

# International Journal of English and Literature

Volume 5 Number 7 September 2014

ISSN 2141-2626



*Academic  
Journals*

## ABOUT IJEL

**The International Journal of English and Literature** is published monthly (one volume per year) by Academic Journals.

**The International Journal of English and Literature (IJEL)** is an open access journal that provides rapid publication (monthly) of articles in all areas of the subject such as African literatures, literature appreciation, cultural studies, literary styles etc.

The Journal welcomes the submission of manuscripts that meet the general criteria of significance and scientific excellence. Papers will be published shortly after acceptance. All articles published in IJEL are peer-reviewed.

### Contact Us

**Editorial Office:** [ijel@academicjournals.org](mailto:ijel@academicjournals.org)

**Help Desk:** [helpdesk@academicjournals.org](mailto:helpdesk@academicjournals.org)

**Website:** <http://www.academicjournals.org/journal/IJEL>

**Submit manuscript online** <http://ms.academicjournals.me/>.

## Editors

**Dr. Nemati Azadeh**

*Department of Teaching, Jahrom Branch,  
Islamic Azad University,  
Jahrom,  
Iran.*

**Prof. C.J. Odhiambo**

*Department of Literature, Theatre and Film  
Studies.  
Moi University. P.O.Box 3900  
Eldoret 30100,  
Kenya.*

**Dr. Mrudula Lakkaraju**

*Geethanjali College of Engineering and  
Technology,  
Hyderabad, Andhra Pradesh, +  
India.*

**Dr. Ruzbeh Babaee**

*English language and literature,  
University of Putra Malaysia.  
Malaysia.*

**Dr. Miguel Fernández**

*Chicago State University, ED 215  
9501 South King Drive  
Chicago,  
USA.*

**Dr. Sunil Mishra**

*Dronacharya College Of Engineering,  
Gurgaon(Hr)123506,  
India.*

**Dr. Farid Parvaneh**

*Department of English Language and Literature,  
Islamic Azad University,  
Qom Branch,  
Iran.*

**Dr. Arezou Zalipour**

*School of Language Studies and Linguistics,  
Faculty of Social Sciences and Humanities,  
National University of Malaysia (UKM)  
Banda Baru Bangi, 46300 Bangi  
Selangor, Darul Ehsan.  
Malaysia.*

## Editorial Board

**Dr. Kevin Moore**

154A Hicks Street, 3F  
Brooklyn, N.Y. 11201  
(917) 202-4565  
(718) 595-5758.  
USA.

**Dr. Shweta Garg**

School of Humanities and Social Sciences  
IIT Mandi, Mandi  
Himachal Pradesh,  
India.

**Dr. Mohammed I. Mahameed**

Department of English Language  
and Literature,  
Faculty of Arts,  
Tafila Technical University,  
Tafila-Jordan.

**Dr. Yildiz Turgut**

Department of School of Teaching and Learning  
University of Florida,  
USA.

**Dr. Jitendra Kumar Mishra**

English Communications and Soft Skills,  
Faculty of Science and Technology,  
The ICFAI University Tripura.  
India.

**Dr. Patil Anand Balu**

202 Pratiksha, Survey No 96/97,  
Plot No 217, Nr Bhimsen Joshi Park,  
Right Bhusari Colony, Kothrud,  
Pune, State: Maharashtra,  
India 411038.

**Dr. Ream Fathi Fares Odetallah**

Department of English Language and Literature,  
Jordan University/Amman,  
Jordan.

**Dr. Parul Mishra**

Department of English,  
Banasthali Vidyapeeth University,  
India.

**Dr. Dare Owolabi**

Department of English and Literary Studies,  
Ekiti State University, Ado Ekiti,  
Nigeria.

**Dr. Ahmed ElShiekh**

Department of Translation and Linguistics,  
Zarqa Private University,  
Jordan.

**Prof. B. Abirami**

Sri Krishna College of Technology,  
Coimbatore,  
India.

**Dr. Vahid Nowrozi**

Department of publication and Centre Sanjeshetakmili, and  
Translator in Corporate Social Responsibility Development  
Centre  
Tehran,  
Iran.

**Dr. Juan José Varela**

Fernando III El Santo 7-8th,  
Santiago de Compostela 15706,  
Spain.

**Dr. Amir El-Said Ebrahim Al-Azab**

Bossat Karim El-Deen-Sherbin-Mansoura.  
Egypt.

**Dr. Maya Khemlani David**

Faculty of Languages and Linguistics  
University of Malaya.  
50603 Kuala Lumpur,  
Malaysia.

**Dr. Kanwar Dinesh Singh**

Government PG College, affiliated to HP University,  
Post Box # 5, G.P.O. SHIMLA:  
171001 HP India.

**Dr. Ruzbeh Babae**

Department of English language and literature,  
University of Putra,  
Malaysia.

**Dr. Sindkhedkar**

P.S.G.V.P's Mandal's A.S.C College, Shahada 425409,  
India.

**Dr. Lakshmi**

Department of English,  
Veltech Technical University ,  
Avadi, Chennai-54.  
India.

**ARTICLES**

**Research Articles**

- An evaluation of English as Second Language (ESL) Pakistani College textbook: Meeting the needs of the Pakistani students** 144  
Asma Aftab, Ayesha Sheikh\* and Isabel William
- Investigating the washback effect of the Pakistani Intermediate English Examination** 149  
Asma Aftab, Sabeen Qureshi and Isabel William
- Teachers' emotional intelligence and sense of self-efficacy beliefs: A study on public second cycle primary school English as a Foreign Language (EFL) teachers in Bahir Dar Town, Ethiopia** 155  
Girma Wossenie
- Indian mindscape: Caste, class hegemony with reference to Kannada short story 'Classmate'** 165  
Agrawal Shuchi

*Full Length Research Paper*

# An evaluation of an English as Second Language (ESL) Pakistani college textbook: Meeting the needs of the Pakistani students

Asma Aftab, Ayesha Sheikh\* and Isabel William

Kinnaird College for Women, Lahore, Pakistan.

Received 06 November, 2013; Accepted 30, June 2014

This study investigated how textbooks influence learning experiences and aims to highlight the pedagogical implications of the incorporation of materials as the backbone of language-teaching programme. It analysed and evaluated a prescribed textbook ("Prose and Heroes" – a Compulsory English course book for intermediate classes in Pakistan), and explored the degree it benefited and challenged both the learners and the teachers. The research project utilized both the teacher's and the learner's perspectives and was based on Dubin and Olshtain (1986) textbook evaluation model. The main purpose of this study was to arrive at conclusions that would contribute to the improvement of the English language programmes in Pakistani colleges. The results of this study show that the relevant textbook does not cater to the needs of the learners. The data also implied that more attention needs to be given to the English language textbooks being utilized in language programmes.

**Key words:** ESL textbook evaluation, learner's needs, ESL in Pakistani Colleges.

## INTRODUCTION

It is essential to determine whether the current English textbooks are effective in meeting the requirements of English language teaching and the students of English. This study was designed to assess the congruity between one prescribed textbook with the needs of the users in Pakistan. It was based on the premise that the Pakistani official English language programmes generally utilize substandard textbooks which are not facilitating the acquisition of the target language among the students. The research project focused on one compulsory English course book prescribed in the intermediate programme (classes XI and XII) in Lahore (the capital of the province

of Punjab). This paper argues that the selected textbook "Prose and Heroes" may be confirming to the requirements of the publishers, authors and administrators, but it is definitely not meeting the needs of learners and teachers.

### "Needs analysis"

The term "needs" in the context of education and curriculum development implies requirements of the students or any other relevant parties. "Needs analysis" refers to

\*Corresponding author. E-mail: [elt@kinnaird.edu.pk](mailto:elt@kinnaird.edu.pk)

the process of highlighting these requirements and evaluating the extent the proposed objectives, techniques and materials are compatible with the needs. Munby (1978) introduced the concept of “needs analysis” in the field of English for specific purposes (ESP). He primarily focused on the learners’ language learning objectives and their future language requirements. This concept was further elaborated by Hutchinson and Waters (1987); they classified needs into the learners’ requirements in relation to the target situations (“target needs”) and their learning preferences (“learning needs”). According to the contemporary viewpoint, needs analysis should not be only limited to the “target needs” and “learning needs” (collectively termed “objective needs”), but it should also take into account the students’ “subjective needs” which include their interests, desires and tastes (Nunan 1988). Language syllabi and materials should be based on the needs of the target learners (Graves, 2000; Bodegas, 2007). Graves assumes that the aim of “needs analysis” is to highlight the students’ current backgrounds, preferences and attitudes as well as their future requirements.

### **Textbooks and language Learning**

Most teachers of English use textbooks. In general, EFL/ESL textbooks generate a range of reactions. Responses often fluctuate between these two extremes. On one hand, these books are judged to be valid, useful and labour-saving tools. On the other hand, it is held that textbooks are “masses of rubbish skillfully marketed” (Brumfit, 1980). Sheldon (1988) identified three main reasons that the textbooks are so heavily utilized. First of all, teachers find developing their own classroom materials an extremely difficult, arduous practice. Secondly, teachers have limited time in which to develop new materials due to the nature of their profession. Thirdly, external pressures restrict many teachers. Each of these reasons present an accurate analysis of the strains experienced by teachers, and using course books is one of the most efficient and readily available ways in which to relieve some of these pressures. They lessen preparation time, and provide ready-made activities and concrete samples of classroom progress through which external stakeholders can be satisfied. According to Sheldon, textbooks represent for both teachers and students the visible heart of any ELT programme. However, there are other less positive reasons for textbook use. Often, rather than choosing textbooks that fulfill the goals of the curriculum, “an approved textbook may easily become the curriculum in the classroom” (Lamie, 1999). This is an unfortunate scenario since learners’ needs are subjugated in favour of the limited possibilities of the text. As Cunningsworth (1984) asserts, textbooks are good servants but poor masters. The teacher should use the textbook actively, which means that the teacher should formulate objectives with the needs of the learners

in mind and then seek out published materials which will satisfy those objectives.

### **Materials evaluation**

No textbook is perfect. Any textbook should be used judiciously since it cannot cater equally to the requirements of every classroom setting (Williams, 1983, p. 251). Therefore, teachers should have the option of evaluating and assigning materials based on their own specific needs in their own specific teaching situation. However, choosing or evaluating a course textbook is a daunting and specialized procedure, and in many contexts this is compounded by considerable professional, financial and political pressures. Moreover, it is vital that all involved individuals (from policy makers and administrators to teachers) should strive to effectively match textbooks with the identified needs of students.

It has been observed that a course book is a staple in every classroom, yet relatively little research and investigation has been conducted on materials evaluation. It is true that some linguists (Hutchinson and Waters, 1987; Sheldon, 1988; Skierso, 1991; Tomlinson, 1998, 2003, 2008; McGrath, 2002) have suggested ways to help the administrators and teachers become more systematic in their approach, and have often offered guidelines and checklists based on broad ranged criteria. However, in many educational scenarios, the discussed principles are in actual fact not applied resulting in ad hoc materials evaluation (Tomlinson, 2003) based on simplistic criteria like “appropriateness of grammar presentation” and “popularity”, ignoring the perspectives of the main stakeholders, that is the students, whose views on the materials they have been using need to be taken seriously” (McGrath, 2002, p. 199). Many experts advocate a very detailed examination of the textbook’s language content, which has led to the production of extensive evaluation checklists (like those presented by Cunningsworth, 1984 and Sheldon, 1988). Other checklists focus on the process of learning and highlight the range of cognitive skills needed by students to complete the activities (Skierso, 1991). This approach has been further extended by Littlejohn and Windeatt (1989) who seek to “look beyond the goals of language learning itself” (p.174) and therefore, include issues such as “learners’ perceptions of knowledge” (p.174), “language learning and roles” (p.174), learners’ world view and general knowledge as well as their affective and cognitive development.

As revealed by this review, experts demand a great deal from materials, although their beliefs may not always reflect the view or situation of the classroom. However, an awareness of these issues is significant for enhancing one’s ability to evaluate and chose the most relevant textbook.

### **The Dubin and Olshtain Model: The framework of the study**

A very comprehensive matrix for textbook evaluation has been presented by Dubin and Olshtain (1986). It is based on the following set of questions which also constituted the research questions of this study:

By whom and where were the materials developed?

It is important to identify whether the materials were developed by a team of experts who are familiar with a particular system and student population, or were they produced for the international market which is at best concerned with the broadest possible definition of the target population.

Are the materials compatible with the syllabus?

Compatibility should be evidenced for all points specified within the syllabus. The procedures, techniques and presentation of items must be in harmony with the specifications given in the syllabus.

Do most of the materials provide alternatives for teachers and learners?

Alternatives may be provided in terms of learner tasks, learning styles, presentation techniques, expected outcomes and so on. This is a significant feature of effective materials since not all types of learning routes are suitable for all learners. Therefore, ideally textbooks should enable experienced teachers and autonomous learners to develop their own alternatives according to their needs and personal preferences.

Which language skills do the materials cover?

Materials often reflect the developer's preference for some language skills at the expense of others. If this is compatible with overall goals, then this would lead to an effective realization of the syllabus. However, if there is lack of integration, which is independent of specified goals, then this might be a serious drawback of the textbook.

How authentic are the text types included in the materials?

If a textbook contains only rewritten, watered down stories that were adapted from a particular book, students using that material might never have the opportunity of encountering authentic texts. Furthermore, variety of text types might be significant in exposing learners to genres they will most probably encounter beyond the course.

How do learners and teachers who have used the materials feel about them?

It is necessary to gather subjective information in order to gain insight into how teachable and learnable the materials really are. Evaluation by learners and teachers is a very integral part of this study.

While evaluating course books, it is important to accept

the reality that most language classrooms will be using the materials to fulfill the goals of the programme. At the same time, the prescribed textbooks should be geared to help students meet their needs. Thus, systematic materials evaluation is necessary to provide insightful data regarding the effectiveness of the course book within the relevant educational context. The review of literature (discussed above) has revealed that there is no best model of textbook evaluation. Contributors have identified key elements which have been adopted into a model which was judged to be appropriate for this study limited to the evaluation of one Pakistani Compulsory English course book prescribed for the public and private sector intermediate students.

### **METHODOLOGY**

The study was exploratory and descriptive in nature. The researcher used mixed methods approach since both quantitative and qualitative paradigms could be used to support each other. The quantitative approach provided a quick and effective assessment of the students' beliefs and opinions regarding learning English and the relevant textbook. The qualitative data highlighted an in-depth picture of the issues being explored. The Dubin and Olshtain model of materials evaluation (presented above) was adopted since it was deemed to be the most appropriate tool keeping in mind the context – second language materials scenario in Pakistani colleges. The selected framework was broad and focused and could provide opportunities for utilizing quantitative and qualitative tools to elicit comprehensive and significant findings.

Since the purpose was both to analyse needs and evaluate course books, three research tools were considered suitable for the research project – document analysis, questionnaires (for the students) and semi-structured interviews (with teachers). The Document Analysis should have focused on the syllabus and its specifications. However, the syllabus does not exist, and the textbook itself constitutes the syllabus. The book was examined thoroughly. First of all, the preface was studied in order to identify the specifications of the syllabus and then the procedures, texts and activities were assessed in terms of whether these were in harmony with the claimed objectives. The language skills covered by the textbook were also scrutinized. Finally the effectiveness of the book was gauged in terms of the used language, the provided exercises, and the adopted approach. This document analysis elicited both descriptive and insightful data illustrating how the textbook fared when evaluated according to the Dubin et al. model. The interviews were semi-structured, and the sequence and wording of the questions was the same for all respondents. The questions aimed to find out the teachers' opinions about the relevant textbook; the inter-views highlighted overall perspectives, the deficiencies in the book and how far the academic and social survival needs of the learners had been taken into account. The most surprising feature of the data obtained from the interviews was the degree of honesty and candour exhibited by the interviewees; initially it had been expected that the teachers would be more cautious in expressing their views.

Closed self-completion questionnaires were used for this study. The purpose was to illustrate the beliefs and perceptions of the students who were either studying the textbook or had already taken the intermediate examination. The first part of the questionnaire focused on the learners' preferences and attitudes towards English language and culture. The second part required the students to select a number on a 1 to 5 Likert scale illustrating what they think of the textbook, especially how far the book was compatible with their needs and culture. The sample consisted of



50 students and 4 teachers. The students belonged to affluent families. Their average age was 17 to 19 years and they had been studying English for the past 10 years. This sample was selected since they appeared to be more vocal. The teachers chosen were the ones easily accessible, experienced (17 to 25 years) and trained. The research was designed within practical constraints of time and money, and was thus confined to a small sample which was restricted to the evaluation of just one textbook. The convenience and purposive sampling techniques were adopted. Such a sampling procedure is common in small-scale studies, though this reduces the likelihood of generalization of the data (Nunan, 1992). Consequently, the findings of this research project cannot be applied broadly, but the aims were fulfilled keeping the exploratory nature of the study in mind.

## DISCUSSION OF DATA

### Document analysis

The textbook prescribed for intermediate classes "Prose and Heroes" was examined in depth. The essays included in the book have been compiled by Dr. Sadiq, who has also written the Preface. The syllabus and learning objectives are discussed in the Preface of this textbook. Perusal of this document highlighted that the main aim of the book was to provide "suitable" texts for the students. However, the word 'suitable' is vague and no elaboration of this term is provided. The Preface reiterates that the material is "modern"; however, this assertion is questionable since many of the essays (specifically "Using the Scientific Method" and "China's Way to Progress") are outdated. Similarly, another assumption namely that the learners will find the included texts interesting is also debatable because of the narrow and uninspiring choice of topics; the main themes are limited to scientific areas and the international heroes. The course book primarily focuses on reading skills, touches upon the writing skill, and totally ignores the oral skills and grammar. Generally, the students are required to read the provided essays and then respond factually to the given questions; most of the answers can be copied verbatim from the texts. With the exception of a few questions, these activities do not utilize any cognitive abilities (like evaluation, prediction and analysis). The compiled essays are authentic but, as pointed out earlier, obsolete and thus it can be assumed that the texts are of little value and interest as far as the learners are concerned.

### Students' perspectives

The opinions of the learners were gathered through structured questionnaires. Most of the respondents (52 %) believed that their main aim of learning English was to be able to speak English fluently. In addition, speaking skill is the most preferred language skill of the majority. The learners use English beyond the classrooms, but mainly as far as the receptive skills (like reading English newspapers and magazines, watching English programmes,

and listening to English music) are concerned. Speaking in English is predominately limited to classroom interactions with teachers and English writing tasks to simple activities like composing emails and greeting card messages. The cultural inclinations (assessed by the students' preferences to festivals) indicated a partiality towards the majority religious festival and the local celebrations (specifically Eid and Bassant). All the learners admitted that their teachers solely relied on textbooks in the classrooms. The majority of the students expressed poor opinion about the selected textbook (as detailed below). Most (68 % and 52 %) of the respondents felt that book neither utilized interesting topics nor did they enjoy reading the included prose. 74% of the learners believed that the texts do not focus on Pakistan, while 64% held that these essays primarily reflect the American/European culture. About 60% of the students affirmed that the textbook neither encouraged extensive reading nor helped improve their production skills.

However, a relatively smaller percentage of the respondents (46% and 36% respectively) believed that the course book did not improve their listening and reading skills. Similarly, 46% did not find the activities interesting or challenging. At the same time, above 65% learners held that neither the book improved their overall English nor made them interested in the language. Surprisingly (considering the majority's negative comments about the various aspects), only half of the respondents expressed overall dissatisfaction with the course book.

### The Teachers' viewpoints

Four teachers were interviewed in a semi-structured format. The teachers stated that the textbook includes British texts which have been compiled by a Pakistani. As such, the compiler should have been aware of the interests and needs of the Pakistani college students; however, the selected material and the themes reflect either a lack of awareness or disregard of the learners' concerns as also affirmed by majority of the respondent instructors. Moreover, the selected texts are not even culturally appropriate since they are outdated and the students can relate to only a few essays. Overall, the course book is not catering to the students' needs. Half of the respondents asserted that the textbook is not preparing the learners for institutions of higher education. Moreover, the materials do not facilitate the development of accuracy and fluency, language skills, creative and critical ability. Furthermore, once again half of the teachers affirmed that the course book is not compatible with the learners' interests. The instructors believed that the syllabus does not merit attention since the examinations are merely based on the subject matter of the texts which is obsolete and of no real value to the target students. In fact, the quality of the course book was not important; it was the examination system which was

inherently flawed. According to the respondents, the textbook reflects two kinds of biases. First of all, it seems to cater to the science students since a large number of texts incorporate subject matter exclusively related to science. Moreover, the essay of only one female writer has been included; more importantly, all the five discussed heroes are males. Finally, most of the teachers believed that the textbook needed major overhauling; recommendations of improvement included incorporating modern essays and shifting the major focus towards functional English. One respondent so strongly disapproved of the book that she wanted it to be thrown away.

## CONCLUSION

This study utilized triangulation of methodology and data. Thus, the findings were elicited from three different perspectives (that of the researcher(s), the relevant students and the teachers). However, the reached conclusions were similar. The textbook fails to meet the objectives as specified in the preface and is incompatible with the target learners' interests and needs (namely that of promoting fluency and enhancing language skills). The evaluation highlighted a diverse set of shortcomings which need urgent focus and subsequent remedies in order to improve the English language skills of the learners. It is essential that a new textbook is designed utilizing updated material which is of interest and value to a variety of learners. In addition, meaningful activities which provide opportunities for skills integration should be incorporated so that the course book can cater to overall English language development, rather than focusing on merely reading skills. Here it is important to assert that the intermediate programme is vital for Pakistani students since this course should ideally train them to gain admission to the technical higher educational institutions and cope with the highly specialized experience as required in these universities. Thus, the prescribed English textbooks should inculcate in learners the relevant skills needed to continue their education. This study involved a very small scale evaluation limited to a single textbook and a small sample of respondents. However, considering the illuminating nature of the data elicited through this research project, it is imperative that similar studies are undertaken on a larger scale, and that learners based in both rural and urban areas from all over Pakistan are incorporated in the research. At the same time, similar research programmes conducted in higher education contexts abroad can also contribute towards materials improvement in Pakistan and beyond.

## Conflict of Interests

The authors have not declared any conflict of interests.

## REFERENCES

- Bodegas IDN (2007). From Curriculum to Syllabus Design: The Different Stages to design a Programme. Retrieved February 23<sup>rd</sup>, 2011, from [http://fel.uqroo.mx/adminfile/files/memorias/Articulos\\_Mem\\_FONAEI\\_III/Nunez\\_y\\_Bodegas\\_Irma\\_Dolores.pdf](http://fel.uqroo.mx/adminfile/files/memorias/Articulos_Mem_FONAEI_III/Nunez_y_Bodegas_Irma_Dolores.pdf)
- Brumfit CJ (1980). 'Being Interdisciplinary'. *Appl. Linguistics* 1:158-164.
- Cunningsworth A (1984). *Evaluating and Selecting EFL Teaching Materials*, London: Heinemann. <http://www.worldcat.org/title/evaluating-and-selecting-efl-teaching-materials/oclc/10862092>.
- Dubin F, Olshtain E (1986). *Course Design* Cambridge, Cambridge University Press.
- Graves K (2000). *Designing Language Courses*, Boston: Heinle and Heinle Publishers.
- Hutchinson T, Waters A (1987). *English for Specific Purposes*, Cambridge: Cambridge University Press.
- Lamie JM (1999). Making the Textbook More Communicative. *The Internal TESL Journal*, 5(1). <http://iteslj.org/Articles/Lamie-Textbooks.html>
- Littlejohn A, Windeatt S (1989). Beyond Language Learning: Perspectives of Materials Design. In: Johnson RK (Ed.). *The Second Language Curriculum*, Cambridge: Cambridge University Press.
- McGrath I (2002). *Materials Evaluation and Design for Language Teaching*, Edinburgh: Edinburgh University Press.
- Munby J (1978). *Communicative Syllabus Design*, Cambridge: Cambridge University Press.
- Nunan D (1992). *Research Methods in Language Learning*, Cambridge: Cambridge University Press.
- Nunan D (1988). *The Learner Centered Curriculum*, Cambridge: Cambridge University Press.
- Sheldon L (1988). *Evaluating ELT textbooks and Materials*. *ELT J.* 42(4) Oxford: Oxford University Press.
- Skierso A (1991). Text book Selection and Evaluation. In: Celce-Murcia, M. (Ed.), *Teaching English as a Second or Foreign Language*, Boston: Heinle and Heinle.
- Tomlinson B (2008). *English Language Learning Materials: A Critical Review*, London: Continuum.
- Tomlinson B (2003). *Developing Materials for Language Teaching*, London: Continuum.
- Tomlinson B. (ed.) (1998). *Materials Development in Language Teaching*, Cambridge: Cambridge University Press.
- Williams D (1983). Developing Criteria for Textbook Evaluation. *ELT J.* 37(3): 251-255.

*Full Length Research Paper*

# Investigating the washback effect of the Pakistani Intermediate English Examination

Asma Aftab, Sabeen Qureshi and Isabel William

Kinnaird College for Women, Lahore, Pakistan.

Received 6 November, 2013; Accepted 30 June, 2014

The impact of a test on teaching and learning is commonly referred to as the washback effect. This study investigated the nature and scope of the washback effect from the Intermediate English examination on teachers and students of a public sector college in Pakistan. The research relied on qualitative approach utilizing interviews to collect data from six teachers and six students. The data was analysed using open-coding. The results revealed that there seems to be a strong negative washback from the examinations on teaching methodology, content and learning. The pedagogical implications of the current study in the form of recommendations related to English language assessment procedures include the employment of formative assessment, the use of authentic tasks and focus on all four language skills.

**Key words:** Washback effect, English language examination, language assessment.

## INTRODUCTION

Language teaching and language testing are closely related. This correlation is a central issue in the case of English language learners and it is impossible to analyse either of them without referring to the other. Language testing can serve to evaluate the achievements of language teaching and, at the same time, it has some washback effects on teaching, which may be conducive to language teaching or may result in negative repercussions. Thus, language testing has a vital role to play in language learning.

According to Hughes (1989), testing is important since it provides information about individual's language ability and their achievement. It is necessary to have a common yardstick (which tests provide) to make meaningful comparisons. Testing is used by and has impact on

schools, colleges and administrators. Assessment is also perceived to have an impact on what and how teachers teach. Linn (1992) assumes that all the above mentioned consequences of testing need to be evaluated. The foremost of these is the identification of the intended effects of assessment on teaching and learning. This effect is known as washback in testing literature. It is argued that the deleterious effects associated with some high-stake tests could be overcome by performance based assessment which could be linked with the goals of instruction so that the instruction and learning could improve (Noble and Smith, 1994). Nowadays, test scores inform and help plan important educational decisions concerning learners, teaching and educational programmes. Examination scores are also used for various

\*Corresponding author. E-mail: [elt@kinnaird.edu.pk](mailto:elt@kinnaird.edu.pk)

Authors agree that this article remain permanently open access under the terms of the [Creative Commons Attribution License 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

social purposes, which makes the study of washback a high interest phenomenon with the ability to influence the activities of teachers, policy makers, learners and other stakeholders in the educational contexts.

### **What is washback?**

A phenomenon that was discussed in education but not acknowledged until the early 1990s was the impact of exams on teaching and learning commonly known as washback effect. According to Alderson and Wall (1993, p.115), testing affects teaching and learning and “tests are held to be powerful determiners of what happens in the classroom”. There are numerous definitions of washback in the relevant literature. Bachmann and Palmer (1996, p. 35) state that washback is a more complex phenomenon than simply the influence of a test on teaching and learning. They feel that the impact of a test should be evaluated with reference to the contextual variables of society’s goals and values, the educational system in which the test is used, and the potential outcomes of its use. Bailey (1996) distinguishes between the influences on learners and those on the programme. The latter involves judging students’ language in relation to the expectations of the curriculum in order to determine whether the school as a whole performs well or whether teaching methods and textbooks are effective tools for achieving curricula goals.

### **Types of washback**

Generally washback can be analyzed according to two major types (positive and negative) depending on whether it has a beneficial or harmful impact on educational practices (Hughes, 1989). Bailey (1996) stresses attention to four aspects in order to ensure positive washback effects – the purpose of language learning; authenticity of testing; students’ autonomy and self assessment; and the feedback of test results. Negative washback is said to occur when a test’s content or format is based on a narrow definition of language ability, and so constrains the teaching/learning context. For instance, if the writing skill is only assessed by multiple choice items, then “there is great pressure to practice such items rather than to practice the skill of writing itself” (Davies et al., 1999, p. 225). Thus, teachers may teach to the test leading to an undesirable limitation of the course content in order to help the learners achieve high scores (Alderson and Wall, 1993). Wash-back can also be classified into ‘overt’ and ‘covert’. The former is generally negative and involves the explicit use of examination papers or examples from textbooks that emphasize the skills used in examinations. On the other hand, ‘covert’ washback deals with assumptions about how students learn. Cheng et al. (2004) distinguish between ‘strong’

and ‘weak’ washback effects. The former influences everything that happens in the classroom and where all teachers are teaching in the same way. An example of this scenario might be observed in the form of changes in teaching methodology and classroom activities as a consequence of the modifications in the test format from subjective to multiple choice questions. Conversely, ‘weak’ washback affects some teaching practices and is more likely to be related to teacher factors such as attitudes towards the test than the test itself.

### **Key washback studies**

A number of research studies have been conducted to investigate the phenomenon of washback and explore how it affects the various stakeholders. One of the later studies was undertaken by Cheng (1997) in the context of secondary school examinations in Hong Kong. She examined the possible washback effects of the 1994 Revised Hong Kong Certificate of Education Exam in English (HKCEE), which was considered a high-stake exam. She investigated the impact both at the macro-level on the different stakeholders like the Examination Authority, textbook publishers, and the tertiary institutions; and at the micro-level on teachers’ attitudes, teaching content and classroom interactions. Her research was wide-scale; she undertook classroom observations of 45 lessons of 12 teachers, utilized questionnaires for 550 teachers and 1700 students, and conducted interviews of an unspecified number of teachers. Her data revealed a range of attitudes and behavioral changes. The examination was supposed to encourage task-based learning. The teachers felt positively about the examination that enabled the students to use English more practically and authentically. However, the teaching methodology which was teacher-centered remained unchanged. The teaching content focused more on developing listening and speaking skills as was the requirement of the revised examination. These findings showed that while classroom content may change because of a test, the way teachers instruct does not change to any significant degree.

Green (2007) studied the IELTS preparation classes to find out if they helped to improve IELTS writing scores. Participants were asked to take a pre-test and a post-test before and after their courses. Questionnaires were used to collect data about participants regarding their background, motivation, classroom tasks and learning strategy use. The findings highlighted that test driven instruction does not necessarily increase students’ scores implying that ‘teaching to test’ is no more effective in boosting test scores than teaching the targeted skills. Though the concept of washback has been explored in different studies around the world, there is hardly any illuminating research on washback effect of testing in Pakistan, even though in this context education is mostly examination driven (Shamim, 2011). Moreover, the

government has not taken any steps to explore students' learning at the Higher Secondary level. Thus, there is a dire need to study the examination system at the secondary level so that insights could be gained into teaching and learning which could inform decisions regarding curriculum planning, teaching methods, examination content and other contextual factors.

## METHODOLOGY

The present research project aims to explore the nature and scope of the washback effect from the Pakistani Intermediate English examination. It also attempts to highlight the teachers' and students' perceptions about the washback effect of this examination. The present research is situated within the constructivist paradigm and uses qualitative data collection methods since, as asserted by Bailey (1996), washback is a real world phenomenon which probably is not accessible to measurement. Constructivists view reality as socially created and aim to understand human experience as was being attempted through this study. The researchers were interested in generating an understanding of the selected context and the role the participants' perceptions play in interpreting washback. The gathered data revealed the respondents' perceptions and helped the researchers in understanding how washback operates and influences on teaching and learning.

The sample consisted of 6 teachers and 6 students of a women's college situated in one of the main urban centers of Pakistan. The instructors had varying experience and were a representative group of the faculty at the college. One of the selected teachers was asked to choose a heterogeneous group of six students for the interviews. All the participants were female; the study did not focus on gender differences. Since the researchers were only interested in studying the washback in one institution, cluster sampling technique was considered appropriate for this study. This research utilized semi-structured interviews as the main tool to collect the data. Traditionally, many washback studies used questionnaires to study washback. However, this tool can prove to be limiting (as far as the relevance of responses is concerned) and relatively less motivating for the respondents. In contrast, the interviews can draw out "deep" information about the participants' opinions and beliefs regarding a topic. Importantly, the semi-structured format can prove to be helpful to the interviewer since this can provide him/her opportunities to explore and probe freely within some identified inquiry areas. The study was limited to one higher education institution in Pakistan because of practical constraints. However, the project managed to highlight a few significant aspects related to washback in Pakistani higher education scenario paving way for more detailed exploration of English assessment in the country. The obtained findings can also help to improve our understanding of this phenomenon in other contexts where English is taught as a second or foreign language.

### The Intermediate examination

After the completion of grade 11 and 12, the students are required to take the public Intermediate examinations. The successful candidates are awarded the Higher Secondary School Certificate (HSC). This examination determines whether students will be able to undertake tertiary education or obtain better jobs. The scores obtained in this examination function as selection criteria for universities. The Intermediate examinations are administered by a regional Board of Intermediate and Secondary Education (BISE). The English Intermediate examination comprises of two papers. Each paper carries 100 marks. Students appear for Paper I at the

end of year XI and paper II at the end of year XII. Each paper has a subjective and objective section. The content of the examination, conducted in Lahore by the Lahore Board of Intermediate and Secondary Education, is based heavily on the prescribed textbooks which consist of selections from English literature.

## ANALYSIS OF DATA

After interpreting the findings it was identified that there is negative washback from the Intermediate examination at the selected college. The following factors contributed towards the negative influence on teaching and learning within the context of the institution.

1. The results clearly indicated that the teachers are teaching towards the examination and their teaching appears to be directly influenced by the assessment procedures. The teacher's perception of the Intermediate examination as high stake affects their teaching practices as they focus on examination related activities to help students score better, but research suggests that such practices may increase test scores without necessarily increasing understanding (Noble and Smith, 1994).
2. The instructors felt that the examination restricted them to content based teaching. Moreover, the syllabus and the examination did not allow communicative language teaching. Lyons (1998) points out that the tension between pedagogic and ethical decisions occur when teachers believe that "tests run contrary to the principles and practices of current approaches to language learning" (Bailey, 1996, p.259) and when they believe that the most effective way for their students to achieve higher test scores is to be provided practice in examination related tasks.
3. The teachers tend to ignore speaking and listening skills in favour of reading and writing that are tested in the examination. The teachers justify the negligence as they are mainly focused on preparing the students for the examinations.
4. The teacher's responses also revealed that though the examination focused on reading and writing skills, it neglected assessing the higher order cognitive skills. The writing skills are mostly tested through memorized answers; the reading comprehension questions are text based and direct, and do not encourage critical thinking. Such a misrepresentation of test construct affects its validity and causes negative washback (Brown, 2000).
5. The multiple choice (objective) assessment also yields negative washback on the grounds that it restricts test content and encourages poor teaching practices (Hughes, 2003). It has also been assumed that these types of objective tests only assess the lower order skills of recall or recognition. It has made scoring high on the examinations relatively easy for the students.
6. According to Hughes's (1993), the product of the examination is concerned with whether it leads to learning or not. In case of the Intermediate examination,

the students reported that the examination did not help in improving their English language skills. This is because their learning is passive rather than active. Most of the undertaken activities are directly linked to examination questions. As Nunan (1998, p.224) has pointed out, tasks of this kind “directly call on what learners already know about a language”, but do little to extend what they can already do. As acknowledged by the respondents themselves, memorization of answers does not help to improve language abilities.

7. The Intermediate students heavily depend on rote memorization from guides (test practice books) and are of the view the examination itself promotes these practices.

8. There is washback on materials as well since the teachers adopt a textbook oriented methodology and do not leave anything from the textbooks based on the beliefs that the students may be tested on it. The use of past examination papers as practice material also indicates that teachers make use of examination related activities to train the learners for the examination. Fullilove (1992) while discussing teaching materials designed to prepare students for public examinations states that such tests are “little more than cloners of past exam papers” (p.139). The Intermediate students reported relying on the predictable pattern of past papers to assist them in preparing and scoring high marks.

The intensity of washback can be described as strong or weak and could be a function of the importance of test's consequences: that is, the higher the stakes, the stronger the intensity. Hughes (1993, cited in Green, 2007) asserts that intensity varies in relation to participants' perceptions of test stakes and test difficulty. Washback is said to be strongest or most intense where participants:

1. *Value success on the test above developing skills for the target language use domain*
2. *Consider success on the test challenging, but both attainable and amenable to preparation*
3. *Work in a context where these perceptions are shared (or dictated) by other participants*

The results have revealed that both teachers and students consider scoring high in the Intermediate examinations of utmost importance. Both parties believe that it can be attained through proper practice of examination related tasks. Thus, the above mentioned conditions are met by the participants of the study in the light of the importance of the English examination. Through this study it has been established that the Intermediate English examination is perceived to be a high stakes examination. Moreover, in the context of this study, the data has revealed that teachers' practices are influenced by examination content and format which also affects students' learning. A few teachers mentioned conducting creative activities to develop the neglected skills of students, but these claims could not be

investigated since the scope of this project was limited and classroom observations could not be conducted to verify the reliability of the teachers' responses. Thus, we cannot say that the examination determines everything that happens in the classroom.

The washback on learning is strong since students also demand practice of examination related activities and rely on cramming of material from guides (practice books). Their attitude towards the English examination suggests that they treat English as a subject and not a language and are not concerned with acquiring skills to become proficient in the language. The learners themselves confessed that their English proficiency level had not improved during the two years they studied the Intermediate syllabus. On the basis of the respondents' insights into the classroom practices it can be determined that the Intermediate English examination has a strong negative washback on teaching and learning at the college. The washback effect of the Intermediate examination on teaching and learning is represented through the following model of washback (As shown in Figure 1). The figure represents the complex nature of examination washback mediated through the perceptions of the key stakeholders (the teachers and students). In the model, the examination characteristics interact with the perceptions of teachers and students regarding examination requirements, English language learning and use of results to mediate examination washback. The examination preparations mediate between participants' perceptions and washback on teaching, learning and materials.

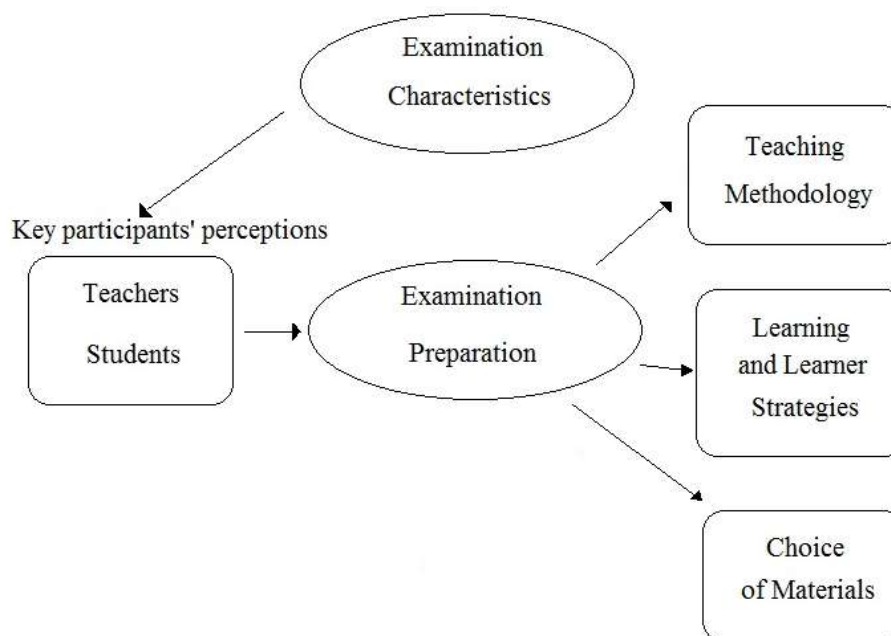
In the present study the high stakes of the examination influenced the participants' perceptions and behavior. The examination characteristics like format and content also affected the participants' beliefs about examination requirements. This interaction of the examination characteristics with the participants' perceptions influences examination preparation activities. There was a negative washback effect on teaching, learning and materials. The teachers heavily relied on practicing of examination related tasks and focused on covering everything in the textbooks. The students depended on rote learning answers from guides. The examination promoted assessment oriented methodology with focus on only those language skills that are tested formally. Thus, students' language learning needs appear to be neglected.

## RECOMMENDATIONS

The following recommendations (based on the findings of this small-scale study) are proposed.

### Assessment of learning

The major purpose of assessment is and should be to



**Figure 1.** Conceptual model of Washback.

support teaching and learning process (Gipps, 1996). It is through formative assessment that learning can be enhanced and deepened. Real learning only takes place when it enhances students' understanding, enabling them to interpret and apply it in a totally different context than in which it was learnt (Harlen and James, 1997).

According to Black and William (1998), formative assessment helps to modify teaching and learning activities. In the present study, the assessment is summative and the students' grade or rank does not properly convey the extent of their learning, whereas if formative assessment is used the students will get feedback from their teachers which will help them improve.

### Performance assessment

Performance assessment based on the constructivist model of learning is defined by Gipps (1996) as "a systematic attempt to measure a learner's ability to use previously acquired knowledge in solving novel problems or completing specific tasks (p.99). The researchers believe that high-stakes testing could drive reform if it followed better psychology and employed more appropriate measurement forms like performance assessment. It is proposed that if better (task-based and integrated) assessment is used it will result in better teaching and learning and thus may result in positive washback.

### Examination content

The Intermediate English examination is an achievement test based on detailed syllabus comprising of textbooks.

However, the examination does not assess all the four language skills, but limits itself to reading and writing skills. Thus, it fails to prepare the students for the types of tasks required at University level. In order to avoid this of curricular goals with examination content, an alternative approach could be adopted; the content can be based directly on the objectives.

### Variety of assessment tasks

In order to make the assessment process more reliable, the students should be given more opportunities to show the extent of their knowledge through the use of multiple tasks. The intermediate examination makes use of indirect testing to measure the language skills of the candidates (as noted by Raza, 2009, in the context of overall assessment in Pakistan). Hughes (1989) argues that the relationship between performance on indirect tests and performance in the skills under focus is rather weak and uncertain. In contrast, authentic and direct assessment can lead to positive washback (Hughes, 2003).

### Comprehensive assessment of language skills

The respondents' perceptions revealed that the Intermediate English examination scores do not reflect the integrated language abilities of the candidates. It is proposed that an oral skills component should be incorporated in the internal college assessment. Since the teaching at the selected college is examination

oriented, such revision in assessment measures will lead to focus being diverted to these neglected skills.

## CONCLUSION

This study explored washback from the intermediate examination through the perceptions of teachers and students. There is need for more empirical studies in the Pakistani context to explore Washback from high-stake public examinations like the Intermediate. Studies should use classroom observations to investigate teachers' and students' behaviours. In addition, the present research project utilized a very small sample of respondents; subsequent studies can be more broad-based incorporating a large number of students and teachers. Moreover, since this study just focused on two participants (students and teachers), research on other participants influenced by washback (like the test developers, curriculum planners, materials developers, administrators) (Cheng 1997) can also prove to be illuminating. In fact, the washback phenomenon needs to be studied at the micro and macro level so that better steps could be undertaken to reform the examination system resulting in positive washback. The findings obtained from Pakistani contexts can also be compared to the data derived from washback studies having been conducted in other countries; this can go a long way in improving assessment mechanisms in related contexts.

## Conflict of Interests

The author(s) have not declared any conflict of interests.

## REFERENCES

- Alderson JC, Wall D (1993). Does Washback Exist? *Applied Linguistics*, 14(2):115-129.
- Bachmann L, Palmer A (1996). *Language Testing in Practice*, Oxford: Oxford University Press. [http://www.goodreads.com/book/show/1605674.Language\\_Testing\\_in\\_Practice](http://www.goodreads.com/book/show/1605674.Language_Testing_in_Practice)
- Bailey K (1996). Working for Washback: A Review of the Washback Concept in Language Testing. *Language Testing* 13:257-279.
- Black P, William D (1998). Assessment and Classroom Learning. *Assessment in Education: Principles, Policy Pract.* 5(1):7-74.
- Brown JD (2000, January). University Entrance Examinations: Strategies for Creating Positive Washback on English Language Teaching in Japan. *Shiken: JALT Testing & Evaluation SIG Newsletter*, (3):2, 4-8. Retrieved February 27, 2005, from [http://jalt.org/test/bro\\_5.htm](http://jalt.org/test/bro_5.htm)
- Cheng LY (1997). How does Washback Influence Teaching? Implications for Hong Kong. *Lang. Educ.* 11(1):38-54.
- Cheng L, Watanabe Y, Curtis A (2004). *Washback in Language Testing: Research Contexts and Methods*, Mahwah, NJ, London: Lawrence Erlbaum.
- Davies A, Brown C, Elder K, Hill T, Lumhey, McNamara (1999). *Dictionary of Language Testing: Studies in Language Testing*, Cambridge: Cambridge University Press. <http://www.amazon.com/Dictionary-Language-Testing-Studies/dp/0521658764>
- Fullilove J (1992). The Tail that Wags. *Institute of Language in Education J.* 9:131-147.
- Gipps C (1996). Assessment for Learning. In: Little A. & Wolf A. (Eds.), *Assessment in Transition*, Oxford: Pergamon.
- Green A (2007). Washback to Learning Outcomes: A Comparative Study of IELTS Preparation and University Pre-session Language Courses. *Assessment Educ.* 14(1):75-97.
- Lyons -Hamp L (1998). Ethics in Language Testing. In: Corson D. and Clapham C. (Eds.) *Language Testing and Assessment: Encyclopedia of Language Educa.* Amsterdam: Kluwer Academic Publisher 7:323-333.
- Harlen W, James M (1997). Assessment and Learning: Differences and Relationships between Formative and Summative Assessment. *Assessment in Education: Principles, Policy Pract.* 4(3):365-379.
- Hughes A (1989). *Testing for Language Teachers*, New York: Cambridge University Press.
- Hughes A (1993). Backwash and TOFEL 2000. Unpublished manuscript, University of Reading.
- Hughes A (2003). *Testing for Language Teachers*. (2<sup>nd</sup> ed.), Cambridge: Cambridge University Press.
- Linn RL (1992). Achievement Testing. In: M.A.C. Alkin (ed). *Encyclopedia of Educational Research*, Vol I, (6<sup>th</sup> ed.), pp.1-12, New York: Macmillan.
- Noble AJ, Smith ML (1994). Measurement-driven Reform: Research on Policy, Practice, Repercussion, CSE Technical Report, 381.Tempe, AZ: Arizona State University, CSE.
- Nunan D (1998). *The Learner-Centered Curriculum*, Cambridge: Cambridge University Press.
- Raza W (2009). English Language Testing in Higher Education of Pakistan, Market Forces. Retrieved from [http://www.usm.academia.edu/WajdanRaza/Papers/527642/English\\_language\\_testing\\_in\\_higher\\_education\\_of\\_Pakistan](http://www.usm.academia.edu/WajdanRaza/Papers/527642/English_language_testing_in_higher_education_of_Pakistan)
- Shamim F (2006). Case-studies of Organization of English Language Teaching in Public-sector Universities in Pakistan, Research Report for the National Committee on English, Higher Education Commission, Islamabad, Pakistan. [http://www.aku.edu/sitecollectionimages/aku/zzied/raps/documents/english\\_in\\_public\\_sector.pdf](http://www.aku.edu/sitecollectionimages/aku/zzied/raps/documents/english_in_public_sector.pdf)



*Full Length Research Paper*

# Teachers' emotional intelligence and sense of self-efficacy beliefs: A study on public second cycle primary school English as a Foreign Language (EFL) teachers in Bahir Dar Town, Ethiopia

Girma Wossenie

Department of English Language and Literature, Bahir Dar University, Post Box No: 79, Bahir Dar, Ethiopia.

Received 26 February, 2014; Accepted 17 July, 2014.

The purpose of this study was to examine public second cycle primary school English as Foreign Language (EFL) teachers' level of emotional intelligence (EI) and self-efficacy beliefs and the relationship between the two constructs. Forty- three randomly selected EFL teachers were taken as a sample of the study. To generate data and answer the research questions, the researcher adapted two questionnaires – EFL teachers' EI and self- efficacy beliefs - from two separate sources and the instruments were checked for their reliability and validity. Data generated through the administration of the questionnaires were analyzed by using one sample t-test and Pearson Product Moment Correlation Coefficient. The results of the study indicated that EFL teachers' EI and self-efficacy beliefs were found low as the observed means trailed far behind from the expected means in all the major categories of the two constructs. However, significant and strong relationship was found between EFL teachers' EI and sense of self-efficacy beliefs. Following the shift in orientation from teacher-centered to student-centered curriculum which underpins the application of communicative-based English textbooks, the two constructs are suggested to be incorporated both in EFL teacher preparation and professional development programs so as to address both cognitive and affective side of the target language learning and teaching.

**Key words:** Emotional intelligence, self-efficacy, EFL teachers

## INTRODUCTION

Based on communicative language teaching (CLT), The Ministry of Education in Ethiopia has introduced communicative-based textbooks and disseminated them to the schools throughout the country a couple of years ago. The purpose of developing the new textbooks was

to replace the structural approach that failed to create a room for students' use of the target language in a real world communication. The newly introduced textbooks are supposed to address the inability of the structural approach to foster student communicative competence.

E-mail: [girmaw7624@yahoo.co.uk](mailto:girmaw7624@yahoo.co.uk).

Authors agree that this article remain permanently open access under the terms of the [Creative Commons Attribution License 4.0 International License](http://creativecommons.org/licenses/by/4.0/)

CLT anchored in communicative competence model consists of grammatical, sociolinguistic and strategic competences. Grammatical competence involves fostering student knowledge of language features, including vocabulary, word and sentence formations and spelling. Sociolinguistic competence considers developing students' ability to use appropriate spoken and written language, whereas strategic competence involves enhancing student Communication strategies to overcome their communication problems (Canale and Swain 1980). Besides implementing CLT and its component, another important terrain in helping student get involved in communicative interaction is to engage EFL teachers in an exploration of their emotional states and self-efficacy levels that inform their classroom practice (Richards 1998).

At present, the roles of teachers are becoming extremely challenging and formidable at all levels of teaching. Many teachers not only face heavy workloads and time pressure in their daily teaching activities, but also have to cope with rampant students' discipline problems and pressure from parents and administration (Brotheridge and Grandey 2002). In an attempt to manage these stressors, teachers may need to have abilities such as being able to motivate themselves and persist in the face of frustrations or adversities; to control impulse and delay gratification; to regulate one's moods and keep distress from engulfing or swamping the ability to think; to empathize and to hope (Goleman 1995). Wubbles and Levy (1991) claim the existence of a strong relationship between teachers' affective traits and learners' emotional developments. Similarly, EFL classroom teaching in Ethiopian context is increasingly becoming difficult as the students' target language abilities are reportedly deteriorating from time to time which is also coupled with rampant discipline problems, EFL teachers need to consider their levels of emotional intelligence and self-efficacy as a new specialized dimension to tackle the difficulties they face in EFL classrooms and devise strategies to help foster effective language learning and teaching. By way of drawing inference from the foregoing paragraphs one may consider that if the academic process (knowledge acquisition, maintenance, application, reflection and evaluation) overshadows the affective process, creating successful target language learning context would seem to be in a stake.

The argument posed by different scholars in language teaching and learning show that some students learn a second/foreign language easily and some with considerable difficulty. This argument appears to be cogent that there are many factors affecting second/foreign language learning success, among which the degree of self-efficacy and emotional intelligence (EI) that teachers have at their disposal recently gained research attention. Research conducted on the EI

demonstrated that there was a significant relationship between this construct and success in many areas, including teaching (Ghanizadeh and Moafian 2010), learning (Brackett and Mayer 2003), and academic success (Gil-Olarte et al., 2006). In a similar vein, the findings of research on self-efficacy, the beliefs individuals hold about their capabilities to complete a task successfully (Bandura 1997), proved the facilitative nature self-efficacy plays in teaching, learning and academic achievement (Pajares 1996; Schunk and Meece 2005). When dealing with the affective side of language learners, attention needs to be given both to how we can overcome problems created by negative emotions and how we can create and use more positive, facilitative emotions. Needless to say that in the presence of overly negative emotions such as anxiety, fear, stress, anger or depression, students' optimal learning is likely to be compromised. The most innovative techniques and the most attractive teaching materials may be rendered inadequate, if not useless, by negative affective reactions involved with the language learning process (Arnold 1999). However, stimulating the different positive emotional factors such as self-esteem, empathy or motivation can greatly facilitate the language learning process. This implies that language teachers should be aware of the importance of both negative and positive emotional factors and of ways to handle them.

In a social constructivist theory of learning what the individual does construct personal meaning. As opposed to static views of the learner as a passive element in the process, constructivism applied to language learning would consider learners as actively involved in making their own sense of the language input that surrounds them as well as the tasks presented to them (Williams and Burden 1997). In this model emotions play an integral part in the teaching learning process. Moreover, Stern (1983) explains how affective components contribute much more to language learning than cognitive skills. Stevick (1980) contends that successful language learning depends less on materials, techniques, and linguistic analysis, and more on what goes on inside and among the students and the teacher. This brings us to the importance of affect for what occurs in the classroom can be seen in the shift in the dominant metaphor for teaching / learning process from transmission to dialogue. Dialogue involves people- thinking and feeling, spiritual and physical beings in negotiating meaning (Arnold 1999). Success in language learning is inextricably linked to the way in which learners experience the classroom, which is a place where learners with different intellects and emotional status come together to acquire, maintain and use the language. Accordingly, teachers' emotional intelligence is of key importance to discern various negative emotions that incapacitate learners' from reaching their learning potential (Purkey 1970; Gurney 1987). Currently, there is a shift in focus from the

teacher to the learner. The shift considers the necessity of creating learning situations or opportunities in which inhibition and barriers are lowered so that communication can take place in a more effective manner. In EFL teaching context, the teacher is supposed to integrate the cognitive and the affective side of leaning. Arnold and Brown (1999) argue that the affective side of learning is not in contravention with the cognitive side. The authors further note that when both are used together the learning process can be constructed on a firmer foundation. It is at this stage that efficacious and emotionally intelligent EFL teachers play important roles in leading their students towards significant language learning and emotional growth.

It is also the contention of the present researcher that in meaningful and interactive EFL classrooms, affective and cognitive learning coexist and work together in a tandem or in a reciprocal manner nurturing each other. In fact, interest in affective factors in education is not a new phenomena and there is a long-standing controversy surrounding the role that each play in the curriculum of formal education. The controversy attempts to draw a distinction between affective learning and cognitive learning by suggesting that the former has to do with emotions and feelings while the latter to do with the mental functions involved in thinking, knowing, and understanding the subject matter. However, in recent years such controversies are dying out in favor of integrating the affective and cognitive learning, and teaching and learning in EFL classrooms cannot be different (Arnold 1998). More importantly, as it is known by many language teaching and researching scholars in recent years, the Communicative Language Teaching (CLT) has placed a pervasive influence on language teaching in all its phases (syllabus design, materials writing and development, teaching techniques, etc.) and CLT gives its due recognition to affective learning in a more conspicuous manner (Stevick 1976; Richards and Rodgers 1986). That means EFL classroom participations in the decision making process opens up greater possibilities for students to develop their whole potential both academically and emotionally which in turn results in a life-long learning. In other words, in addition to the language content, students also learn responsibility, negotiation skills and self-evaluation, all of which lead to greater self-esteem and self-awareness and developing and growing as a whole person (Tudor 1977; Williams and Burden 1997; Brundage and MacKeracher 1980; Nunan 1988).

In language classroom which focuses on meaningful interaction, there is certainly a room for dealing with the affect side of leaning. What inference can be drawn from this is that the relationship between affect and language learning is a bidirectional one. Attention to affect, which subsumes the idea of self-efficacy and emotional intelligence, can improve language teaching and learning.

The underlying contention is that self-efficacious and emotionally intelligent EFL teachers can create a congenial target language learning and teaching. Therefore, the idea of self-efficacy beliefs and emotional intelligence needs to be at the disposal of EFL teachers where they can be put to use in the classroom so as to bring the desired learning and teaching outcome. The emotional intelligence concept is based on the premise that emotions and cognitions shape each other (Mesquita et al., 1997). That means teachers' emotions can influence the way they think, solve problems, and develop self-efficacy beliefs. In other words, emotional intelligence can influence beliefs about teaching, which in turn determine effective teaching and student teaching (Anderson 2004). In the ensuing sections, the researcher discusses the concept of EI, self-efficacy and the relationship between the two constructs in EFL contexts.

### **Emotional intelligence (EI)**

Anchoring in Thorndike's (1920) idea of social intelligence and in Gardner's (1983) Theory of Multiple Intelligences, Salovey and Mayer (1990) developed the concept of Emotional Intelligence (EI). The pioneers in EI, Salovey and Mayer, defined it as the ability to recognize one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions. Later on, Bar-On (1997) defined EI as a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands. EI is a thriving concept in the field of education because one of the most essential features of being a teacher and teaching is the emotional relationships that teachers have with their students in the process of teaching and learning. Teaching and learning are not only concerned with knowledge, cognition and skill. They are also emotional practices which can obviously influence the process either positively or negatively. Teachers can create interest in their students or bore them, be approachable or standoffish with parents, trust their colleagues or be suspicious of them. All teaching is therefore inextricably emotional- by design or fault (Hargreaves 2000). Teachers feel negative emotions, such as frustration (Hargreaves 2001), anxiety (Erb 2002), and helplessness (Kelchtermans 1996). They also feel different positive emotions, such as love and affection (Godar 1990), joy, satisfaction and pleasure. In other words, teachers who have high emotional competencies are likely to develop a positive rapport with their students, which in turn has an impact on students' learning and achievement. Therefore, the way in which emotions are understood, reflected, and managed may hold promise in effective teaching. The overarching

natures of teachers' emotions not only affect their teaching, but also influence the way they think and develop efficacy beliefs concerning teaching.

### Teachers' self-efficacy

Efficacy is the belief in one's ability to carry out the necessary actions to achieve a certain desired outcome (Bandura 1997). This means that one's sense of efficacy affects personal feelings, thoughts and motivations. People with higher efficacy possess a high quality of decision making. On the other hand, people with low efficacy give up quickly, have low aspirations for achievement, and experience anxiety, which causes stress and burnout (Gibson and Dembo 1984). In educational contexts, where teachers have to meet teaching demands, teacher efficacy could be an important personal resource in coping with job stress. As a result, teacher self-efficacy is 'the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplishing a specific teaching task in a particular context' (Tschannen-Moran et al., 1998, p, 233).

Studies on teacher efficacy have provided evidence of the significance of the role of efficacy on teachers' behavior. Findings indicate that teachers' efficacy beliefs not only have considerable influence on their instructional practices and classroom behavior but also have formative effects on their students' achievement and motivation (Goddard et al., 2004). In this regard, teachers with high efficacy beliefs manage negative affective experiences better than teachers with low efficacy beliefs who may succumb to anxiety. Moreover, highly efficacious teachers are more sensitive to the needs of students, are more enthusiastic in their teaching (Allinder, 1994), and are more willing to work efficiently with students, who have behavior problems (Hoy and Woolfolk, 1990), Ross (1994, p. 345) analyzed 88 teachers' efficacy levels and concluded that highly efficacious teachers are willing to:

1. Learn and use new approaches and strategies for teaching.
2. Use management techniques that enhance student autonomy and diminish student control.
3. Provide special assistance to low achieving students.
4. Build students' self perceptions of their academic skills.
5. Set attainable goals, and
6. Persist in the face of student failure.

In short, theoretical views in the literature indicate that self-efficacy is influenced by several factors, one of which is the individual's emotional states (Bandura 1997). As a result, it seems cogent to envisage the likelihood of a relationship between EFL teachers' EI and self-efficacy, and conduct a local research on the topic.

### The relationship between emotional intelligence and teacher self-efficacy

There is a growing body of literature that Emotional Intelligence and Self-efficacy exist together and interact with each other (Drew 2006). Bandura (1997) linked the role of efficacy to concepts of emotional intelligence throughout his pioneering work. He argued that self-awareness and control of emotions can be correlated with higher self-efficacy levels. Chan (2008) in his study investigated teacher efficacy and emotional intelligence as personal resources for active and passive coping strategies among Chinese pre-service and in-service teachers in Hong Kong. It was concluded that emotional intelligence and teacher efficacy contributed to coping strategies such as behavioral or psychological responses designed to change the nature of the stressor itself or how one thinks about it. The findings of these studies indicate that people who have higher control of their emotions develop stronger efficacy, and this leads to higher EI. Put it simply, EI may contribute to teaching through its influence on beliefs about teaching. The teacher with high efficacy and EI will demonstrate effective teaching behaviors in the classroom that enhance students' motivation to learn and to participate in leaning activities (Bandura 1997).

Another important research was conducted by Rastegar and Memarpour (2009) who assessed the relationship between emotional intelligence and self-efficacy among Iranian EFL teachers. The findings indicated that there was a positive significant correlation between perceived EI and self-efficacy. The researchers also found that there was no significant difference among EFL teachers with different genders, ages and teaching experiences regarding their EI and self-efficacy. Although there are a number of oversea researches on EI and self-efficacy, the present researcher argues that conducting further research on the topic would seem to be cogent to draw firm conclusions or to challenge the issue from different angle in our local EFL context. In other words, there is a dearth of research in this area which may curtail new insights and development in teaching and learning the target language at different levels in Ethiopian educational system.

### RESEARCH PROBLEM

Current researchers in the area of language learning and teaching have shown us the indispensable nature of focusing more on language learners and their experience rather than simply on the subject matter knowledge. It is the experience of every EFL teacher nowadays to help the target language learners get involved in a variety of communicative tasks where a great deal of vulnerability exists as the learners trying to express themselves before

their peers and their teachers in a shaky oral and written English communication. In communicative language teaching classrooms, students have to spend a considerable amount of time to complete language learning tasks. Interactive and meaningful target language communication cannot take place if care is not taken to create an emotional safe classroom environment. It is the experience of every EFL teachers in our context that there is a great deal of vulnerability in the target language classrooms where students grapple with expressing themselves before their peers and their teachers by using shaky and weak English language skills –oral and written communication. Such vulnerability obstructs the target language learning process by creating anxiety which is associated with negative emotions such as uneasiness, frustration, self-doubt, apprehension and tension. The presence of negative emotions in EFL classrooms can contribute to poor academic performance. As a result, EFL teachers' recognition and beliefs to handle the different nature of emotions in their classrooms would enable them to intervene at the right time and with a clear purpose so as to consciously facilitate both individual and group target language learning.

In this regard, the elements of active learning such as critical thinking and problem solving both of which require learners involvement cannot take place effectively if emotional security is in a state of limbo (Williams and Burden, 1997). It is possible to argue at this juncture that intellect and emotion are inseparably linked and anchored in the process of active learning and overlooking one in support of the other in the target language classroom would be counterproductive. In other words, EFL teachers' emotional intelligence and self-efficacy beliefs play an important role in promoting active learning through proper treatment of intellect and emotion. As EFL teachers, we cannot absolutely expect our classrooms to be pleasant and crammed with inspiring environment that the time spent there is a constant source of success and satisfaction for teachers and students alike. There is always a strong likelihood that a considerable number of students may be, bored, hostile, uncomprehending, or simply shun learning the target language as intended. To respond to such difficulties, one may argue that EFL teachers should be in a position to invest a great variety of repertoires of knowledge, skills, beliefs, emotional literacy, etc in creating successful language learning. In other words, the target language teachers are required to have the necessary resources at their disposal to minimize any negative emotion-provoking conditions that can inhibit the academic process. Resources like teachers' Emotional Intelligence and self-efficacy beliefs are getting special attentions in recent years (Mayer and Salovey 1990; Goleman, 1995; Bandura, 1997) as one of the agents to facilitate effective and meaningful language teaching and learning.

As language teachers come to know themselves better by keeping abreast of current developments in their area

of specialization- they will also be able to understand their students better and lead them towards more significant learning and growth (Arnold, 1999). To put it in another way, EFL teachers have to deal with students who come to class with diverse abilities, inabilities and with a range of emotional tendencies. Although the concepts of EFL teachers' EI and self-efficacy beliefs are examined in different oversea researches, the present researcher would like to argue that there is no such research endeavor in our context. Therefore, studying EFL teachers Emotional Intelligence and self-efficacy beliefs may put a new complexion in creating new understanding in the process making informed-decisions about the target language learning and teaching. To this end, the following research questions are formulated to be answered in the process of this study.

1. What are the public primary school second cycle EFL teachers' self-efficacy beliefs?
2. What are the EFL teachers' emotional intelligence competency levels?
3. Is there any relationship between EFL teachers' EI and their sense of self-efficacy?

## **PURPOSE OF THE STUDY**

The purpose of this study was to identify EFL teachers' sense of self-efficacy beliefs and their emotional intelligence levels. The study also assessed the relationship between EFL teachers' self-efficacy and emotional intelligence due to the fact that there is a plethora of new oversea research findings' illustrating the importance of the two constructs in target language teaching and learning. To this end, the present research looked into the two constructs separately and then attempted to see their relationships in a local EFL context.

## **SIGNIFICACNE OF THE STUDY**

Nowadays in Ethiopia, EFL teaching profession is facing formidable challenges from different perspectives, such as the changes in demographic nature of the student population, the emergence of advanced technology in language education, and the introduction of new education polices, etc. All of which require highly competent teachers who can apply a complex range of cognitive and emotional skills and knowledge to create the kind of active learning set in the curriculum. To respond to the multifaceted EFL classroom teaching, EFL teachers' focus on students' cognitive processing of the target language alone is not enough if attention is not paid to the part played by the emotions in perception, negotiation and decision making. Besides this, teachers' sense of self-efficacy is one of the essential elements to respond to the growing challenges in EFL classroom teaching that

teachers call upon when they teach. Richards (1998) delineates teaching as a dynamic process characterized by constant change. This brings the idea of IE and self-efficacy to the fore for due consideration when teachers make decisions that are appropriate to the specific dynamics of the lesson they are teaching. The concept of Teacher IE and self-efficacy is gaining considerable research attention suggesting promising positive results to support EFL teaching and learning. As a result, target language teaching experts, EFL curriculum developers, English language teacher educators, and professionals working with EFL teacher professional development programs in Ethiopia should think about how the concept can be put into practice. Moreover, the shift in focus from teacher training to teacher education requires teachers in developing their own theories of teaching, in understanding the nature of classroom decision making, and in developing strategies for critical self-awareness and self-evaluation (Richards and Nunan, 1990). This shift in orientation would seem to subsume the role of IE and self-efficacy in teacher preparation programs, and ELT cannot be exceptional. Therefore, further research on the topic seems to be tenable to see how the concept can interact with other variables of knowledge involved in EFL teaching, such as teaching skills, communication skills, and pedagogical reasoning and decision making.

## STUDY LIMITATION

This study examined EFL teachers' sense of self-efficacy beliefs and EI competency levels. It also looked into the relationship between EFL teachers' Emotional Intelligence and self-efficacy levels of 43 public second cycle primary school EFL teachers found in Bahir Dar Town, Ethiopia. It did not address the participants' gender, age and teaching experiences.

## THE STUDY

### Method of the study

From among the quantitative research methodologies, the researcher used the descriptive survey strategy to interpret the data.

### Population and sampling

Public primary school second cycle EFL teachers were the target population of this study. In Bahir Dar town there were 33 primary schools. Out of these, 28 were second cycle (grades 5 to 8) schools. A total of 84 EFL teachers were teaching in the second cycle and the researcher selected 43 of them by using simple random sampling techniques.

### Instruments

Two instruments were used to generate the necessary data for the

research. Emotional Intelligence Questionnaire developed by Smith, J (n.d) was adapted and used to measure the research participants' EI. The EI profile chart has 16 scales and was adapted to gauge different aspects of EFL teachers' EI. The EI comprises four items (perceiving emotions, using emotions, understanding emotions, managing emotions) and each item has four subscales:

1. Perceiving Emotions (Self-analysis, Analysis of others, Self-expression and Discrimination),
2. Using Emotions (Thinking, Judgment, Sensitivity and Problem solving),
3. Understanding Emotions (Symptoms, causes, Complexity and Transitions), Managing Emotions (Openness, Monitoring, Self-control and Managing Others).

The reliability of the IE scale estimated through Cronbach's alpha coefficient and was found 0.86. Another instrument to generate data for the study was the short version of Teachers' Sense of Self-efficacy Scale (TSES) developed by Tschannen- Moran and Woolfolk-Hoy (2001). The TSES was used because it encompasses the essential elements required to elicit the necessary data for the research in a succinct manner. It comprises 12 items including four items for each of the three subscales: Efficacy in student engagement; Efficacy in instructional strategies; Efficacy in classroom management. The items used to measure how much an individual EFL teacher can do concerning efficacy for engagement, efficacy for management, and efficacy for using instructional strategies. The reliability of the efficacy scale estimated through Cronbach's alpha coefficient and was found 0.78. Descriptive and Inferential statistics were used to analyze and interpret the data by using the software package SPSS version 16.

## RESULTS

To analyze and interpret the EFL teachers' EI competencies and self-efficacy beliefs, the researcher used inferential statistics for the scores on overall EFL teachers' efficacy levels and overall EI competencies. One sample t-test analysis was conducted to examine the Emotional Intelligence of EFL teachers who were in the study. The results in Table 1 showed that the observed means for EI competencies of the teachers who participated in the study were below the expected means for all the four major components of EI: perceiving emotions, using emotions, understanding emotions and managing emotions. The results in Table 2 revealed the comparison between the observed and the expected means of primary school second cycle EFL teachers' self efficacy beliefs vis-à-vis the three main components of self efficacy levels: Efficacy for student engagement, Efficacy for classroom management and Efficacy for instructional strategy use. Similar results were found concerning the observed means which were significantly far below the expected means in all the variables. That is, primary school EFL teachers have low self efficacy beliefs concerning student engagement, classroom management and the use of instructional strategies in their EFL classrooms. The correlation analysis in Table 3 indicated the existence of important relationships among

**Table 1.** One sample t-test on Emotional Intelligence (IE).

IE Categories	No. of Items	Ob. Mean	Exp. mean	sd	df	Sig.
Reading/Perceiving Emotions	4	12.23	22	2.09	42	0.000
Using Emotions	4	12.62	22	1.96	42	0.000
Understanding Emotions	4	11.33	22	1.74	42	0.000
Managing Emotions	4	12.26	22	2.24	42	0.000

**Table 2.** One sample t-test on self efficacy.

Self-Efficacy Categories	No. of Items	Ob. Mean	Exp. mean	sd	df	Sig.
Student Engagement	4	10.59	22	1.60	42	0.000
Classroom Management	4	12.50	22	1.81	42	0.000
Instructional Strategies	4	11.46	22	1.93	42	0.000

the different variables of Emotional Intelligence and self-efficacy levels of the research participants. Reading emotions is highly and significantly correlated with using emotions, understanding emotions, managing emotions, efficacy for engagement, efficacy for classroom management and efficacy for instructional strategies. Using emotions as one variable of emotional intelligence also significantly correlate with all self efficacy categories, engagement, classroom management and instructional strategies. In similar vein, understanding emotions and managing emotions correlate with the three self efficacy components.

## DISCUSSION

The present study investigated the relationship between EFL teachers' Emotional Intelligence and their sense of self-efficacy. The study was conducted in second cycle primary schools found in Bahir Dar Town Administration, Ethiopia. In this section the responses derived from data analysis have been summarized and presented in a succinct manner to address the three research questions posed in this study.

Research Question 1: This study sought to investigate, in the first place, EFL teachers' level of emotional intelligence. The results indicated diminished levels of EFL teachers' sense of emotional intelligence as shown in Table 1 above. However, there is a growing body of research findings that emotionally intelligent teachers can create effective classroom learning and teaching. Mortiboys (2005) showed that creating emotional enhancing learning environment will promote the likelihood of learners' satisfaction, motivation and cooperation. In a similar vein, Kremenitzer (2005, p. 7) argued that "Being

able to regulate and manage emotions within the classroom is an important factor for effective and successful teaching". Major implications came out from the studies (Drew 2006; Olarte et al., 2006; Rastegar and Memarpour 2009) demonstrated the need to incorporate emotional literacy into the educational curriculum. English language learning and teaching is a complex processes in a context where the target language is not a mother tongue. This implies that both the teacher and the students come to the classroom with considerable emotional status in which their emotions, if not regulated and used appropriately, can derail the type of active leaning intended to take place.

Research Question 2: Regarding the second research question - EFL teachers' sense of self-efficacy levels- the results indicated that the efficacy levels of the teachers in the study fell short of the expected means in all the three variables as illustrated in Table 2 above. Nevertheless, in EFL classroom teaching there are a number of opportunities and impediments following the shift in orientation from teacher-fronted classroom to student-centered classroom. In this case, the EFL teachers' high sense of self-efficacy beliefs are required to make use of the opportunities and to overcome the hurdles in creating meaningful and interactive language learning. Although weak teachers' self-efficacy beliefs were observed in this study, many research findings showed that the higher the teachers' self-efficacy perception levels, the higher their students' academic achievement levels would be (Chambers and Hardy 2005; Ross 1998). To give prominence to the preceding ideas, Good and Brophy (2003) also contended that teachers with higher levels of self-efficacy perception maintained higher levels of students' participation. The foregoing ideas about the

**Table 3.** Correlation among categories of Emotional Intelligence and self efficacy.

IE and Efficacy Categories							
Reading Emotions	1.000**						
Using Emotions	0.091*	1.000**					
Understanding Emotions	0.071*	0.132*	1.000**				
Managing Emotions	0.118*	0.0304**	0.223*	1.000**			
Student Engagement	0.081*	0.365**	0.344**	0.171*	1.000**		
Classroom Management	0.209*	0.076*	0.075*	0.103*	0.122*	1.000**	
Instructional Strategies	0.098*	0.082*	0.079*	0.170*	0.120*	0.180*	1.000**
Categories	Reading Emotions	Using Emotions	Understanding Emotions	Managing Emotions	Student Engagement	Classroom Management	Instructional Strategies

\*\* Correlation is Significant at 0.01 level, \*Correlation is significant at 0.05 level

importance of self-efficacious teacher in creating meaningful classroom learning and teaching is consistent with Woolfolk and Hoy (1990) research findings which showed that teacher self-efficacy is one of the most important variables consistently related to positive and effective teaching and student learning outcomes. What inference that can be drawn at this juncture from this study is that the flickering self-efficacy beliefs that EFL teachers hold may require some urgent attention.

**Research Question 3:** Concerning the relationship between EFL teachers' EI competencies and their sense of self-efficacy levels, the study indicated that there was a positive strong relationship between EI and self-efficacy levels (Table 3). The findings of current study accorded with those reported by Rasteger and Memarpour (2009); Chan (2004); Martin et al.(2004). This correlation means that EFL teachers' IE competencies and self-efficacy beliefs have the potential to be developed and nurtured since each has a positive influence on the other. The two constructs, IE and self-efficacy categories, have much in common that they influence each other which in turn opens the way for improving classroom teaching competence. In other words, either self-directed or school-based professional development programs can create a room for raising EFL teachers' self-efficacy beliefs and their IE competencies. At this juncture it may be possible to pose an argument that the inclusion of the two constructs in

EFL teacher professional development programs may put a new complexion in helping the teachers to make informed pedagogical decisions in their classroom teaching.

## CONCLUSION

Based on the results of the present study, the researcher may conclude that EFL teachers', who participated in this study, rated themselves below the expected means for the two overall categories of Emotional Intelligence and self-efficacy beliefs. However, research findings confirmed that the two constructs have an overarching influence on creating successful teaching and learning environment, and EFL classroom teaching and learning where the teacher organizes and facilitates communicative interactions, gives attention to proper balance between fluency and accuracy etc cannot be an exceptional for active learning to occur. Since teachers' IE and self-efficacy beliefs belong to high inference categories, they exert a considerable amount of influence on the process of critical thinking, problem solving, decision making etc in EFL classrooms. As a result, the development of teacher IE competencies and self-efficacy beliefs deserve due consideration in both EFL teacher preparation programs and on job teacher professional development programs that can help raise



and bring the desired outcomes of learning –academically and emotionally. Goleman (1995) contended that EI competencies can be taught and developed in teachers and in students and similar argument was posed by Salovey and Mayer (1990) in their pioneering work about EI. Concerning self-efficacy beliefs of teachers, Bandura (1997) stated the same contention that it can be fostered both in teachers and in students so as to improve success in learning and teaching. In other words, teacher educators are suggested to make teachers in preparation familiar with the concept of efficacy and the importance of teachers' IE competencies in their pedagogical performance and achievement. Similarly, school-based EFL teacher professional development programs identify teachers' efficacy beliefs and IE competency levels and find ways how to integrate the constructs with academic process so as to foster the growth of positive emotion and cognition in the target language learning.

## REFERENCES

- Anderson L (2004). Increasing Teacher Effectiveness. UNESCO International Institute for Educational Planning. Retrieved 15 November, 2013, from <http://unesdoc.unesco.org/images/0013/001376/137629e.pdf>.
- Arnold J (1998). Towards more Humanistic Language Teaching. *ELT J.* 52(3):235-242.
- Arnold J, Brown D (1999). A map of the terrain. In J. Arnold (Ed.), *Affect in Language Learning*. Cambridge: Cambridge University Press.
- Bar-On R (1997). *The Emotional Quotient Inventory (EQ-I): Technical Manual, Multi-Health Systems*. Toronto, Canada.
- Bandura A (1997). *Self-efficacy: The exercises of control*. W.H. Freeman and Company, New York.
- Brackett MA, Mayer, JD (2003). Convergent, discriminant, and incremental validity of competing measures of emotional intelligence. *Personality Social Psychol. Bulletin.* 29(9):1147-1158.
- Brotheridge C, Grandey A (2002). Emotional labor and burnout: Comparing two perspectives of 'pepole work'. *J. Vocational Behavior.* 60:17-39.
- Brundage D, MacKeracher D (1980). *Adult Learning Principles and their Application to Program Planning*. Ontario Institute for Studies in Education.
- Canale M, Swain M (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Appl. Linguistics.* 1(1):1-47.
- Chan DW (2004). Perceived emotional intelligence and self-efficacy among Chinese secondary school teachers in Hong Kong. *Personality individual differences.* 36(8):1781-1795.
- Chan DW (2008). Emotional intelligence, self-efficacy, and coping among Chinese prospective and in-service teachers in Hong Kong. *Educ. Psychol.* (28)4:397-408.
- Chambers SM . Hardy JC (2005). Length of time in student teaching: Effect on Classroom Control Orientation and Self-efficacy Beliefs. *Educa. Res. Q.* 28(3):3-9.
- Drew T (2006). *The relationship between emotional intelligence and student teacher performance*. Unpublished PhD dissertation, University of Nebraska.
- Erb CS (2002). *The emotional whirlpool of beginning teachers' work*. Paper presented at the annual meeting of the Canadian Society of Studies in Education, May, in Toronto.
- Gardner RC (1985). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.
- Ghanizadeh A, Moafian F (2010). The role of EFL teachers' emotional intelligence in their success. *ELT Journal.* 64(4): 424-435. Retrieved 23 December, 2013 from <http://dx.doi.org/10.1093/elt/cop084>.
- Gibson S, Dembo M (1984). Teacher efficacy: A construct validation. *J. Educ. Psychol.* 76:569-582.
- Gil-Olarte P Palomera R, Brackette MA (2006). Relating emotion al intelligence to social competence and academic achievement in high school students. *Psicothema.*18:118-123.
- Godar J (1990). *Teachers' talk*. Macombn, IL: Glenbridge Publishing.
- Goddard, RD WK Hoy, Woolfolk-Hoy A ( 2004). Collective efficacy beliefs: Theoretical Developments, empirical evidence, and future directions. *Educ. Res.* 33(3):3-12.
- Good TL, Brophy JE (2003). *Looking in Classroom* (9<sup>th</sup> ed.). Boston:Allyn Bacon.
- Goleman D (1995). *Emotional intelligence*. New York: Bantam Books.
- Gurney P (1987).Self-esteem Enhancement in Children: A review of Research Findings, *Educ. Res.* 29.
- Hargreaves A (2000). Mixed Emotions: Teachers' Perceptions of their Interactions with Students. *Teaching Teacher Educa.* 16:811-826.
- Hargreaves A (2001). Emotional geographies of teaching. *Teachers' College Record* 103(6):1056-1080.
- Hoy WK, Woolfolk A (1990). Socialization of student teachers. *American Educational Research Journal.* 27( 2):279-300.
- Kelchtermans G (1996). Teacher vulnerability : Understanding its moral and political roots. *Cambridge J. Educa.* 26: 307-324.
- Kremenitzer JP (2005).The emotional intelliegent early childhood educator: self reflective journaling. *Early Childhood Education J.* 33(1):3-9.
- Mesquita B, Frijda NH, Schere KR (1997). Culture and Emotion. In *Handbook of Cross-cultural Psychology: Vol 2. Basic process and Human Development*, (Eds.). J.Berry, P.R. Dean, and T.S. Saraswathi.255-297. Boston: Allyn and Bacon.
- Nunan D (1988). *The learner-centered curriculum*. Cambridge: Cambridge University Press.
- Pajares F (1996).Self-efficay beliefs in academic settings. *Review of Educational Research.*66(4), 543-578. Retrieved 21 December 2013, from <http://dx.doi.org/10.2307/1170653>.
- Purkey W (1970). *Self-concept and School Achievement*. New York: Prentice Hall.
- Rastegar M, Memarpour S (2009). The relationship between emotional intelligence and self-efficacy among Iranian EFL teachers. *Syst. J.* 37:700-707.
- Richards,JC (1998). *Beyond training*. Cambridge. Cambridge University Press.
- Richards J, Rodgers T (1986). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Richards JC, Nunan D (1990). *Second Language Teacher Education*, (Eds.), Cambridge: Cambridge University Press.
- Ross,JA (1998). The antecedents and consequences of teacher efficacy. In J. Brophy (Ed.), *Research on teaching.* 7(34):49-74). Greenwich, CT:JAI Press.
- Thorndike EL (1920). *Intelligence and its uses*. Harper's Magazine.140:227-235.
- Tschannen-Morgan M, Woolfolk Hoy A (2001). Teacher efficacy: Capturing an elusive construct. *Teacher Teacher Educa.*17:783-805.
- Tschannen-Morgan M, Woolfolk Hoy A (1998). Teacher efficacy: its meaning and measure. *Rev. Educa. Res.* 68(2):202-248.
- Tudor I (1997). *Learner-centeredness as Language Education*. Cambridge: Cambridge University Press.
- Salovey P, Mayer,JD *Emotional Intelligence. Imagination, Cognition and Personality.* 9:185-211.
- Schunk DH, Meece,JL (2005). *Self-efficacy beliefs of adolescents*. UK: Information Age Publishing.
- Smith J (n.d). *Emotional Intelligence Questionnaire*. McKenzie Consulting. [www.mckpeople.com.au](http://www.mckpeople.com.au)
- Stern HH (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press.
- Stevick EW (1976). *Memory, Meaning and Methods*. Rowley, MA: Newbury House.
- Stevick E (1980). *Teaching Languages: A Way and Ways*. Rowley, MA: Newbury House.
- Williams M, Burden RL (1997). *Psychology for Language Teachers*. Cambridge: Cambridge University Press.

- Woolfolk AE, Hoy WK (1990). Prospective Teachers' sense of Efficacy and Beliefs about Control. *J. Educa Psychol.* 82:81-91.
- Wubbles T, Levy J (1991). A comparison of interpersonal behavior of Dutch and American teachers. *Int. J. Intercultural Relations.* 15:1-18.

*Full Length Research Paper*

## Indian mindscape: Caste, class hegemony with reference to Kannada short story 'Classmate'

Agrawal Shuchi

Amity University India.

Received 26 February, 2014; Accepted 17 July, 2014

Caste identity is not just a question of consciousness; it is a matter of structure, of power. Can the category Dalit merely represent a perspective? Can it just be a standpoint? And what are the tools/ideas/texts that would enable a Dalit perspective? Can a Dalit perspective be divorced from the experience of being termed an untouchable? Untouchability is not a singular experience; what holds Dalits together is the structural fact that they have all been termed untouchable and subjected to exclusions of varying degrees, and their rejection of that identity. Dalit, thus, is related to identity, and at the same time is anti-identity. Untouchability and feudalism exist in India even today in the small villages of South India. A Dalit has no right to voice out in resistance against oppression of the high caste and class feudal lords- this problem is presented through a heart-touching and thrilling story 'Classmate' written originally as 'Sahapathi' by P. Lankesh. The writer is not only depicting the plight of a Dalit but also presents the shame and guilt of the doer of the injustice and exploitation which he inflicts on the poor untouchables under the spell of his position, monopoly and authority. P Lankesh in 'Classmate' attempts to unravel the labyrinths of a decadent feudal order governed by a dehumanizing caste-system. The existential predicament of a Dalit in the trap of caste politics and feudalism is projected by Lankesh. To the usual theme of resistance of the down-troddens, Lankesh brings the subtle dynamics involved in the reality of caste system in India. Instead of bringing in a binary of right and wrong, he gives a holistic view of a social reality that is rooted in the Indian mindscape for centuries.

**Key words:** Dalit Literature, power, hegemony, mindscape, caste-system, feudalism, identity, oppression, dalit identity, contemporary kannada literature, subjugation, dalit perspective.

### INTRODUCTION

"If there is to be a mission, it must be to the Untouchables and if the Untouchables can be cured, untouchability will vanish." (B.R. Ambedkar)

Caste system in India shapes the social, economic and political life of all communities in India. Caste identity is

not just a question of consciousness; it is a matter of structure, of power. Can the category Dalit merely represent a perspective? Can it just be a standpoint? And what are the tools/ideas/texts that would enable a Dalit perspective? Can a Dalit perspective be divorced from the experience of being termed an untouchable?

E-mail: [agrawalshuchita@gmail.com](mailto:agrawalshuchita@gmail.com)

Authors agree that this article remain permanently open access under the terms of the [Creative Commons Attribution License 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

Untouchability is not a singular experience; what holds Dalits together is the structural fact that they have all been termed untouchable and subjected to exclusions of varying degrees, and their rejection of that identity. Dalit, thus, is related to identity, and at the same time is anti-identity. Frantz Fanon comments on the same identity of the body and the world:

*Consciousness of the body is solely a negating activity. It is a third-person consciousness. The body is surrounded by an atmosphere of certain uncertainty....A slow composition of my self as a body in the middle of a spatial and temporal world-such seems to be the schema...It creates a real dialectic between my body and the world... (Black Skin White Masks 1967)*

The word 'Dalit' was first experimented in Maharashtra to emulate the movement heralded in the United States of America for emancipation of Blacks as "Black Panthers". On similar planes, Dalit panthers got active in Maharashtra in late 1960s which finally paved way for Dalit literature in Marathi. It was the time when many Telugu poems were written and the poets used to call themselves Digambara writers. The regional formation of Dalit Panthers heralded a new path for empowering the lower castes. It created many waves of opposition and protest. For example, in Karnataka, when one of the Dalit ministers categorized the upper caste Kannada literature as nothing more than 'bhoosa'- cattle feed, it created violent protests which was retaliated by the young Dalits in a mood of movement. Thus, Dalit Panthers had not only an anti-caste agenda, but also an anti-class agenda. The semi-feudalism system exploited the Dalits. The Dalit movement had emerged in response to the numerous injustices suffered, mostly in silence, by Dalits for centuries. The term 'Dalit' represents their struggle for humanity. They were highly burdened with patronizing names imposed on them by upper castes like 'Pariah', 'Untouchable', and Eren Gandhi's term 'harijan'. Its impact was negative disguising the subordination of Dalits. The situation called for a new structure of equity and social justice.

### **Dalit literature in Kannada**

If we look deeply into Kannada and Karnataka, Kannada lore was already having its quota of rebels but now the time came to ripe up all those thoughts and to express the injustice they suffered within. In 1975, a 'Dalit youth writers association' was formed and in March 1979, Kannada Sahitya Parishad held its annual conference and the Dalit writers demanded a separate session for discussing Dalit literature which was out-rightly denied by the organizers. Later on Dalit and Sudra writers joined their hands to form 'Bandaya Literary Movement' meaning protest literature. Now the identity of Dalit is

unique in Kannada. It is in this context the paper tries to draw the experience of Dalit communities of Karnataka to show their subjugation and their struggle against the practice of untouchability that mobilized itself into a massive movement of Dalits that advocated a cultural revolution. From a subjugated position of 'outcastes' in the caste hierarchy, the contemporary Dalits have deployed various mobility strategies to overcome caste inequality and oppression to achieve social, economic mobility and political power. It is important to take note of the literary environment of the time when this story was written. There were two major literary movements in Kannada in the last five decades: the Navya or the modernist movement of the sixties and the Dalit movement of the seventies. Most writers in this period were students of literature, actively engaged in the social and political situations of their times. The Navya writers indeed made a significant contribution to Kannada literature. The Navya phase generated tremendous intellectual energy by questioning long-held tradition, culture, community life and individual choices.

After this, a phase followed recognized as Bandy phase- meaning 'protest'. Bandy literature is protest literature being the uprising phase of the seventies which gave literature a social consciousness. However, by the early nineties, the enthusiasm of the Navya and Bandy movements was out. The cultural and political world voiced out against social injustice but the literary output did not match its conviction. Except for Devanuru Mahadeva, the creative writing of this period lost its spark. It was only in the writings of writers like Chandrashekhar Kambar, U.R. Ananthamurthy, P. Lankesh, Girish Karnad, Srinivas Vaidya who have worked on the questions of ecological consciousness, questions concerning the survival of Kannada language, new faces of communalism, rampant corruption, social justice, etc. All these echoes, resonances and voices are adequately represented in P. Lankesh's 'Classmate'. P. Lankesh appa, popularly known as P Lankesh, is one of the famous personalities that Kannadigas claim as their own. He was a novelist, academician and film director and his strongest claim to fame was the Director of the tabloid, Lankesh Partike. He was born on March 8, 1935. Being a native of Konagahalli, a village in Karnataka's Shimoga district. After receiving his primary and secondary education at Konagahalli and Haranahalli, he moved to Shimoga to complete his education. After receiving his Master's degree at Mysore University, he returned to Shimoga and started his teaching career. A year after moving to Bangalore University as a teacher, he published his first collection of short stories under the title 'Kereya Neeranu kerege Chelli.' He also translated *Oedipus Rex* into Kannada. He won the National Award for Best Direction for movie 'Pallavi' which was an adaptation of his novel *Biruku*. He also starred in the films 'Samskara' and 'Pallavi' in prominent roles.

P Lankesh in 'Classmate' attempts to unravel the

labyrinths of a decadent feudal order governed by a dehumanizing caste-system. The existential predicament of a Dalit in the trap of caste politics and feudalism is projected by Lankesh and he seems to be very modern in his style and technique. Through his writings, The Kannada literary world woke up to the sensation that Dalit writers created through an idiom that was quite unfamiliar to mainstream writers. Issues that tormented the nation tormented this Kannada writer, P. Lankesh as well.

### Objective of the study

Untouchability and feudalism exist in India even today in the small villages of South India. A Dalit has no right to voice out in resistance against oppression of the high caste and class feudal lords- this problem is presented through a heart-touching and thrilling story 'Classmate' written originally as 'Sahapathi' by P. Lankesh. The writer is not only depicting the plight of a Dalit but also presents the shame and guilt of the doer of the injustice and exploitation which he inflicts on the poor untouchables under the spell of his position, monopoly and authority. The story is conveyed in first person narration. The narrator of the story is Bhagavan, a learned notable writer who used to be the classmate of Basavegowda, the owner and landlord of four villages- Kirumallige, Manavalli, Taraduru and Murji that he inherited from his forefathers. His order is the ultimate thing but in the very beginning of the story, he is found suffering from a mystic disease of haunted nightmares. The narrator, four decades ago classmate of the landowner is requested by S. Dyamappa, accountant of Basavegowda to have a visit and meet his master. He writes:

*"He informed me that you were revered Basavegowda's classmate that you shared the same bench while studying middle school in Ananadapura."* (Classmate 43)

On the grounds of humanity, he accepts the request and comes just to get dismayed at the condition of his friend who confesses to him:

*"I haven't slept in over twenty days. I just sit up throughout the nights. You know why.... The nightmare.....thousands of dark strangers strip me naked, tie me to a pole, force excreta down my throat, beat me up black and blue....thud...thud. They untie me, push me to the ground and kick me. They even dig my father from his grave and torture him...."* (Classmate 50)

### Representation of caste-system in India

'Classmate' attempts to uncover yet another dimension of man. It deals with the complex web of caste-class relationships, turbulences of feudal set up, power and

human desire. To the usual theme of resistance of the down-troddens, Lankesh brings the subtle dynamics involved in the reality of caste system in India. Instead of bringing in a binary of right and wrong, he gives a holistic view of a social reality that is rooted in the Indian mindscape for centuries. As per the Gramscian theory, social power operates throughout the cultural realm of society which integrates people into social networks of oppression and subordination. The notion of hegemony' is rooted in Gramsci's (1992) distinction between coercion and consent as alternative mechanisms of social power (p137). Coercion refers to the State's capacity for violence, which it can use against those who refuse to participate in capitalist relations of production. By contrast, hegemonic power works to convince individuals and social classes to subscribe to the social values and norms of an inherently exploitative system. Gramsci gives us an image of society in which the cultural realm is a central location for the exercise of social power. The same hegemonic system we witness in Kirumallige village. S. Dyamappa though being the village accountant follows the instructions of 'revered Basavegowda'. In words of the classmate, Bhagawan, the narrator:

*"Though a government employee, he seemed to be a staunch follower of Basavegowda."* (Classmate 44)

The narrator on his first meeting with Dyamappa felt: "Dyamappa belonged to Basavegowda's caste and that Basavegowda was quite a fellow." (Classmate 45) Basavegowda inherited four villages, seven hundred houses of Bedas and Kurubas, ten belonging to the upper caste Lingayats and hundred belonging to Harijans. But the irony is that since Basavegowda has come, no policeman, sub-inspector ever arrived in the villages as the whole control was under one thumb of 'revered Basavegowda'. If someone had to give an announcement or speech, it always used to be accompanied by the supervision of Basavegowda. This was the hegemony played in these villages as informed to the narrator who feels:

*Through his words it slowly became clear to me that Basavegowda with the four hundred forty families of his caste and the feudal authority he had inherited over generations, was able to keep the four villages firmly under his thumb- an insulated peace and away from the torments of civilization and freedom.* (Classmate 46)

It did not take enough time for the narrator to grasp who Basavegowda actually was. He was exactly the same person the narrator had been agitating against through his revolutionary writings.

*"In the colonies the economic infrastructure is also a superstructure. The cause is effect: you are rich because you are white, you are white because you are rich."* (The

## Wretched of the Earth 5)

Within this compartmentalized world, the colonized are subject to a hegemony that is material/economic as well as cultural and psychological. For thirty years of his reign, he did not open any school in any of the villages under his rule but only after getting influenced by the writing of his classmate, at last a school opened and a Holeyat teacher named Shivappa was appointed. Being a liberated thinker, he cooperated and consented the love between a Ligayat girl and a boy from Byada community who had to elope as inter-caste marriage was not allowed. The dispute ended only in a murder. This was the first time that police arrived in the village and arrested four-five people. Community people, the blind followers of Basavegowda, sensed that Shivappa was behind this and he was tortured brutally by Gowda's men because of his sense of freedom:

*"They beat up Shivappa, stripped his wife and paraded them through the village while continuing to punch them. No, there was no frenzy or anger. They only humiliated the couple in many ways and threw them inside their home... all the violence and humiliation happened in middle of the night anyway."* (Classmate 49)

Even at this, fire of anger did not slow down. Shivappa was kept as a hostage in his own home. Not an outsider was allowed to meet him. On fourth day of this incident also, he was again humiliated and beaten suspecting that he put the fire on the temple. He was solely considered responsible for all misfortunes and loss of mental peace of the whole community. But the mental peace of Basavegowda was lost forever. Under the impact of *Tragedy of Castes* written by the narrator, he realized the plight of caste society. After getting exposed to new horizons of freedom, revolution and equality discussed by the writer in his works, he had this inner guilt of what he did to Shivappa. As he confesses to his classmate:

*"Sometimes I wondered as to what would have happened had I not read these books. Yet I read them twice, thrice, many times. The more I read, the more I felt bad...."* (Classmate 50)

**Guilt beyond diagnosis**

In such a pathetic situation of his classmate who was having guilt ridden conscious, narrator wanted to help his friend anyhow. Though knowing that he was the every one in four village, nothing changed in the village in last thirty years and even nothing will change in years to come if situation remains the same. People will go on bearing oppression and subjugation perpetuated by feudal, caste and class hegemony unquestioningly. But we all know that the role of power is dispersive and

identity is not substantiality produced by power and in turn, resistance is not opposed to power, rather consequence of the disjunctive nature of power relations.

*"Marriages, festivals, animal sacrifices, car festivals-everything would happen his way, for he was the government...suddenly I heard something fall."* (Classmate 51)

Bhagavan, the narrator and the classmate of Basavegowda wanted to soothe his friend. He went to meet Shivappa and found out that he was nowhere connected to the elopement of the boy and the girl but still he had to pay a lot for this. He still had many wounds on his body and his wife was moaning from inside the house. They perhaps could never forget the shame and brutality inflicted on them.

After visualizing the pathetic reason behind his friend's sleepless condition and in order to appease his classmate, He suggested to his friend:

*"You should cleanse your body and mind. If you listen to me, some dirt may wash away...."*

And he got ready to wash the feet of a Dalit but only in seclusion where no one else could see him. He did the same with his trembling hands, after washing the feet of a Holeyat, Joni, he decorated them with vibhuti, sandal paste, flowers and also sang aarti but his mind was still unable to harmonize with his physical action that was the reason that the next morning, he went out to rape Joni's wife as a reaction of his frustration and anger. He and Dyamappa kept it as a secret from the narrator who felt that perhaps Gowda had some sleep as he seemed to be liberated from the shackles of his pain and guilt ridden conscience but:

*In the deep darkness of the human mind, there are a hundred, nay thousands of stories. Not satisfied with what he has eaten, the sex he had and having grown old, a man is entangled and rooted deeply with the establishment he has built, incidents he was part of, his ego, his inferiority complexes...for him revenge, remorse, challenges are inevitable....* (Classmate 55)

After this, Gowda seemed to suffer more than previously. This time, narrator convinced him to wash the feet of Shivappa in public whom he humiliated without any reason. People from four villages were announced to be assembled to see his guilt and remorse face to face. Gowda performed the same rituals what he did towards Joni in seclusion. He also embraced Shivappa but he felt so vengeful, remorseful, shameful that he collapsed after his last and final confession to his classmate which he would announce in the public as well:

*"Do you know where I and Dyama had been to last night?"*

*To rape Joni's wife. I am sorry to say, my friend.*"  
(Classmate 57)

## CONCLUSION: DECENTRALIZATION OF POWER

Thus, we can say that he was beyond any psychological diagnosis. Even after acknowledging his guilt and maintaining it severely was redoubling his guilt and painful insight. Washing the feet of Dalit even could not redeem such an immoral, autocratic being. Gowda's death was like the death of the God of the village but it was the need of the hour. No doubt, people mourned his death for long but this was only how the centre could be shattered. It always takes time to get things upside down. In the end, we find a totally different picture of Kirumallige village through the letter of Dyamatta:

*"A new school has started away in Murji village...Joni's wife eloped with someone. Shortly, Kirumallige village is going to have a police station."* (Classmate 58)

To sum up, the root cause for subordination of Dalits is that they do not have proper space as it is always controlled and regulated by high caste/class people. Space is not a passive entity but it is invested with power as all the dwellers of four villages are voiceless and speechless denigrated souls because of the over-control of Gowda and his men. Their each and every activity is controlled and supervised by him. They do not have a school as the feudal lord has no kids. Shivappa cannot voice out without seeking prior permission from Gowda. Joni's wife is raped and made a scapegoat to vent out the vengeance and remorse of a high class/caste man. Environmentalists, cops cannot enter into Kirumallige preventing any chance of freedom and education. Shivappa and his family are kept as hostages in their own home allowing not going out of the inherent power structure of Kirumallige. Power is also related to the physical body of the Dalits. Body is the primordial symbol of human being through which the self appears to the world. It is through which the self-identity is perceived and constructed. Body is the crucial link between the self-identity and the social identity. Power exercised over the Dalits is the power over his body as here in the case of Shivappa, his body is assaulted by brutal beatings and humiliation. The scars and wounds on his body are actually carved on his mind and soul which will last till the end of their lives. If upper castes rob the Dalits of their clothes, they try to rob them of their sense of self-worth and social respectability. They are also deprived of access to material resources, cultural resources like education. In this scenario, the multi-faceted subaltern culture of the land has been unraveled in Dalit literature

by critiquing, debating, eulogizing and romanticizing. The voices are more authentic and will certainly influence the society in this transitional period of building postmodern India which dreams to have a casteless society. Thus, I would like to conclude with the theoretical framework of Michel Foucault who prompts us to analyze how power is exercised. He argues that power is employed and exercised through.

A net-like organization... individuals are (thus) the vehicles of power, not its point of application. Individuals are not passive, inert entities who are simply at the receiving end of power...power is never localized, here or there, never in anybody's hands, never appointed as a commodity or piece of wealth. (Foucault 1980).

## Conflict of Interests

The author has not declared any conflict of interest.

## REFERENCES

- Lankesh P (2010). "Classmate". Translated by Sanath Kumar. *Sirigannada: Contemporary Kannada Writings* edited by Vivek Shanbhag. Chennai: Tranquebar Press: Westland Ltd. (All references have been cited from this collection)
- Gramsci A (1992). *Prison Notebooks: Volume I*. Translated by J.A. Buttigieg. New York: Columbia University Press.
- Fanon F (1967). "The Fact of Blackness." From *Black Skin, White Masks* (trans. Charles Lam Markmann) New York: Grove Press. Eds. Bill Ashcroft, Gareth Griffiths and Helen Tiffin. *The Post-Colonial Studies Reader*. 2006. USA: Routledge.
- Foucault M (1980). *Power/Knowledge: Selected Interviews and Other Writings 1972-77*. London: Harvester Press.

## Citations

- Ahmad I (2010). *Dalit Assertion in Society, Literature and History*. New Delhi: Orient Black Swan.
- Bauman Z (2004). *Identity: Conversations with Benedetto Vecchi*. Cambridge : Polity Press.
- Bauman Z (2004). *Wasted Lives: Modernity and its Outcasts*. Oxford: Polity Press.
- Bauman Z (2005). *Liquid Lives*. Cambridge: Polity Press.
- Chinnaswamy Mudnakudu (2014). "A History of Kannada Dalit Literature- An Overview." *Muse India*. Issue 53: Jan-Feb.
- Fanon, Frantz. 2004 (1963). *The Wretched of the Earth*. Translated by R. Philcox. New York: Grove Press.
- Foucault M (1997). "The Punitive Society", in *Ethics, Subjectivity and Truth*, ed. P. Rabinow. New York: The New Press, p. 23-38.
- Hill, Stuart. "The Work of Representation". *Representation: Cultural Representations and Signifying Practices*. ed. Stuart Hill. 1997. London: Sage Publications. P. 1-13.
- Naik CD (2005). *Thoughts and Philosophy of Dr B.R. Ambedkar- Dalit Literature*. New Delhi: Sarup and Sons.
- Wilfred Felix (2007). *Dalit Empowerment*. Cambridge Press: Delhi.



# International Journal of English and Literature

## Related Journals Published by Academic Journals

- African Journal of History and Culture
- Journal of Media and Communication Studies
- Journal of African Studies and Development
- Journal of Fine and Studio Art
- Journal of Languages and Culture
- Journal of Music and Dance

**academicJournals**