strong, risk taking, making mistakes and releasing old habits that are not constructive will actually be things that threaten or scare and in turn this fear will encourage these individuals to move backwards towards satisfying the need for security.

If further examined the motivation of self-actualization in the main character, then the character or character of the protagonists in the Ford County Blood Drive story is not always depicted from the good side but also from the bad side, because even though they are turned into humans, they also have human nature of reality, which is full of flaws and limitations. In this case the protagonists in the seven short stories can be said to be a reflection of people who have advantages and disadvantages. Figures with such characters are clearly seen in the three figures of Aggie, Rogers and Calvin. One of the important events in Rogers' Blood Drive short story that always poses obstacles to realizing the positive motivations of other main characters, namely in this case Aggi and Calvin. The most obvious event experienced by the main character was when they had to stop at one of the shops to buy snacks. The shocking fact is that Rogers did not only buy snacks, but also beer, which is a negative action that can affect the positive motivation of Aggie and Calvin. Besides that, Rogers also openly offered the two young men to take a beer with him. Thus it was clearly seen that the event was a big obstacle for Aggie and Rogers to achieve self-actualization.

Rogers's strong character greatly influences the motivation of the two main characters to realize self-actualization. This event is one part of the obstacles in actualizing the main characters themselves. Furthermore the quote below illustrates the situation when Rogers...
managed to influence his two friends that the blood transfusion process was quite tense and in this case it would be better for them to take a beer like him. In connection with that according to them, namely, Calvin and Aggie what Rogers said was true. They think that drinking beer is enough to help them reduce the tension and more than that can thin the blood liquid so that the blood transfusion process can run smoothly and quickly. It was apparent that he planned to demolish the entire six-pack as quickly as possible. Aggie was thinking that it might be wise to dilute some of the alcohol. He'd heard stories of Roger's horrific binges. "I'll take one of those," he said, and Roger quickly handed him a beer. "Me too, I guess," Calvin said. "Now we're talkin'," Roger said. "I never like to drink alone." (Grisham, 2009:10).

Thus it can be concluded that in overcoming obstacles to the achievement of self-activism, besides requiring favorable environmental conditions, it also requires the willingness of individuals to open up new ideas and experiences. In connection with attitudes in realizing self-actualization, related to the ability of self-development that will continue to grow and increase along with training and willingness. An active person should develop themselves more. This kind of thing is useful in competing and getting proper recognition and a stable position.

The attitude which is a tendency of a person to behave in a special way in certain situations, in this description is limited to attitudes that only reflect the tendency to self-actualization. The attitude of the three main characters in the Blood Drive short story that reflects their self-actualization is basically based on positive views and motivations from within themselves. One form of actualization based on the positive motivation of the main character is the situation when Rogers offered beer to his two friends. At that time, there was more or less a positive potential based on a great motivation in himself: Aggie and Calvin reflected in their attitude to reject the offer. The more detailed self-actualization attitudes in the Blood Drive look as follows: Characters in Aggie, Rogers and Calvin are struggling to save the lives of their friends. From the description above it can be concluded that without a solid foundation and intention, self-actualization will be created with imperfect and lame conditions. On the other hand each main character will feel an achievement and a sense of satisfaction with something that has been done and fought for it. Appreciation for creativity will continue to run when trying to do the best and always develop.

C. The Actualization Process of the Aggie, Calvin and Roger in Blood Drive

Self-actualization is basically a process, not a goal or endpoint. Thus, this requires hard work, patience, and commitment. The process of self-actualization in the main characters of the short story Ford Count cannot be separated from Maslow's basic needs - arranged according to the most important needs that are not too crucial. Starting from fulfilling physiological needs, there is an event of choosing liquor to satisfy thirsty desires. In fulfilling the need for security, it can be seen that there was an incident to avoid police pursuit and fight the nightclub guards. In fulfilling the needs of love, there was an event of satisfying biological desires with the nightclub woman of his choice. The fulfillment of self-esteem needs to be seen as events that get people's attention to volunteering to help friends (Blood Drive). In fulfilling self-actualization needs, there is an event to find solutions to all problems encountered while on the way.

D. Form of Actualization of the Aggie, Calvin and Roger Ford in Blood Drive

The form of self-actualization described by Rogers is basically a fully functioning person, namely a person who experiences positive rewards without conditions. Thus, this requires hard work, patience, and commitment in the application. This also means he is valued, loved because of the value of being himself as a person so that he is not defensive but tends to accept himself with trust. The process of self-actualization in the main characters of the short story Ford cannot be separated from the five distinctive qualities that reflect the fully functioning person introduced by Rogers.

In the form of actualization, openness to experience shows that there are events that receive ideas from friends and the environment.

In the form of actualization of existential life, it is seen that events have received people's attention for volunteering to help friends.

In the form of actualization, strong convictions are seen in the event of avoiding police pursuit and fighting nightclub guards.

In the form of self-actualization, the feeling of being free shows that there are events that satisfy biological desires and thirst for women, clubs and beer. In the form of self-actualization, creativity can be seen as an event to find solutions to all problems encountered while on the way.

V. CONCLUSIONS

After researching the data related to the process of self-actualization based on quotations in the form of sentences in the Blood Drive short story, it can be concluded that...
the main character who is three young volunteers who donate blood has great potential to do self-actualization. Based on the results of the TAT test on the three main figures, two of the main characters were produced, namely Aggie and Calvin, who got a description of B-Motivation which meant having high motivation as a measure of the potential for self-actualization (Cloninger, 1993:282-284). While Rogers produces D-Motivation or low levels of motivation so it is estimated that it is quite difficult to reach the stage of self-actualization. It seems clear to Aggie and Calvin that they have the potential for self-actualization since the beginning of the story when they decided to volunteer for blood donors for their friend Beiley who had lived in the same neighborhood in Clanton. Basically they have the same good motivation, namely helping others. To Aggie, her actualization is clearly reflected in her strong motivation to help others. According to Carl Rogers' personality theory, Aggie has characterization as a person who has self-existence and has strong beliefs. In Calvin, there was a difference in motivation with Aggie. If Aggie can be categorized as having external motivation, on the other hand Calvin has internal motivation. Internal motivation in this case is self-oriented motivation rather than others. This is clearly seen from some reflections of Calvin's attitude that satisfies his personal curiosity so that he overrides the main goal of helping others.

REFERENCES
