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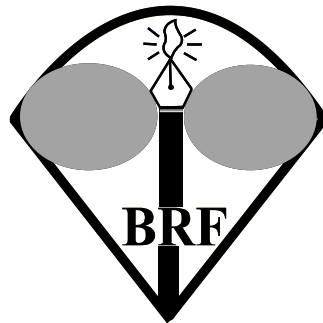
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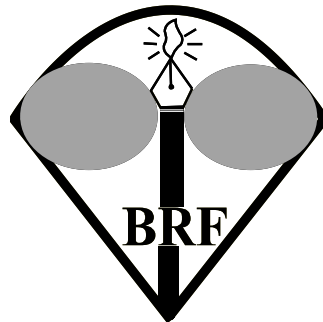


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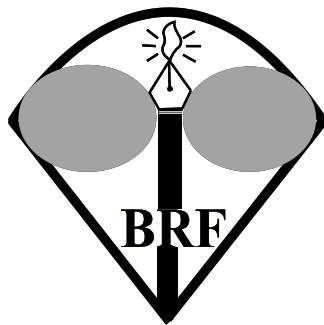
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Importance of Cultural Awareness for Successful Intercultural Communication

Dr. Bakr Bagash Mansour Al-Sofi¹

Abstract

Being aware of cultural differences is an important factor for successful intercultural communication. In Arab countries, there are a lot of foreigners from different cultures working and doing business in diverse fields, including education. It is observed that there is a kind of failure in communication between foreigners and Arab people (Arabic speakers). Yet, identifying the importance of being aware of the cultural differences for successful communication remains elusive. Hence, the researcher was motivated to highlight and give due consideration to the importance of raising cultural awareness for successful intercultural communication and for avoiding misunderstanding and tension. This paper is drawn on Hofstede's cultural dimensions of individualism/collectivism, power distance, uncertainty avoidance and masculinity/femininity. These dimensions are also applied to the Arab context, including the educational settings. This paper brings to light the importance of being aware of cultural differences as it is fundamental when people interact with others from different cultures. This study elucidated that communicators in different intercultural settings need to be open-minded, flexible and respect other cultures and be aware of the cultural differences in order to achieve successful communication.

Keywords: Culture, Cultural Awareness, Intercultural Communication, Hofstede's Dimensions

Introduction

In today's world, modernization has increased human mobility and extended contacts with people from different cultures. In other words, intercultural communication has become one obvious feature of globalization. Zhang (2011) confirms that "people have differences in cultural backgrounds, living patterns, educational, political and economic conditions, even hobbies and characters, so there exist all kinds of problems and difficulties in intercultural communication" (p. 49). For this reason, it is not surprising to find that people have faced numerous difficulties and obstacles in understanding one another while communicating in different contexts. Misunderstanding occurs when behavior is considered appropriate in one culture and inappropriate in the other. The rationale behind this study is that managing diversity is an issue that needs to be highlighted. Taking this issue into account, people have become increasingly aware of the need to be culturally aware of other people's behaviors and their cultures.

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No one can overlook the inseparability of language and culture and the importance of both for successful communication. In this sense, for confirming this fluid and dynamic relationship of language and culture, many scholars such as Byram's (1997) hyphenated term 'language-and-culture', 'linguaculture' (Kramsch, 1993), and 'languaculture' (Agar, 1994; Risager, 2005) formulate these terms to represent interrelatedness of language and culture. They also suggest that the culture of the language should be taught alongside its language.

At the same time, language competence as a prerequisite and cornerstone of intercultural communication cannot be ignored, but it is not sufficient for successful intercultural communication. Successful intercultural communication involves more than linguistic fluency or competencies. Cultural fluency including a range of other skills, attitudes and knowledge associated with multilingual and multicultural communication are needed as well. These skills, attitudes and knowledge have been called intercultural awareness. Moreover, sometimes cultural differences that lead to misunderstanding and conflict are not tolerable and matter more than linguistic differences. Therefore, the scope of this paper is to pay more attention to the cultivation of cultural awareness rather than linguistic awareness or competence.

Understanding Culture

In the context of cultural awareness and before plunging into understanding it, communicators should recognize what culture refers to. For this purpose, culture is a general term that is "difficult to define" (Samovar, Porter & McDaniel, 2010, p. 23) since there are countless ways to define it. There is a large body of literature on culture and it may not be an exaggeration to say that the number of the definitions of culture is equal to the number of the scholars themselves in that everyone has his/her own way of defining it, depending on the research field and the purpose of that research. The simple definition of culture is that it is a complete way of life and "software of the mind" (Hofstede, Hofstede, G. J. & Minkov, 2012).

More important, the question that should be raised in this paper is not what culture is, but what culture does when communicating with people from other cultures. In its broadest sense, culture is a set of beliefs, values, norms, customs, traditions, attitudes, and behaviors that are transformed from one generation to another and that distinguish one group from the others. According to Samovar and Porter (2003), culture is "the deposit of knowledge, experience, beliefs, values, attitudes, meanings, social hierarchies, religion, notions of time, roles, spatial relationships, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving" (p. 8). In the same way, Samovar and Porter (2003) mention the possible aspects of life where culture is present. They consider culture to be developed in the course of generations and relate it to the common history. Furthermore, it supposes that culture is acquired through an enculturation process (i.e., not inherited).

In view of the fact that there are numerous definitions of culture, the characteristics of culture are highlighted in this paper in that they are clear and can lead people to realize what culture is and how it influences the behaviors and ways of communicating with others who are culturally different. Samovar, Porter, and Stefani (1998) identify many characteristics of culture in that it is learned, transmitted from

generation to generation, based on symbols, subject to change, integrated, ethnocentric, and adaptive. These characteristics are at the core of the term 'culture'. For successful communication, it is crucial to be aware of these indisputable characteristics.

The Influence of Culture on the Communication Process

Culture cannot be ignored in the field of intercultural communication since it has a pervasive influence on the communication process. It shapes behaviors, perceptions, attitudes, and in general, ways of life. Therefore, it seems reasonable to make the most of culture as it is one of the vital components of intercultural communication. Hall (1959), as the most influential figure in the field of intercultural communication, confirms that “there is not one aspect of human life that is not touched and altered by culture” (p. 169). It is not surprising to find that people from different cultures have their own cultural perceptions, beliefs, values and social customs which greatly determine their communicative way. In this regard, realizing that all are shaped by our cultural backgrounds is the first step in cultural awareness.

According to Jandt (2004), intercultural communication “requires understanding dominant cultural values and understanding how our own cultural values affect the way we perceive ourselves and others” (p. 208). Therefore, in response to the ever-increasing demands of the 21st century, cultural awareness is widely acknowledged and highly appreciated in order to live and work successfully in the present global society, as “the future promises even greater interconnectivity, requiring increased cultural knowledge and language abilities” (Samovar et al., 2010, p. 2). Intercultural communication is of a great value to every individual who aspires to be successful, particularly for those who work in different international contexts in that it can establish productive contacts and reduce misunderstandings. Consequently, recognizing cultural differences and being aware of the culture-related influences help us to be competent communicators.

Hofstede’s Cultural Dimensions

Cultures tend to vary along a number of dimensions and Hofstede’s cultural dimensions are probably the most extensive intercultural study. These dimensions affect values, beliefs, attitudes, and behaviors. Hofstede (1980) used an inductive technique to analyze the cultural patterns of many different cultures. He developed dimensions of cultural variability that can be used for studying cultural differences: individualism/collectivism, power distance, uncertainty avoidance, and masculinity/femininity. It was among the most influential works on the values dimension of cultural difference. Gudykunst and Kim (1997) state that when “communicating with people from other cultures, we can use the dimensions of cultural variability to develop a preliminary understanding of the real differences between our culture and another culture” (p. 263). It denotes that cultural patterns identify the relationship between culture and communication. They play the role of a starting glimpse for people to catch a great deal of knowledge about other cultures and then about their own. In this regard, others’ cultural values can be perceived as mirrors through which they reflect ours. Therefore, people need to develop a deep understanding of these cultural differences to be able to communicate successfully in intercultural situations. Gudykunst and Kim (1997) point out that Hofstede’s dimensions of cultural variability:

provide ways to understand how communication differs across cultures, even if we do not have information about specific cultures. If we meet people from another culture, for example, and we do not know their cultural background (or we know the culture, but do not have any information about it), we can make reasonable interpretations of their behavior if we understand the dimensions of cultural variability. (p. 54)

Consequently, as this paper is about the importance of being aware of cultural differences in intercultural situations, it requires taking into consideration cultural differences that other people can have. These factors are important in determining both how to communicate and how to interpret and react to others' messages.

Individualism-collectivism

Individualism–collectivism dimension refers to the extent a culture values individual autonomy as opposed to collective teamwork. People in collectivistic cultures are mostly known by their group or family names and not necessarily by their personal achievements, whereas people in individualistic cultures are mostly defined by their own personal accomplishments. Matsumoto (2000) highlights that individualism-collectivism dimension refers to:

the degree to which a culture promotes individual needs, wishes, desires, and values over group and collective ones. Individualistic cultures encourage their members to become unique individuals; hierarchal power and status differences are minimized, while equality is emphasized. Collectivistic cultures stress the needs of a group; individuals are identified more through their group affiliation than by individual position or attributes. (p. 407)

In individualistic cultures, “people are supposed to look after themselves and their immediate family only,” while in collectivistic cultures, “people belong to ingroups or collectivities which are supposed to look after them in exchange for loyalty” (Hofstede & Bond, 1983, as cited in Gudykunst & Kim, 1997, p. 56). This denotes that people in individualistic cultures think of themselves and their own benefits. Their life is a kind of competition, while collectivistic people's life as a kind of cooperation with other ingroup persons. Individualism values self-reliance, equality, and autonomy of the individual, while collectivism values group effort and harmony. Table 1 below shows the main differences between individualism/ collectivism cultures.

When applying these cultural dimensions to the Arab countries, the differences with Western cultures can be recognized. The researcher can say that the Arab countries are generally collective in which the group predominate and that they work together for the group. The family and tribe are highly honored and respected and they are the basis of the social structure and people in these counties take their responsibilities to their family quite seriously. This loyalty influences all aspects of an Arab's life. Moreover, the individual derives a social network and assistance in times of need from the family. Moreover, developing a polite and personal relationship is important in the Arab context, as relationships are paramount, even more important than tasks.

In classroom settings, according to Lustig and Koester (2003), “students from individualistic cultures are likely to ask questions of the teachers; students from collectivist cultures are not” (p. 127). This implies that in individualistic cultures students are usually encouraged to ask questions and participate in the classroom. By contrast, in collectivistic cultures students are mostly concerned with listening, taking notes and rarely participating or asking questions.

Individualist societies	Collectivist societies
<p>At the work place: Same value standards apply to all: <i>universalism</i></p> <ul style="list-style-type: none"> • Other people seen as potential resources • Task prevails over relationship • Calculative model of employer-employee relationship 	<p>Value standards differ for in-group and out-groups: <i>particularism</i></p> <ul style="list-style-type: none"> • Other people are seen as members of their group • Relationship prevails over task • Moral model of employer-employee relationship
<p>At school:</p> <ul style="list-style-type: none"> • Permanent education • Learn how to learn 	<ul style="list-style-type: none"> • Learning is for the young only • Learn how to do

Table 1. Cultural Differences according to Individualism/ collectivism Dimension

Power distance

The second pattern of Hofstede’s cultural dimensions is power distance. Power distance refers to human inequality and how power is accepted in a society. It refers to the fact that in various cultures people react differently to status differences and social power. Hofstede (1997) defines power distance as “the extent to which less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally” (as cited in Jandt, 2004, p. 195; Nueliep, 2006, p. 76). In this sense, for successful and effective communication, it is essential to understand power distribution in intercultural settings.

Hofstede (1980) illustrates that while many cultures declare and even legislate equality for their members, all cultures must deal with the issue of human inequality. He categorizes cultures as possessing either high- or low-power distance. Cultures with low-power distance emphasize that inequalities among people should be minimized and that there should be interdependence between less and more powerful people, whereas in high-power-distance cultures, inequalities among people are expected in that less powerful people are dependent on powerful ones.

Understanding strangers’ status in role relationships is useful, particularly those involving different degrees of power or authorities. People from high-power-distance cultures, for example, rarely question their superiors’ orders. They expect to be told what to do and how to do it. People in low-power-distance cultures, in contrast, “do not necessarily accept superiors’ orders at face value; they want to know why they should follow them” (Gudykunst & Kim, 1997, p. 73). Therefore, when people from different cultures interact, misunderstanding is likely to happen unless there is an understanding of each other’s power. To the researcher's knowledge,

understanding power-distance dimension helps us in perceiving its effects on our way of communicating with others in intercultural contexts.

Similar to individualism-collectivism dimension, according to Gudykunst and Kim (1997):

low and high power distance tendencies exist in all cultures, but one tends to predominate. Cultures in which high power distance tends to predominate include, but are not limited to, Egypt, Ethiopia, Ghana, Guatemala, India, Malaysia, Nigeria, Panama, Saudi Arabia, and Venezuela. Cultures in which low power distance tends to predominate include, but are not limited to, Austria, Canada, Denmark, Germany, Ireland, Israel, New Zealand, Sweden, and the United States. (p. 73)

In this regard, Neuliep (2006) makes a balance when he asserts that “to some extent, a certain degree of power distance is essential if cultures are to survive. Legitimate power is a necessity of civil life” (p. 82). Based on this idea, it can be elicited that both African and Asian cultures maintain hierarchical role relationships characteristic of high power distance.

Likewise, according to Scollon and Scollon (2001),

hierarchical relationships are more readily observed in Asian cultures than in Western cultures. In social interactions most Asian students are conscious of ‘who is older and who is younger, who has a higher level of education, who has a lower level, who is in a higher institutional or economic position and who is lower, or who is teacher and who is student’ (p. 81).

Therefore, awareness of these differences leads to successful communication, especially when moving from one culture to another. Table 2 below clarifies the cultural differences according to power distance dimension.

In the Arab context, it can be emphasized that hierarchy and authority are important throughout the Arab world in which fathers/elders dominate and age and knowledge are highly honored. The oldest or most senior person, for example, should be respected and addressed first during any personal meeting or activity.

When applying power-distance dimension to the educational settings, it means discussing the relationship between the teacher and the student. Hofstede argues that in low-power-distance schools, teachers expect a certain amount of initiative and interaction with students. In class, students are expected to ask questions and perhaps challenge their teachers. In high-power-distance cultures, on the contrary, teachers are highly respected and honored. According to Samovar et al. (1998), “in schools that are characterized by high-power-distance patterns, children seldom interrupt the teacher, show great reverence and respect for authority, and ask very few questions” (p. 71). Moreover, in high-power-distance cultures, teacher’s role is emphasized as an information provider or transmitter of knowledge rather than a facilitator, which is approved in low-power-distance cultures (Saxena, 2010).

Low power distance societies	High power distance societies
<p>At work place:</p> <ul style="list-style-type: none"> • Hierarchy means an inequality of roles, established for convenience • Subordinates expect to be consulted • Ideal boss is resourceful democrat 	<ul style="list-style-type: none"> • Hierarchy means existential inequality • Subordinates expect to be told what to do • Ideal boss is benevolent autocrat (good father)
<p>At school:</p> <ul style="list-style-type: none"> • Student-centered education (initiative) • Learning represents impersonal "truth" 	<ul style="list-style-type: none"> • Teacher-centered education (order) • Learning represents personal "wisdom" from teacher

Table 2. Cultural Differences according to Power-distance Dimension

Uncertainty avoidance

Uncertainty avoidance is the third of Hofstede’s cultural dimensions. It refers to how certain cultures adapt to change and cope with uncertainties. How much a culture avoids uncertainty becomes a measure of cultural anxiety or fear with respect to unpredictable events. It can be defined as the degree to which the members of a culture feel threatened by and afraid of uncertain or unknown situations. Hofstede (1980) made the picture clear when he states that:

in comparison with members of low uncertainty avoidance cultures, members of high uncertainty avoidance cultures resist change more, have higher levels of anxiety, have higher levels of intolerance for ambiguity, worry about the future more, see loyalty to their employer as more of a virtue, have a lower motivation for achievement, and take fewer risks. (p. 71)

High-uncertainty-avoidance cultures value stability and resist change because they perceive ‘what is different as dangerous’, while low-uncertainty-avoidance cultures value change, risk-taking and they perceive ‘what is different as curious’.

In the same way as in power-distance, Gudykunst and Kim (1997) confirm that:

different degrees of uncertainty avoidance exist in every culture, but one general tendency is predominant. Cultures that tend to be high in uncertainty avoidance include, but are not limited to, Egypt, Argentina, Belgium, Chile, France, Greece, Guatemala, Japan, Korea, Mexico, Peru, Portugal, and Spain. Cultures that tend to be low in uncertainty avoidance include, but are not limited to, Canada, Denmark, England, Hong Kong, India, Jamaica, Sweden, and the United States. (p. 72)

Perhaps no surprise that high uncertainty avoidance tends to go with collectivism and high power distance, while low uncertainty avoidance goes with individualism and lower power distance. In the Arab context, the uncertainty avoidance dimension is also applicable in which people in collectivistic cultures fear and try to avoid change.

Table 3 below summarizes the main differences between low- and high-uncertainty avoidance cultures.

In low-uncertainty-avoidance cultures, students are comfortable with open-ended learning situations and enjoy classroom discussion. On the other hand, in high-uncertainty-avoidance cultures, students are most comfortable in structured environments. The teachers are supposed to have all the right answers (Hofstede, 1980). Jandt (2004) adds that “students from high uncertainty avoidance cultures expect their teachers to be experts who have all answers. On the other hand, students from low uncertainty avoidance cultures accept teachers who admit to not knowing all the answers” (pp. 198-199).

Low uncertainty avoidance societies	High uncertainty avoidance societies
<p>At the work place:</p> <ul style="list-style-type: none"> • Dislike of rules - written or unwritten. • Less formalization and standardization. 	<ul style="list-style-type: none"> • Emotional need for rules - written or unwritten. • More formalization and standardization.
<p>At school:</p> <ul style="list-style-type: none"> • Students comfortable with: <ul style="list-style-type: none"> - Unstructured learning situations - Vague objectives - Broad assignments - No time tables • Teachers may say "I don't know". 	<ul style="list-style-type: none"> • Students comfortable with: <ul style="list-style-type: none"> - Structured learning situations - Precise objectives - Detailed assignments - Strict time tables • Teachers should have all the answers

Table 3. Cultural Differences according to Uncertainty Avoidance Dimension

Masculinity-femininity

Masculinity-femininity dimension focuses on gender issues at the cultural and individual levels. It refers to the way that cultures prefer assertiveness and achievement (masculinity) to nurturance and social support (femininity). In high masculinity cultures, women are supposed to stay at home nurturing, caring for children, and doing all other housework. On the contrary, men are supposed to perform the outside work and spend money for the family, so it is not surprising to find fewer women in masculinity-culture labor force. In femininity cultures, on the other hand, women are empowered to do what men do outside home and have the same rights and duties as men. Consequently, it is not a matter to find many women working side-by-side with their partners, men, in the labor force. Table 4 below sheds light on the main differences between masculinity-femininity dimension regarding the workplace and educational context.

In some Arab countries, culture imposes distinct roles based on gender in society in which the man dominates in the life and can do all the things outside or/and at home. In the same way, public activities are strictly separated by gender. Therefore, people should be aware of how to relate to opposite sex colleagues and counterparts. Generally speaking, Arab society is dominated by males at least in public.

When applying Hofstede’s masculinity/femininity dimension to educational settings, we mean measuring the possibility or the ability of people from the opposite sex to work or interact with each other and with strangers or acquaintances. For

instance, in some masculinity cultures it is culturally unacceptable for a woman to work and/or interact with a foreigner or acquaintance without any demeaning or criticism from people or without losing her social status in the society. Due to social considerations, in some Arab countries, co-education is seldom found in schools and universities in which males are taught separately from females.

Gudykunst and Kim (1997) affirm that both masculinity and femininity exist in all cultures but one tendency tends to predominate. They point out that “cultures in which masculinity tends to predominate include, but are not limited to, Austria, Italy, Jamaica, Japan, Mexico, Switzerland, and Venezuela. Cultures in which femininity tends to predominate include, but are not limited to, Chile, Costa Rica, Denmark, Finland, Netherlands, Norway, and Sweden. The United States falls in the middle on this dimension” (pp. 73-74).

Masculine cultures	Feminine cultures
<p>At the work place:</p> <ul style="list-style-type: none"> • Assertiveness appreciated • Oversell yourself • Stress on careers • Decisiveness 	<ul style="list-style-type: none"> • Assertiveness ridiculed • Undersell yourself • Stress on life quality • Intuition
<p>At school:</p> <ul style="list-style-type: none"> • Best students are norm • System rewards students' academic performance • Student's failure at school is disaster 	<ul style="list-style-type: none"> • Average student is norm • System rewards students' social adaptation • Student's failure at school is relatively minor accident

Table 4. Cultural Differences according to Masculinity/Femininity Dimension

Martin and Nakayama’s (2004) dialectical approach examined Hofstede’s dimensions and found that these dialectics (individualism/collectivism, power distance, uncertainty avoidance and masculinity/femininity) are not opposites but rather exist in all cultures to varying degrees (Gallois & Callan, 1997; Gudykunst & Kim, 1997; Gudykunst & Lee, 2002; Ting-Toomey, 1999). Martin and Nakayama (2004) point out that “the cultural-individual dialectic reminds us that these value orientations [individualism-collectivism, power-distance, uncertainty avoidance, and masculinity-femininity] exist on a continuum and are all present, to a greater or lesser extent, in all societies” (p. 96). Furthermore, Neuliep (2006) states that “no culture is purely and absolutely individualistic or collectivistic, for example. Instead, a culture may be more individualistic or more collectivistic than some other cultures” (p. 44). Therefore, people need to keep in mind that Hofstede’s dimensions complement each other. Triandis notes that “members of collectivist cultures may practice individualistic tendencies while members of individualistic cultures may value collectivist ideals” (as cited in Neuliep, 2006, p. 49). The static-dynamic dialectic of intercultural communication highlights the ever-changing nature of culture and cultural practices and underscores the tendency to think about these things as constant (Martin & Nakayama, 2008). This denotes that any culture is in a state of constant transition and that these patterns are perceived as a starting key point for helping to get knowledge about other cultures.

In Neuliep's (2006) words, "in order to be perceived as culturally knowledgeable, minimally one should have some comprehension of the other person's dominant cultural values and beliefs. In addition, one should know whether the person is from an individualistic or collectivistic, high- or low-context, high or low power distance, or high- or low-uncertainty-avoidant culture" (p. 446). Therefore, knowing and understanding differences among cultures help to develop the fund of knowledge that is a prerequisite element of successful communication.

Understanding Cultural Awareness

As culture is the foundation stone of any intercultural communication research, cultural awareness is the basis of successful intercultural communication. Several terms from diverse perspectives are used interchangeably with the term intercultural awareness such as: "cross-cultural capability", "cross-cultural skills", "cross-cultural competence", "cross-cultural awareness", "inter-cultural studies", "intercultural communication", "intercultural effectiveness", "intercultural awareness" and "intercultural communicative competence". In this study, the term "intercultural awareness" is used.

Buckley, Clegg & Tan (2006) understand cultural awareness "as the degree of knowledge about the way of thinking and behaving of people from a different culture" (p. 275). Similarly, Tomalin and Stemplesk (2013) use the term 'cultural awareness' to describe "sensitivity to the impact of a culturally-induced behavior on language use and communication" (p. 5). Cultural awareness is about the ability of becoming aware of our cultural values, beliefs and perceptions and that of others. It is an essential skill of cultural competence. Being interculturally aware means being open and flexible in accepting the similarities and appreciating the differences that exist in different cultures and employing this openness and flexibility for successful and effective communication in different intercultural contexts.

In spite of the variety of terms, some common features of intercultural communication awareness can be realized. First, the influence of culture on human behavior is strongly signified in the definitions. Second, the importance of recognition of differences between cultures is highlighted (Zhang, 2011).

Raising cultural awareness encourages communicators to take into account both the positive and negative aspects of cultural differences. In this sense, it is important to gain a better understanding of cultural diversity in that it has both positive and negative aspects and this is an advantage rather than a disadvantage as it was mentioned in the Holy Qur'an "People, We have created you from a male and a female, and made you into nations and tribes that you might know one another" (The Apartments -Al-Hujurat, verse 13). This refers that there are no good or bad cultures but rather there are different cultures. This diversity should then be believed in and understood, and never underestimated. Therefore, people need to go a step further and believe in the differences among nations and cultures and be aware of them.

As mentioned above, culture resides in each individual and always accompanies him/her wherever they go. Therefore, being aware of cultural influences helps in communicating successfully and avoiding the 'stumbling blocks' that lead to communication breakdown. Such awareness and understanding are becoming increasingly important as a result of globalization in which the world has become a

small 'global village' in which communicators unavoidably find themselves engaged in intercultural communication in multifarious contexts, either face-to-face or virtually using different electronic means. On this basis, it can be confirmed that the future depends on the ability to be productive members, culturally aware and globally competent citizens who understand how other people think with non-judgmental attitude to other people and their cultures. For a successful communication, communicators should come up with appreciating similarities, accepting cultural differences and being aware of these differences. Instead of assuming, finding out the appropriate behaviors for different people from different cultures is essential.

Raising Intercultural Awareness

When people of two different cultures interact, cultural fluency is the appropriate application of respect, empathy, flexibility, patience, interest, curiosity, openness, the willingness to suspend judgment, tolerance for ambiguity, and sense of humor (Inoue, 2007). In this regard, Inoue (2007) comes to the conclusion that the following skills constitute cultural fluency and are essential to become successful global players:

- *tolerance of ambiguity* (the ability to accept lack of clarity and to be able to deal with ambiguous situations constructively)
- *behavior flexibility* (the ability to adapt own behavior to different requirements/situations)
- *knowledge discovery* (the ability to acquire new knowledge in real-time communication)
- *communicative awareness* (the ability to use communicative conventions of people from other cultural backgrounds and to modify own forms of expression correspondingly)
- *respect for otherness* (curiosity and openness, as well as a readiness to suspend disbelief about other cultures and belief about own cultures)
- *empathy* (the ability to understand intuitively what other people think and how they feel in given situations)

Fei (2015) affirms that for a better understanding of today's issues and finding ways to manage them is that "we must go beyond our present ways of thinking to reach a higher level of understanding of both our own and others' cultures" (p. 26). Only when communities, people, nations, and different civilizations arrive at some kind of common understanding will be relative peace and harmony. This is the unavoidable challenge as globalization proceeds. Fei goes a step further and proposes "each appreciates its own best, appreciates the best in others, all appreciate the best together for the greater harmony of all" (p. 26). He also points out the way to attain cultural fluency through "appreciating the best together" includes not only one's attitude toward oneself but also appreciation and respect for others, and if we could really achieve this, there would be harmony between different cultures and nations and thus lasting "harmony within diversity" (p. 27). For the communication to run more smoothly, it is imperative to cultivate awareness of and sensitivity to the cultural differences and to keep a keen eye on the abovementioned steps.

Conclusion

In the light of the previous discussion, it is clear that Hofstede's cultural patterns play a great role in helping people to recognize cultural differences. According to Schmidt, Conaway, Easton, and Wardrope (2007), "Hofstede's findings

provide a powerful explanation for understanding cultural similarities and differences” (p. 28). Gudykunst and Kim (1997) state that “by understanding where strangers’ cultures fall on the various dimensions of cultural variability guiding their behavior, we can increase our ability to interpret and predict their behavior accurately, thereby decreasing the likelihood of misunderstanding” (p. 83). That is to say, understanding others’ cultures and comparing and contrasting them with one’s own can lead to a successful communication.

For smooth communication, communicators should keep themselves up to date as best they can and to get feedback since everything is at hand, starting with face-to-face contact, mass media and ending with surfing the Internet. Since they are ‘programmed’ by their cultural influences, they need to step outside of their cultural boundaries in order to realize the impact of culture on the way of communication with others. Generally speaking, the remedy to communication failure and misunderstanding is to raise cultural awareness and develop curiosity towards other cultures and our own.

As a matter of fact, English is used as a lingua franca, so it is obviously difficult if not impossible to be an expert or knowledgeable in every culture as there are countless mainstream cultures, co-cultures and subcultures. Instead, cultural awareness is essential and leads to identify the differences and deal with them carefully and sensitively. Communicators need to do their best in order to master rich and generous knowledge of different cultural backgrounds.

Another point that should be kept in mind is that it is not the researcher’s intention to stereotype or underestimate any culture because prejudice and stereotypes are considered ‘stumbling blocks’ in intercultural communication. Rather, these cultural dimensions play a starting-point role and give communicators some hints about other cultures that they understand and then gradually acquire specific knowledge. They should become aware that this classification offers them simple guidelines about a country or culture for knowledge and appreciation.

To conclude, it can be said that developing cultural awareness does not stop at a specific stage. Rather, it is a non-stop and ongoing process since human brain is an ‘open system’ that acquires new useful updates. What can be done is to gradually improve cultural awareness through learning and getting rich and generous cultural knowledge of different nations.

The conclusions drawn in this paper are based on the researcher’s personal observation and experience. Therefore, the researcher would recommend carrying out further research on this topic with more details in order to come up with more elaborate conclusions.

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English Language Teaching and Learning Programme (ELTLP) in the Kingdom of Saudi within the Broader Perspective of Testing and Evaluation

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Abstract

English language teaching / learning either in a monolingual or multilingual country has always been a bone contention among scholars since decades. The intricacies in the foreign language teaching initiated healthy discussions in the past. The conclusive deliberations of academia guide us the need to re-evaluate the on-going language education programme (LEP) within the domain of testing and evaluation. This will help us to find out the lacunae and will consequently ensure the better functioning of a language evaluation system in a country. In this global era, the teaching and learning a foreign language should be looked upon as its most valuable resource in the national growth. English is now a lingua franca in the entire world. The present study discusses in detail the issues and factors that are generally responsible for the conditions that become hurdles on way to the progress of the foreign language educational programme in a country. The purpose of this study is to provide an overview of some of the key issues and challenges related to language evaluation. The study is basically intended to draw the attention of policy makers, curriculum planners, syllabus framers, linguist, educationists, text book writers about the significance of testing and evaluation. It is hoped that the author's viewpoints, arguments, concluding remarks and suggestions would be in the wider interest of the country.

Keywords: Testing, Evaluation, Educational Objectives, Material Evaluation Assessment, Curriculum

1. Introduction:

"Education must be increasingly concerned about the fullest development of all children and youth, and it will be the responsibility of the schools to seek learning conditions which will enable each individual to reach the highest level of learning possible." Benjamin Bloom (an American Educational Psychologist) Teaching and learning of English as second/foreign language either in a monolingual or in a multilingual country has always been a topic of debates, discussions as well as bone of contention among linguists, litterateurs and language pedagogues since decades. The complexities in the effective foreign language teaching and learning sparked enormous heated arguments in the past and at present too. Consequently it created a situation that demands the need to re-examine and re-evaluate the foreign language educational programme in a broader perspective in the light of the testing and evaluation. In this technological and global era the teaching and learning a foreign language should be looked upon as its most valuable resource in the national growth. English is now a connecting language in the entire world. It connects the people of the world in general. Assessment as a tool is used for the overall growth of the teaching and learning in the

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educational set up. Constructive debate around differences of opinion is always helpful, but too often disagreements about assessment and evaluation become entrenched and unproductive. This happens for a number of reasons, including: a failure to recognize that assessment needs to fulfill a wide range of legitimate purposes; an assumption that a single assessment tool will be able to serve all needs; a lack of awareness that it is the use made of assessment, not necessarily the assessment process itself, that will largely determine its impact; a tendency to search for universal solutions to assessment issues and neglect the significance of context. Needless to say, an ideal assessment strategy would meet the needs of the country's prescribed goals. In an ideal foreign language educational system academicians along with the experts of testing and evaluation sit together when new learning programmes, curricula, examination syllabi etc. are being developed. But regrettably in practice testing experts as well educationists are called in rather late, when descriptors, targets, aims, levels etc. have already been formulated in all respects.

The present study discusses in detail the issues and factors that are responsible for the specific condition of the teaching-learning English as foreign language (TLEFL) in the kingdom in general. The main objective of the present study is to draw the attention of policy makers, curriculum planners, syllabus framers, linguist, educationists, experts of language pedagogy, text book writers, language instructors and whosoever associated with English as a foreign language education programme. It is hoped that the author's viewpoints, arguments, concluding remarks and suggestions in the present study would be in the wider interest of the country. This in turn will hopefully help them better evaluate the existing and on-going foreign language education programme in a broader perspective. Since 'teaching', 'learning' and 'evaluation' are inter-linked and go side by side in any language instructional programme. The paper is therefore concerned with the English language teaching and learning programme in Saudi Arabia with reference to testing and evaluation.

At present there is a need to evolve consensus and a clear cut National Policy on foreign language evaluation in the country which should decide the minimum level of competency in the target language. It will help in deciding for laying down the Minimum Levels of Foreign Language Learning (MLFLL) as a goal to the language teachers and learners with the aim that it would serve as a more focused approach to the on-going language teaching and learning programme in the country. These well defined and proposed MLFLL as a "rationale criteria" in the domain of language teaching and learning will be mainly intended to provide the opportunities to overcome the disparities and fulfill the common requirements or needs of the foreign language learners. It is sine qua non to point out here that the competency in the target language concerns with the cognitive, psychomotor and affective domains as specified in Bloom's Taxonomy of Education. Apart from the language skills, language learning must also reflect the overall personality growth of the individual learners in due course of L2 learning necessarily in accordance with the educational objectives parallel to the levels of education. The notion of 'levels' of education is represented by an ordered set, grouping language education programme in relation to gradations of learning experiences, as well as the knowledge, skills and competencies which language education programme (LEP) is designed to impart. The normal levels of education reflect the degree of complexity and specialization of the content of an LEP, from simple to complex. Levels of education are therefore a construct based on the assumption that LEP can be grouped into an ordered series of categories. These categories represent broad steps of educational progression in terms of the complexity of educational content. The more advanced the programme, the higher the level of education. The classification of LEP by level aims to reflect their content. However, curricula are too diverse, multifaceted and complex to directly assess and compare the content of programmes across education systems in a consistent way. The achievement and outcome must be assessed within the domain of Bloom's Educational Taxonomy.

Needless to say, if the people possess good proficiency in the foreign language then it will have a positive impact as well as healthy growth on the pupil's personality as a whole

which will consequently support in the healthy growth of the nation. Learning a language is deeply connected with the personality of an individual learner. That is why the significance of “systematic evaluation” in language teaching and learning is being given due importance in the educational set up by the experts of testing and evaluation. It is true that due to the lack of proper testing and evaluation, the outcome of the entire process of foreign language teaching/learning programme at present are not as satisfactory as it demands. There is the need that the foreign language education programme in accordance with the level of the students must be properly looked within the perspectives of evaluation from top to bottom and vice versa. Testing and Evaluation at present is one of the important growing disciplines and is sine qua non component in the language educational process. Keeping in view the students’ competency in foreign language in colleges and universities it can be concluded that the present foreign language education system in the country if given due consideration in the area of language testing and evaluation, it would be in the wider interests of the present as well as coming generation of youth.

Testing takes places at every stage of our lives, as well as in the language learning process. There are a number of reasons for administering language tests, which play a powerful role in an individual’s social and working life. Language teacher works with language tests since they need to evaluate their learners; language testing is also carried out for research purposes (McNamara, 2000).

2. Assessment: A key to Foreign Language Educational Reform:

Learning targets are based on the needs of the students as determined by results of pre-instruction assessments. From these learning targets, evidence of students’ learning and instructional strategies are derived from. Teachers then create assessments during the instructional process to check students’ progress, monitor learning, and diagnose learning problems. The learning cycle then caps with a post-instruction assessment that would gauge students’ learning and evaluate the effectiveness of teacher’s instruction (McMillan, 2007).

Assessment is an activity that engages both students and teachers in judgment about the quality of students’ achievement or performance, and inferences about the learning that has taken place (David Boud & Falchikov, 2006; Sadler, 2005). Second language assessment is done either to gauge a participant’s actual level of competence/proficiency or to assess language development over a period of time (Alam, 2012; Bruton, 2009). Assessment does have an impact on the students’ approach to learning. The nature of the assessment determines the learning behaviour of the students as well as the teaching behaviour of teachers. Strong impact of assessment on the language learning process has been noted by a large number of researchers like (Crooks, 1988; Heywood, 1989).

2.1 Teachers’ Training Programme for Saudi Graduates:

In our globalized world where the English language is used as an international means of communication, teaching English is becoming an educational field that is worthwhile exploring within the general education system. The studies pertaining to English language teaching deal with various issues and all of these issues are somewhat connected to the education of English teachers and learners. Therefore, it is very important for pre-service teacher education programs to have a structured evaluation system so that necessary changes can be made about the program. Evaluation of these programs is the starting point on the way towards professionalization of the field of ELT. It also contributes to program improvement; therefore, systematic evaluation should be placed at the very heart of a program (Rea-Dickins & Germaine, 1998). Considering the relevant literature, it seems that evaluation of pre-service English teacher education programs has not been researched much so far. Foreign language teacher education is quite a recent development when compared to teacher education in other areas (Day, 1991).

2.2 Process Evaluation:

There are various purposes before initiating any kind of evaluation. One purpose of any evaluation is to examine and assess the implementation and effectiveness of specific instructional activities in order to make adjustments or changes in those activities. This type of evaluation is often labeled "process evaluation." The focus of process evaluation includes a description and assessment of the curriculum, teaching methods used, staff experience and performance, in-service training, and adequacy of equipment and facilities. The changes made as a result of process evaluation may involve immediate small adjustments (e.g., a change in how one particular curriculum unit is presented), minor changes in design (e.g., a change in how aides are assigned to classrooms), or major design changes (e.g., dropping the use of ability grouping in classrooms).

In theory, process evaluation occurs on a continuous basis. At an informal level, whenever a language instructor talks to another instructor or an administrator, they may be discussing adjustments to the curriculum or teaching methods. More formally, process evaluation refers to a set of activities in which administrator and/or evaluators observe classroom activities and interact with teaching staff and/or students in order to define and communicate more effective ways of addressing curriculum goals. Process evaluation can be distinguished from outcome evaluation on the basis of the primary evaluation emphasis. Process evaluation is focused on a continuing series of decisions concerning program improvements, while outcome evaluation is focused on the effects of a program on its intended target audience (i.e., the students).

3. Assessment and Foreign Language Teachers Education Programme:

Assessment is one of the cornerstones of the learning process since it reveals whether the learning process results in success or failure (Dochy, 2009; Kozhageldiyeva, 2005). What is more, evidence from studies conducted in a range of educational contexts suggests that the typical teacher can spend as much as a third to a half of his or her professional time involved in assessment-related activities (Crooks, 1988; Dorr-Bremme, 1983; Newsfields, 2006; Stiggins, 1999,) and that special competence is required to do this job well (Stiggins, 1999). Therefore, the issue of future language teachers' preparation in the field of foreign language testing and evaluation has been a hotly debated topic in the field of education in the recent years (Brindley, 2001; Gullickson, 1984).

Studies focusing on the relationship between teacher training and language testing and evaluation revealed four important results: First, second /foreign language assessment is a "notoriously difficult domain of knowledge for students in second language teacher education programs because of the high level of abstraction around its key theoretical concepts, validity, reliability, and practicality, and how they need to be balanced against each other in designing and using assessment instruments" (O'Loughlin, 2006, p: 71). Second, language testing "involves many technologies and developments which are different from language teaching, and yet it interacts closely with most aspects of language teaching" (Johnson & Johnson 2001, p: 187).

"The construction of good test items is an art" that requires not only field knowledge and clear view of the desired outcomes but also "a psychological understanding of pupils, sound judgment, persistence, and a touch of creativity" (Gronlund 1985, p: 146). Third, since language teachers are not born testers (Jin, 2010, p: 556) they need to be thoroughly trained in language assessment concepts, skills and strategies. What specific concepts, skills and strategies are going to be taught, however, depends on the target audience (i.e., the students attending the course). That the "shape or size" (i.e., the teaching content, methodology and materials) of the language testing course intended for teachers who are responsible for both teaching and assessment should be different from the one aimed at researchers and testing experts (Inbar-Lourie,2008, p: 394). Finally, assessment is an increasingly important domain of language teachers expertise as the professional demands on them to accurately assess their

students increase as the theory and practice of assessment continues to mature (Bailey & Brown, 1996; Brindley, 2001; Newsfields, 2006; O'Loughlin, 2006). Despite the importance of assessment literacy in second/foreign language teacher education and the intricate and delicate nature of the process of preparing language testing and assessment (LTA) courses, very little research so far has been specifically devoted to the discussion of the content and teaching methodology and students' evaluation of LTA courses (Brindley, 2001; Inbar-Lourie; 2008; Johnson, et al. 1999; Kleinsasser; 2005; O'Loughlin, 2006).

4. Language Testing Courses:

Among the few studies on language testing courses are the ones conducted by (Bailey and Brown, 1996; Brown and Bailey; 2008; Jin, 2010). These studies took into account the questionnaires as data collection procedures and examined the characteristics of basic language testing courses offered at tertiary level in various countries in terms of instructors, teaching content, materials and methodology as well as the students' perceptions of the courses. The results of Bailey and Browns studies showed that topics such as test critique and test analysis, measuring the different skills, classroom testing practice, item writing (for different skills), item content and item quality analysis, item discrimination, the basic descriptive statistics for central tendency and dispersion, the theoretical issues involved in reliability and the general strategies for estimating test reliability, and the overall strategies for demonstrating validity were extensively covered in the majority of the examined language testing courses. What is more, the majority of the participating lectures believed that their students thought that LTA courses were interesting, useful and with a nice balance between theory and practice (Brown & Bailey, 2008). They concluded that the language testing area is steadily developing. They accepted that new topics (e.g., consequential validity, testing in relationship to curriculum, computer based teaching of English as a foreign language that had not been included in the language testing curriculum in the earlier years were now deemed essential, but they also pointed out that there were many similarities in responses to items included in both the old and the new version of the questionnaire. Therefore, according to the authors, there is a stable knowledge base related to foreign language testing that is evolving and expanding, rather than shifting radically (Brown & Bailey, 2008).

5. Definitions:

5.1 Evaluation: Evaluation is a process that critically examines a program. It involves collecting and analyzing information about a program's activities, characteristics, and outcomes. Its purpose is to make judgments about a program, to improve its effectiveness, and/or to inform programming decisions (Patton, 1987).

Evaluation can be defined as "the process of seeking to establish the value of something for some purpose" (Brown & Rogers, 2002, p: 289).

5.2 Assessment: "Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning." (Huba, & Freed, 2000, p: 108).

"Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development" (adapted from Marchese 1987).

Self-assessment can be defined as "the evaluation or judgment of 'the worth' of one's performance and the identification of one's strengths and weaknesses with a view to improving one's learning outcomes" Klenowski's, 1995 p: 146).

5.3 Content gradation: “the arrangement of syllabus content from easy to difficult” (Nunan, 1988, p: 158).

5.4 Curriculum: “principles and procedures for the planning, implementation, evaluation and management of an educational program. Curriculum study embraces syllabus design (the selection and grading of content) and methodology (the selection of learning tasks and activities)” (Nunan, 1988, p: 158).

5.5 Foreign language: “A language which is not normally used for communication in a particular society” (Tomlinson, 1998, p: 10).

5.6 Materials: “anything which is used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a paragraph written on a whiteboard: anything which presents or inform about the language being learned” (Tomlinson, 1998, p: 11).

5.7 Material evaluation: “the systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them. Evaluation can be pre-use and therefore focused on predictions of potential value. It can be whilst-use and therefore focused on awareness and description of what the learners are actually doing whilst the materials are being used. And it can be post-use and therefore focused on analysis of what happened as a result of using the materials” (Tomlinson, 1998, p: 11).

5.8 Objective: “a statement of describing what learners will be able to do as a result of instruction” (Nunan, 1988, p: 158).

5.9 PPP: “an approach to teaching language items follows a sequence of presentation of the item, practice of the item and then production of the item” (Tomlinson, 1998, p: 12).

5.10 Second/foreign language: “the term is used to refer to a language which is not a mother tongue but which is used for certain communicative functions in a society” (Tomlinson, 1998, p: 12).

5.11 Syllabus: “a specification of what is to be taught in a language programme and the order in which it is to be taught. A syllabus may contain all or any of the following: phonology, grammar, functions, notions, topics, themes, tasks” (Nunan, 1988, p: 159).

A syllabus is an expression of opinion on the nature of language and learning; it acts as a guide for both teacher and learner by providing some goals to be attained. At its simplest level a syllabus can be described as a statement of what is to be learnt. It reflects of language and linguistic performance (Hutchinson and Waters, 1987, p: 80). This a rather traditional interpretation of syllabus focusing as it does on outcomes rather than process. However, a syllabus can also be seen as a "summary of the content to which learners will be exposed" (Yalden, 1987, p: 87). It is seen as an approximation of what will be taught and that it cannot accurately predict what will be learnt. Next, we will discuss the various types of approaches available to course designers and the language assumptions they make. If our assumptions about the nature of linguistics and language learning are one of "language as communication" (Richards and Rodgers, 1986, p: 69) then a syllabus based around activities and tasks which promote real and meaningful communication will seem advantageous.

6. Need for an International Assessment in the Kingdom:

There is an urgent need for an International Assessment (IA) in the kingdom. IA is an assessment which is mainly concerned with the outcome of an assessment of a country to be critically seen at par with the international standards. Furthermore, it allows us for educational achievement to be compared across countries.

It is concerned with measuring trends or progress in the concerned area. IA may identify percentages of students in countries who meet standards for a given course. It helps educationists, curriculum planners, policy makers, experts of testing and evaluation to measure the success of their country's foreign language education policy. IA helps to make sure that learners will have the knowledge and skills necessary to be productive members of an improving economy and effective citizens of a developing democracy.

7. Saudi Arabia Needs National Testing Service (NTS):

Both India and Pakistan have National Testing Service (NTS) in their country's educational system. Like other countries Saudi Arabia too needs NTS in order to assure the smooth functioning of the both mother tongue as well as foreign language education programme. In Saudi Arabia, in the past two decades there is a tremendous increase of English language students in the colleges and universities. There is a pressing need of the rapidly expanding EFL learners' population. In a country where currently, about 1 million students are enrolled at Saudi universities and colleges, compared to 7,000 in 1970 is really a dramatic improvement. Of those, over half are female. Women attend all major universities, as well as numerous all-female colleges and private women's universities. In a situation like this where the kingdom is moving fast in the direction of globalization and technological era. National Testing Service in its educational edifice is a major challenge and also is the need of the hour. Needless to say, without the proper testing and evaluation a nation cannot grow fast at par with other countries.

7.1 NTS in brief: Determine the Purposes of the Monitoring and Evaluation Mechanisms and Assess Information Needs:

The establishment of NTS in the country will not only help the FLE but also help in monitoring the smooth functioning of the mother tongue education as well as the foreign language education.

The NTS team members would discuss and build consensus on the purposes of a monitoring and evaluation system. This will determine what reporting systems are needed, how often these mechanisms are used, and how they will influence ongoing teaching and learning in the country.

To assist in developing a consensus on the purposes of a monitoring and evaluations mechanisms, it may be useful to determine the information needs in each area. This information needs assessment can be developed in the form of a matrix and can be organized according to the concerned constituents involved. NTS will play an important role in monitoring and evaluating the whole education systems. It will help a country to **learn** its own activities and results, and to support internal planning and development.

7.2 Integrating monitoring and evaluation:

Monitoring and evaluation systems should be developed when an organization first starts up, so that collecting information becomes part of everyday life. Often there are later opportunities to expand, develop or focus monitoring or to carry out more developed evaluation:

When an organization is changing or developing if it is applying for or has received new funding when information is needed for assessment against quality standards when information is needed for strategic planning.

7.3 Developing a monitoring and evaluation plan:

Drawing up a monitoring and evaluation plan will help to think about how it will carry out monitoring and evaluation over the years or over the lifetime of a programme. It will consider:

- When will different information be collected?

- Who will carry out and manage the activities?
- How will information be collected, analyzed and presented?
- How will monitoring and evaluation findings be used in short-term planning and decision making, and quality reviews?

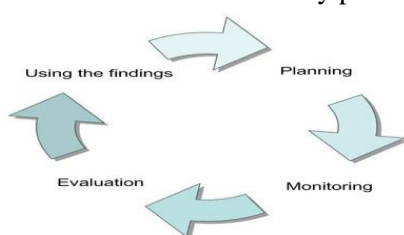
7.4 Collecting monitoring information:

Finding ways to collect monitoring information is a key part of monitoring and evaluation. Tools for collecting data can be grouped under four basic heads:

- Surveys and questionnaires
- Observation
- Interviews
- Keeping records and notes.

The monitoring and evaluation cycle

There are four key phases in the monitoring and evaluation cycle:



Description of the diagram: The four stages of monitoring and evaluation - planning, monitoring, and evaluation, using the findings - are represented as a continuous cycle. IA can be seen in the said diagram how it functions within the educational system. These are the pre-requisites in any on-going assessment.

Figure: 1. Evaluation Cycle

7.5 What is evaluation?

Monitoring information may be reported intermittently on the basis of fixed period of time. **Evaluation** – taking stock and making judgments – is likely to be carried out less frequently.

Evaluation often uses monitoring information that has been produced over a period of time. However, this is not always available, and evaluation may use one-off methods of enquiry. Often the best combination is bringing together regular monitoring data with additional information gathered against specific key questions. An organization should think about evaluation from the start, so that monitoring can be carried out with evaluation in mind. This process of evaluation cycle will function as a control mechanism of the on-going LEP.

8. Language Assessment and Evaluation: its significance in foreign language teaching and learning:

Language Evaluation and assessment is one of the areas of applied linguistics which has not been given much attention comparatively. The experts of testing and evaluation are of the opinions that language education and Language Evaluation and assessment are the two sides of the same coins and should go side by side. The proper assessment and evaluation of foreign language education programme from the top to bottom will be quite beneficial for millions of learning English Language in various school, colleges, universities, educational institutions in the kingdom. The future of a nation lies in the proper testing and evaluation. It gives us clear picture of the required outcome after a specified period of time.

“Evaluation is the systematic collection of information about the activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or inform decisions about future programming.” (Patton, 1997, p: 23). "Evaluation as contributing to understanding and thereby to general professional accountability and development as well as satisfying any contractual accountability requirements" (Weir & Roberts, 1994, p: 10).

Language program evaluation is “the systematic attempt to gather information in order to make judgments or decisions for justifying and/or improving a program that targets the development and use of learners' language abilities” (Peacock, 2009, p: 2). Evaluation can be described as knowledge formation for formative and summative purposes. They suggest that instead of making judgmental decisions about the programs, evaluators should "evaluate the relative strengths and weaknesses of a variety of program alternatives and to specify the conditions under which each might be more or less successful” (Tucker & Cziko, 1978, p: 433). The arguments that have come out about program evaluation is that it is mainly concerned with the relationships between different program components, the procedures and epistemologies developed by the people involved in programs, and the processes and outcomes which are used to show the value of a program accountability and development (Kiely & Rea-Dickins, 2005). The main purpose of Program evaluation in collegiate foreign language programs is to obtain useful and timely feedback of an experimental foreign-language class. They emphasize the need to focus on the use of evaluation for improving language programs and teaching practices. They argue that the increased demand for evaluation resulting from greater emphasis on accountability provides an opportunity for evaluators to increase awareness of evaluation for developmental purposes (Norris, 2009; Harris, 2009; Hill and Tschudi, 2008; Sullivan 2006). Formative evaluation can help to monitor both teacher and students' classroom behavior, inform instructional modifications, adjust pedagogical tasks, and raise unanticipated issues in time to try to solve them (Horwitz, 1985). Evaluation stresses more on understanding the contextual features of programs. Three contextual features that she views as particularly important are: innovation, teachers at work, and the quality of the student learning experience. He concludes that to maximize learning, program evaluation needs to become “a socially-situated cycle of enquiry, dialogue, and action” (Kiely, 2009, p: 99).

Evaluation is an integral part of education. It affects the way students study, their motivation, performance and their aspirations. At schools, colleges and universities levels, it enables government officials from the Ministry to assess the quality of education offered throughout the country. At curriculum level, it gives us an idea of whether the curriculum we have set up – means – is leading us to our educational goals/objectives – ends. As a teacher, this module will give us an idea of the importance of evaluation in education. It would also help you us come up with appropriate means of measuring and evaluating students. Evaluation helps in understanding the interconnections between/among curriculum, goals, objectives, testing and evaluation consequently provides new insights and perspective on how to use evaluation results.

9. The Purpose of Evaluation:

Evaluations of language educational programs have expanded considerably over the past three decades. The main purpose of a program evaluation can be to "determine the quality of a program by formulating a judgment" (Stake & Schwandt, 2006). The process of Testing and Evaluation is employed to assist reproductive decision-making. Testing and evaluation of language education programme in general are very important components of language teaching/learning. Testing as well as evaluation becomes an integral part of teaching because it provides significant feedback/ information or inputs about the growth and achievements of overall on-going language educational programme.

Effective testing /evaluation and required satisfactory outputs are two sides of the same coin. A curriculum is what constitutes a total teaching- learning programme composed of overall aims, syllabuses, materials, methods and testing in short.

It provides a framework of knowledge and capabilities, selected to be appropriate to a particular level. Test evaluates not only the progress and achievement of students but also the of the teaching materials and methods used.

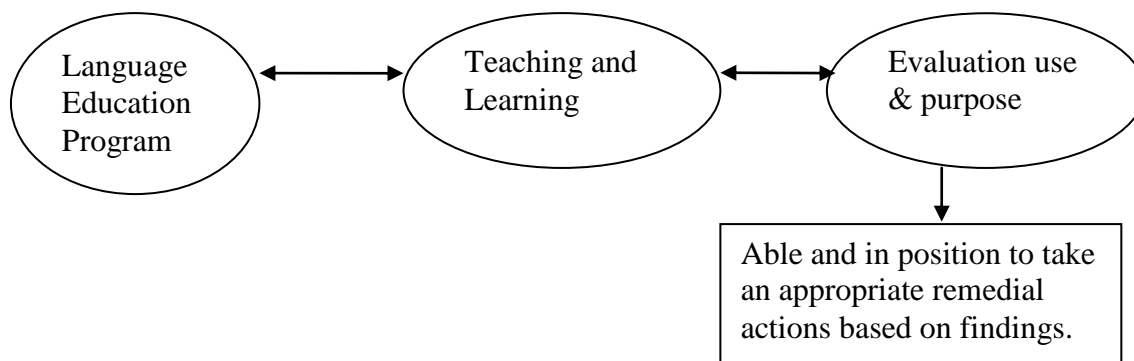


Fig.2.The purpose of Evaluation is to make someone able and in position to take actions based on findings.

In its simplest formulation, assessment provides information on whether teaching/learning has been successful. However the information it provides has a number of potential different audiences whose precise requirements may vary. Classroom teachers need regular information on how pupils' knowledge, skills and understanding are developing, both to inform how they should adjust their teaching and to determine what kind of feedback is needed to improve pupils' learning. On the other hand, school principals and policy makers need additional, broader information on the quality of education in a school or country. The sort of comparative data required for this purpose needs a high level of reliability and uniformity. In the case of language as school subject this requirement is challenging because it is difficult to create tests which are manageable but at the same time faithful to the aims of the subject. Employers and society at large also need reliable information which can help certify achievement and provide a basis for selection. Parents too require information which can help them understand their children's achievements and limitations in the learning institutions. Students themselves need to know how they are progressing and how to improve their performance but they may need to be protected from the potentially de-motivating effects of negative assessment.

The concept of 'accountability' when used in relation to assessment usually refers to the imposition of systems of assessment external to the learning process as a form of 'policing' of standards to ensure that the on-going FLES in a country is functioning effectively. But the term may be employed more broadly and more positively than this, referring to the different obligations that are relevant to all. Language instructors have a responsibility to the students but also to the needs of the wider society. Educationists and Policy makers clearly have a duty to the public and need to ensure that the education system is delivering results but they also have responsibilities to the individual learners and need to consider consequences of policies in those terms. The concept of accountability interpreted in this way will take people outside of vested interests in order to see the larger context. Accountability in terms of assessment needs to be linked with a process of sharing perceptions and fostering understanding.

10. Review of Related Literature:

In the past decades adequate literature has been produced in the area of testing and evaluation. A considerable body of literature has been developed about how evaluation results can and should be used for improvement (David et al., 1989; Glickman, 1991; Meier, 1987; Miles & Louis, 1990; O'Neil, 1990). Much of this literature has taken a systems approach, in which the authors have examined decision making in school systems, and have recommended approaches for generating school improvement. This literature has identified four key factors associated with effective school reform (David et al., 1989). Curriculum and instruction must be reformed to promote higher-order thinking by all students; Authority and decision making should be decentralized in order to allow the educational institutions to make the most educationally important decisions; new staff roles must be developed so that the language instructors may work together to plan and develop educational reforms; and Accountability

systems must clearly associate rewards and incentive to student performance at the skills-building level.

Some scholars stated that the change must be seen as a natural and inherent part of the education process, so that individuals in the system accept and feel comfortable with new ways of performing their functions. Testing and Evaluation is prerequisite and sine qua non at the outset of a LEP in a country. This step will keep the whole LEP in constant monitoring and intact in all respects. All the dimensions of the LEP must be seen in the perspective of testing and evaluation. For instance, Materials evaluation is an educational necessity because it shows how a textbook can be improved or justified. Teaching materials have a direct influence on the process of learning and teaching.

Materials are, in fact, an essential element within the curriculum, and do more than simply lubricate the wheels of learning. At their best, they provide concrete models for desirable classroom practice. They act as curriculum models and at their very best they fulfill a teacher development role (Nunan, 1988). Evaluating teaching materials provides evidence “which can inform theoretical disputes about directions to be followed in language teaching or in teacher education” (Weir and Roberts, 1994, p: 11). Second, it is a tool to indicate the suitability of particular approaches or techniques under given conditions and whether they meet the claims made for them. It is important for the textbooks writers in engaging enough to excite the students' interest, but still to thoroughly present the fundamentals of English in an age appropriate manner. This makes the evaluation of the textbook a matter of high importance. "If we take care of the elementary stage, the advanced stages will take care of themselves" (Palmer 1922, p: 13).

11. Significance of the study:

The present study has both theoretical and practical contributions. It has a theoretical contribution in the sense that it is poised to contribute to the proper functioning of FLEP in the country. Since English is considered as today's language of international global communication and transaction, the oil-rich Kingdom cannot afford to be left out while its neighbors and other under privileged countries around the world are improving their English literacy as well as proficiency.

The timely evaluation, along with others, may prove to be a valuable input to the Ministry of Education by serving as a possible guide for similar future textbook evaluations. Furthermore, the study also aims to provide a practical survey of how teachers can best evaluate the textbook in particular and foreign language educational dimensions in general. In actuality, this evaluation would benefit not only teachers and students, which is always in the forefront of every educational improvement, but also textbook designers and publishers and, ultimately, decision makers. The gains would come in the form of advice to classroom instructors on areas where a textbook can achieve its goals and on what parts would they need to use supplementary materials. For textbook designers and decision makers, the study would give them a feedback about the textbook and how it can be developed.

12. Testing and Evaluation in broader perspectives: Discussions and interpretations:

The poor performance of the students in a language education programme does not only reflect the weakness of the students as well as the lack of students' motivation in the target language but at the same time it also draw the attention of the scholars and educationists to review the whole language on –going language education programme from the top to bottom and vice versa.

Testing and Evaluation is a quite broad. Testing and Evaluation is one of the areas of Applied Linguistics. At present the discipline is growing rapidly around the world. Researchers, scholars, academicians, educationists, linguists etc. are now realizing its academic relevance in various areas of Humanities and other Human Sciences. The findings of many researches are coming out which has pointed out its potential ingredients. Needless to say, within the last three decades there have been tremendous theoretical and methodological developments within the field of evaluation. Despite its progress, there are still many

fundamental problems faced by this field as "unlike medicine, evaluation is not a discipline that has been developed by practicing professionals over thousands of years, so we are not yet at the stage where we have huge encyclopedias that will walk us through any evaluation step-by-step", or provide a clear definition of what evaluation entails (Davidson, 2005).

13. Significance of English as a foreign language in the national growth:

English is an important and useful language to learn because today, millions of people from all over the world are using English as a means of communicating with each other. In this regard, like other non-English speaking countries, Saudi Arabia too, understands the sensitivity of English and considers it a source of professional growth. As a matter of fact, Saudi Arabia is a major oil producing and exporting country to many countries round the world and English plays a vital role in international trade.

14. The Focus of the present study:

The present study discusses the issues and factors in brief that are responsible for the present specific condition of ELT in the kingdom. The aim of the study is to highlight them and consequently draw the attention of policy makers, curriculum planners, syllabus framers, linguist, educationists, experts of language pedagogy text book writers, language teachers and whosoever associated with foreign language education programme. This in turn will hopefully help them better evaluate the existing and on-going programme in a broader perspective. Since 'teaching', 'learning' and 'evaluation' are inter-linked and go side by side in any language instructional programme. The study is therefore concerned with the TLEFL with reference to testing and evaluation and how these can be appropriately managed in a country's existing language educational system. The present study is the outcome of my more than six years of teaching English as a foreign language in the Kingdom and also nearly two and half decades of observations and experiences being a learner at first instance and later as a teacher as well as an evaluator. Furthermore, my working experiences in a massive national level project "National Testing Service" of Centre for Testing and Evaluation, Central Institute of Indian Languages (CIIL), Mysore –India also contributed to it. I have tried my level best to put in this study all my decades long observations and experiences about on-going language teaching, learning and evaluation in educational institutions. It is hoped that the author's present efforts would be fruitful for all those who are associated with the on-going programme in the kingdom.

15. Brief notes on evaluation along with supported diagrammatical representations:

Evaluation in education is defined as a systematic process of determining the extent to which the instructional objectives are achieved by the learners (Gronlund, 1976). Evaluation in foreign language education programme should always be seen and carried out in terms of its objectives i.e. educational objectives and in order to achieve the said objectives what are the essential tools (or things) that are required. Evaluation is therefore sine qua non at every level of educational processes - both for its formulation and implementation. Evaluation in its formative stage requires certain things and without which it cannot be carried out.

16. Foreign Language Educational Dimensions with reference to testing and evaluation:

A theoretical framework on 'evaluation in language education' there is an implicit assumption that this process happens in a rational and broadly vertical fashion, which, in a highly simplified way, can be represented in a series of steps in the following manner:

The following hierarchical gradation shows that the activities of testing, assessment, measurement and finally evaluation are required to be performed at each and every above graded level (i.e. the boxed contents). In the present study these hierarchical graded levels have been supposed as the foreign language education programme. The foreign language education programme need evaluation and should be looked at from the point of view of testing and evaluation. Evaluation of anyone of the above if not taken into account sincerely and systematically would adversely affect the total foreign language teaching and learning programme and over all personality growth of the students in general. Moreover, it would

create obstacles in achieving desired goal / or educational objective. At the same time it is also true that in language education, evaluation in one way or other way has always been existed from top to bottom. No existing educational dimensions today are free from evaluation. But they have not been looked from the point of view of testing and evaluation.

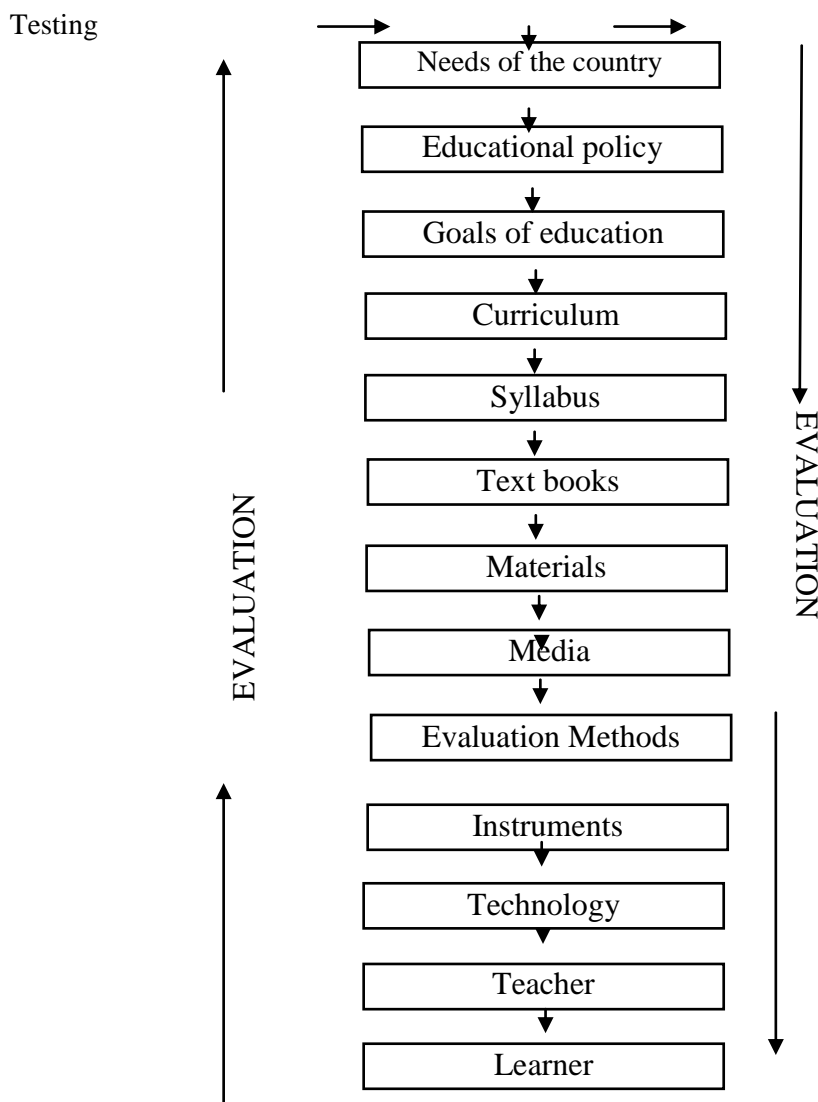


Fig.3. Hierarchical gradation of testing dimensions.

These foreign language education programme (which need evaluation) have been listed in a graded manner in order to understand how the teaching and learning programme works, how successfully it works and whether it, in all its complexity, is responding to pupils’ needs, teachers’ abilities. In fulfilling the learning needs of the pupils, every language planner and teacher need to be engaged in the continuous evaluation of the effectiveness as well as of instructional review and thereafter revise accordingly. Apart from academic and non-academic reasons responsible for the poor performance of the students in FLTL, the lack of evaluation may be subjected to be one of the major causes for the present undesired condition of teaching-learning. It also seems that the lack of expertise, trained man power (Human Resources) and lack of “Consultancy and Training” in the area of testing and evaluation also broadly and adversely affect a language teaching programme in a country.

The future of a country apart from the competency in the mother tongue also lies its citizens’ competency in the foreign language (English). If a country is to prosper and grow at a required space then she has to make its FLEP more viable and strong from the pre-school

days. History tells us that no nation can prosper by adopting only a mother tongue (L1) and discarding a foreign language in its educational systems.

Teaching/learning a foreign language in schools, colleges and universities in the country at present need attention in the sense that after nearly a decade of learning a foreign language (English) it is practically been seen and observed that individual learners do not get fully acquainted with the basic language structures or minimum competency level in the concerned language which do reflect in their learning skills i.e. listening comprehension, speaking, reading and writing. After completion of even higher education when an individual is confronted with the task of writing an application, a letter, an essay or even a piece of text etc. in the foreign language, the students are generally failed to perform effectively and satisfactorily in the target language. The same happens with other skills too. The infusion of “modern technology” viz; computer assisted language learning in foreign language education which has had a tremendous impact on the educational set up as a whole and consequently brought revolutionary changes in all walks of human lives that has had a controlling effects and impact on and functioned as an ingredient in protecting the further down fall of foreign language teaching and learning standards. It is also true that the recent history of the kingdom language education is replete with the cycles of new, better innovative ideas, methods, technology etc. constantly replacing the traditional one. One should not disagree with the contention that there has been a great deal of changes in the programme over the past several decades. But have these changes particularly in foreign language education programme really brought any required improvements of any kind? This is really a matter of serious concern for all those associated with the programme. Cooperation between course lecturers, administrators, material developers, test writers and employers may lead to the creation of ELT courses that will create teachers that contribute to “excellence in classroom assessment” (Stiggins, 1999, p: 27).

17. Pre-requisites for Evaluation:

Evaluation is seen as a sub-system and is expected to build in at every stage of the educational process as feedback, control and monitoring. As a system it is incorporated at the end of the educational process and is considered a system with interdependent functions.

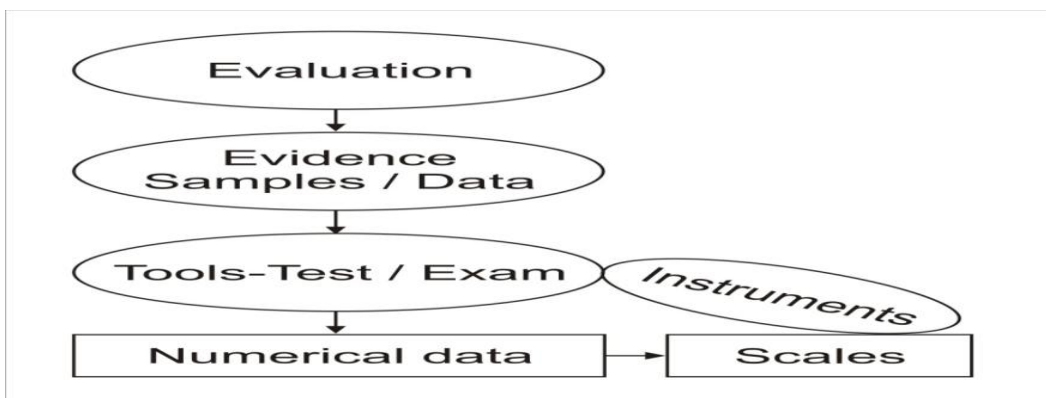


Fig.4. Evaluation requirements].

Evaluation works as a quality control and as a result brings quality change in the entire language educational system. This can be represented diagrammatically in the following manner:

18. Evaluation as a Control System:

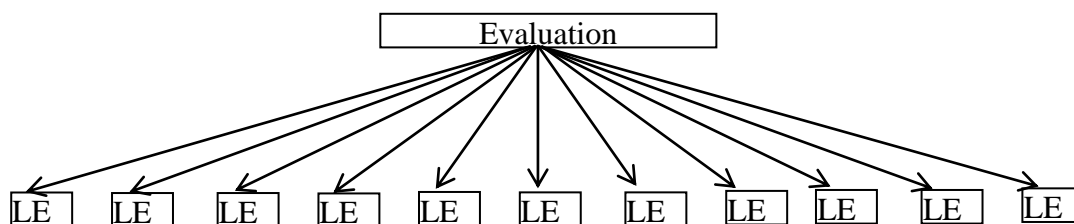


Fig.5. In foreign language education programme, evaluation becomes a control system.

Evaluation being a feed back is said to be a systematic and dynamic process which involves the presentation and dissemination of evaluation information in order to ensure its application for the better academic improvements in a foreign language instructional programme. So, better and timely feedback is required at the time of evaluation. Evaluation gives us incessant feedback for effective teaching-learning. Feed back is one of the integral parts of evaluation cycle. In a broader perspective effective feedback contributes to improving quality, development policies, programmes and practices by providing policy makers, curriculum planners, and syllabus framers etc. with relevant information in policy making decisions at higher level. So, it is imperative that feed back need to be improved and that evaluation results should be used more actively to enhance current and future aid policies and programmes. Keeping in view its relevance, incessant feedback mechanisms should be made very strong. Hence a standardized approach to improving evaluation feedback would be essential requirements. Educational institutions need to take into account evaluation feedback much more sincerely and seriously if they are to achieve the more effective teaching-learning. Without proper feedback evaluation loses its worth, potential and value. The real value of evaluation should be assessed by the impact it has on the improvement of on-going instructional programme and on future aid policies. Besides, there is a broad consensus that the major goal of evaluation should be to influence decision making body or policy formulation through the provision of empirically-driven feedback. The pupils learning growth is enhanced through effective feedback. Feedback mechanism can be seen in the following given diagram:

19. Evaluation as a Feed Back Mechanism:

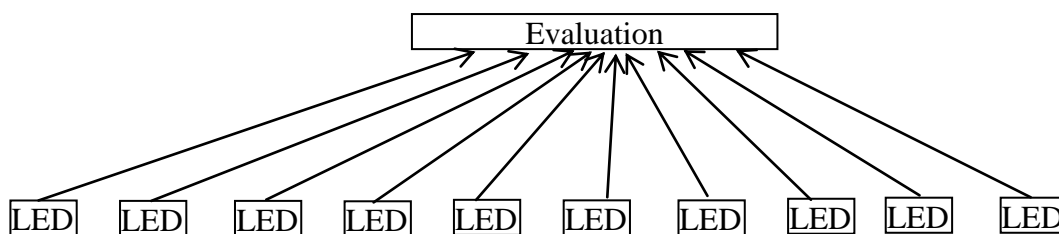


Fig.6. In foreign language education programme evaluation provides a feedback.

Evaluation plays a significant role in monitoring the whole on-going language teaching-learning programme in accordance with the educational objectives. Evaluation being a monitoring process helps in obtaining data/ information that yields one's the correct picture of on-going realities in the process. It is obvious that these data/ information is collected in a well planned manner i.e. systematically, scientifically organized and moreover on a regular basis. On the basis of these collected information, the evaluator can evaluate whether language instructional programme is moving in a desired direction or not. If not, on the basis of his value judgment he can inject the right thing in a right place in order to control and maintain equilibrium in the entire evaluation process. We see in our day-to-day life that many organizations, companies as well as educational institutions keep and maintain records and notes of their day-to-day homely affairs and also discuss on a routine basis what they are

doing. This simple checking becomes monitoring when information is collected routinely and systematically. This information may be of any kind affecting a language instructional programme.

In an on-going LEP monitoring is sine qua non. It helps us to assess what is actually happening within the on-going programme. This monitoring information apprise us how well are we doing? ; are we doing the desired things? And lastly what difference are we making? And as a result of this we gear up to evaluate and thereafter act accordingly in a real life situation. It is to be noted here that while monitoring is a routine and on-going kind of thing whereas evaluation is an in-depth study which takes place at specific points in time during the course of teaching and learning. In a practical class room situation careful monitoring guarantees the best performance from the learners and provides the most instructive feedback for the teacher. Effective monitoring in class room situation is an essentially required skill and activity that needs to be developed for the benefits of the learners. This will help the teacher in knowing the actual plus and minus points in his pupils.

Effective evaluation answers these questions:

What did we do? What did we achieve? Did we achieve what we intended? What have we learned? What else is needed? Did we achieve the objectives specified in Bloom’s Taxonomy of education?

20. Evaluation as a Monitoring Process:

Evaluation monitors an ongoing LEP. The more regular the checks on student progress the more closely the process can be observed to see that the correct evaluation monitoring process is on the way. The monitoring also gives an opportunity to the concerned persons and departments for the check and balance in the existing process as a whole and consequently can re-assess in accordance with their needs.

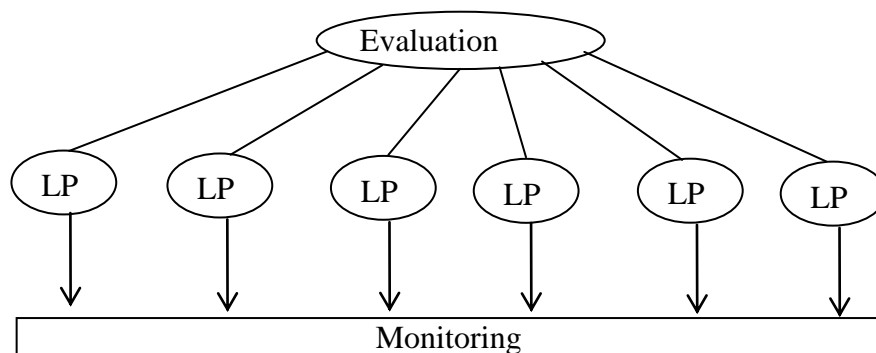


Fig.7. Evaluation as a monitoring process.

The processes of monitoring as well as controlling go together during an evaluation. It can be represented by the following diagram:

21. Evaluation as a monitoring as well as a controlling evaluation mechanism:

Monitoring is the ongoing review of the whole LEP. It is a prevention and response interventions to determine whether they are developing in accordance with the requirements and whether any adjustments may be needed so they achieve their intended goals. Effective monitoring includes a co-ordinated reporting system.

- Purposes of Monitoring and Evaluation
- Ensuring planned results are achieved
- Improving and support management
- Generating shared understanding
- Generating new knowledge and support learning
- Building the capacity of those involved

21.1 Using monitoring and evaluation to learn and improve:

The fourth phase of the monitoring and evaluation cycle - reviewing and learning: Using evaluation findings is the final stage of the monitoring and evaluation cycle. It is what makes the time invested worthwhile.

In this final stage, organizations:

- make use of the findings to feed back into, and guide the concerned educational institutions
- tell others about what they have learnt
- influence in the change of policy.

Effective monitoring answers these questions: Are we achieving what we intended in the beginning of the programme? How? Why or why not? What are the hindrances and obstacles to implementation? Are we sure that we are coordinating effectively to achieve the desired goals. What are the implementation gaps? How are we going to address them?

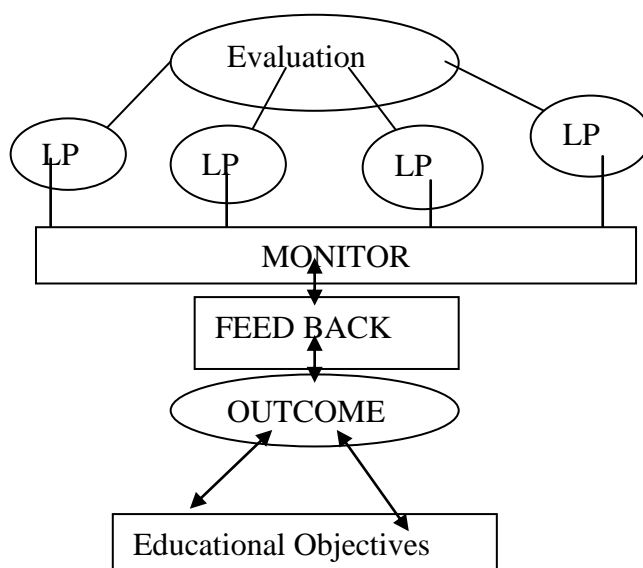


Fig.8.Evaluation as a monitoring as well as controlling process.

Evaluation helps us to know about the actual progress of the language learners and to make use of this knowledge as a feed back for the appropriate and timely intervention for the benefit of both the teachers as well as learners. It provides both of them with reliable and useful information that can be taken for grant as the basis for the improvement in teaching methods, materials, media etc. In a practical teaching-learning situation evaluation monitors both the language instructors as well as the learners and gives them directions to move in a desired direction in the concerned language programme.

22. Foreign language syllabi: A Critical Review and Analysis in general:

This lack of proper testing and evaluation from the bottom to top in the foreign language syllabi culminated into the poor performance of the pupils' primary language learning skills.

A desired/ expected competency level of an individual does not reflect at the end of an instructional programme. Moreover, the cognitive, affective and psychomotor domains are considered as important personality traits and consequently influence the language learning process. I would like to put forth here with strong arguments that no instructional programme can achieve ultimate learning objectives unless and until these personality traits/factors (which are outlined in the Bloom's Taxonomy of Education) are taken into account at the

outset of a language programme. But the present study does not take into consideration the teaching-learning and its consequential effects on pupils' personality during the course of learning.

We are living in 21st century which has given birth to many scientific & technological advancements not only in the area of physical sciences and humanities but in the area of foreign language education too. In the light of the developments and later on the application of new approaches, methods, techniques, technologies etc. in the area of foreign language teaching and learning contributed by linguistics, applied linguistics and moreover constant debates and discussions since decades in this regard, the resultant contents/outcomes of these could not find much place or given due importance as contents in the foreign language syllabuses. If we thoroughly look into the contents of foreign language syllabi in particular and analyze them in the perspectives of evaluation from primary level up to the graduation level we come to realize that foreign language syllabuses do not reflect clear cut guidelines in terms of goals, aims and objectives. Syllabus framers should evolve parameters in framing foreign language syllabuses in accordance with the level or competence of the target group. There is a need for coordination between policy makers and the planners of curriculum and syllabus.

Language teaching and learning is basically concerned with the four primary skills viz; listening, speaking, reading and writing that are the pre-requisites to have good proficiency and mastery over the basic structures /or language as whole. If proper attention is not being paid to any one of these skills during the course of teaching and learning it would not pave the way in achieving the desired goals. All the four primary and essential skills of language learning viz; listening, speaking, reading and writing must be given priority in the curricular framework. In connection with the proper and systematic development of listening skill it is imperative to point out here that standard spoken forms of the language instead of the written one are to be given priority in the curriculum because the learners are more surrounded and influenced with the spoken forms around them.

There is an increasing apprehension that the prime objectives of language teaching-learning have been ignored as evident from the contents of the foreign language syllabi. Teaching-learning objectives should be decided in accordance with the level of the students. A language syllabus should reflect the "immediate objectives", "intermediate objectives" and "ultimate objectives" i.e. educational objectives given in the Taxonomy of Education.

Nevertheless, the language curriculum, syllabus and text book contents must suit the need of the community and take into consideration the sentiments of the people particularly in case of religious and minorities, linguistic minority and underprivileged classes in the country. No language teaching is free from ideology. In language teaching-learning ideology in one way or other way has always been there since time immemorial. As we know that one of the important goals of our foreign language education programme is to impart moral values to the children from the outset of their studies. Our language programme should run in such a way that these moral, religious as well as cultural norms and values should also reflect in the learners' personality during the course of learning beside the acquisition of skills. These can be achieved only by preparing lessons that contains these values but at the same time it must assure that all given lesson contents have been prepared keeping in view the essential learning skills on a priority basis. This will help the children to imbibing these universally recognized moral values and acquiring skills simultaneously. These adopted approaches would integrate the communities with the system of education and create a healthy learning environment. We should adopt community based approach in framing curriculum/syllabus.

23. Evaluation monitors both the teacher and learners:

Monitoring and evaluation mechanisms are essential for developing effective programmes to prevent any kind of undesired on-going activities in the educational system as a whole.

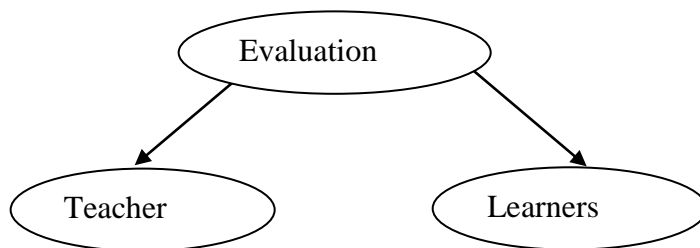


Fig.9. Evaluation monitors the teacher as well as learners to perform their respective roles effectively.

Evaluation has to be based on systematic data collection for the improvement and the generation of knowledge about effectiveness. Evaluation is carried out in a systematic way which involves both testing and measurement. **Monitoring** is the routine and systematic collection of information against a plan. The information might be about activities, or about outside factors affecting the language education programme. It can be seen in the following diagram:

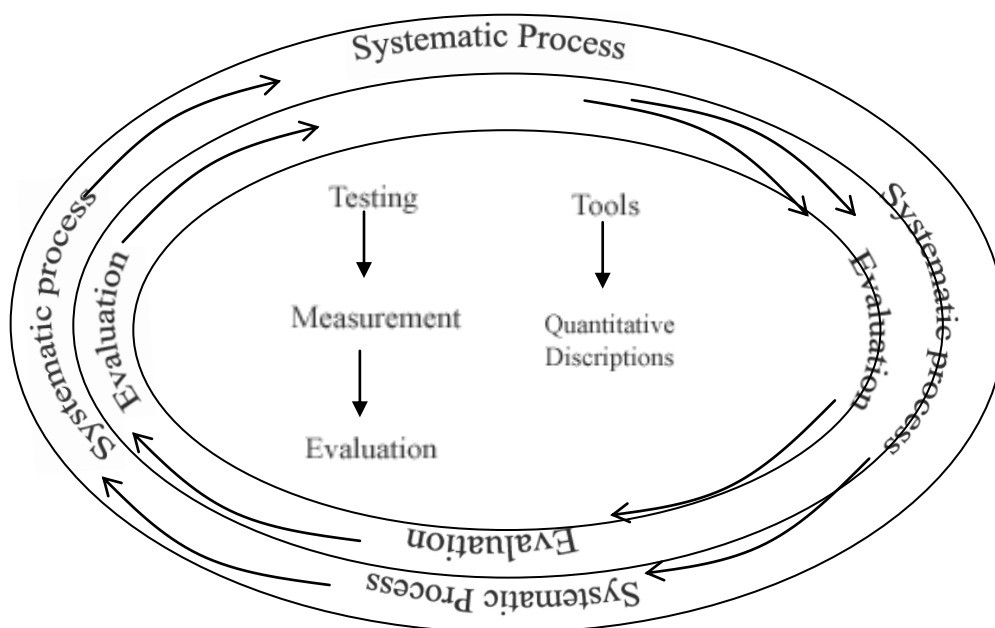


Fig.10. Evaluation as a systematic process includes testimony, measurement and evaluation.

Evaluation is a systematic process which includes measurement and measurement forms the basis for evaluation. The relationship between the two can be presented in the following manner:

Evaluation =quantitative description of phenomenon (measurement) +value judgment.
It can be more appropriately and accurately demonstrated by the following diagram:

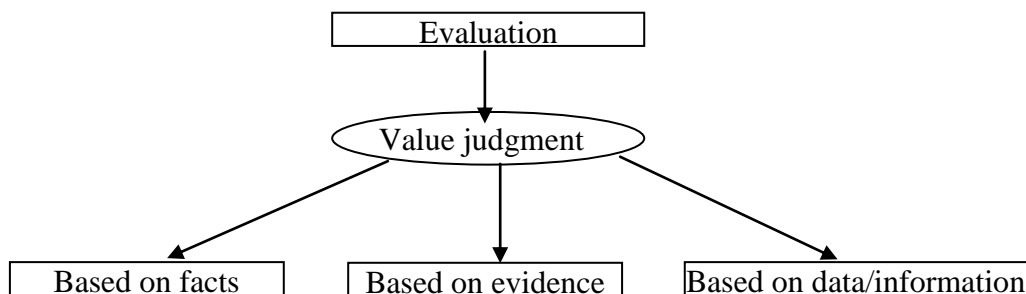


Fig.11. Evaluation involves value judgment based on the above boxed contents.

From the preceding contention as it appears that ‘evaluation’ is something we may call it ‘needs’, ‘demands’ and ‘supply’ kind of things in any language education programme. Evaluation ascertains the kinds of requirements and feedback to the total instruction programme in accordance with the instructional objectives.

23. Evaluation as interdependent and indispensable activity:

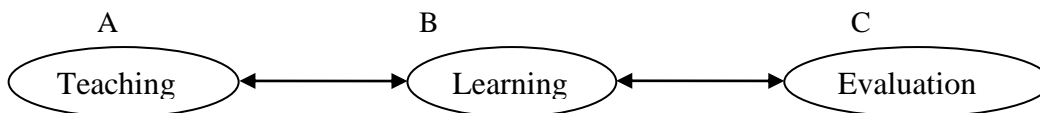


Fig.12. Chained activities-go side by side.

The absence of the third (i.e. the egged like circle ‘C’ on the first two (i.e. circles ‘A’ & ‘B’)) will have an adverse impact on the instructional programme as a whole and will result into the poor quality outcome both in teaching as well as in learning. These three major academic activities must take into account the detailed analysis of two major dimensions i.e. informative and exploratory which are intimately and indispensably linked with the components and sub components of language and literature. These traits (learning objectives) are envisaged in the “Taxonomy of Education” as objectives of education apparently the personality aspects subjected to measurement. Teaching, learning and evaluation should always go side by side. But in foreign language teaching-learning situation, ‘evaluation’ has not been given much concern and due importance. The main reason that can be cited here in this connection is the lack of human resources in the area of evaluation. Evaluation in foreign language education system may be demonstrated diagrammatically in the following manner:

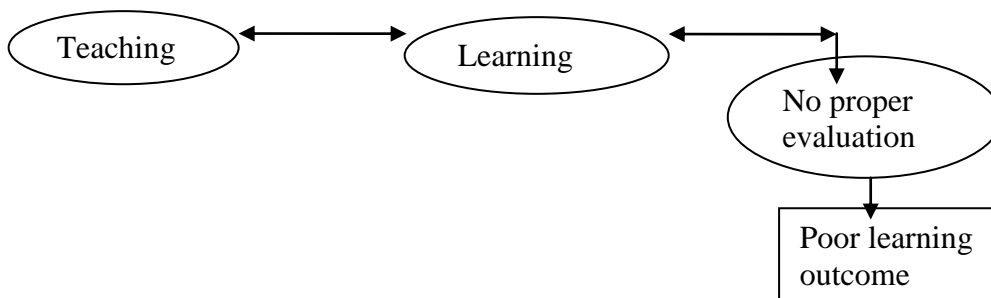


Fig.13. Lack of integration among ‘teaching’, ‘learning’ and ‘evaluation’ results into the poor performance of the learners as a whole.

Evaluation in a broader perspective should reflect the ultimate objective of learning i.e. the all round growth of learners in terms of both scholastic achievement and non-scholastic performance.

Proper and systematic evaluation brings quality in the focused area of instructional as well as educational objectives:

25. Evaluation as a comprehensive mechanism:

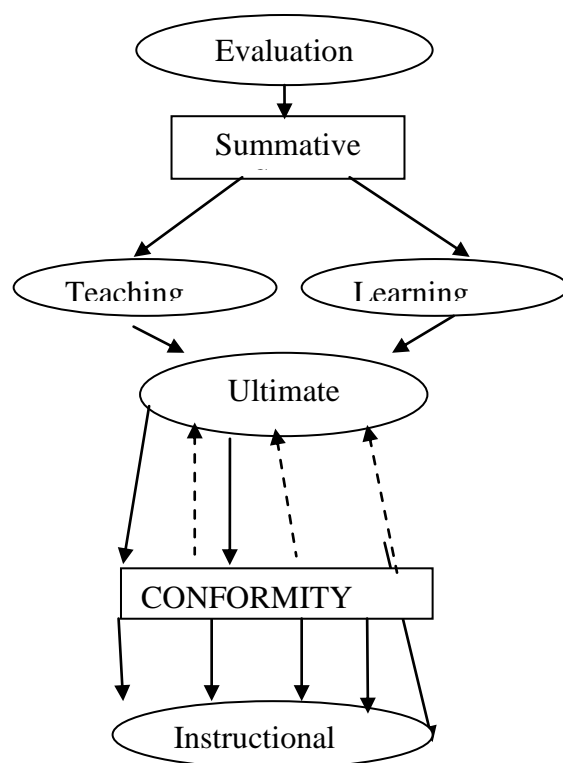


Fig.14. Evaluation is a comprehensive mechanism.

Conclusion:

Language testing and language evaluation “provide goals for language teaching” and “it monitors success in reaching those goals” (Davies, 1990, p: 1). “If assessment is not working effectively day to day in the classroom, then the power of assessment at all other levels is diminished” since “standardized tests cannot overcome the dire consequences for students of the on-going mis-measurement of their achievement in the classroom” (Stiggins, 1999, p: 23). Because of these issues, an independent assessment and evaluation body in the kingdom like National Testing Service constantly has to evaluate their on-going language education programme being carried out both in the mother tongue teaching/learning as well as the foreign language teaching/ learning to make sure that they prepare their graduates well for the challenges of today’s needs.

Testing and evaluation take major role in language teaching and learning. We can conduct different kinds of tests to know about the students skills in the foreign language. After test we will do the standard evaluation. It will show the performance level of students. In language skills evaluation we can find the students problems in learning. Then we can find out the remedial measures for that particular problem. Evaluation is a systematic gathering of information for purposes of making decisions. It is the collection, analysis and interpretation about any aspect of a programme of education and training as part of a recognized process of judging its effectiveness. Evaluation is defined as an attempt to understand what is going on to judge its worth and make decisions about it. One can add many more reasons for doing evaluation. It is not just for measuring students’ learning at the end of a course. Tests are useful in diagnosis, prediction, selection, grading, guidance, self- correction, etc. There is internal as well as external evaluation in most educational institutions.

Keeping in view the present scenario of ELT scenario in the country we may conclude that foreign language education programme in its totality needs a fresh look the way in which it is going on at present. It also demands that the educationists as well as the

expertise available in the area of foreign language evaluation to review, reformulate and thereafter give a serious thought to the whole on-going teaching, learning and evaluation process within the domain and perspectives of testing and evaluation in particular if we are to provide a quality based foreign language education to the people. Foreign language syllabuses need revision and reformulations in accordance with the kinds of contents that are required for the better improvements of all the four primary skills of language learning and lower order skills at the initial stage and later on to develop the higher order skills. The level and competency of students in the foreign language must be taken into account. In the light of the fast growing world economy and linguistic scenario we need education that validates the people's home culture as well and also removes the barriers that inhibit them from participating fully in consonance with the emergence of the concept of "globalization" in today's world. Last, but not least if English as a foreign language is to be taught effectively, sincerely learned and thereafter properly tested and assessed in its entirety then it would pave way for a nation to progress in the desired direction. The progress of a nation to a great extent depends upon the desired level of competency of its citizens in their mother tongue along with the foreign language. Needless to say, teaching and learning English as a foreign language in any country at present cannot be discarded keeping in view the existing scenario of the globalization. It is an undeniable fact that a child can better express in his mother tongue rather than any of his second or foreign language. He feels more ease and more comfortable in his own language. If he is being taught anything in the class in his own language he can pick up it quickly and understand it in a better way. But this is not the case with the second/foreign language. It is more stressful and burdensome on the child's mind. So keeping in view these various suggested significant and advantageous points with reference to foreign language learning, teaching and evaluation the policy makers while framing the language education policy of the country, should give due importance to foreign language teaching and learning along mother-tongue education in the National Curriculum Framework and make the provisions of all sorts of pedagogical aids and other teaching-learning facilities required for imparting better 'foreign language teaching' in the class. In pursuance of these ideas 'evaluation in the language education' apart from class evaluation need a strong "centralized mechanism" to control the overall on-going foreign language education programme in the country in particular and testing language competency of individuals for different purposes in general. It is hoped that these will ensure the 'all round-growth of the students' in the foreign language education programme from the very beginning to the end. The author of the present paper feels that the proper and effective formulation English language teaching/learning policy and subsequently its implementation in a monolingual country like Saudi Arabia is a great challenge before the nation. The academia should give a serious thought to it.

Finally as a student of linguistics it is my first and foremost duty to express my opinions to draw the attention of the academicians and educationists about the relevance of language evaluation in a country.

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Racial Identity by Gaze, Panopticon, Blindness and Hegemonic Ideology in *The Bluest Eye*

Md. Abdul Karim Ruman¹

Abstract

The classical view of identity is that it is something inherent and fixed in individuals in some way or part. According to Foucault, our identity is constructed by how we are seen or gazed. Gaze is the 'desire' of one person that constructs the identity of another who is gazed. And panopticon is a system of 'regulation, monitoring and surveillance' to operate 'patterns of behavior' continuously through some ideological state apparatuses like educational institutions, churches, media and other modern technologies. In this regard, gaze and panopticon are the mechanics that create, propagate, establish, and gradually naturalize racial identity and prejudices, leading to the blacks' internalization of hegemonic ideology and inferiority which sustain automatically because of the victims' blindness to them. This essay explores— "How is the identity of the African-Americans constructed and what is its racial effect?" In *The Bluest Eye*, where the black people's identity is constructed by the gaze of the white people that controls their codes of behavior, Morrison challenges the Western standard of beauty. To replicate and extend Farshid, the novelist portrays the prevalence of the white-controlled American media which have constructed a gigantic Panopticon whose controlling supervisor abides in wide-spread ads, billboards and movies that function like a Benthamian central tower, in Foucault's terms, which controls the mindset of African-Americans and induces a devastating sense of inferiority among them. The researcher correlates Foucault's theories about the workings of discourse, power and identity in modern societies with Morrison's exploration of American racism in *The Bluest Eye*, demonstrating Morrison's contention that racism has less to do with exclusion than with the ideological pressure to assimilate to cultural ideals of beauty and identity. This paper examines the effects of a kind of seeing that is refracted through the lens of racism by the subjects of racism themselves.

Keywords: Gaze, Panopticon, Blindness, Discourse, Media, Hegemonic Ideology, Racial Identity, Inferiority Complex

Introduction

Gaze, in the cultural sense, is the desire of one person that constructs the identity of another who is gazed. It is a means of domination, by making others' identity according to some particular (e.g., white, colonial etc.) gaze. And ideology is the system of thought in a given society. According to Michel Foucault, our identity is

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constructed by how we are seen. In this regard, gaze and panopticon are the mechanics that create, propagate, establish, and gradually naturalize racial identity and prejudices, leading to the blacks' internalization of hegemonic ideology and inferiority which sustain automatically because of the victims' blindness to them. In this regard, racism can be defined as "prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior" (Oxford). Therefore, to 'look' and 'be looked' through various modes of inscription like films, posters, literature, media (especially newsreels and newspaper reports), as well as commodity consumer popular culture in general, are explored and criticized by many writers and cultural critics. In this research, the focal question is—"How is the identity of the African-Americans constructed and what is its racial effect?" Here, the researcher would locate how various modes of gaze and blindness have been articulated in Toni Morrison's *The Bluest Eye*; and how myths of gaze regarding the concept of beauty and identity adversely affect individual psychology and behavior of both the blacks and the whites.

Literature Review

Racism in America has been a major issue ever since the colonial era and the slave era. Therefore, many studies have so far been conducted on the topic in question. According to Mustafa, "in the novel it is shown how blacks are treated as the Other and sub human by the American white racists during the slavery period" ("Racial Discrimination"). In Farshid's words,

The Bluest Eye depicts the hideous effects of Euro-American discourse presented by various media on the life of African-Americans...she dramatizes the operation of white-dominated media especially Hollywood movies in reinforcing the discourse of the blue-eyed, and confirming their racial superiority by spreading the "sequences of signs" that signify their "modalities of existence." It is argued here that this process indicates the operation of a panoptic mechanism that controls blacks' mindset and behavior almost in the same way that the supervisor of Behtham's Panopticon's central tower does, according to Foucault, with the difference that the controlling agent of this system is set in the wide-spread American media. Morrison portrays in a touching way how that system molds blacks' state of mind, affects their feelings and induces a bitter sense of inferiority among them.

("Panoptic Mechanism")

In the article *about "Identity crisis"* Cecchini's states that *The Bluest Eye* and *Sula* are Toni Morrison's first two novels written in the United States in 1970s during the era of the Civil Rights Movement and the Black Power Movement. During this time the question arose as to where African-American women fit in this era of change and self evaluation. In her fictions, Morrison brings to the center stage the plight that the African-American women faced because of their race and their gender. These female characters embody Morrison's thoughts as to how an African-American woman needs to progress in her community or against her community in order to establish an individual identity/self and remove herself from her status as the marginalized 'Other'. Cecchini's study identifies what Morrison achieves by materializing the conflict of the self against the 'Other' and its effect as a social statement. To answer this question it is examined how identities are constructed and how individuals find themselves placed in the position as the self or the 'Other'.

When arguing the concept of the self and the 'Other', Cecchini draws primarily from Michel Foucault and Stuart Hall's analyses. Further along into the study, Cecchini analyzes stereotypes of African-American women and where they originated, and how the role of the African-American author has developed and what themes she chooses to include in her literature.

In the dissertation on "*Racialised Beauty*" Sugiharti draws attention to the fact that the novel starts with the description of an ideal white family but in the near-parodic style of a school reading primer, where we meet Dick and Jane and their lovely parents living in a nice and comfortable house with a lovely dog and a cat. As Donald B. Gibson also argues, the Dick and Jane text implies one of the primary and most insidious ways that the dominant culture exercises its hegemony, through the educational system. It reveals the role of education in both oppressing the victim – and more to the point – teaching the victim how to oppress her own black self by internalizing the values that dictate standards of beauty (Gibson 20).

Indeed, the relevant literature reviewed here supports and justifies the current research.

Methodology

The methodology adopted in this research consists of a textual analysis of *The Bluest Eye* as the primary source, which will draw from a cultural theoretical framework, taking a critical exploration mainly of the African-Americans' racial identity and its effects. Regarding the terminology, a subtopic titled "Theoretical Framework" is composed. There, the researcher would clarify Michel Foucault's idea of gaze and panopticon. Besides, to analyze gaze from a cultural perspective, the researcher would also have a glance at Louise Althusser's concept of ISA or Ideological State Apparatuses. The related research papers or literature reviews have already been explored as the secondary sources of information for this study.

Theoretical Framework

The gaze, [sometimes called, the look] is a technical term which was first discussed by French intellectual, Michel Foucault, in the description of the 'medical gaze', a term to denote the dehumanizing medical separation of the patient's body from the patient's person, i.e. identity (xii). Gaze is the ideological mechanism which from the perspective of dominant groups constructs, perpetuates, and determines the identity of the subaltern. It is not only a mechanism but also a controlling force. One cannot protest this policy—through gaze, one's identity is constructed. Again, the concept of gaze is concerned with the relations of power. Foucault's concept of gaze carries the sense of being objectified, subordinated, or threatened by the 'look' of another. Foucault argued that we should understand perception as governed by the modes of discourse. It characterizes particular social and intellectual regimes. Thereby, he rejected the view of a person having an inner and fixed 'essence' that is the person's identity. Rather he identified the self as being defined by a continuing discourse in a shifting communication of oneself to others.

Foucault also deals directly with the conditions and effects of the gaze in the concept of 'panopticon surveillance'. Michel Foucault's example of the panopticon is a model prison designed by Jeremy Bentham, which would comprise a circular building of prison cells, an open yard and a central tower. From this tower the prison-keeper

could observe all the inmates without himself being observed. Here, prisoners would be subject to the 'gaze' of the guard, but never really know if they were really being watched. As a result, they would have to monitor their actions constantly and be on their best behavior. Foucault argued that such persistent self-monitoring and self-regulation would lead to the normalization of the deviant as they internalized the disciplinary regime which they were subject to. The panopticon would thus ensure the effects of constant surveillance through an invisible and not necessarily actual observer. This is a dramatic instance of the association of power and the gaze Foucault is concerned to identify.

Again, according to Foucault, the supervisor's observation controls the observed individuals by the power that coexists with the supervisor's observation. While the supervisor is observing the individuals, the disciplinary power he wields enters the observed bodies; working through 'general visibility'. Practically, surveillance appears in many institutions, such as schools, media etc. for they produce supervision. Through surveillance, a massive soup is placed under control, for the disciplinary power pierces into their bodies to make them weak and submissive. In order to keep the society in control, the white gaze as the invisible means of surveillance is everywhere with its disciplinary power of white values. The whites do not impose the white values on the blacks through physical violence; but by some other implicit ways such as the white gaze. The white gaze is such a subtle, oppressive means that the blacks think nothing to fight back. In short, psychologically the blacks are overwhelmingly oppressed. Thus, the white gaze infuses the white values and the disciplinary power into the inferiority of African-Americans without raising their urges to fight back. Gradually they accustom themselves to the white values embedded in the white gaze.

Again, Foucault defines discourse as being "constituted by a group of sequences of signs" which "can be assigned particular modalities of existence" (106). Taking into account his definition and replicating Farshid, it can be said in *The Bluest Eye* that the "modalities of existence" pictured by the American media at the time of the novel were utterly those of the Euro-Americans, hence the black people were impelled to define their lives according to the whites' "modalities of existence" and to look at themselves through the lenses of whites' discourse. Thus, both Morrison and Foucault draw attention to how people are implicitly oppressed and disciplined in the construction of their subjectivity. In *The Bluest Eye*, the dominant racial ideology is that everything related to the color of whiteness is beautiful and blackness is ugly. Thereby, the identity of the African-Americans is terminated through the interpellation of the western ideological thoughts. Interpellation is the humble acceptance of one's own position and identity imposed by the dominant culture or society. In fact, most African-Americans are stimulated by the rules or ideologies set by the white Americans. One gets the feelings of constant gazing from the idea of panopticon and loses his/her total sense of identity and freedom. In this novel, the black people's identity is constructed by the gaze of the white people that controls their codes of behavior. White ideologies work as the mechanism of panopticon in the black community and determine their identity.

It has been argued that the principle of the panopticon lives on in our wider society and culture. So, panopticon is a system of 'regulation, monitoring and surveillance' to operate 'patterns of behavior' continuously through some ideological

state apparatuses like educational institutions, churches, media and other modern technologies. But in the context of *The Bluest Eye*, panopticon is not only a visual device of imposing and accepting racial identity of inferiority, but also it works subtly through the life of an individual and a community. According to Farshid,

The panoptic mechanism that Morrison pictures in her novel mostly functions via Hollywood's dazzling screen that makes people be immersed in its fantastic world and thereby performs the role of a supervisor, seeing that it molds and controls the mind and behavior of the people who gather around it. In her agonizing narrative, she dramatizes the operation of American cinema and other white-dominated media in reinforcing the discourse of the blue-eyed and giving form to the feelings and state of mind of black people. ("Panoptic Mechanism")

Again, the way of admiration, acceptance and praise for any human being can simply be understood by other men's 'look' (gaze); at the same time, disgust, rejection and unworthiness for anybody can also be understood by simple 'look'. Thus, by panopticon and gaze of the white standard, blacks are identified negatively regardless of their origin and without questioning they accept and internalize the hegemonic ideology through total negation and self-hatred. The blacks measure themselves through the eyes of the whites. In other words, individual blacks stand to the particular norms of beauty and values imposed by the white culture. Here, we see the importance of what Baier calls 'second person-hood' (84), of seeing oneself through the others' eyes in a social and historical context.

Gaze and Panopticon in *The Bluest Eye*

The mechanisms of gaze and panopticon work through school, media and church in *The Bluest Eye*. Firstly, school provides training for the blacks to become passive and accept the master's policy: "They go to land-grant colleges, normal schools and learn how to do the white man's work with refinement" (Morrison 64). In fact, as an African-American, Morrison's *The Bluest Eye* explores the complexity of 'the look' as the controlling gaze of a dominant, racially oppressive society which constructs whiteness as the norm while viewing the African-Americans as the 'Other'. Understood from the perspective of a black woman, the dominant society's gaze, constructed as a touchstone, is driven by a layering of motivations that expresses racism and classism in its operations. Further, the 'look' of the dominant social order is internalized by the black characters who construct themselves and others through and in a few instances against, the gaze of the 'Master', almost always with disastrous results. Indeed, Morrison is critically aware of how the dominant society's ideological and commercial apparatuses maintain and hold the 'look' in place to the detriment of her black characters. This essay will track down and interrogate some of the diverse, and sometimes intricate, meanings of the 'look' and blackness articulated in Morrison's novel.

Regarding the tracks of the 'look', *The Bluest Eye* holds as its central concern a critique of western beauty and its special destructiveness when imposed upon people of color in general. Therefore, she asserts that the idea of physical beauty is one of "probably the most destructive ideas in the history of human thought. Both originating in envy, thrived in insecurity, and ended in disillusion" (Morrison 95). One can discern much about the construction and working of the 'look' by exploring the plight

of the novel's principal victim, a twelve-year-old black girl named Pecola Breedlove. Her sad situation is compounded by a crushing sense of inferiority and ugliness; inherited from her family and their own struggles with the 'look' and by her attempts to ease her misery by retreating ever more deeply into a confused and finally shattered psychotic self image. Early in the novel, Morrison locates Pecola's and the Breedloves' problems with 'gaze' in the family setting and poses these problems as, ultimately, ideological. The author goes on to theorize:

You looked at them and wondered why they were so ugly: you looked closely and could not find the source. Then you realized that it came from conviction, their conviction. It was as though some mysterious all-knowing master had given each one a cloak of ugliness to wear, and they had each accepted it without question. The master had said, "You are ugly people." They had looked about themselves and saw nothing to contradict the statement; saw, in fact, support for it leaning at them from every billboard, every movie, every glance. "Yes," they had said, "you are right." And they took the ugliness in their hands, threw it as a mantle over them, and went about the world with it. (Morrison 34)

Significantly, the "mysterious master" referred to here is the dominant, hegemonic ideology which, with the 'look' as its instrument, devalues the Breedloves, assigns them to their social place and correspondingly, to their place in the hierarchy of physical beauty. Equally as important, though, Morrison shows us the pervasiveness of the ideological state apparatuses, as the 'look' is figured into billboard advertising, popular cinema, and other media and assimilated from "every glance," be it white or black.

Morrison develops the pathology of these revelations by working into the narrative a number of instances in which Pecola and her family's self-esteem is literally destroyed by their encounters with varied expressions of the dominant society's gaze. In this context, popular culture and media play a vital role as the mechanics of panopticon. Pecola's poor mother Pauline escapes into the fantasy of Hollywood's "classic cinema" that constructs visual pleasure and looking relations. Pauline experiences the 'look' that Hollywood always tries to efface from the consciousness of the spectator, so that one may identify with one's "ideal ego" image in the story world and deeply submerge into the film's verisimilitude. Likewise, at the movies Pauline identifies herself with the characters on the screen, and quite advertently starts to dream, desire and wish she had hair like Jean Harlow's. She also longs for clothes that will make the women 'look' at her differently; i.e. as nice: "she merely wanted other women to cast favorable glances her way" (Morrison 92). In a word, the movies Polly watches are destructive since they are imposed from the outside for manipulating and marginalizing the blacks. However, as a black woman, Pauline must suffer from self-negation in a compounded sense, for her like hardly exists anywhere on the screen. She is, therefore, forced to look at and apply to herself a completely unrealizable, alien standard of beauty and to experience dissatisfaction resulting from the contradiction with the white actresses. Her problem with the dominant gaze is that it conjures up the triple devaluation of her being female, black and poor. Beyond that, tooth-falling is a climax for Pauline because she has got the message that she cannot be Jean Harlow. Thereafter, she loses all love and it affects her psychology forever. Again, Farshid can be quoted in this regard:

The Bluest Eye is a sharp critique of American media, especially Hollywood movies that have given form to a gigantic Panopticon all over the country via which a sense of inferiority and “racial self-loathing” is induced among black people, seeing that those media spread and confirm the signs that indicate whites’ racial superiority.

(“Panoptic Mechanism”)

Understanding the importance of dominant cinema in shaping looking relations and the society's racially layered regimes of beauty, Morrison finally observes of Pauline: "she was never able, after her education in the movies to look at a face and not assign it some category in the scale of absolute beauty, and the scale was one she absorbed in full from the silver screen" (Morrison 97). What is more, this internalization of the cinematic ‘look’ and its corresponding workings in Hollywood's ‘star system’ extends to all of the novel's female characters. For instance, the black girls Claudia and Frieda are compared by their boarder Mr. Henry to Hollywood's "Greta Garbo and Ginger Rogers" (Morrison 7). Meanwhile, in a neurotic attempt to raise her value on the scale of beauty and love, Pecola turns into a fetish, guzzling quarts of milk out of a cup marketed in the child star's image Shirley Temple, in hopes of a magical transformation: "she ... gazed fondly at the silhouette of Shirley Temple's dimpled face ... how cu-ute Shirley Temple was" (Morrison 12). And, "... she ... took every opportunity to drink milk out of it just to handle and see sweet Shirley's face" (Morrison 16).

On the other hand, Cholly also suffers from the white ‘gaze’. Originating in a humiliating incident in adolescence that permanently haunts, scars and emasculates Cholly by showing him his ‘place’ in a racist society and as an object of that society's sadistic, dominating gaze, the ‘look’ contributes directly to the formation of his violence and undying mistrust of all women. Morrison shows us that the pathology of the ‘look’ also applies to men of color and that the gaze of hegemonic society is driven much by reflex racism and the exploitation of erotic pleasure by two racist white men who force him to copulate in the glare of their flashlights and their voyeuristic, sadistic gazes. This dominating, sadistic look, then, becomes one more instance in a casual chain of devaluation that culminates in disaster, Pecola's rape for example, for the entire Breedlove family: "Why did she (Pecola) have to look so whipped? ... If he looked into her face, he would see those haunted, loving eyes. The hauntedness would irritate him ... the love would move him to fury ..." (Morrison 127). Here ‘gaze’ is devastating. Yet, in a sense Cholly's crime is a redemption for Pecola because his rape suggests that she still can ‘be looked at’ and desired, though incestuously, by someone which gives her a sense of identity in spite of her being untouchably ugly.

In the meantime comes Pecola's shattering encounter with the ‘gaze’ of the dominant society. She struggles to discover whether she is a ‘weed’ or has some value or undiscovered beauty beyond her depreciated position in the scheme of society's looking relations. Thus, she implicitly realizes that beauty can be created by ‘seeing’ rather than by ‘being seen’. Similarly, she redefines herself as beautiful even without blue eyes. But Morrison holds out the possibility to be remote. Besides, Pecola experiences the ultimate negation and totally disappears. When she enters into the store to buy and conform to the ideal childhood, female image commodified in the form of Mary Jane candies from the storekeeper Yacobowski, Morrison evokes the

'look' in one of its most detailed moments in all of her novels; when she believes that the way people observes her is more real than what she herself observes: "... he [Yacobowski] senses that he need not waste the effort of a glance. He does not see her, because for him there is nothing to see. How can a fifty-two-year-old white immigrant storekeeper ... see a little black girl?" (Morrison 41-42). Indeed, when somebody gazes at a black person, it establishes her/his identity, even though as ugly and inferior. But Pecola is so hated and ugly that people do not even look at her and the school children criticize one another by her name. Here Morrison constructs the circuit of looking relations as that between 'Master' and non-white 'Other', in which the Master looks upon the 'Other' and sees an absence of humanity. In turn, the 'Other' looks upon the Master and sees omnipotence and the negation of the self. Thus the two creates a circulating 'look' in which they confirm their inhuman estimate of each other and significantly, of themselves. Moreover, Pecola understands that the nucleus of the problem lies in her blackness, which "is static and dread. And it is the blackness, that accounts for, that creates, the vacuum edged with distaste in (all) white eyes (Morrison 37). Pecola defines her own world as feeble and inferior against the white place where the stare originates. So she longs for the static empty gaze of blue eyes that she sees in the smiling white face of Mary Jane candies.

Again, Eye imagery pervades the scene as the shopkeeper "cannot see her view—the angle of his vision ... makes it incomprehensible to him" (Morrison 37). To see Pecola would be to see her as a person, to encounter her subjectivity. But to him, she is nothing, and she in turn can see in his eyes that she means nothing to him. Moments like these reinforce Pecola's conviction that she is hideous. Earlier, the narrator assures us that she will never learn to see her own beauty, in part because no one else will show it to her. This touches on the theme, throughout the novel, that often one is dependent on others for feelings of self worth, love, and even one's identity. However, her encounter with racist 'gaze' ends with reflex self negation or impoverished sense of self, and with disastrous and irredeemable consequences for insufficient self-esteem. Ultimately she is completely isolated: nobody plays with her, her mother rejects her, her townsfolk 'look off' when she looks at them, her school throws her out, the MacTeer sisters 'avoid' her and her father fails to transcend his sin. The loved one (Pecola) is shown, neutralized, frozen in the glare of the lover's (Cholly's) inward eye.

Pecola believes that the cruelty she witnesses and experiences is connected to how she 'is seen'. In other words, Pecola's definition of her self-esteem is established by those who see her. This is how she sees herself: "Long hours she sat looking at the mirror trying to discover the secret of the ugliness" (Morrison 54). Through this discovery she seeks an escape into the fantasy world. Having seen white baby dolls with blue eyes loved and desired, she believes from her childhood that blue eyes would change everything: if she had blue eyes, she would look beautiful, she would have friends and be loved, her parents would stop fighting, her brother would not run away, and they would be happy. We have to consider that the standard of beauty that her peers subscribe to is represented by the white child actress, Shirley Temple, who has the desired blue eyes. Thus, 'gaze' acts as a pervasive force in Pecola's life. "... if she looked different, beautiful, maybe Cholly would be different, and Mrs. Breedlove too. Maybe they'd say, why look at pretty eyed Pecola. We mustn't do bad things in front of those pretty eyes ..." (Morrison 34). Pecola thinks that how we see the world is determined by eyes' color, but it is indeed related to human psychology. Hence, she

has been appealing to God for nine years to have "pretty eyes, pretty blue eyes ..." (Morrison 34). In fact, this is a path towards redemption. However, Pecola is strongly influenced by and obsessed with white concept of beauty and love. To repeat the issue, she believes that if she had blue eyes, she would not have to stay with those people who were ugly and unloved: "As long as she looked the way she did, as long as she was ugly, she would have to stay with these people" (Morrison 39) and suffer.

Again, Pecola's desire for 'blue eyes', synonymous with her search for the American myth of beauty as self-virtue, is what Langston Hughes calls an "urge to whiteness within the race" (Bone 1966: 4). But her illusions suffer distortions as she is subjected to varied degrees of oppressions within the community and outside. Crucial in this racist preparation, as has already been discussed, is the denial Pecola endures at the candy shop by the white Mr. Yacobowski who "doesn't see her ..." (Morrison 36), for in his eyes this was "the total absence of human recognition—the glazed separateness ..." (Morrison 36). So the dandelions that earlier "made her part of the world ..." (Morrison 36), now "are ugly" (Morrison 37) after this encounter. She is made to look further into her ugliness by the oppressive eyes of the 'colored' Maureen Peal who openly reproaches her being "black and ugly" (Morrison 56).

Pecola's yet another horrific encounter is with the 'colored' Geraldine from Mobile who had seen this little girl "all her life" (Morrison 71) and throws her out for being "nasty little black bitch" (Morrison 72). In fact, the appearance of Pecola reminds Geraldine's own black origin that she tries to escape. As Pecola backed out of the room, she "saw Jesus looking down at her with sad and unsurprised eyes, his long brown hair parted ..." (Morrison 72). Here, Jesus looks "sad" because of humiliation of a human being merely for skin color upon which s/he has no control; Jesus looks "unsurprised" because he is accustomed with it; and "brown hair" implies that Jesus was not a European and white, rather racial 'gaze' suggests that He belonged to the 'Other'.

From cultural perspective, the master people construct a standard of ethic, beauty, happiness, and project them through the media; confirming the authenticity of the white authorship: "Adults, older girls, shops, magazines, newspapers, and window sign—all the world had agreed that a blue-eyed, yellow-haired, pink-skinned doll was that every child treasured. Here they said this is beautiful, and if you are on this day worth you may have it" (Morrison 64). Even the Primer of the elementary book functions as the hegemonic force of an ideology (focused by the supremacy of 'the bluest eye') by which a dominant culture reproduces (its) hierarchical power structure[s]. In Grewal's words, the Dick and Jane text functions as "the hegemonizing force of an ideology ([focused by] the supremacy of 'the bluest eye') by which a dominant culture reproduces [its] hierarchical power structure[s]" (24). In fact, the dominant white culture exercises its hegemony through education in both oppressing the victim and teaching the victim how to oppress her own black self by internalizing the values that dictate standards of beauty.

Again, Pauline Breedlove, Geraldine, Maureen Peal, and Pecola are black characters, subjected to approval of panopticon, who try to conform to an imposed ideal of femininity. They are absorbed and marginalized by the "cultural icons portraying physical beauty: movies, billboards, magazines, books, newspapers, window signs, dolls and drinking cups" (Morrison). Ironically, in trying to conform to

the ideal of white femininity, the black female characters despise their blackness which in turn leads to self-hatred. They see themselves through the eyes of the white people which W.E.B. Du'Bois calls "Double Consciousness" and their worship of white beauty also has destructive effects on their own community. For example, Maureen Peal, merely a light-skinned girl at school, thinks that she is pretty and Pecola is ugly and Morrison sets up a hierarchy of skin tone: firstly, Geraldine's [a counterfeit of the idealized white family], ...[then] the MacTeers and at the bottom [of the social order], the Breedloves, marking proximity and distance in relation to idealized physical attributes. Maureen is treated well. Boys do not tease Pecola before Maureen's attractive look with awe too. In these ways, Morrison identifies the politics of media and popular culture to warn us about the impact of gaze and panopticon, and our blindness to the reality.

Though most of the blacks desire to 'be seen' by others as they 'see' the whites, and so try to be identified with them as far as possible, Claudia's attitude to the white gaze of beauty is totally contrasting and subverting. The reason behind it is that false myth of ugliness not only makes blacks feel ugly, but also constructs their characteristic of 'violence'. For instance, Claudia is frustrated by the society that cherishes pink skin and blue eyes and thus can never consider her, a black girl, to be truly beautiful. Therefore, her dissection of white dolls is strangely scientific; since she tries to see what they look like inside. This investigation of the dolls parallels the investigative work done by the novel, which, in its own words, attempts to discover 'how' social forces have combined to produce Pecola's tragedy. Besides, as a resistance to the ominous 'gaze' or the racist ideology of 'beauty', her subsequent loving of black baby (of Pecola) indicates her hating of white babies. Additionally, the image of doll-dismemberment by a black girl oddly inverts and foreshadows Pecola's later psychological destruction, which happens partly because of a constructed white standard of beauty that she cannot attain.

Meanwhile, Claudia is not only indifferent to white dolls along with Shirley Temple Cup, but also realizes that she hates the thing that makes Maureen beautiful: "The *Thing* to fear was the *Thing* that made her beautiful and not us" (Morrison 58). We can say that "the *Thing*" Claudia learns to fear is the white standard of beauty that the members of the African-American community have internalized, a standard that favors the "high-yellow" Maureen Peal and denigrates the black and ugly Pecola Breedlove. Not only that, the narrator cum character Claudia asserts: "Dolls we could destroy, but we could not destroy ... the obedience in the eyes of our peers, the slippery light in the eyes of our teachers when they encountered the Maureen Peals of the world. What was the secret? What did we lack? Why was it important?" (Morrison 57). As a child, Claudia also wonders why People admire little white girls: "What make people look at them and say, 'Awwwww', but not at me?" (Morrison 150).

By the time, Claudia realizes that 'beauty' is something learned or imposed, and accepted; it is not natural or inherent. The hegemonic ideology indicates that the whites have not insisted the blacks to wear ugliness; rather somehow they are made to wear and accept it without question and resistance. She blames the black community which adopts a white standard of beauty that makes Pecola its scapegoat. In reality, the stereotypical methodology concurs with their natural ugliness. Being ugly, Pecola becomes symbolically 'dumped' and an object of repulsive nightmares: "We were so

beautiful when we stood astride her ugliness" (Morrison 163). All these are nothing but the outcome of the forces of 'gaze' and 'panopticon'.

Significantly, 'gaze' even constructs our religious faith. As we find in *The Bluest Eye*,

He [Cholly] wondered if God looked like that [blue]. No God was a nice old white man, with long white hair, flowing white beard, and little blue eyes that looked sad when people died and mean when they were bad. It must be the devil who looks like that ... If ... that, Cholly preferred him ... the idea ... excited him ... the strong, black devil. (Morrison 105)

Actually, here the images of God and devil refer to how we are made to 'see' the world. God is good and all good qualities are associated with the whites because He [God] 'looks' white. In contrast, since the blacks' actions resemble with devil, devil is thought to be black. As Cholly already has destructive instinct, when he comes across such image, he wants to reach it. In fact, such 'gaze' is a constructed issue of racism.

Blindness and Hegemonic Ideology in *The Bluest Eye*

In context of the theme of (metaphorical) 'blindness', the narrator states that "she (Pecola) would never know [or 'see'] her beauty. She would see only what there was to see: the eyes of other people" (Morrison 35). Indeed, such blindness to the reality and lack of self-confidence make all the Pecolas of the world victims of racism. Further, rather than granting Pecola insights into the world around her and providing a redeeming connection with other people, her blue eyes are a form of blindness. She can no longer perceive the outside world, and she has become even more invisible to others. That is why, she is worried by the fact that others will not 'look' at her, and she has not escaped her jealousy of what others possess. She worries that someone has bluer eyes than herself. Actually, she is blind to the fact that people now avoid her for her stigma of incest, rather than out of jealousy of her 'beauty' which she thinks.

Again, metaphorically blindness parallels with 'gaze' in *The Bluest Eye*. That is why, Maureen's black school-fellows are blindly jealous, awed and enslaved by her 'whiteness'. But to worship blindly that which is 'white'—is to put one's head in a noose. Indeed, those black children have been thoroughly conditioned and brainwashed by ubiquitous and subtle pro-white propaganda to despise all that are 'black', and to revere whatever looks 'white' or even 'whitish'. Thus, unconsciously they are justifying the white constructed racist ideology in degrading, oppressing and subordinating the blacks easily. We cannot ignore the logical fact that those are 'mimicked' (Bhabha) or worshipped who are superior in rank and the followers must be inferior, regarding genetic skin-color specialized by 'gaze' and 'panopticon' in this context.

On the other hand, the whites are sometimes 'blind' to the sensitivity of the blacks in spite of the latter's being human being. For example, during Pauline's giving birth to Pecola at a hospital, "When he [old white doctor] got to me [Pauline] he said [to fellow young doctors] now these here women ... deliver right away and with no pain. Just like horses" (Morrison 97). This is the stereotypical representation of the blacks how they are 'shown and seen' by the whites in terms of body. Even she is

compared to an animal, whereas being a woman of flesh and blood she must have human feelings. But she does not express it like the whites: "Who say they don't have no pain? Just because she don't cry? Because she can't say it, they think it ain't there? If they look in her eyes and see them eyeballs lolling back, see the sorrowful look, they'd know" (Morrison 97). This social interpretation of the 'medical gaze' is a classic example of Foucault. That is, "the gaze asserts a cognitive relativity, such that the facts about the body are dependent upon the physician's medical gaze — his sensations, perceptions, experiences, etc" (Lange, and Lu).

Even the religious agents like Soaphead Church despises dirt of all kinds and wants to 'see' human being in perfect form. He observes "A little black girl who wanted to rise up out of the pit of her blackness and see the world with blue eyes" (Morrison 138). After deceiving Pecola, he thinks "...I gave her those blue eyes ... No one else will see her blue eyes. But she will. And she will live happily even after" (Morrison 144). Pecola wants blue eyes so that she can change what she sees and how others see her. For her both reasons are interchangeable because she believes that how people see her (as ugly) creates what she sees, e.g. hurtful behavior. But the irony of fate is that Pecola wanted 'to be seen' beautiful with blue eyes, though now nobody 'looks' at her; not even her "jealous" mother. So, after getting the illusory 'blue eyes', she becomes crazy and seeks constant confirmation of their being prettier than all from her 'other self' out of utter depression. We can guess that her unblinking 'gaze' at the mirror and the sun costs her sanity and even her normal faculty of 'seeing' forever. Thus her obsession with 'seeing' and 'being seen' everything according to the hegemonic ideology ends with not only her metaphorical and real 'blindness' to the world but also the world's utter blindness to her: "She was so sad to see. Grown people looked away; children, those who were not frightened by her, laughed outright ... We tried to see her without looking at her ... never went near ... because we had failed her ... So we avoided Pecola Breedlove forever" (Morrison 162).

Finally, Pecola turns into a racial scapegoat of the community in the sense that Pecola's lifelong desire to 'see' everything beautiful ironically reverses into everybody's desire to see her uglier; and her desire to 'be seen' pretty by others shifts to the community's desire to 'be seen' prettier in contrast to her ugliness. She can no longer 'see' anybody and 'is seen' with care by anybody. Still the community needs her. Therefore, we can say that Pecola's fantasy of changing the world through 'gaze' in turn changes her world, like some others', with utmost hatred, isolation, negation, identity crisis, delusion, humiliation, assault, teasing, rejection, marginality, alterity, frustration and disillusionment. Thus, though the world remains the same with its racial mechanism of gaze and panopticon, Pecola ultimately falls apart. Now Pecola needs approval of other's 'gaze' for her 'being' or 'existence' in the community. But she is not seen by herself until she hallucinates an alter-ego. And the fact of her hallucination becomes a kind of outside-the-book conversation (Morrison 171).

Indeed, it is the white ideology and hegemony that finally leads Pecola to be blind to accept the reality. It is the effect of false myth of outside 'gaze and panopticon', the ideal way a young girl should look for, that shapes the blacks' psychology. In a new "Afterward" to the novel's 1993 reprint, Morrison became interested in the mechanics of the blacks' feelings of inferiority before gaze and panopticon. Morrison wonders "about ...Who had looked at her [Pecola] and found

her so wanting, so small a weight on the beauty scale? The novel pecks away at the 'gaze' that condemned her" (Morrison 165). And—

The assertion of racial beauty was ... a reaction ... against the damaging internalization of assumptions of immutable inferiority originating in an outside gaze. I [Morrison] focused, therefore, on how something as grotesque as the demonization of an entire race could take root inside the most delicate member of society: a child; the most vulnerable member; a female [Pecola] ... some aspects of her woundability were lodged in all young girls. (Morrison 168)

Thus, 'gaze' in the socio-cultural context acts as the determining force of 'beauty' and 'ugliness'. And the hegemonic ideology is so deeply rooted that it is very difficult to alter or eradicate. Even today many of the black girls cannot survive and blindly accept the onslaught of the white media-messages.

Conclusion

To conclude, Foucault's idea of discursive practices increases the ways that the individual can be constituted in and through culture. 'Gaze' (seeing and being seen) is a socio-cultural practice for racial degradation and oppression. So, in *The Bluest Eye* Morrison challenges the Western standard of beauty and demonstrates that ideology like the concept of 'beauty' is socially constructed and applied for destructing the black psyche. If there were no value of appearance or 'gaze', there would be no concept of 'beauty' or 'ugliness' at all in Pecola's, Pauline's, Claudia's, Freida's and Geraldine's lives. All these characters are crazy from their dealings with racism and they suffer from an internalized racism that is upheld and maintained by social and cultural structure within which they live. Indeed, racial stereotypes of beauty contrived and nourished by the mass media contribute to the status at which these young African American girls find themselves early on and throughout their lives. While the ideal of beauty is mass marketed, the damage it does to society is devastating. Morrison recognizes that if 'whiteness' is used as a standard of beauty or anything else in socio-cultural context, then the value of 'blackness' is diminished, and the novel works to subvert that tendency through the violent resistance of Claudia. As for 'seeing', Claudia scrutinizes and seeks justification for externally imposed standards. In contrast, regarding 'being seen', Pecola scrutinizes herself (Morrison 39). Because of always 'seeing' herself through the 'eyes' of others, Pecola never 'sees' anything in herself to love. Thereon, what Claudia's telling of the story shows, but does not say, is that the internalization of destructive 'hegemonic ideology and inferiority' resulting from 'gaze' can be avoided. In fine, Morrison tries to figure out the nature of 'gaze' and 'panopticon', and its consequent effects on the black psychology; and thus give some subtle suggestions for the blacks to overcome such adverse situation. And her theory or outlook is also immensely applicable for any community or society, as the roots of 'gaze and panopticon' deeply lie in any society or state.

Finally, the white 'gaze' and the black 'blindness' are the policy or mechanics leading to 'hegemonic ideology' to fulfill the power system by making the unprivileged blacks slaves or anyhow inferior to the whites. Hence, by being aware of this, one should avoid the dangerous ending like self-destruction. And in *The Bluest Eye*, the blacks are seen stereotypically and unquestionably accepting them they fall

into self-hatred and decay. Here, Morrison shows the reader every aspect of racism: whites against blacks, light-skinned blacks against dark-skinned blacks and blacks who are well off against poor blacks. To be specific with the protagonist, regarding the racial prejudices originating from outside 'gaze', Pecola tries to conform to the hegemonic ideology of beauty and utterly fails by identity crisis. Ultimately, she lives in an illusory world. In fact, she is 'blind', either physically or psychologically, to the reality of the white world. In Fanon's words, the fact of the juxtaposition of the white and the black races has created a massive psycho-existential complexity in her. Morrison excels in describing racism as one of the many issues which can ruin a person's self-identity and confidence. To extend Shasha, by illustrating the influence of the dominant cultural ideals and approaching black people's different psychical responses, this study shows how racial oppression works in the form of white-defined beauty internalization and explains its damaging effect on African-Americans as well as on others within their families and the neighborhood. Finally, it can be said that Morrison tries to deconstruct the hegemonic ideology and racially hierarchical identity constructed by gaze, panopticon and blindness to reconstruct a dignified identity for the twentieth-century African-American blacks.

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Understanding Modernism through *To the Lighthouse*: A Study of Virginia Woolf

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Abstract

This paper highlights modernism and its elements in one of the most famous modern novels *To the Lighthouse* by Virginia Woolf, the great feminist in the world of English literature. This paper attempts to identify the principles and the ideologies of modernism. The study is based on the elements of modernism in the novel. This paper is also intended to enable the readers to become acquainted with the inner thoughts and emotions of Virginia Woolf towards life. Here we will also see the real reflection of her life and her own feelings about a common family life and the expectations of the members of that family.

Keywords: Modernism, Desire, Elements

Introduction

Modernism has a long historical background. It highlights the experiences of history which dominate modern life and modern culture and recruits tradition and customs that we find in modern philosophy. Modernism has its own ideologies and principles. It believes in the progress of science and technology and the growth of knowledge. Modernism always accepts the changes in society and it looks at the future but not at the past. Modernism gives new ideas and thoughts to the society. Again, capitalism originates from modernism. People are highly dominated by capitalism in the modern age. Capitalism is the greatest enemy of socialism. Because of the capitalistic impact in the modern world, everything has been institutionalized. As a result, power, money, religion become all in all in the modern age. These are called “grand narratives”. These grand narratives dominate the modern world. Modernism believes in logic, unity and order. It also follows a particular form and shape. Modernism focuses on the center and emphasizes only on the subject matter. For this reason, modern people have become selfish and self-centered. Modernism believes in the absolute truth. The features of modernism firmly believe in value judgment. It shows the distinction between rich and poor, black skin and white skin, high class and low class. For this reason, modernism confines all the things to a boundary, which marginalizes everything in the world.

The novel *To the Lighthouse* is a complete modern novel. Modernism is everywhere in this novel. Virginia Woolf uses modern elements excellently in this novel. All the characters, events and actions represent modernism apparently. In other words, it is a great work of modern literature. This novel is absolutely educative because it represents the real picture of modern life and its impact on us. *To the Lighthouse* is really a perfect modern novel with the combination of all.

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Literature Review

The word ‘modern’ in its Latin form ‘modernus’ was used in the late 5th century for the first time. It was used in order to distinguish the present which had become officially Christian from the Roman and pagan past. Afterwards the concept of modernity was related to the Renaissance. People considered themselves modern during the period of Charles the Great, in the 12th century and in France in the late 17th century. This was the time of famous ‘Querelle des Anciens et des Moderns’. It says that “The term ‘modern’ appeared and reappeared exactly during those periods in Europe when the consciousness of a new epoch formed itself through a renewed relationship to the ancients- whenever, moreover, antiquity was considered a model to be recovered through some kind of imitation” (Habermas, 1981:92). Thus, the term ‘modern’ again and again expresses the consciousness of an epoch which relates itself to the past of antiquity. It views itself as the result of a tradition from the old to the new.

An article *Modernity versus Postmodernity* by Jurgen Habermas is an excellent article about the concepts. Jurgen Habermas gives us the clear idea about modernism and postmodernism. He says, “The idea of being ‘modern’ by looking back to the ancients changed with the belief, inspired by modern science, in the infinite progress of knowledge and in the infinite advance towards social and moral betterment” (Habermas, 1981:92). After that another form of modernist consciousness was formed in the wake of this change and the romantic modernists sought to oppose the antique ideals of the classicists. A new ideal age was established early in the 19th century. This radicalized consciousness of modernity freed itself from all specific historical ties. The most recent ‘modernism’ makes an abstract opposition between tradition and the present. Habermas says, “Of course, whatever can survive time has always been considered to be a classic. A modern work becomes a classic because it has once been authentically modern” (Habermas, 1981:93). The relationship between ‘modern’ and ‘classical’ has lost a fixed historical reference.

Jurgen Habermas discusses ‘aesthetic’ modernity. According to him, aesthetic modernity is characterized by attitudes which find a common focus in a changed consciousness of time. This aesthetic modernity first appeared in the midst of the 19th century. Since then we see the distinguishing works, counted as modern. It means the new time of consciousness. “Modernity revolts against the normalizing functions of tradition, modernity lives on the experience of rebelling against all that is normative. This revolt is one way to neutralize the standards of both, morality and utility” (Habermas, 1981: 94).

American neoconservative Daniel Bell says, “The crises of the developed societies of the West are to be traced back to a split between culture and society. Modernist culture has come to penetrate the values of everyday life – world is infected by modernism” (Habermas, 1981:95). As a result, forces of modernism, the principles of unlimited self-realization, authentic self-experience and the subjectivism of a hyper stimulated sensitivity have come to be dominant. According to Daniel Bell, modernist culture is altogether incompatible with the moral basis of a purposive rational conduct of life. Modern culture stirs up hatred against the conventions and virtues of an everyday life, which has become rationalized under the pressures of economic and administrative imperatives. Daniel Bell also says, “A religious revival to be the only solution. Religious faith tied to a faith in tradition will provide

individuals with clearly defined identities, and with existential security” (Habermas, 1981:95).

According to Jurgen Habermas, neo-conservatism shifts onto cultural modernism the uncomfortable burdens of a more or less successful capitalist modernization of the economy and society. The neo-conservatism doctrine blurs the relationship between the welcomed process of societal modernization on the one hand, and the lamented cultural development on the other. Habermas says, the neo-conservative does not uncover the economic and social causes for the altered attitudes towards work, consumption, achievement, and leisure. But, neo-conservative doctrines turn our attention precisely away from such societal processes: they project the causes, which they do not bring to light (Habermas, 1981:97). Under the pressures of the dynamics of economic growth and the organizational accomplishments the social modernization penetrates deeper and deeper into previous forms of human existence.

“Max Weber characterized cultural modernity as the separation of the substantive reason expressed in religion and metaphysics into three autonomous spheres. They are: science, morality and art” (Habermas, 1981:97). The concept and the idea of modernity are deeply tied to the development of European art and culture. For this reason, theories of morality, jurisprudence, scientific discourse, the production and the criticism of art have become ‘institutionalized’. As a result, special experts have become all in all in the society. The distance has grown between the culture of the experts and that of the larger public. The project of modernity was formulated in the 18th century by the philosophers of the Enlightenment. It consisted of their efforts to develop objective science, universal morality, law, and autonomous art according to their inner logic. Habermas says, the Enlightenment philosophers wanted to utilize this accumulation of specialized culture for the enrichment of everyday life. But the 20th century has shattered this optimism.

The concept of beauty and beautiful objects were first constituted in the Renaissance. Literature, fine arts, and music were institutionalized in the 18th century. But, in the 19th century an aesthetic concept of art emerged, which encouraged the artist to produce works according to the distinct consciousness of art for its own sake. “More or less in the entire Western world, a climate has developed that furthers capitalist modernization processes as well as trends critical of cultural modernism” (Habermas, 1981:103). Jurgen Habermas distinguishes the anti-modernism of the young conservatives from the pre-modernism of the old conservatives and from the postmodernism of the neo-conservatives. According to him, the Young Conservatives recapitulate the basic experience of aesthetic modernity and the Old Conservatives do not allow themselves to be contaminated by cultural modernism. They observe the decline of substantive reason, the differentiation of science, morality and art. Habermas also says that Neo-conservatives welcome the development of modern science, as long as this only goes beyond its sphere to carry forward technical progress, capitalist growth and rational administration.

Again, modernism is a blanket term for an explosion of new styles and trends in the arts in the first half of the 20th century. “Modern era was the values of the 18th century, the Age of Enlightenment, also known as the Age of Reason. Probably the main values of the age, besides reason, were the idea of progress” (Powell, 1998:8).

Modernism is a term from the Latin 'modo' that means 'current' and has a far wider currency and range of meanings than 'Modernism'. According to Peter Childs,

Modernist art is, in most critical usage, reckoned to be the art of what Harold Rosenberg calls, 'the tradition of the new'. It is experimental, formally complex, elliptical, contains elements of creation and tends to associate notions of the artist's freedom from realism, materialism, traditional genre and form, with notions of cultural apocalypse and disaster. (Childs, 2000:1)

Modernism is variously argued to be a period, style, genre or combination of these. But modernism is first of all a word which exists alongside cognate words. "Modernism has predominantly been represented in white, male, heterosexist, Euro-American middle class terms, and any of the recent challenges to each of these aspects introduces another one of a plurality of Modernism" (Childs, 2000:12).

The European alternatives to 'traditionalist modernism' explored in Futurism, Dadaism, Surrealism and Cubism had little to no life in English culture. Literary modernism was a particular Anglo-American construction and it was cut to different lengths and widths in these cultures, especially in the period of its simultaneous decline and definition in the post-war years. Levin sees, "The modernistic movement comprising 'one of the most remarkable constellations of genius in the history of the West', receding before a tide of unreason he associates with the postmodern" (Brooker, 1992:9). The invention of sweep and richness of modernism had been enchained in the academy and compromised in a society of technical reproduction and material consumption.

Modernism is the name of a period in the beginning of a previous century. It is too distant to serve as a figure for the grandparent. "Modernism is at once a historical scandal and a contemporary disability" (Levenson, 1999:1). No one should be surprised by the distortions and simplifications of Modernism, nor should anyone waste tears of sympathy on figures. "Many forces have joined to change the vectors of late twentieth-century culture but our contemporary imperatives to declare a new period and to declare ourselves citizens of a liberated postmodernism has badly distorted and sadly simplified the moment it means to surpass" (Levenson, 1999:1).

Indeed, Modernism becomes the assumed background against which to define postmodernism and it is in danger of being both banalized and misappreciated at the same time. "Modernism's peak period in the Anglo-American context lay between 1910 and 1925, while thought associated with Marx, Freud and Nietzsche" (Levenson, 1999:9). Yet despite its apparent familiarity, interpretation of the literature of the period has become less rather than more clear by the end of the century.

Modernism in *To the Lighthouse*

To the Lighthouse by Virginia Woolf is regarded as a complete modern novel. This novel contains almost all the elements of modernism. In other words, the novel is a great work of modern literature. We know that modern literature is based on form, design, purpose, hierarchy, finished work, distance, creation, symbolism, synthesis, presence, centering, boundary, semantics, metaphor, selection, root, reading, narrative, origin, cause etc. All these are the elements of modernism. Virginia Woolf applies all these elements of modernism in her novel *To the Lighthouse*.

The most outstanding biographical facts about Virginia Woolf are her literary family background, her fits of acute depression and bouts of mental disturbance, her originality as a writer and her suicide. Virginia Woolf had lost many near relatives and dear ones and got much shock in her life. All these are reflected in her novels directly. In her novels we see that incompleteness and depression. We always find some sad characters in her novels. In fact, the sad experience of her life and her attitude towards life deeply dominate the novel *To the Lighthouse*, because she was a tragic figure herself. We find all these features of Virginia's life in her modern novel *To the Lighthouse*.

Again, *To the Lighthouse* is a modern novel which contains almost all the elements of modernism. The novel has a particular 'form' and it has a beginning and an ending. It is a close-ended novel just like a modern novel. The novel has three parts: *The Window*, *Time Passes* and *The Lighthouse*. In the first part of the novel named *The Window*, we see that Mrs. Ramsay, the central character of the novel wants to take her son James to the lighthouse. But Mr. Ramsay does not allow his son to go to the lighthouse because of the bad weather. This decision of Mr. Ramsay seriously hurts Mrs. Ramsay because she has a great desire to go to the lighthouse with her son. In the second part of the novel named *Time Passes* we see that, this part of the novel covers a period of ten years. During these ten years many incidents have taken place in the family of Ramsay. In the mean time Mrs. Ramsay dies, Mrs. Ramsay's elder son Andrew gets killed in the war and her elder daughter Prue gets married and dies in childbirth. All these incidents put a great impact on Mr. Ramsay. The third part of the novel named *The Lighthouse* narrates the ending of the novel. In this part we see that Mr. Ramsay realizes that he should fulfill the desire of his late wife. Now Mr. Ramsay decides to take his son, James to the lighthouse for the fulfillment of the desire of his wife. Both James and Cam feel rebellious because they regard their father as too egotistical and tyrannical. They join their father in the trip to the lighthouse most reluctantly. But ultimately, even before they land at the lighthouse, they have begun to perceive the good side of their father. Then they change their minds about their father. In this way the novel ends.

The novel *To the Lighthouse* has a particular purpose. In this novel we see that Mrs. Ramsay is a woman of extraordinary beauty. When the novel begins, she is already fifty years old and the mother of eight children. Mrs. Ramsay is a devoted wife and a loving mother. She is a woman of great personality and many good qualities. She is an excellent hostess and a social worker. But, Mrs. Ramsay is not happy in her married life. She is mentally tortured by her husband. Mr. Ramsay always dominates her indirectly. Mrs. Ramsay has no voice in her family. Even she is unable to fulfill her desire during her life time. She wishes to go to the lighthouse with her son. But, her husband has not allowed them. In the World War II she loses her dear ones and gets a great shock. Mr. Ramsay has fulfilled the desire of Mrs. Ramsay after the death of her. The novelist Virginia Woolf is a feminist writer. As a matter of fact, in this novel she draws the character of an unsatisfied woman. The purpose of the novel is to highlight the tragedy of a talented woman.

The novel *To the Lighthouse* has also shown us the purposes of the two characters of the novel. After the death of Mrs. Ramsay, Mr. Ramsay serves a purpose. The purpose is to take his son, James to the lighthouse. At the end of the novel we find that Mr. Ramsay has fulfilled the desire of Mrs. Ramsay. Here is also

another purpose. Lily Briscoe is a painter living in the house of Ramsay as a guest. Lily also has a desire to draw a picture of Mrs. Ramsay. She tries to draw the picture of Mrs. Ramsay throughout the novel and at the end of the novel she becomes successful. So, this novel has the element of modernism named 'purpose'.

The novel *To the Lighthouse* is also a finished work just like a modern novel. It is true that every modern novel has a beginning and an ending. We find the beginning and the ending of this novel. At the initial stage the novel shows that Mrs. Ramsay has a desire to take her son to the lighthouse. But, during her life time, she is not able to fulfill her desire. At the end of the novel it is seen that Mr. Ramsay takes her son, James to the lighthouse to fulfill the desire of his wife. In this manner the novel gets a fulfillment. So, this is a finished work.

Besides, Modernism believes in hierarchy. The novel *To the Lighthouse* follows hierarchy. We find three parts in this novel. These are: *The Window*, *Time Passes* and *The Lighthouse*. These three parts maintain a chronological order. The first part *The Window* shows the desire of Mrs. Ramsay who is the central character of the novel. In the first part we see the general description of the family members of Ramsay. In this part we also find a particular description of some guests and some friends. The second part *Time Passes* shows the death of some family members including Mrs. Ramsay. In this part we see a large change by the death of some members in this family. The last part *The Lighthouse* shows the fulfillment of the desire of Mrs. Ramsay. Here we see that Mr. Ramsay finally takes his son to the lighthouse. In this manner the desire of Mrs. Ramsay is fulfilled and in this way a particular hierarchy has been maintained in this novel.

Distance is one of the features of modernism. In this novel we see the distance of time and the distance of relationship among the characters of the novel. The novel *To the Lighthouse* has three different parts. All these three parts are always maintaining the distance of time. The second part of the novel maintains ten years distance from the first part. The novel shows the distance of relationship between two major characters. In this novel Mr. and Mrs. Ramsay are not happy in conjugal life. They always maintain distance from each other. They are unable to fulfill the mental desires of each other. Mr. Ramsay is a professor of philosophy but he is not a successful husband and not a successful father. In this novel there is also a clear distance between Mr. Ramsay and his son, James. Mrs. Ramsay wants to take James to the lighthouse but Mr. Ramsay never allows them to go there. Because of this, there always exists a mental distance between father and son.

Creation is one of the best features of modernism. The novelist Virginia Woolf creates a desire in Mrs. Ramsay. For mental creation Mrs. Ramsay wants to take her son to the lighthouse. But her husband always breaks the dreams of Mrs. Ramsay. For this reason we find inter-conflict in the family. In this way, the novelist creates a gap among the members of the family. However, at the end of the novel Mr. Ramsay takes his son to the lighthouse. In this way, Virginia Woolf creates a good relation between father and son. So, the term 'creation' is always maintained in *To the Lighthouse*.

Every modern novel stands on a 'center'. In modern novels the writers always centralize the subject matters. The novel *To the Lighthouse* also has a center. In this novel the center is the 'lighthouse'. Every event and incident takes place centering the

'lighthouse'. Mrs. Ramsay ardently desires to reach the lighthouse with her son. But, she is unsuccessful during her life time. After the death of Mrs. Ramsay, Mr. Ramsay and his son arrive at the center finally. In this manner the story of the novel is concluded in the lighthouse.

Modern literature believes in 'boundary'. The novel *To the Lighthouse* is confined to a boundary by the novelist. All the characters of the novel belong to this boundary. The novel begins with the discussion of the lighthouse and ends in the lighthouse. In this novel there is a special significance of the lighthouse. It has a symbolic meaning. This meaning is boundary which is the destination of all the characters of the novel. Nobody has crossed this boundary. It is seen that the lighthouse is the place where Mr. Ramsay fulfills the desire of Mrs. Ramsay. The novel has not gone beyond this boundary.

Modern literature believes in cause and effect. The novel *To the Lighthouse* is the story of cause and effect. The novel shows the dissatisfaction of the life of Mrs. Ramsay. She is not happy in her family life but she never expresses it. Mrs. Ramsay's husband Mr. Ramsay always tries to dominate her. As a result, emptiness is always seen in her whole life. In this novel we see that Mrs. Ramsay has a great desire to take her son, James to the lighthouse. But her husband prevents them from going there. As a result, James begins to hate his father. It is the cause of the family conflict. At the end of the novel, Mr. Ramsay realizes his mistakes and decides to take her son to the lighthouse. In this manner he tries to fulfill his wife's desire. For this reason, Mr. Ramsay is able to create a good relation with his son James and after that James also starts honoring his father. This is the effect of the novel which has been highlighted by the novelist Virginia Woolf.

Every modern novel is based on a particular design. The novel *To the Lighthouse* has also a particular design. Virginia Woolf is a brilliant designer. She has designed the story of the novel well. This novel is divided into three parts. The first part is *The Window*, the second part is *Time Passes* and the third part is *The Lighthouse*. Each part has its own individuality. All major and minor characters belong to the design of this novel. All the characters of the novel are individuals.

Modernism always believes in symbolism. We find that the novel *To the Lighthouse* is rich in symbols and symbolism. The novelist Virginia Woolf uses symbols everywhere in this novel. The symbols are: the sea, the lighthouse, the personality and quality of Mrs. Ramsay and so on. Through these symbols Virginia Woolf highlights the nature of human life and human existence.

For instance, the novelist Virginia Woolf uses the sea as a symbol of eternal flux of life in which time and we all exist. The sea always changes its mood and its face. We see that Mrs. Ramsay at one moment thinks that the sound of the sea is soothing and consoling like a song. At another moment she thinks that the sound of the sea is ghostly because it is announcing the warning of death. In the novel *To the Lighthouse*, the sea surrounds the island where all the actions and events take place.

Virginia Woolf uses the lighthouse as a symbol of impersonal reality. Mr. Ramsay is an egotistical person in this novel. He has never surrendered to the decision of anyone in this novel. The lighthouse is a symbol of internal peace and beauty,

which enlightens all the hearts of people. Only for this all comes to the lighthouse. Mrs. Ramsay also had a desire to go to the lighthouse where there is eternal happiness. But, Mrs. Ramsay could not go there. Finally, Mr. Ramsay and his son come here and realize the truth. As a result, Mr. Ramsay becomes a prideless man. So, we call the lighthouse a symbol of sorrow and joy.

In this novel Mrs. Ramsay is a symbol of positive qualities such as: love, truthfulness, charity, service, generosity etc. Mrs. Ramsay dominates the whole novel through her authentic qualities. She dominates it not only during her lifetime but also after her death. In this novel we see that she is a loving mother and a devoted wife. She is an ideal woman. Mrs. Ramsay has devoted herself to social service. Therefore, she is respected everywhere but her husband has not appreciated her. Through Mrs. Ramsay, Virginia Woolf highlights feminism.

Conclusion

In case any good literary reader goes through the novel *To the Lighthouse* by Virginia Woolf, he or she will easily realize that it is a perfect modern novel. This novel is replete with modern elements. In other words, it is entirely written in the light of modernism. We find that the philosophy and the ideology of modernism highly dominate this novel. Modern literature trusts in unity, form, order, logic, cause and effect, origin, boundary, symbolism, purpose and so on. All these elements of modernism exist in this novel. This novel begins with the deep desire of Mrs. Ramsay and ends with the fulfillment of the desire of Mrs. Ramsay. The novelist Virginia Woolf creates a good relation between father and son at the end of the novel. It is seen that the purpose of the novelist has been successfully served. Thus, it is evident that the novel is bearing the tradition of modernism.

Modernism familiarizes us with various concepts and ideas. Modernism has institutionalized everything in the modern society. As a result, everything is confined to a boundary in the modern age. Modernism introduces ‘capitalism’ to the society. Capitalism alters this modern society. We find that everything comes under the control of capitalism. As a result, grand narratives appear in this world. Subsequently, these grand narratives become all in all in this world. For this reason, “value judgment” plays an active role in every corner of the society. Because of this, rich people exploit the poor people, powerful countries dominate powerless countries, white people detest the black people and the higher class neglects the lower class. These disparity and discrimination are clearly seen in the modern novels. The subject matter of the modern novel is based on the social hierarchy. The novel *To the Lighthouse* is not beyond this arena. In this novel the dominance of Mr. Ramsay on Mrs. Ramsay is clearly reflected. We find a real picture of modern society in this novel. Virginia Woolf has manifested herself and the modern society through this novel.

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Nora's Journey Towards Freedom in *A Doll's House*

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Abstract

A Doll's House is a three act play by Henrik Ibsen which is significant for its critical attitude towards 19th century marriage norms. The play aroused great controversy at the time as it concludes with the central character, Nora, leaving her husband and children because she wants to discover herself. Ibsen has written in his preface that a woman cannot be herself in modern society. He adds that it is an exclusively male society, with laws made by men and with prosecutors and judges who assess feminine conduct from a masculine standpoint. Ibsen has delineated his conception of the play as a 'modern tragedy' in a note written in Rome on 19 October 1878.

Introduction

A Doll's House (1879) which appeared in the third phase of Ibsen's writing became the master critique of his contemporary society. What made the drama appear so strikingly original was its dealing with the emancipation of women which had been a subject of public debate and much controversy. *A Doll's House* is now, as it has always been, a social rather than a literary phenomenon. Its excitement lay in its relation to feminism and although Ibsen rejected the ascription of support for feminism, in physical terms this hardly matters. With his habitual leaning towards new and liberal ideas, Ibsen couldn't have remained unconcerned long with this subject. In Rome where he was a member of Scandinavian club, Ibsen made a formal proposal that membership of the club should be thrown open to women. Some excerpts can be quoted from Ibsen's speech which will indicate his deep feelings on this issue of women's emancipation: "Is there anyone in this gathering who dares assert that our ladies are inferior to us in culture, or intelligence, or knowledge, or artistic talent?" Thus, Ibsen goes on to attack petty mindedness and fears common among smaller communities. The idea of housewife's craving for personal freedom and self realization had been in Ibsen's mind for a long time. In *The League of Youth*, Selma, a young wife tells her husband: "You dressed me up like a doll; you played with me as one plays with a child". *A Doll's House* is the imaginative writing of Ibsen's personal experience in real life. With details of Laura Kierer's unfortunate life fresh in his mind Ibsen settled down to write the play. In his diary he titled his notes of *A Doll's House* as "Notes for A Modern Tragedy".

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Again, one of the primary tenets of Marxism is the belief that human thought is a product of the individual's social and economic conditions. A common theme found in Henrik Ibsen's play *A Doll's House* is the exploitation of the weak and the poor by the strong and the rich, and an obsession with material possession.

The characters in *A Doll's House* are all affected by the lack or acquisition of money, and their entire lives and way of thinking are based upon it. Nora's way of thinking and her outlook on life are both completely dominated by her material wealth and financial conditions.

Methodology of the Study

The study is compiled of primary source as well as secondary materials from printed and online sources. Consultations with expert faculties and self observation were very cooperative in preparing the research paper.

Thought Analysis of Nora Helmer

At the beginning of *A Doll's House*, Nora seems completely happy. She responds affectionately to Torvald's teasing, speaks with excitement about the extra money his new job will provide, and takes pleasure in the company of her children and friends. She does not seem to mind her doll-like existence, in which she is coddled, pampered, and patronized.

As the play progresses, Nora reveals that she is not just a "silly girl," as Torvald calls her. That she understands the business details related to the debt she incurred taking out a loan to preserve Torvald's health indicates that she is intelligent and possesses capacities beyond mere wifeness. Her description of her years of secret labor undertaken to pay off her debt shows her fierce determination and ambition. Additionally, the fact that she was willing to break the law in order to ensure Torvald's health shows her courage.

Krogstad's blackmail and the trauma that follows do not change Nora's nature; rather they open her eyes to her unfulfilled and underappreciated potential. "I have been performing tricks for you, Torvald," (*Doll* act 3) she says during her climactic confrontation with him. Nora comes to realize that in addition to her literal dancing and singing tricks, she has been putting on a show throughout her marriage. She has pretended to be someone she is not in order to fulfill the role that Torvald, her father, and the society at large have expected of her.

Torvald's severe and selfish reaction after learning of Nora's deception and forgery is the final catalyst for Nora's awakening. But even in the first act, Nora shows that she is not totally unaware that her life is at odds with her true personality. She defies Torvald in small, yet meaningful ways—by eating macaroons and then lying to him about it, for instance. She also swears, apparently just for the pleasure she derives from minor rebellion against societal standards. As the drama unfolds, and as Nora's awareness of the truth about her life grows, her need for rebellion escalates, culminating in her walking out of her husband and children to find independence.

Torvald Helmer as Representation of Male Dominant Society

Torvald embraces the belief that a man's role in marriage is to protect and guide his wife. He clearly enjoys the idea that Nora needs his guidance, and he interacts with her as a father would. He instructs her with trite, moralistic sayings, such as: "A home that depends on loans and debt is not beautiful because it is not free" (*Doll* act 1). He is also eager to teach Nora the dance she performs at the costume party. Torvald likes to envision himself as Nora's savior, asking her after the party, "[D]o you know that I've often wished you were facing some terrible dangers so that I could risk life and limb, risk everything, for your sake?" (*Doll* act 3).

Although Torvald seizes the power in his relationship with Nora and refers to her as a "girl," it seems that Torvald is actually the weaker and more childlike character. Dr. Rank's explanation for not wanting Torvald to enter his sickroom—"Torvald is so fastidious, he cannot face up to anything ugly" (*Doll* act 2)—suggests that Dr. Rank feels Torvald must be sheltered like a child from the realities of the world. Furthermore, Torvald reveals himself to be childishly petty at times. His real objection to working with Krogstad stems not from deficiencies in Krogstad's moral character, but from Krogstad's overly friendly and familiar behavior. Torvald's decision to fire Krogstad stems ultimately from the fact that he feels threatened and offended by Krogstad's failure to pay him the proper respect.

Torvald is very conscious of other people's perceptions of him and of his standing in the community. His explanation for rejecting Nora's request that Krogstad be kept on at the office—that retaining Krogstad would make him "a laughing stock before the entire staff" (*Doll* act 2)—shows that he prioritizes his reputation over his wife's desires. Torvald further demonstrates his deep need for society's respect in his reaction to Nora's deception. Although he says that Nora has ruined his happiness and will not be allowed to raise the children, he insists that she remain in the house because his chief concern is saving "the appearance" (*Doll* act 3) of their household.

Way to Freedom

The cruelty of the contemporary society is not simply economic, although that is the most obvious manifestation of what happens to outsiders, as we learn through Krogstad's situation. There is an important emotional component to their distress as well, for the isolation they must endure can leave them unable to create for themselves a meaningful relationship, to derive human significance from their interactions with others (the basis of Kristine's troubles). Those of whom society disapproves or who do not have a secure middle-class status are thus frozen out, literally frozen in that they have to fight for a subsistence, but also figuratively frozen by the impossibility of realizing a rich social existence. Kristine's experience here is important because when we first meet her she has what Nora chooses at the end of the play—independence from any immediate social responsibility—and she finds in it no satisfying living purpose. She wants to get back into the society. Her experience on the fringes has taught her that she must, if possible, live her life in society. The central mystery and challenge of *A Doll's House* are obviously the character of Nora, our century's one of the most famous stage heroines. And no matter what one says about her, there will be counter-arguments and rival interpretations, as there are with all great dramatic characters who are always, in a sense, underdetermined.

One critic puts it in relation to Shakespeare, the greatest dramatic characters have the "freedom of incongruity" (Bayley 47). Part of my objective is to see Nora as the character whose actions are fully and entirely comprehensible in the light of a modern ideology, making her, in effect, typical rather than extraordinary, unique.

The most striking notes Ibsen has written in his preface, as already mentioned, is that a woman cannot be herself in modern society. It is an exclusively male society, with laws made by men and with prosecutors and judges who assess feminine conduct from a masculine standpoint. Ibsen goes on to note that the end of this situation is that the women, weighted down by moral conflict and bitterness, dies a life of loneliness and despair. It is true that the cause of women's rights had aroused Ibsen's sympathy and as has been seen, he supported it in every possible aspect. The problem of discrimination against women is still alive all over the world and to that extent *A Doll's House* is socially relevant.

Nora, the most important character in the play, is very happy, immature and romantically inclined person. When she declares "what a wonderful thing it is to live and to be happy!" (*Doll* act 1). We can understand her fantasy world. She also day dreams of getting financial help from an imaginary rich, old admirer. She has a sort of insularity from the rough and hard outside of the world. But towards the end Nora's decision to leave house is to say that she is motivated by a quest for freedom. In this context, one discovers that from the very beginning her mind has been preoccupied with a sense of freedom. "How free your life must be"— (*Doll* act 1) she tells Mrs Linden on learning that the latter has no family responsibilities at the moment.

There are two aspects of Nora's character as shown in this play: One is revealed in her traditional role as a housewife and the other after he has made her decision to leave the Doll's house. Nora is really born again but in an entirely different sense. The shattering of her illusions and the realization that Helmer has never loved her, start the process of her growing up. She cannot bear the thought that she had lived for eight years with a 'stranger' and bore him three children. The new Nora is thus a mature, rational, independent person who wins our respect. Now, she is not only a revolting wife but also a seeker of a complete human being.

Helmer is a representative of the rising middle-class society of the nineteenth century and thus embodies all its ideas and beliefs as he treats Nora more like a child than a wife. It is in his attitude towards his wife that Helmer is most typical as an average middle-class individual. He is a male chauvinist to the hilt and regards himself as the master of his house. When Nora declares that she would leave Helmer's house, the latter asks Nora, "Can you forsake your holiest duties in this way" and later he terms her duties to her husband and her children as holiest. But Nora replies, "That I no longer believe. I believe that before all else I am a human being, just as much as you are - or at least that I should try to become one" (*Doll* act 3).

The final scene is the supreme space for Ibsen to draw the nature of the society and the urgency of women's emancipation. Helmer is very disturbed by the logic of Nora's leaving of his house. He accuses her as "all your father's want of principle you have inherited – No religion, nor morality, no sense of duty...." and again his next speech "You have destroyed my whole happiness. You have ruined my future" And all this disaster and ruin is brought upon me by an unprincipled woman" (*Doll* act 3). Here Helmer's accusation is very much personal and devoid of logic selflessness and it is only

over imposing. The reply to this accusation is—"When I am out of the world you will be free". Nora's understanding of free life and of her husband's true nature lead her to abandon her family, husband and her children. F.L. Lucas raised a question regarding Nora's abandonment of her children which is unforgivable. "How could she do it to her children"—is a question that will continue to be raised for a long time. But Nora's leaving of her home has the broader significance; that is the freedom or emancipation of women in general from a corrupt patriarchal society where women are given a little freedom and they are bound up with society's strict rules. For Nora's exit is a heroically brave manifestation of her uncompromising integrity, her passionate sense of herself, her absolute refusal to live a life where she is not in control of her actions. Indeed, Nora had already been preparing for the offensive moment, leaving home & family where her dignity and pride would be crashed by her husband. As a result of Torvald's actions, Nora's identity as a woman is shaken; Torvald insults the very foundation of her social duties by calling her a bad wife and mother. Considering all things, poor Nora's identity and humanity were literally under-appreciated. In a situation of that kind, someone who wishes to preserve some degree of dignity simply leaves, even if it means to start over again.

Again, Ibsen's portrayal of Nora or even Mrs Linden shows the injustice brought against them is due to the bourgeoisie capitalism. At that time Capitalism spreads its aggression in every sphere of the society. Thus Nora is the victim of capitalism. The society around her is made up by the economic condition and Ibsen shows this vulnerable point through breaking off marriages.

Conclusion

In conclusion, we can say that the subject of Ibsen is more important than the words of the play. He should be considered more as a moral leader than as a dramatist. The effect of this emphasis was to centre attention on elements in Ibsen which were incidental: On the Emancipation of woman, and the freedom of youth; on the 'whited sepulchres' of Christian fathers and gentlemen; on the slam of Nora Helmer's front door, which 'brought down behind it in dust the whole Victorian family gallery' (Williams 18).

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An Approach for Applying Stylistic Analysis in Literary Texts: The Prevailing Features

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Abstract

Literature being an art of language requires an objective study to be truly appreciated and hence stylistics can provide a solid ground for this purpose. There are some common particular features in stylistic analyses of various literary texts as it has been seen in a number of stylistics analyses. This article attempts to sketch the general structure of such analyses; discussing mainly a text's linguistic features such as grammatical, graphological, lexical, phonological, syntactic, and semantic along with the corresponding literary features like point of view and figurative language. Since the study depends on specific theories and resources in a particular time and context, there are some temporal and contextual limitations of the article which cannot be but overlooked.

Keywords: Stylistics, Literary Features, Linguistic Features, Literary Criticism

1. Introduction

After Formalism and Structuralism, stylistics has served the purpose of objective study of a text for quite a long time. It usually deals with the study of a written text and the style chosen for its language since it "is concerned with the study of style in language" (Verdonk, 2002:3). Stylistics is neither a subject nor a discipline in itself, but a scope of mediation relating the subjects, language and literature, with the disciplines, linguistics and literary criticism (Widdowson, 1975:4).

The functions of stylistics are manifold since the applications of language are diverse. And therefore, it is necessary to identify the levels of style, i.e., whether it concerns the genre, epoch or authorial style or the text itself. Stylistics adopt an objective study of the literary work, leaving the personal, historical or any other ambient domain aside, leading towards a better and more sensitive appreciation of the text itself (Lazar, 1993:31). It can also be called an impersonal approach to analyze the text since the elements it deals with are the primary linguistic aspects of a language. Moreover, it marks the literary deviation of the language from its ordinary use by "illustrating how particular linguistic forms function to convey specific messages" (Lazar, 1993:32). Thus, a stylistic analysis exemplifies the language of a particular author by pointing at his linguistic traits and preferences. Furthermore, the artistic function of a language and its relationship with the language is explicitly explained in stylistic analysis of a literary text (Leech, G. N. & Short, 2007:11).

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2. Linguistic Features

2.1 Grammatical

Though it encompasses some other levels of linguistic properties, grammatical feature itself stands as a unique one for stylistic analysis. In this part, few common topics of grammatical divisions like parts of speech, clauses, sentence structures, punctuation etc. are primarily discussed. As Halliday observes, “It can be explored from many different points of view. But we can distinguish two main angles of vision: first, focus on the text as an object in its own right; second, focus on the text as an instrument for finding out about something else” (2004:3). As both views are complementary to each other, they should be simultaneously viewed for an appropriate interpretation of the style of an author.

Another “form of textual patterning”, frequently occurring in literary text such as poetry, with aesthetic purposes is *foregrounding*. It “typically involves a stylistic distortion of some sort, either through an aspect of the text which deviates from a linguistic norm or, alternatively, where an aspect of the text is brought to the fore through repetition or parallelism. That means that foregrounding comes in two main guises: foregrounding as ‘deviation from a norm’ and foregrounding as ‘more of the same’” (Simpson, 2004:50).

In stylistics discussion of grammar in a text, mainly, the conformation to and deviation from the rules are given priority. They usually emphasize an author’s basic preferences and priorities of grammar patterns and structures. The mastery of the author over a language is evidently discovered through these standards. However, as hinted above, these forms are quite frequent in poetic language since an aesthetic effect is their purpose and as poetry offers that scope on a vast scale.

2.2 Graphological

By definition, graphology deals with the general properties of a language’s written system, such as punctuation, spelling, typography, alphabet and paragraphing (Simpson, 1997:25). In a stylistic analysis, it can also explain the author’s use of any significant iconic or pictorial devices. In spite of being a stylistic feature, it is given less importance than other features due to its relatively superficial function which plays a minor part in appreciating the stylistic flair of a writer (Leech, G. N. & Short, 2007:105). In recent works on stylistics, thus, this particular feature has been frequently disregarded.

Nevertheless, graphological features seem subtle in poetic works, where the symmetrical exterior of a piece of poem can poise a balance with its theme, tone or even subject-matter. What is more, it can exemplify an author’s literary knack for patterns.

2.3 Lexical

Literature is an art of words and that is why lexicology is so important to appreciate a piece of literary work. Lexical features include word choice and its use in the text for intended effects. The significance of diction depends firstly on the effects it produces, its implications and associations with the untold. The analysis of these features may explain why some particular words are chosen to be used in a given context, why others do not fit the context and what more is told than understood.

Besides, reasons for the frequency of some common words and phrases or their types in the text are often explained along with the effects they can possibly have. The origins of the words, used in a literary text, may also bear some historical, mythical or traditional associations, which can anticipate in wider understanding of the text. As Hope & Wright sum up “the vocabulary of English is evidence for the history not only of the language, but also of the culture and the people” (1996:160).

However, the importance of lexical function in a text varies by genre- poetry employs its words for certain musical and sensual effects as central to its role, which is largely or completely diminished in narrative texts.

2.4 Phonological

In linguistics, phonology refers to the systematic study of sound pattern. It basically concerns the spoken language and has very little or nothing to do with the written text, yet there may always be implicit phonological function. “To a large extent, this implicit phonology is determined by choices of words and structures at the syntactic level, where it can be regarded as an important ingredient of stylistic value” (Leech, G. N. & Short, 2007:105).

In poetry and drama, the phonological properties are explicit enough to be recognized by common ears but only a close revision through a stylistic analysis of phonological features they can be recognized in a narrative. Phonological function can vastly vary by genre.

2.5 Syntactic

Syntax is the study of “the ways in which words combine to form sentences and the rules which govern the formation of sentences, making some sentences possible and others not possible within a particular language” (Richards, J.C. & Schmidt, R. Eds.2002:535). By definition, the syntactic features deal with the rules of sentence formation exemplifying the possible sentence patterns in a particular language and discarding those that do not fit in.

A stylistic analysis, however, encompass a wide variety of syntactic features. One of these prominent features is sentence types- simple, compound or complex. A stylistic study closely examines which sentence type the text is replete with. Sometimes, the occurrence of each sentence type is even counted to show the author’s choice for particular sentence patterns. A comparative study of these patterns can also yield some latent inferences. Besides, the varied lengths of these sentences can also convey the author’s style of description. Long sentences may link the readers to the continual flow of language, whereas short sentences can indicate author’s style with thought in fragments. Furthermore, the connectives are also analyzed to show author’s style with cohesive devices. Along with these, there are scopes for further discussion with tense and moods.

Poetry, in comparison with prose, has more patterned language and it is easy to note what syntactic style is employed and how repetitive it is. In prose, however, the recurrence may have long intervals.

2.6 Semantic

According to the *Longman Dictionary of Language Teaching and Applied Linguistics* semantic means the study of meaning; to be specific, the way in which meaning in a language is structured and the types of meaning. Through a stylistic analysis of semantic features, the readers can be led to comprehend the possible inferences which might otherwise skip their mind or might not be as catchy as to be understood easily.

Semantic, however, can operate on different inter-related levels like lexical semantics or syntactical semantic. Hence, it should not be confused with the lexical or syntactic properties of the language though they may run together. “A semantic analysis is concerned with meaning and will be interested, amongst other things, in those elements of language which give the sentence a ‘truth value’” (Simpson, 2004:2).

3. Literary Features

3.1 Point of View

Point of view, an important element of a literary text, refers to the story presentation mode that covers the all the constituent parts of a narrative in a work of fiction (Abrams, 1999:231). It is a prominent literary feature in discussing stylistics of a literary work telling how the story is told.

In a stylistic analysis, the dramatic situation is identified through some basic questions: “Who is telling the story? Who is the narrator talking to? Where and when do the events take place? And, most importantly, from whose perspective is the story told?” (Verdonk, 2002:35). With that view, firstly, the narrator is mentioned- whether first, second or third person. In case of third person narrator, the point of view can be either limited or omniscient, which in its turn can be classified as intrusive or impersonal. These are usually categorized with the use of style markers of perspectives- the pronouns and other words corresponding the persons, places and time of the actions. Mostly widely used, for the representation of these textual cues, is the deixis. Deictics can be listed in different categories relating time, place, person and objects. Some of the deictics related with place can be adverbs like ‘here’, ‘there’ and more; prepositional phrases as ‘in front of’, ‘behind’ and so on; determiners such as ‘this’, ‘that’ the like. Besides, there are a number of deictics referring to time like ‘now’, ‘then’ etc. Furthermore, the use of personal pronouns as ‘I’, ‘you’ and the like can constitute the person deictics which usually clarifies by who the story is told.

In narrative fictions there is always a “manipulative potential of perspective” in the representation of characters, dialogues, actions, events, plots and settings. Based on our knowledge, emotions and experience each one’s perspective differs from the other’s to a large extent. Since this contextual difference can lead to varied interpretations of the same text, the central concern of stylistics remains “how far we can adduce textual evidence” (Verdonk, 2002:30-31).

3.2 Figurative Language

Although mainly discussed in semantic category, figurative language is one of the prominent elements of style in a literary text covering both the figures of thought, *tropes*, and the figures of speech, *schemes*. Their functions are purely aesthetic and

thus important. “In literary stylistics, features determined by artistic motivation are of primary interest.”(Leech, G. N. & Short, 2007:12). To achieve some special meaning or effect, they make a conspicuous departure from literal meanings or standard order of words (Abrams, 1999:96-97). Some of the most common items of figurative language used in literary texts are simile, metaphor, personification, metonymy, hyperbole, synecdoche, kenning, conceits, irony, litotes, paradox, pun etc. The use of figurative language, however, differs according to the genre of the text. In any case, it adds ornamental value to a literary text.

A stylistics analysis of a literary text can indicate the frequency of the use of figurative language as well as an author’s preference for a group or any particular figure. Thus, it can highlight the author’s style of expression and overall presentation. With a view to analyze the aesthetic value of the text, it is regarded as a useful tool to demonstrate specifically how language serves a particular artistic function within a text. This function is valid since “in general, literary stylistics has, implicitly or explicitly, the goal of explaining the relation between language and artistic function” (Leech, G. N. & Short, 2007:11).

4. Dispensable Features

Having mentioned the features involving language and literature, there remains another aspect concerning some irrelevant features in both categories. These dispensable features are somewhat rampant in the current practice of stylistic analysis. One of these common features is the biography of the author citing his personal achievements rather than his stylistic variation or parallelism. Not far removed is the synopsis of the text, which has nothing to do with the analysis unless it relates to any stylistic feature. However, almost all the linguistic properties can be suited to the purpose of the analysis.

Since a stylistic analysis is mainly counted for its objectivity and impersonality, the points of discussion that do not conform to style or serve the purpose of the analysis, better not be added to the article. Again, any feature having the association or the potential of being associated with an author’s writing style can be included in the analysis.

5. Conclusion

Structure of an analysis, however, should not be confined by any particular format. It should rather reflect an analyzer’s thought pattern which has to be unique. That said, so far as the analysis is concerned, the content is to be given more importance than the format. As for stylistics itself, it “should be noted that the claim is not that stylistic analysis can replace literary criticism but that it can prepare the way for it to operate more effectively” (Widdowson, 1975:116).

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Seating Arrangement in an English Language Classroom: Traditional or Otherwise?

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Abstract

In order to create a positive learning environment in the classroom seating arrangement is one of the most important aspects. Many previous researches show that seating arrangement is often neglected by the teachers in their teaching preparation (Cooper, 2011). In Bangladesh we are familiar with only one type of seating arrangement in a classroom which may be called teacher-centred classroom. This is a very traditional form of classroom set-up and conducive to individual learning. Nowadays we are talking about cooperative learning as well as interactive classes. These methods will never be fully functional if we do not bring a change in the classroom management especially in the seating arrangement. In a teacher-centred classroom rows are the typical environment. Students are seated in such a way that they all can face the front of the class. The teacher delivers the lecture from this front position. In this environment a teacher can keep an eye on the students all the time. But this traditional approach is not always congenial to language learning. Students in Bangladesh do not find this form of seating arrangement to be very motivating. As a result, students' performance in the language classes is deteriorating day by day. There are various forms of seating arrangement which may be applied for English language classes. So seating arrangement should be given due consideration as part of the classroom management. This study shows different sorts of seating arrangements to serve different purposes of language study. This study recommends that seating arrangement at a tertiary level might vary from orderly rows seating arrangement, circle, U-shape or horseshoe, to separate tables seating arrangements (by using appropriate movable desk-chairs) based on the learning situations, needs, methods and its goals.

Keywords: Seating Arrangement, Classroom Management

Nowadays one of the important aspects of classroom management is seating arrangement. It must be kept in mind that seating change can increase motivation and make activities run more smoothly. In fact, rearrangement of the furniture at the start of a course may lead to more effective activities throughout the year. Harmer (2007) observes that appropriate seating arrangement in the classroom interaction is one of the successful indicators in teaching and learning. Denton (1992) shows that one of the important factors of teachers' philosophy and methods of teaching lies in choosing a physical organization for the classroom. Previous researches show that classroom seating arrangement could affect students' behaviour (Anderson, 2009; Bonus & Riordan, 1998; Kaya & Burgess, 2007; Lei, 2010; Philpott, 1993; Rosenfield et al., 1985; Wannarka & Ruhl, 2008).

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Baron (1992) believes that seating arrangements should be treated as a priority when thinking of a classroom with maximum on-task behaviour. Wengel (1992) suggests that choosing a seating arrangement should be based on the class needs, the interaction patterns aimed at and the teaching styles. In short, teacher's and student's positions play an important role in the teaching and learning activities during the lesson.

The notion of seating arrangement is actually incorporated to classroom management. "Classroom management refers to those activities of classroom teachers that create a positive classroom climate; within which effective teaching and learning can occur" (Martin & Sugarman, 1993 as cited in Steinhardt). But, unfortunately effective classroom management is often neglected by the teachers in their teaching preparation (Cooper, 2011). In addition, different seating arrangements in classroom management indicate a number of different approaches used in the lessons (Harmer, 2007). Effective classroom management should support a positive environment for students' academic achievement and enhances students' social-emotional skills and their capacity of self-regulation (Cooper, 2011). Harmer (2007) describes that the classroom management includes several aspects such as the teacher's role and act in the class, the classroom space as well as the seating arrangements.

On-task behaviour, according to Rosenfield et al. (1985) and Wannarka and Ruhl (2008), includes actions done towards working on the activity at hand as well as any verbal or physical action that builds towards the contribution to the class activity. These verbal and physical actions include students raising their hands to ask a question regarding the activity or commenting and/ or discussing a certain element that leads to the completion of the activity. On the other hand, off-task behaviour includes instances where students talk out of turn or move around the class without permission or with no purpose (Wannarka & Ruhl, 2008). Downer, Rimm-Kaufman, and Pianta (2007) believe that effective learning takes place when the classroom design 'fosters student engagement'. By studying three different seating arrangements, rows and columns, clusters and circles, and their effect on students' behaviour, Rosnefield et al. (1985) found that sitting in circles encouraged more student on – task behaviour and oral response among students and between the students and the teacher than did the rows and columns.

Seating arrangement is one of the vital parameters in teaching and learning as well as in the classroom interaction. Cooper (2011) defines the term seating arrangement by saying that it refers to the physical setting including the use of chairs and tables which affect the way teachers and students feel, think, act and behave in the class.

So, in a traditional classroom a teacher can maintain eye-contact with all the students. He may also get the response of the students. Students can have a look at the screen or board at the front. They hardly need to talk to each other. But if there is any kind of discussion in the traditional classroom a student needs to turn either his head or the chair. The traditional classroom layout in rows allows a teacher to accommodate a lot of students in a small space. So if we talk about the advantages of this orderly row seating arrangement we can very safely say that it is best applied for presentation, lecturing or explanation. This same seating arrangement is maintained not only throughout the academic year but also throughout the academic career of a student in Bangladesh.

The traditional set-up, conversely, has some drawbacks. Firstly, less-confident students tend to sit at the back, where they can't see and hear as well. Secondly, having the chairs in rows, students cannot see each other. Those behind see only the backs of those in front and those in front don't see those behind at all. Thirdly, most of the classes become boring or uninteresting. Fourthly, students sit at the back with an intention not to speak up. Finally, students get distracted very easily. On top of everything, this arrangement, as we have discussed earlier, is not student-centred rather than teacher-centred. Hence, there are less of group discussion and rarely accommodate kinaesthetic learners for their physical movements. So, this arrangement is not good for student interaction or class cohesion.

Seating arrangement in an English language classroom should not be similar with the traditional class-room set-up. English language classrooms should not be teacher-centred. Rather the main focus of it is on interactive classes. Traditional class-room set-up is more teacher-oriented than student-centred. In a traditional class-room teacher tends to deliver lecture. This method is not ideal for learning process. Ideally there are different types of seating arrangements:

- Traditional seating arrangement
- Stadium Seating (or Angled Rows with Desks Touching)
- U or Semicircle (or Horseshoe)
- Groups (or Teams)

Traditional seating arrangement has already been discussed with its advantages and disadvantages. The various other seating arrangements have been discussed below:

A) Stadium Seating (Angled Rows with Desks Touching):

Advantages:

1. Enables the teacher to see what every student is doing
2. Gives all students a clear view of the front of the room
3. Can take up less floor space than other arrangements
4. Makes it easy for students to work in pairs or move their desks into groups for cooperative work.

Disadvantages:

1. Does not work well with a large number of desks because students will be too far away,
2. Less effective in terms of management when more than two rows are used,
3. Less suitable for classrooms that use cooperative learning methods for the majority of the day.

B) U or Semicircle or Horseshoe Desk Arrangements:

The horse-shoe seating plan, with the teacher placed at the open end of the arrangement, is considered by many to be the best seating arrangement for small classes.

Advantages:

1. Allows a teacher to fit many desks into a small space.
2. Everyone in the class can communicate easily with each other.
3. Students talk less during teacher-direct and independent activities when they are further apart from their friends.
4. Students partner work simple.

Disadvantages:

1. Spreads children out considerably so that it can be hard to address them all.
2. Makes group work harder because the desks can't easily be moved around.

Groups/ teams:

Advantages:

1. Can save floor space even with many desks.
2. Supports cooperative work.
3. Seating around separate tables is great for project work or group work in which the class understands what they have to do.
4. A small circle of, say, three to six students creates a comfortable sense of intimacy in which shy students may find it easier to talk.

Disadvantages:

1. Promotes off-task behaviour.
2. Distracting for many students.
3. This seating arrangement can make it difficult for a teacher to explain new ideas to the students.
4. Discipline can also be a problem as it is not possible for the teacher to see all of the students' faces at the same time.
5. Class may be noisy in some cases.

So out of all these different types of seating arrangements an English language teacher will decide what seating arrangement will best suit his lesson for that day. Therefore, as he prepares the lesson-plan he must have a slot where he will put his seating arrangement plan as well. Whatever may be the seating arrangement, students are required to seat close to the teacher so that the teacher will get an immediate feedback. Also, he does not need to strain his voice to reach everywhere.

Learning a language is an emotional thing, so students have to be more engaged by being up close. A large physical distance is also a psychological distance. When there is a spatial gap between the teacher and the students, it is difficult to bridge that gap to reach the students.

On the other hand, classrooms with students bunched up at the back indicated either the students do not care or the teacher does not care. Often the class is very low energy. Sometimes the teacher delivers the lecture sitting on the chair which is even more demotivating

So as a language teacher, a teacher should feel the importance of making the students actively involved and engaged in their lesson. In our traditional seating arrangement it is quite impossible. If the number of students is too big we may not get proper feedback. In that case, cooperative learning is a good option. For this cooperative learning there is no alternative to the changing of the seating arrangement. Every few days we can introduce new seating arrangement which will not only foster learning environment but also dispel the monotony making the students interested about the class. Even students can rearrange their seats according to the instruction of their teacher. So in order to accelerate English language learning environment which could be otherwise boring, we must be careful about the seating arrangement and thus make the class much more interactive.

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Cognition: A Potential Approach to Efficiency in a Second Language

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Abstract

Language learning is considered as the most intricate and comprehensible process that requires an insurmountable amount of psychological involvement. Language learners and teachers need to be aware of the objectives and barriers of L2 learning process. In this paper, the researchers have attempted to focus on cognitive approach to language learning that holistically involves both teachers and learners in creative pedagogic activities. The researchers have tried to show some strategies that can be used in language classroom which will make the learning process easier and convenient. It is true that acquisition is an automatic natural phenomenon but approach to L2 demands for planned objectives to make learners efficient in L2. This paper highlights the cognitive approaches to L2 acquisition that analyzes different ways of teaching and learning. In any bilingual context it is believable that both teachers and learners should be equally cognitively aware of learning objectives. There needs to be a communicative informal approach rather than rigorous practices and drills. To make a meaningful learning context the needs of the learners should be analyzed so that the obstacles and barriers can be overcome with logical supports and feedback. This paper will present a way that may show the learners as proactive and teachers as the problem finders so that the cognitive bridge between L1 and L2 will possibly be created. This paper is concerned with the relationship between students' study process and the structural complexity of their learning.

Introduction

Language development occurs in children through natural cognitive progress. Language acquisition has its base in the cognition level that has created the arena of psycholinguistics to make a comprehensive understanding of second language acquisition. Study processes are conceived in terms of three independent dimensions — utilizing (students' use of reasons), internalizing (students' power of understanding) and achieving (teachers' feedback to analyze students' learning process). In SLA, the cognitive approach ultimately helps the students to make a command over the L2 and with their cognitive approach they can analyze the subtleties of learning processes. In bilingual countries efficiency in L2 is a big challenge for both teachers and learners.

Linguists believe that learning strategies are innate. They suggest no grounds for empirical assumption. Learning strategies are sufficient to account for the development of competence in various domains, but without psychological

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involvement by teachers and learners the learning outcome can never face positive results. It has been discovered by Noam Chomsky and his followers in 1968 that “unless the faculties of mind are involved in the process of learning the level of efficiency is always incomplete.” According to Putman, language and mind are inseparable and they together point at a cognitive approach of language learning. One thing is quite clear that innateness of universal grammar does not solve the problem of learning rather proactive mental involvement from the part of learner is very much required for acquisition. So the teachers and learners need to be mentally engaged with the intricate process of learning and teaching. Whatever is emphasized about innate process, universal grammar or rhetorical method, there should be a focus on the cognitive involvement that can ensure a successful outcome of learning.

According to Chomsky (1968), a communication system of the L2 has an indefinitely large range of potential signals. The mechanism and principle are entirely different from those employed by human language to express indefinitely many new thoughts, intentions, feelings and so on. Human language is basically a system of communication where a huge range of linguistic and psychological features work together to contribute equally to the learning process. In case of adult learners, they are already pre-formulated and preset with their L1. So they need proactive motivation from their part to improve efficiency in L2 overcoming barriers like fossilization, demotivation, filter stress, socio-lingual stress, methodological problem etc. In cognition learning, awareness, perception, reasoning and judgment are necessarily important. “Both teachers and learners need to be aware of the goal, objectives and barrier, perceptions of different characteristics of L2, reasoning, analysis of grammar and use of language in a real situation and capability of inference along with skill of adaptation” (Nunan, 1988).

This is an important point that we can approach human language as natural, biological phenomena where we should speculate the learning of language as a collection of some suitable and appropriate system where the learners and teachers should be engaged in a cognitive process towards the acquisition and instruction of L2. Human language is associated with a specific type of mental organization where the complex innate psycho programs and bio organs intricately work together. The phenomenon of organic complexity (psycho and bio) is recognized as an art. The motivation level of both learners and teachers are primarily engaged with their nature of mind. It investigates the essential and distinctive properties of human intelligence which is uniquely implemented in structuring the L2 (acquisition and teaching) based on experiences in teaching. It was observed that cognition of learning and teaching show intricate academic language development. Content area, instruction, motivation level, L1 interference, attitude, age and explicit instruction are needed in learning strategies for content instruction and language acquisition. It is usually observed that these motives and strategies arise both out of a variety of personal characteristics. They expose to particular situational requirements such as syllabus, course content, teaching methods, assessment process, grade system etc. (Biggs, 1978a). Effect of learning process can be analyzed in the light of two dimensions, cognitive (motivational) and behavioral.

The study of cognitive development provides serious proposals that children are very different from adults in their basic conceptualizations. Infants are said to assume that an object might spontaneously change in all its visual properties and yet

remain the same object and children are claimed to have a perilously vague grasp on cause and effect. If the psychological elements of young children are extremely different from our own, the apparent difficulty of language acquisition is made more severe, and the possibility for language use to have an impact on children's conceptualization of the world is greater. When child starts leaning a language it is true they use their innate capabilities of learning with their immense desire to communicate and they find out their own ways to become successful communicators.

“The cognitive approach is an instructional model that was developed to meet the academic needs of the students learning English as a second language” (Swingley, 2012). Teaching and learning strategies are centered on avoiding failure. Hence, the student becomes syllabus bound and instruction oriented. They study only what they have to do and then with a view to fairly accurate reproduction, rather than to transformation and internalization of the original.

Content should be taught as experiences rather than merely as facts. Instead of drilling, realia practices, grammar teaching, students should be provided with opportunities to understand and gain new information, practice new skills within a meaningful context to make a proper discursal analysis in their process of learning and acquisition. The students should understand the interconnection between learning and acquisition. If the students get to feel that learning is only for passing the test and acquisition is merely a collection of rigorous drillings and practices, they will never able to proceed with a cognitive comprehensibility in their real life situations. The affective component in learning is very intrinsic. But when the students keep them away from internalizing their cognitive approach they fail to apply the information and skills (taught in the classroom or by the instructor) to their own experiences. Cooperative learning, real life discourse analysis, group/peer working are particularly effective in providing experiential learning opportunities.

Teaching Strategies:

To introduce a new item in the classroom, it is important to represent that new item by using a new concept or relationship. When presenting and explaining new information, teachers should use an appropriate technical approach providing proper examples, definitions, and applications to clarify the meaning. The teacher has to make the approach in the following three steps: Meta- cognitive, cognitive and social and affective.

Firstly, meta-cognitive step is the process which involves the teachers to think about the teaching process, selection of materials, conceptual planning, desired goals, monitoring and their evaluations of appropriateness in classroom implementations.

Next, cognitive step is the process that provides materials to the students, monitoring the students, engaging them with the materials and focusing on their learning application and giving feedback the way they need.

Lastly, social and affective step is a process which involves implementation of the teaching materials inside and outside the classroom with students, teachers, and other real life scenarios.

Learning Strategies:

Meta-cognitive process makes students think about their learning process, motivation (both intrinsic and extrinsic), confidence, filter process, desired goal, needs, self monitoring and self evaluation.

Cognitive processes make them involved with their learning materials and engage them to be interacted with practices, drills and assessments.

Social and affective process involves students with other persons both inside and outside the classroom to assist their learning in a comprehensive manner.

The teacher has to highlight needs of the students to formulate the teaching materials in the classroom. Providing a program of content according to the needs of the students is to upgrade their motivation and filter level. The cognitive approach will create a bridge between SLA and bilingual education along with mainstream education. Teachers need to develop a curricular and instructional approach for SLA students based on a cognitive model of learning. The teacher must not be lecture oriented in the classroom and he should not engage the students only in drilling and covering up syllabus but in other activities. Students will feel that they are learning because they are acquiring the knowledge which further can be implemented in their real lives in order to fulfill their needs and reach their desired goals. Students need the space to perceive their total processes, its positive and negative sides and academic judgment to modify their outcome.

The substantive proposal to deal with the problem of acquisition of knowledge of language is the rationalist conception that is related to the cognition of human learning process. The innate property that is called universal grammar is actually the collection of cognitive procedure that is already pre-settled in our mind. The cognitive approach provides a structure for any language and a variety of conditions formal and substantive that further elaboration of the grammar must meet. The cognitive approach provides learners with a pre-settled language structure which Chomsky termed as Language Acquisition Device (LAD). This creates the base of L1 and simultaneously the process of L2 learning is also structured in this LAD process.

Communicative Classroom:

According to Dubbin and Olshtain (1986), a cognitive based view of language learning and a humanistic approach in education contribute to a communicative curriculum for cognitive language learning. Hymes (1972) introduced the concept of communicative competence that does not only entail the formal process of learning but also the discursal approach of learning and teaching. Cognitive approach is concerned with the social and cultural knowledge which make them able to use and interpret forms of language. Communicative competence includes knowledge of grammatical sense and contextual performance. Bell (1998) observes that language is a social skill which extends from individual performance to social performance. So skills like fluency and accuracy are not possible unless teachers make students aware of the cognitive approach towards learning. Teachers should provide enough opportunities to the learners to employ such cognitive processes as inference, hypothesis testing, categorization, forming table, chart making, graphics and diagrams, scaffolding, simplification and overage realization, bottom up processing, reducing and high filter level. Through this process students learn to speak fluently

without fear of coercion. They are expected to use different strategies and tactics according to these purposes and needs. They should also be provided with opportunities for context embedded and context reduced language use with emphasis on meaning rather than form. Language teachers should try to distinguish between language used in everyday interaction where fluency and communicative strategies hold greater importance and formal task based and drills oriented language activities. Understanding this difference should be the first message of cognitive comprehension among the students. Teachers should incorporate the principals of defining course objectives along with the learners' proficiency in developing learning tasks by giving attention to their cognitive abilities. So, they will be cognitively motivated to design their own learning plan and activities for language use that will ultimately enable them to internalize required skills for mass communication (with fluency and accuracy).

Linguistic Approach:

Linguistic development relates to the issues of grammar, syntax, diction and methods. But a learner must not learn a language following a theoretical process. They will learn a language in order to acquire the correct forms and rules of that particular language. From a learner's point of view linguistic competence refers to the acquisition of standard grammatical rules and forms. As Chomsky (1968) said that human language is associated with a specific type of mental organization so the learner needs to internalize the grammar of their L2 language along with their first language. It is known that interference of L1 and fossilization of previous language create impediment for learners to adopt the complex organization of L2. Acquisition is a biological phenomenon where an abstract, as well as, a natural psychological process is involved simultaneously. Learning L2 requires a conscious psychological effort and behavioral repertoire that will create a path for the establishment of second language grammatical repertoire which ultimately make the learners efficient in handling two languages at the same time.

Para Linguistic Approach:

After learning the L2 efficiently the next phase is to be introduced to the use of language in different discursal panorama. In the learning classroom to create motivation among the learners students must be cognitively made aware of use of para-language that will help them to implement L2 appropriately in any context. They will not be stayed back rather will take approach to make people understand or be understood. In the classroom the drilling process should include the usage of para-language irrespective of different social phenomenon.

Methods and Methodology:

A teacher centered or a student oriented neither classroom is good for creating a suitable atmosphere for learning and teaching. The teacher should focus on the needs of the learners and the learner should interact with the teachers regarding their incompetence. To make students involve with learning process the teacher should go for inference, fragments, hypothesis, chunks, device analysis and activities analysis. For the cognitive understanding the classroom should follow both transactional and interactional methods so that it will lessen the difficulties and make a bridge between teachers –learners and learners-learners. Speculating the development of learners a teacher should be proactive in introducing new methods that can be only adaptive in his classroom. From this point of view, the individual teacher needs to be consistent in

his thought, analysis and speculation. This consistency can be maintained through providing classroom activities such as pair work, small group work, and oral presentations.

Syllabus Assessment:

To measure students cognitive learning syllabus assessment plays a significant role for both teachers and students. If the students show positive development in their learning and acquiring efficiency it has to be understood that the remaining syllabus is working positively for the learners. But the imagination and introspection of teachers is required every moment in the classroom. The syllabus needs to be modified and reformed according to the needs and teaching methodology of the teacher. In learning language, perpetual guideline, descriptive and narrative analysis, inferences and real life oriented elements should be included in the syllabus. A proper association with the syllabus and conceptual understanding of the class create the foundation for language understanding. The learner wants communicative ability so he/she will need a class where they learn what they need to learn. It is expected that the students will themselves analyze the learning materials presented to them to acquire language from its perspective of functional usage. Teachers should include functional materials which are required to be used by the students meaningfully. These materials should be embedded in the context and topics.

Emphasis should be given to the capacity of achieving communicative understanding and meaningful communication in a real life situation. In a cognitive classroom learning is considered as a self realizing experience. The learner and the teacher have the active role in adopting decision and making progress. They interact with each other, help and evaluate themselves in a group work as well as will receive comprehensive understanding of feedback. In a cognitive classroom the teacher has the role of a helper and a facilitator. Students' need should be given due consideration in the syllabi as well as materials. Nunan's perspectives in communicative curriculum planning involve the fact that decision making should be related to identifying learners' needs, demands and purposes. Teachers should establish the goals and objectives selecting and grading content as well as, selecting and adapting materials according to the psychological background of the learners. These principles should be based on communicative activities where learners will have wide possibilities of using language in relation to their mind. They must consider the L2 as a production of their mental activities not a set of rules and forms.

In this paper, an overview has been to provide students with a general understanding of major points that they will be learning and how these points will be related to their total holistic approach and use of L2. In a cognitive classroom learners should not be presented a whole chunk of information and fragmental materials at a time rather they need to be acquainted with the rudiments of learning process gradually so that they can have proper time to make a cognitive understanding of their learning input and output. Students need to be involved with practice and activities so that they can themselves be the potential thinker and creator of learning opportunities and new information. In their feedback session they should re-organize the major concept to be memorized and will go through multi sensory experiences with the new content. The learning materials will not master them rather it is the learners who are going to manipulate the learning materials to get the possible positive outcome. The students are given access to a variety of content resources in a language classroom.

Grade level textbooks, library books, articles, pictures, Software and realia can be used as reference tools by students as they work on projects and reports. Students should be shown how to locate specific information in such resource materials even if their ability to comprehend the entire text is limited. Using resource materials help students develop and extend their knowledge. In this overall horizontal process of learning the teacher is an instructor, facilitator, material provider, observer, and feedback initiator.

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Wrong Selection and Wrong Use of Dictionary: A Noteworthy Reason for Weakness in English of Bangladeshi Students

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Abstract

Dictionary is an authentic source of knowing the meaning of unknown words. Proper use of dictionary ensures enrichment of vocabulary. For this sake, proper selection of dictionary is also required. In Bangladesh, to know the meaning of unknown English words, students have a common tendency to use small sized pocket dictionaries. Normally these kinds of dictionaries do not provide applications or explanations of words. As a consequence, students fail to make new sentences. On the other hand, students using big dictionaries get multiple synonyms for a single word. They do not hesitate to use all those synonymous words as the replacement of the very word. This paper focuses on this kind of wrong selection and wrong use of dictionary. The study was conducted on the basis of some assignments given to a number of students of Bangladesh University. After the findings, some recommendations are given. A questionnaire was also made to know the students' acquaintance with dictionaries.

Keywords: Small Dictionary, Synonyms, Vocabulary, Wrong Use, Applications, Explanations

Introduction

Dictionary is used by most of the Bangladeshis as the main source of knowing the unknown words. A very good number of students also use dictionary to increase vocabulary. There is hardly any Bangladeshi student who does not have English to Bangla Dictionary. But all the students' selection of dictionary is not the same. There are dictionaries of different sizes and prices. Generally, dictionary's size and price is proportionate. Price of small dictionaries is low and big dictionaries cost high. Therefore, students are seen using pocket dictionaries which are cheap, light-weight, convenient to carry and easy to use. Beside these, there are mobile dictionaries and online dictionaries. Normally mobile dictionaries and pocket dictionaries provide only the meaning of a certain word without giving any application of that very word. On the other hand, online dictionaries and large dictionaries provide meaning, root and different applications of a certain word; but most of the times students overlook the details and satisfy themselves only with the meanings. Through this study, I want to show how wrong selection and wrong use of dictionary negatively affect students' learning English. My class experience is also mentioned here. While I was delivering a lecture on 'Synonym-Antonym', students were found producing ridiculous words as the synonym of the given words, because they used mobile dictionaries and came with

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multiple meanings of the word. For example, one of my students used the word ‘Ample’ as the synonym of ‘Insufficient’. In this study, students’ habit of wrong use of dictionary as well as the wrong selection of dictionary is observed and suggestions were given to overcome the problems.

Definition

According to Oxford Dictionary (2001), “Dictionary is a book listing (usually alphabetically) and explaining words of a language, or giving corresponding words of another language”. Almost every language has its own dictionary to clarify words or to provide words’ forms in a different language. Dictionary may be of different sizes and contents. Now-a-days there are some software of dictionaries which may be installed and used in computer and mobile phone. Besides, there are online dictionaries. To have access to online dictionaries, one needs Internet connection.

Objectives of the Study

The study has been conducted in order to satisfy the mentioned objectives:

- a. To know the habit of using dictionary of Bangladeshi students
- b. To learn the types of dictionaries used by Bangladeshi students
- c. To identify the problems like improper use of dictionary, synonym/antonym and preposition occurring due to wrong use of dictionary
- d. To provide suggestion about the kinds of dictionaries should be used
- e. To show students the way how to ensure a dictionary’s proper use

Statement of the Problem

Bangladeshi students start learning English and Bangla simultaneously in their academic life. With the passage of time their skill in Bangla language enriches but the problem occurs in English, because they get little or no scope to use English in their day to day life. As a consequence, they have to depend only on their English textbooks to learn English and to enrich vocabulary. Those books present some very commonly used English words before them. Thus their vocabulary remains below average scale. So, whenever they face any uncommon word, they have to take help from dictionary. In most of the cases, it is found that students prefer small pocket dictionaries and mobile dictionaries. These sorts of dictionaries do not provide multiple meanings of a certain word. They do not even show any use of a word in a sentence. As a result, students become misguided when the given meaning in the dictionary does not match to the text. So, they fail to get the appropriate meaning of a sentence and the problem is in its peak when the students try to make a sentence using a new word.

Literature Review

Li and Zhou (2001) classified dictionaries into nine different ways:

- i) Contents: philological dictionaries, encyclopedic dictionaries and special dictionaries.
- ii) Scope of words collected and the information of the vocabularies provided: general purpose dictionaries and specialized dictionaries.
- iii) Languages involved: monolingual dictionaries, bilingual dictionaries and multi-lingual dictionaries.
- iv) History periods involved: diachronic dictionaries and synchronic dictionaries.
- v) Size: unabridged dictionaries, desk dictionaries and pocket dictionaries.
- vi) Service objects: for foreigners and for natives.

- vii) Main functions: active dictionaries and passive dictionaries.
 - viii) Arrangement of entries: systematic dictionaries and alphabetically arranged dictionaries.
 - ix) Medium: paper dictionaries and electronic dictionaries. Furthermore, the electronic dictionaries can be further divided into three kinds: pocket dictionaries, CD-ROM dictionaries and online dictionaries.
- The study here revolves around the philological dictionaries and the medium of those dictionaries.

A good dictionary can play the role of a good teacher, if it is used properly. To see the relationship between dictionary using and vocabulary acquisition, Summers (1991) did an experiment. He randomly chose some subjects and they were divided into four groups. Among these four groups three were allowed to use dictionaries. These three groups were given three different types of dictionaries. One group was given a dictionary which contained only the meaning of the very word. Another group was given a dictionary which provided only some examples of the very word, and the other group got a dictionary containing both meaning and example. It was found that the three groups, allowed to use dictionary, did far better than the last group to understand an English passage. The third group who got dictionary with meaning and example showed the best performance. Hence, he comes to the conclusion: "Though not a perfect tool, dictionaries have been proved very useful in bringing the students to a deeper understanding of the target language and helping them use the vocabulary correctly in writing."

To observe the impact of electrical dictionaries on vocabulary learning and reading comprehension Knight (1994) conducted a research. He selected some students for this research. The students were divided into two groups. One group was instructed to use online dictionary and another group was instructed not to do it. They were assigned to read two short Spanish passages online. A record was kept whenever the first group was looking for the meaning of a word in the online dictionary. After reading the passages, students were asked to take some notes in English and later to take two vocabulary tests. Within the vocabulary tests one test asked the students to explain Spanish words in English, and another demanded them to choose the right answer from five alternatives. The whole process was repeated two weeks later to see the effect. Results showed that the group which was using online dictionary did better in all the tests even after two weeks. Thus these experiments prove dictionary's usefulness to understand a foreign language; but the problem occurs when it is time to use that language either in written or spoken format. Learners cannot differentiate the synonymous words and therefore produce ridiculous sentences.

Chen (2007) interviewed 189 fresher and second year students to make an investigation into their choices of English dictionaries, methods of finding words in dictionaries and others. She listed the similarities and dissimilarities found in the using strategy of dictionary of different grade students. She concluded, "Dictionary-using skills cannot automatically be improved with the students' English study. It can be improved by giving instructions on the use of dictionary. Teachers need to raise students' awareness of dictionary using and provide necessary instructions and training."

Zhao (2004) investigated upon the strategies of using English dictionaries of university students who are not native English speakers. After the investigation he opined “the students do not know well how to use English dictionaries. Also teachers seldom supply any instruction to the students.”

Hartmann and James (1998: pp. 206-220) indicate “the dictionary using skill is users’ abilities to find out information, and this process refers to the users’ behaviors, preferences and their habits.”

Other researchers like Shi and Pan (2005), Wang (2007), Fan and Xiao (2006) agreed to the same point that English learners need to choose suitable dictionaries according to the characters of dictionaries and the learners’ own different English levels. At the same time, they should be guided about the way of using English dictionary properly.

Methodology

i. Sampling

It was a qualitative research. A sample of 50 students was chosen from five departments of Bangladesh University. The departments were: English, Economics, Sociology, Pharmacy and Business Administration. 10 students were taken from each of the departments. The students were chosen abruptly. All of them were from first year, first semester. After selecting the students it was found that all of them were from Bangla medium background.

ii. Assignment 1

The students were assigned to come up with meaning and synonym of some given words. Among the given words there were words like: Alone, Prevent, Natural, Forgive, Support.

iii. Result 1

The students came up with synonyms. The synonyms were as below:

Alone: apart, friendless, separate, single, solo.

Prevent: anticipate, avoid, baffle, check, control.

Natural: common, habitual, standard, usual, typical.

Forgive: clear, excuse, indulge, spare, absolve.

Support: approval, assistance, friendship, loyalty, reassurance.

iv. Assignment 2

The students were asked to make sentences using the given words. They were supposed to make one sentence using one word.

v. Result 2

They came up with sentences. Some sample sentences are as below:

Alone

- I am **alone** in my room.
- I have no friend, I am **alone**.
- God **alone** can help us.

Prevent

- A fence **prevents** a garden from cattle.
- We should **prevent** corruption.
- We will **prevent** the enemies of our country.

Natural

- I like **natural** beauties.
- Formalin is used in fruits to keep them **natural**.
- We should be aware of **natural** disasters.

Forgive

- Please **forgive** me.
- I will never **forgive** you.
- May Allah **forgive** us.

Support

- I **support** Barcelona.
- We gave our **support** to our leader.
- I cannot **support** your idea.

vi. Assignment 3

At this stage, the students were asked to replace the given words by the synonymous words.

vii. Result 3

After completing replacements the sentences become like this:

Alone

- I am **apart/friendless/separate/single/solo** in my room.
- I have no friend; I am **apart/friendless/separate/single/solo**.
- God **apart/friendless/separate/single/solo** can help us.

Prevent

- A fence **anticipates/avoids/baffles/checks/controls** a garden from cattle.
- We should **anticipate/avoid/baffle/check/control** corruption.
- We will **anticipate/avoid/baffle/check/control** the enemies of our country.

Natural

- I like **common/habitual/standard/usual/typical** beauties.
- Formalin is used in fruits to keep them **common/ habitual/ standard/ usual/ typical**
- We should be aware of **common/habitual/standard/usual/typical** disasters.

Forgive

- Please **clear/excuse/indulge/spare/absolve** me.
- I will never **clear/excuse/indulge/spare/absolve** you.
- May Allah **clear/excuse/indulge/spare/absolve** us.

Support

- I **approval/assistance/friendship/loyalty/reassurance** Barcelona.
- We gave our **approval/assistance/friendship/loyalty/reassurance** to our leader.
- I cannot **approval/assistance/friendship/loyalty/reassurance** your idea.

viii. Assignment 4

The students were asked to know the particular meaning of all the synonymous words. They were also asked to know that the given words and the synonymous words belong to which parts of speech.

ix. Result 4

Students came up as they were instructed. This time the researcher had very little to do because the students themselves could get their mistakes. They confessed that without knowing the application of a word just meaning may mislead a sentence.

Data analysis

Through the study certain things were found:

- i. Students have a sort of dependency on dictionary.
- ii. When they face any new word they hardly try to guess the meaning.
- iii. They simply memorize words to increase vocabulary.
- iv. They have an inclination to the dictionaries which contain fewer words and synonyms. They are also fond of light-weight dictionaries.
- v. They get mobile dictionaries effective only because they are handy.
- vi. They never try to know the meaning of all the synonymous words.
- vii. They have no strong idea about the form of the words, i.e. a certain word belongs to which parts of speech or tense.
- viii. They do not go for application of words.
- ix. A new word always brings anxiety/ fear to them.

Questionnaire

A questionnaire was made to know the students' acquaintance with dictionary. The questionnaire was given to the previously chosen 50 students who took part in the assignments.

- i) From which class did you start using English-Bengali dictionary?
a. Class one b. Class two (8%) c. Class three (14%) d. Class four (22%) e. After class four (56%)
- ii) What was the size of your childhood dictionary?
a. Pocket dictionary (66%) b. Medium dictionary (28%) c. Big dictionary (6%)
- iii) What was the publisher of your childhood dictionary?
a. Bangladeshi publishers' (92%) b. Oxford (6%) c. Cambridge d. Albatross
e. Other (2%) [please mention]
- iv) While buying a dictionary which feature do you consider first?
a. Price (46%) b. Size (18%) c. Variation of Contents (24%) d. Publishers (8%)
e. Other (4%) [please mention]
- v) What is the size of your present dictionary?
a. Large (54%) b. Medium (6%) c. Small (32%) d. No dictionary (8%)
- vi) Which dictionary do you use most?
a. Printed dictionary (34%) b. Mobile dictionary (56%) c. Online dictionary (10%)

vii) Does the dictionary, you use most, provide explanation and application for every single word?

- a. Yes (42%) b. No (58%)

viii) Which dictionary do you prefer?

- a. English to Bangla (86%) b. English to English (14%)

ix) While looking for a word in a dictionary, what do you usually do?

- a. After getting the meaning, I stop the dictionary. (54%)
b. I look for its use in a sentence. (14%)
c. I look for synonyms. (28%)
d. I look for different forms of the word. (4%) [for example: noun, verb, adjective, adverb etc].
e. Other [please mention]

x. After checking a certain word in dictionary can you recall the word after a few days?

- a. Yes, always b. Most of the times (30%) c. Sometimes (50%) d. Rarely (10%)
e. Never (10%)

Findings

It was found that most of the students were not familiar to dictionaries since their childhood. During childhood they would learn English name of different things from their books. Meanings of different things were given in their books and they would memorize only those words to cut a good figure in exams. They were in no need to have a dictionary. In case of any rare situation, they would take help from any senior family member or from the teachers. A small number of students who had dictionaries in childhood were habituated to pocket dictionaries; because those dictionaries were light-weight and contained no unnecessary writings except the meanings! (according to their childhood thinking).

Those who were acquainted with dictionaries almost all of them had dictionary of Bangladeshi publishers'. They confessed that there was no availability of foreign publishers' dictionaries in their houses. Few students who had dictionaries of foreign publishers' in their houses never used those, because they became nervous and afraid of seeing lots of English writings.

Most of the students buy dictionaries only to cover the difficult situations when they fail to get the meaning of an English passage. Therefore, price takes a vital role in their decision to buy a dictionary.

It was also found that because of the handiness of mobile dictionaries students prefer to use them instead of having printed dictionaries. In maximum mobile dictionaries explanation and application of a certain word is not given but students have little headache regarding this; because they use dictionaries only to see the meaning of a word not to know that. It was found that most of them stop the dictionary just after getting the meaning of the desired word. As a result, most of them fail to use the same word for the second time.

Recommendations

From the research result and from the researcher's teaching experience, some recommendations are given below:

- i. Small, pocket, mobile dictionaries which do not provide applications of words should be avoided.
- ii. New words should not be learnt without application.
- iii. While learning synonyms of a word, different uses of the synonymous words should be learnt at the same time.
- iv. Caution should be taken about the form of the words, i.e. the word belongs to which parts of speech and whether it is in its present, past or participle form.

Conclusion

Dictionary is obviously a helpful device for students' learning another language. It helps a student to be informed about the basic words of a language. Depending on its size, it provides single or multiple meaning of a definite word; but if a student uses a word improperly that is surely not the fault of that very dictionary rather it is the duty of the student to grasp the use of that very word. Students should not memorize any word without being concerned about its application. This practice can be effective to increase vocabulary. Pocket or small sized dictionaries should be avoided but in case of using those, students should justify the words before using. Thus students can be confident enough to use English words properly and their vocabulary can be well enriched. The researcher wishes confidence for all dictionary users.

Limitations of the Study

The research was conducted in a small arena. The sample size was only 50. It is assumed that the findings could have got multiple dimensions if the sample size would be bigger. The research was completed through several phases and it was a time worthy process. Students were given a good number of assignments and after those they were supposed to attend sessions with the researcher. The whole process took almost three months to be completed. The researcher had to keep contact with each of the volunteers all through this time. Since it was a solo research work, it was not possible to take sample from other universities. It would be difficult to complete the work properly if the sample size would be bigger. But it is believed that students will be benefitted more if the same research is conducted in a bigger arena by more experienced and skilled researchers.

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In-depth Professionalism: A Critical Probe into Hemingway's *The Old Man and the Sea*

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Abstract

Ernest Hemingway's *The Old Man and the Sea* is a simple story on the surface, but in depth a tale with a deeper message and a relevance that transcends time and place. It speaks to the universal truths of a man's existence within this world, where pride, respect, tenacity, and dreams fuel a man in his quest to thrive in the face of professional struggle. It is a story about the indomitable spirit of man's competence. Here the predominant theme is "grace under pressure" which is clearly developed in the 'old man' who fought the giant fish and killed it against all odds. Hemingway's protagonist Santiago represents the attitude towards practical life and his fight with the mighty marlin offers numerous lessons to the readers. The honor in struggle, defeat, and death is ultimately depicted in the mainstream of the story. The knowledge that a simple man is capable of the decency, dignity and even heroism that Santiago possesses is itself the victory of professional endurance with physical struggle, fatigue, solitude, old age and impending death.

Keywords: Expertise, Positivism, Boldness, Fortitude, Sanguinity

1. Introduction

The main theme of *The Old Man and the Sea* is man's capacity to withstand and transcend hardships of time and circumstance that represents intense professionalism indeed. The idea is conveyed through Santiago's adventures with the marlin and with the sharks. Hemingway depicts the physical, mental, spiritual and professional endurance through sufferings in the novella.

After eighty-four successive days without having any fish, Santiago goes 'far out' into the ocean. A giant marlin takes the bait, but the old man is unable to reel him in, that leads to a three-day struggle between the protagonist and the fish. The marlin circles the skiff while Santiago slowly reels him in. Santiago nearly passes out from exhaustion but gathers enough strength to harpoon the marlin through the heart, causing him to lurch in an almost sexual climax of vitality before dying. Santiago sails back to shore with the marlin tied to his boat. Sharks find the marlin's trail of blood

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and attack it. Santiago fights them and arrives home toting only the marlin's skeletal carcass. The village fishermen respect their formerly ridiculed peer, and Manolin pledges to return to fishing with the greatest professional fisherman Santiago.

Santiago is adept in his profession, has proved his aptitude several times before, but that is not adequate. He has to prove it every day, for every day is a new day. Santiago's suffering is akin to artistic creation, which is never an easy task. The prominent modern novelist Ernest Hemingway is versatile and universal in professionalism of his writings to present the universal needs of people not only of his contemporary age but also of all ages. His novella keeps a great impression on modern people. This work will find out the intense professionalism reflected in his novella.

2. Materials and Methods

Based on the criticism of Ernest Hemingway, enough critical essays and analysis were published in the shapes of different books and in many literary journals which are very useful as the supporting materials for further study of the research work. To develop this hypothesis, the primary idea is found from the study on the English novels of Ernest Hemingway in the different level of academic study and several critical studies on Hemingway. In fact, the only helpful method was 'Observation Method' for this research study. By using this method, the researchers have gone through literary articles, critical compositions, and websites to find related study materials in order to be acknowledged in the related topic and have also collected critical journals from different libraries to have specialized information on the author and compose the work in a more credible way.

3. Background

3.1. Definition

Professionalism is the level of excellence or competence that is expected of a professional. Webster's Dictionary defines it as, "the conduct, aims, or qualities that characterize or mark a profession or a professional person" (merriam-webster.com).

There is much more to being a professional than simply acquiring the best training and skills. Becoming an expert in any field is only one part of gaining the respect of clients and colleagues. A large part of achieving gratitude as a professional has to do with the way that one presents one's self to others. It is a mindset that becomes easier to apply as anyone progresses further and becomes an inspiration for others to follow.

There are five important keys to being a true professional: character, attitude, excellence, competency and conduct. These five keys again cover some important concepts, such as being accountable and liable, developing admiration, doing what is right, and learning how to scheme a professional icon.

3.2. Professional Autobiography Reflected in Santiago

Hemingway was an expert at deep-sea fishing and had won several prizes in various competitions, sometimes catching giant marlin. When he lived in Cuba, he acquired a house, nine miles outside Havana, and often fished in the Gulf Stream, much like Santiago. The background in *The Old Man and the Sea* is derived from

real- life Cuban fishing villages near the Gulf Stream. The subject of the luckless Old Man who caught a giant fish also came from personal experience. In an essay on deep-sea fishing published in 1936, Hemingway had written of an old man who had caught a huge Marlin weighing nearly eight hundred pounds. With the fish tied to his skiff, he had bravely tried to fight off the sharks and was picked up by some fisherman in a state of half craziness with the sharks still circling his boat. When Hemingway met this old man, he promised to write a book about his experiences. It was more than twenty years before he turned the story into a book called *The Old man and the Sea*; it was to be Hemingway's final novel. Many critics see in it a comparison between Santiago, an old man fighting to master the fish and maintain his reputation, and Hemingway, an old man fighting to retain an active lifestyle. Even if the novel is not partially autobiographical, the novel proves Hemingway's abilities as a novelist, for the book expertly blends facts and fiction to produce one of the most moving, poignant tales ever written.

3.3.The Double-Allegorical Novella

Hemingway sets the action of the novella not in abstract terms of expertise-gain and loss, strength and fragility, youth and age. Rather the novelist puts vivid images such as the marlin and the sharks, the right hand and the left hand, Manolin and Santiago.

The Old Man and the Sea is a double allegory. There is an abundance of meaning in the story. The protagonist, Santiago, has a message for us that a man may grow old and be wholly down on his luck; he can still dare to the rules, persist when he is defeated and thwarted, and thus by the manner of his losing win a moral victory. On the other side, the novella can be read as an allegory entirely personal to the novelist as an account of his own struggle, his determination and his literary vicissitudes. Here is a distinctive autobiographical element in the novella. At the time of its inscription, Hemingway was himself an old man, confronted by the struggles of age, much like Santiago. Prior to the publication of *The Old Man and the Sea*, he had been having difficulty with his writing. Between 1940 and 1950, he published no novels. When he finally published *Across the River and into the Trees* in 1950, Hemingway was criticized severely for falling below his usual standards (pinkmonkey.com). It was obvious he was in a "literary drought," much like Santiago's own round of bad luck in fishing. When he published *The Old Man and the Sea* in 1952, it was his prize, his giant fish. It was never a simple task. Even if and when a masterpiece is achieved, there is no assurance that critics, who are no less than the killer sharks, will not tear it to pieces.

Again, like Santiago, Hemingway is a master who sets out his lines with more care and precision than his competitors. In his writing, emotion is always held at a distance; only the bare happening is recorded to affect the reader as it may. Hemingway possesses a classically precise sense of narrative structure. The arrangement of his highly artificial scenes is nicely controlled to appear natural. His diction is terse, concrete and colloquial and simple. His dialogues are pared of the usual speech tags and explanations. It is spare, short respired, prone to sarcasm and at times too consciously naïve. His shriveled and emblematic sentences lapse from simplicity into childishness. His most precious gift for writing is his marvelous sensitiveness to impressions. These features prove author's expertise to attract his readers. Ernest Hemingway won the 1953 Pulitzer Prize for fiction and Nobel Prize in

1954 for this immensely successful novella *The Old Man and the Sea* that confirmed his power and presence in the modern literary world. Thus, Hemingway was awarded for his intense professionalism (Lal, 2004).

4. The Professional Protagonist

4.1. The Old Cuban Fisherman

The old man of the novella's title, Santiago, is a Cuban skilled fisherman who has an extended run of bad luck. Despite his professionalism, he has been unable to catch a fish for eighty-four days. He is modest, yet exposes a defensible pride in his abilities. His profound knowledge of the sea and its creatures, and of his craft, is consummate and helps him preserve a professional sense of hope regardless of circumstances. Throughout his life, Santiago has been presented with contests to test his working strength and serenity. The marlin with which he struggles for three days represents his greatest professional challenge. Paradoxically, although Santiago ultimately loses the fish, the marlin is his victory.

Hemingway gives incidental detailed rudimentary tests of endurance of distresses which Santiago is subjected to, and also his courageous reaction, beckoning both physical energy and imaginative vision to pledge the forces, is challenging him. When the marlin takes out line Santiago pulls in. When the environment is surrounded by the darkness of night, Santiago dreams of golden and white beaches. This represents his strong optimistic mind. When he is threatened by the fragility of old age, he summons visions of his own youthful strength. This is indeed a technique to cope up with the condition of a professional fisherman in any unease or danger.

4.2. Code Hero

The protagonist, Santiago, is perhaps the finest and best known code hero of Ernest Hemingway. The function of the code hero is to balance the hero's deficiencies, and to correct the hero's stance. In fact, he offers and exemplifies certain principles of honor, courage and fortitude which in a life of tension and pain make a man a man, and enable him to conduct himself well in the losing battle—that is life. The chief point about Santiago is that he behaves perfectly- honorably, with great courage and endurance while losing to the sharks, the giant fish he has caught. This is life: such is the message the code hero always brings; one must lose, of course; what counts is how one behaves while one is being demolished. It reflects a professional viewpoint of Hemingway.

5. Discussion and Findings

Ernest Hemingway depicts professionalism through his central character Santiago. The competency and tenacity of the protagonist become the examples of his professionalism. The author gives message in several ways. His expertise lies in the following characteristics of his protagonist:

5.1. Positivism

Santiago is always positive to his profession. Positivism is the pre-condition of the success. The old man's battle with the fish is not only a battle of strength, but also a battle of wills. He makes up for his old age with incredible endurance. He is willingly progressive to withstand hunger, physical pain, and isolation from the rest of the world while combating the marlin. Santiago remains positive in every step. He

never underestimates his rival and never gives concession to it as we find in the line—
“But, thank God, [the fish] are not as intelligent as we who kill them; although they are more noble and more able” (Hemingway, 2003, p. 43).

5.1.1. Isolation

The old man has become isolated from people – and indeed from the world of humans completely – in his time on the sea. His isolation delineates who he is, and highlights the unique nature of his character. Isolation becomes both a feebleness (he undergoes from solitude), but also a crucial element to his scuffle with the marlin. Although the old man accepts and admits help from others, it is alone that he does battle with the marlin, that he must be positive to prove himself and his capabilities. He is very positive to his luck and his own attempt. He says in the novella, “Every day is a new day. It is better to be lucky. But I would rather be exact. Then when luck comes you are ready” (Hemingway, 2003, p. 19).

5.1.2. Self-belief

Anyone can have luck of course, but not everyone can have willpower, skill and diligence. Santiago knows this and therefore believes in his ability rather than chance. As he says, “To hell with luck,” he thinks. “I’ll bring the luck with me” (Hemingway, 2003, p. 91).

5.2. Human Nature Relationship

Hemingway exposes an intense relationship of human and natural realm. Santiago is inimitable in his affiliation to and understanding of the natural world. He talks about the sea as though it were a woman. The birds become his friends in his loneliness. He considers the sharks as personal rivals. He tests the connection between turtles and jellyfish, between fish and birds. The beings and the natural world become a lens through which we can scan the positive attitude of the protagonist being alone in a vast ocean.

5.3. Great Regards for Profession

Santiago is a fisherman and he loves his job of fishing. He never disregards his profession. Rather in the dark, unsafe and hazardous condition while doing his job he remembers his birth for fishing as he says, “Perhaps I should not have been a fisherman, he thought. But that was the thing that I was born for” (Hemingway, 2003, p. 33).

Though frustration seems to appear, it is defeated to the strong professional attitude of the old fisherman. We have also got another proof of his intense professionalism from these lines—“You did not kill the fish only to keep alive and to sell for food, he thought. You killed him for pride and because you are a fisherman. You loved him when he was alive and you loved him after. If you love him, it is not a sin to kill him” (Hemingway, 2003, p. 77).

He praises his rival and exposes his premeditated desire to have it finally: “He is a great fish and I must convince him, he thought. I must never let him learn his strength nor what he could do if he made his run” (Hemingway, 2003, p. 43).

5.4. Boldness

The boldness of the old fisherman is also depicted in the novella. The giant marlin is the symbol of the mysterious world of the anonymous which challenges everyone. For a large slice of the novella, Santiago is dragged by this giant, mysterious creature, and yet he does not know what it is or even what it looks like. The old man only imagines its strength, size, power, and determination; yet he still ascertains with it, considering a part of the natural order of existence. When the old man actually sees the fish, he is even more astonished at its grandeur and size. This event shows the boldness, bravery and audacity of the protagonist. He also applies tricks to win as he says, “I may not be as strong as I think, but I know many tricks and I have resolution” (Hemingway, 2003, p. 12).

With the mystery elucidated, Santiago is determined to show what a man can do and what a man endures. In the text, we also get a glimpse of the deterioration of strength over time, and how a man who relies on strength in his profession can fight against this. He believes that a man continues to do whatever he must do to the best of his ability, no matter what trials befall upon him. While contests and impediments can shred a man of all outward signs of success, still his spirit can remain undefeated. For this a man should never give up trying. He should keep on trying and continue his journey until the triumph sparkles. As he says, “But man is not made for defeat” (Hemingway, 2003, p. 75). He adds, “A man can be destroyed but not defeated” (Hemingway, 2003, p. 75).

We again find his idea of ‘destroyed but not defeated’ afterwards while talking to the Marlin—“Fish, you are going to have to die anyway. Do you have to kill me too?” (Hemingway, 2003, p. 66).

5.5. Fortitude

Santiago has a great power of endurance. He is never frustrated and fatigued during his fishing job. In *The Old Man and the Sea*, the ability to withstand somatic pain is one of Santiago’s outlining individualities. Suffering is an obligatory step in his battle with the fish. It adds intensity to the struggle and fortitude. The psychological agony of losing the fish to the sharks is startlingly minimized; this is a type of pain, it seems, that can be meticulous by absolute self-control. We can realize his power of patience by the line—“Fish,” he said softly, aloud, “I’ll stay with you until I am dead” (Hemingway, 2003, p. 35).

Afterwards intensity finds the place—“Fish,” he said, “I love you and respect you very much. But I will kill you dead before this day ends” (Hemingway, 2003, p. 36).

At the end, Santiago becomes a Christ symbol in the novella. Like Christ, he is filled with goodness, patience, and self-effacement. The forces of malevolent, however, are against Santiago, as seen when he battles the sharks; similarly, Christ had to fight the wicked in Jerusalem. Both men’s scuffles end with shame and mortification. Christ is betrayed, trodden, forced to carry his own cross, and is crucified, with arms outstretched and bleeding hands. Santiago is deceived by the sharks and feels beaten. Carrying his cross across his back, much like Christ carting the cross, Santiago returns home as a dejected man. When he finally lies down on his

bed, his arms are stretched straight out with palms up, and his hands are bleeding. It is an obvious reflection of fortitude (StudyMode.com).

5.6. Sanguinity

Santiago never thinks about his return without being succeeded. He is always optimistic to get the fruits of his industry. Optimism is one of the important features of professionalism. We find the old man dreams of white beaches in the darkest night with the marlin that proves his sanguinity (Schatz, 2011). We find his strong optimistic idea from the line, “My big fish must be somewhere” (Hemingway, 2003, p. 21).

Santiago soothes himself that he should complete his job whether there is any strain in the midst of the success because this is not, at least, impossible to complete. So he says in the novella, “I have never seen or heard of such a fish. But I must kill him. I am glad we do not have to try to kill the stars” (Hemingway, 2003, p. 53).

In one place of the novella we find the marlin becomes inaudible and serene. The fright of losing sparkles for once but immediately the old man gets strength and self-confidently religious. He then enthuses and comforts himself saying, “He can't have gone, he said “Christ know he can't have gone. He's making a turn. Maybe he has been hooked before and he remembers something of it. Then he felt the gentle touch on the line and he was happy” (Hemingway, 2003, p. 27).

5.7. Firmness

Santiago knows when many more sharks come he has to club and assault them with all of his strength. During the battle, the sun goes down and Santiago wonders himself and thinks what he will do if they come in the night! But he firmly determines to fight them. As he says, “I'll fight them until I die” (Hemingway, 2003, p. 84).

Though the sharks slash Santiago's marlin apart at the end, they do not setback him as a man, and he never gives up. Propelling in, he tastes blood in his mouth, so he spits into the sea and says, “Eat that *galanos*. And make a dream you've killed a man” (Hemingway, 2003, p. 87).

Every man has sharks that circle him; they gather when they bouquet the blood of real attainment and Santiago is never too old to put up a fight. He never quits his troublesome journey.

5.8. Stimulations

Inspirations and incentives can bring success in professional life. In this novella the partially handicapped baseball player DiMaggio is the source of encouragement for Santiago. He often figures in the old man's stirring thoughts, as well as in his dreams. DiMaggio inspires him with leadership qualities and the determination to win, in spite of handicaps. When his left hand cramps and he feels drained of his strength, the old man reminds himself of the painful bone spur that handicaps the great DiMaggio. The image of the baseball hero playing in pain gives Santiago renewed vigor and stamina to bear his own pain. We find the old man gets inspiration from DiMaggio in this line, “Have faith in the Yankees my son. Think of the great DiMaggio” (Hemingway, 2003, p. 7).

Memory is another inspiring theme in *The Old Man and the Sea*. Because of his old age, the hero recalls a strength and dexterity of his youth. We at first wonder if such essentials have faded from his character over time, but are left with a suspicion that Santiago in his forte and abilities has lived up to heroic image we see portrayed in his memories of his younger self.

The old man's memory of the lions is a constant motif, as he tacitly compares his own abilities to their prowess and pride. The sober promise of the conquest and regeneration with which the novella closes is supported by the final image of the lions. Because Santiago associates the lions with his youth, the dream advocates the spherical nature of life. Santiago imagines the lions, fierce predators, playing, his dream suggests a harmony between the opposing forces—life and death; love and hate; destruction and regeneration—of nature (Shmoop Editors).

6. Major Finding

The killing of the marlin that occurs on the fourth day of the narrative marks the climax of the novella. The end of the marlin's life is the most vital of moments. The fish seems to surpass his own death, because it invests him with a new life. This notion of transcendence is important, for it resounds within Santiago's story. Like the fish, the old man suffers something of a death on his way back to the village. He is exposed of his twist and, given his age, will likely never have the opportunity to land such a magnificent fish again. This incident, especially, exposes intense professional attitude of the old man because a professional expert never wants to go back with empty hand. Finally, the protagonist returns to the village with his strength of mind and his status rejuvenated. Santiago always carefully keeps aloof from boastfulness. But he is politely proud of his deed finally. Thus pride becomes the source of greatness and determination of professionalism though Santiago briefly wonders if pride is a problem, if killing the fish for pride makes the act a sin.

7. Conclusion

Hemingway exposes the basic theme that life is an endless struggle with deceptive rewards in his novella *The Old Man and the Sea*. In order to gain nobility in life, a person must show positivism, bravery, confidence, audacity, persistence, optimism, and intelligence during the struggle all of which are the features of professionalism. Then, even if the prize is lost, the person has won the battle, proving himself as capable of retaining grace under pressure, the ultimate test of mankind. The subject matter of *The Old Man and the Sea* is the dignity of human endeavor in the face of severe odds. Santiago faces every plausible obstacle: he is old, wretched, and ailing fed as the novel begins. Besides, he has to fish by himself, for no one will provide him a helping hand because of his misfortune. As Santiago gets the marlin, he clutches to the line for valued life, despite the fact that his right hand is incised and other is cramping, and his shoulders burn with pain. He continues with the fish for three long days notwithstanding his overall psychological and bodily weariness. When Santiago finally masters and kills the marlin, he tries to force away the blood enthralled sharks. Even with the adversities, the old man never relinquishes. It is the dignity of the Hemingway's protagonist whether Santiago is trying to master the marlin or fighting the vicious sharks, that triumphs approbation for him.

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War Mothers in a Non-Fiction and Two Fictional Works on the Liberation War of Bangladesh

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Abstract

In a war, generally, the male community is involved in fighting in the war-field. The role of woman is mostly avoided in the society as well as in most of the literary texts. Their participation in the war or their moral and ideological support to freedom fighters is also neglected. It is a matter of fact that if the role of woman in the war time of Bangladesh is overlooked, one particular gender remains behind the curtain. To portray the role of mother in the war time, a non-fiction namely *Ekatturer Dinguly* by Jahanara Imam and two fictions, *Maa* by Anisul Haque and *A Golden Age* by Tahmima Anam, have been chosen. This paper aims to portray the war mothers' anxiety, dilemma of sending the sons to the war field, support to the freedom fighter sons and sacrifice for the sake of motherland.

The freedom fighters of Bangladesh fought for the sovereignty of their motherland in 1971. They were young people, students, workers, villagers and Bengali regulars who worked in the Pakistan Armed Forces who had dynamically formed the invincible spirit of Freedom Fighters of Bangladesh after the proclamation of Bangladesh's independence in March 26, 1971. *Mukti Bahini* or Freedom Fighters of the country operated as an effective guerrilla force to keep the enemies on the run. People of all strata of society joined the *Mukti Bahini*. The nation remains indebted to the collective of regular force members, urban and rural youths of Bangladesh.

The home truth is that the Freedom Fighters of the country are equally indebted to their mothers, sisters, wives and daughters because the national independence would have been impossible if they had refused them shelter, food, medical care and other active cooperation. In *Ekatturer Dinguly*, written by the mother of a martyr Jahanara Imam, *Maa (The Mother)* by Anisul Haque and *A Golden Age* by Tahmima Anam have truly recorded the role of mothers in shaping the history of independent Bangladesh in 1971.

The mothers of the non-fiction and fictions help their sons think logically about the emancipation of the motherland. They want to be assured whether their sons want to attend only because their friends have joined the war or the sons really can realize the war time needs. In *Ekatturer Dinguly* Rumi and in *A Golden Age* Sohail are students and Azad in *Maa* has just completed his studies. This is usually the time

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to take preparation for launching career, but the sons of the mothers feel as Rumi shares with his mother, “But haven’t the events of March 1971 turned it (giving priority to self career building activity) into an untruth? Our condition is worse than the Roman gladiators. The gladiators had at least a slim chance of escaping from the clutches of the lions but we don’t even have that...Is it the proper environment for studies? Is this the time to pore over books in preparation for the future?” (Imam 66).

The sons want their mothers to realize the reality of that particular history making movement and their active participations are required. The mothers are convinced as the sons have communicated them with logic. Individual mothers become ready to sacrifice their loving sons for the larger cause of the motherland as Jahanara Imam says, “I sacrifice you to the cause of the nation. You may join the war”(Imam 66). When Azad seeks permission from Mrs. Safia Begum, she asks for some time to think over it. Finally, she feels that her son should work for the motherland and her people. In the morning she calls Azad and says, “Alright, you can go to the war. I bless you” (Haque 181). Being puzzled, Azad wants to read the mind of his mother whether she is angry with him knowing about his decision. The mother assures him saying, “Why should I be angry. Should you not work for the independence of our country?” (Haque 181).

When Rumi manages to make contact with the Liberation Forces Headquarters, the mother wants to be sure about how far the young heart is firm in his decision, “I just wanted to make sure that your desire to join the War of Liberation was genuine and not a decision taken on the spur of the moment” (Imam 76). The mother simply wants to confirm whether her son wants to go only because his friends have joined the war. She wants to be sure about the implication of his decision, as she says to her son “...to realize the seriousness of your decision. I wanted to realize that you were voluntarily courting danger, even death” (Imam 76). That is how the mothers of 1971 prepare their sons to realize the responsibilities and go ahead. The assurance of Imam’s son echoes in her heart Khalil Gibran’s words: “Your children are not your children/They are the sons and daughters of Life’s/longing for itself” (Imam 77).

Day by day the responsibilities of the war mothers are increased as their sons become more courageous in the war-field. The mothers are assigned to convey the message to different places on behalf of the freedom fighters. They collect money and other necessary things like medicines and clothes for the freedom fighters. To Jahanara Imam and the other mothers of Freedom Fighters, the term “Freedom Fighter has an electrifying effect.... It creates a sense of awe” (Imam 94). She successfully accomplishes her responsibilities “Number one, a message to be conveyed to Mrs. Shamsunahar Musa , Manager of the Ladies Branch of the Muslim Commercial Bank...Number two, a letter to be delivered to the Director of Bangla Academy, Dr. Kabir Chowdhury” (Imam 106). Her active participation is seen when she has contacted with Mrs. Shamsunnahar Musa. In a whisper she replies to her and their conversations, obviously, mark their whole-hearted and active participations:

As you know, the War of Liberation is intensifying. The trained guerrillas are coming to Dhaka and carrying out their operations. They need some safe houses where they can take shelter in any emergency. They also need medicine, doctors and safe clinics for treatment when they get wounded.

Besides, a lot of money is requested for their (Freedom Fighters') operations. "Of course. This is a matter of our life and death. Just tell me how I can help."
(Imam 108)

The mother sends whatever money she can from time to time. The commander of Sector Two asks for a list of bridges from Rumi's parents which needed to be destroyed to hinder communication of the Pakistan troops. When Mr. Sharif, Rumi's father, is making the list with two other supports of the Liberation war, Shahadat and Alam, Mrs. Imam is guarding the gate to keep the secrecy of that noble task. She also has given for them, "a few bottles of Belladonna Six, a few nail cutters and three sunglasses... gave Rs 200. . ." (Imam 127). She keeps herself busy for the Freedom Fighters, even then her eyes become moist every now and then and she has trouble breathing thinking of Rumi, "When is my Rumi coming back to me?" (Imam 131).

Mrs. Imam does not want her child to be away from her sight even for a single moment when he comes back from Melaghar in India where he has received training, "You better smoke before me. You have come only for a short period and I want you to remain within my sight as much as possible" (Imam 140-141). The mother can understand the tension of the time and the psychological state of the freedom fighter son. So forgetting even to take him to task, she becomes friendly with the son. The motherly feelings are all the time centred on her son and his safety, "I don't know where Rumi is now and what he is doing. Is he sleeping in somebody's house? Is he out on the streets in this rain? Is he in a car or in a boat? There is no way of knowing." (Imam 150-151) That is how our waiting mothers spiritually are portrayed as the inevitable part of the Liberation War of 1971, although they remain far away from the war fronts.

As Rumi believes that the Pakistani Army will not suspect a lady car driver as a member of Mukti Bahini, Mrs. Imam drives Rumi and his friends around. She does this for the sake of the beloved motherland. The mother cooks a full array of food to celebrate the launching an operation on 25th August with all the guerrilla fighters who have successfully operated in different places of Dhaka. In such a feast the mother's words are strong source of inspiration and motivation, "All of you are brave young men. You all have quick reflexes. Your team work was superb. For a successful operation each one in the team has to play his role correctly" (Imam 162).

Time passes by and the anxiety of the mothers grows up. The houses of Jahanara Imam, Mrs. Safia Begum and Mrs. Rehana are the places to keep weapons and meet to plan operations. All the Bengalis are moved by strong nationalistic feelings. In Haque's *Maa* Azad's mother has heard about the Pakistan forces' merciless killing of Bangladeshi innocents without any cause. She feels, "... This kind of apprehension should not be expected. This is unethical. She should help the freedom fighters." (Haque 174). Azad's friends are also participating in the war. The mother feels that Azad should help his Freedom Fighter friends. She asks to her son, "Bring your friends." (Haque 174). Syed Ashraful, cricketer and the youngest friend of Azad, shares from his past memories that the single sentence permission of the mother turns the house as a mini cantonment "In 1971 Azad's house was looking like a mess for the Freedom Fighters." (Haque 176) She also always cooks food, as done by Jahanara Imam, for the Freedom Fighters and whoever comes at her house.

The war works as catalyst to have self-discovery of Mrs. Rehana, mother of Sohail, who is found in the opening of the novel *A Golden Age* with an extreme dilemma about her identity in this country. Her children who have direct participation in the Liberation war of Bangladesh, help her throw out all her hesitations regarding the motherland they belong to and Rehana's silent participation is started on the very morning of 26 March, 1971 when she has found refugees at her veranda, "I'm going to bring over some food" (Anam 62). Then she becomes restless to know what grief has caused these people to run from their homes and seek shelter at her doorsteps. Sohail wants to join the *Mukti Bahini* without informing his mother because he feels if anybody asks her about him she can answer that she does not know anything. But the mother says, "I want to know the moment you step out of that door, the moment you cross that gate. I want to say Aytul Kursi and Surah Yahseen" (Anam 82). She allows her children to actively participate in the war because she can feel that "It is too great a thing" (Anam 81).

Gradually Mrs. Rehana becomes part of the Liberation war of Bangladesh. Maya, daughter of Mrs. Rehana, declares her mother that they are in need of warm clothes for the Freedom Fighters. For the sake of the daughter her motherly feelings wakes up and she realizes "We're at war, and my daughter says I have to do something." (Anam 92). Rehana opens her old almirah, she has not opened for years that carried her dead husband's loving memories. When Mrs. Rahman advises her not to use her personal clothing and they would find some old cotton, she reacted: "Why not? Everyone has to make sacrifices, why not me? It's my country too" (Anam 92).

Sohail informs his mother that the guerrillas are in need of a place in the city to keep their arms, "A safe place to hide out before and after the operations" (Anam 101). She is so overwhelmed that she does not hesitate to assure them, saying, "My house is yours" (Anam 110) so that they can do their revolutionary activities smoothly. Because of her heart-felt support to her children for the cause of motherland the Major, a freedom fighter who has received shelter being wounded at her home, called her "a true Nationalist" (Anam142).

When Rehana in *A Golden Age* sees the wounded she requests the doctor to do his best to help the man. She has also helped the doctor to pick out the shards by a pair of tweezers and then the doctor starts stitching. Maya, daughter of Mrs. Rehana, does not want the Major to be taken care of by them. But Rehana helps her to realize "Maya, Maya please look at me.... You wanted to do something, remember? You wanted to do something? Here it is. We'll take care of him" (Anam 116). She starts helping the freedom fighters and, at the same time, makes her daughter feel the fact of war-time supports to be provided to the freedom fighters. Silvi is the love interest of Sohail. She gets married to a Bengali officer of Pakistan Army, Sabeer, who has joined the rebellion along with all other Bengali regiment. Sabeer is brought to jail by the enemy force of Bangladesh as he has joined for the cause of the Liberation War of Bangladesh. Sohail wants her mother to help Sabeer to be brought back from the Pakistan custody. It is "the most distasteful, gruesome task" (Anam 169) on Mrs. Rehana's part to request her brother-in-law, Faiz, who has some connections with the Pakistani Army. But she goes to Faiz for the sake of her son and to support the other freedom fighter, Sabeer. Rehana goes alone with a release order from Faiz to Mirpur Thana to bring out Sabeer. At first she cannot adjust with the refugee life. She does not want to go back to camp but she stays in the camp finally and tries to help

Supriya, who has been her friend, neighbor and tenant from Dhaka. She has lost her husband and son before entering to the refugee camp. She wants to be the ultimate shelter of this completely heart-broken lady, “The war will be over soon. It’ll be like it was before. You can stay at Shona-we’ll be neighbors again...It’s your home too. Come with us” (Anam 237). Such words sow the seeds of hope for a new independent nation and demonstrate the contribution of an optimistic mother.

The mothers of our Freedom Fighters resemble Maxim Gorky’s mother in his marvellous historical novel *Mother*. The novel is based on two actual events like the May Day demonstration of workers in Sormovo in 1902 and the subsequent trial of its members. At the very outset of the novel, Pelagea, Pavel’s mother, is no different from the rest of the working women of Russia who toils in factories throughout the day and put up with wife-beating men at night. But later she starts feeling that she is no less part of the socialist circle of which her son has gradually become a key figure. Gradually she becomes an active part of the social movement as the mothers of ours have been in 1971. She disguises herself as a peddler and begins a life of an active social worker, “Give them to me! I’ll do it. I’ll find a way.”(Gorky 93) and also assures them saying, “Tell him I’ll do everything that has to be done-let him know that” (Gorky 94).

Pelagea’s house becomes a centre of revolutionary activities. On the very crucial May Day demonstration Pavel decides to carry the banner at the head of the column. With the usual motherly affection Pelagea also wants her son to stay back but she says, “I won’t stand in your way” (Gorky 149). Finally, the court exiles Pavel. After getting the speech of her son cyclostyled she leaves for a railway station in high spirits to distribute copies. She is finally caught there by the gendarmes and while they beat and choke her, she echoes as the mothers of our Freedom Fighters, “Not even an ocean of blood can drown the truth” (Gorky 405). Once Pavel has regretted , “When will we ever have mothers who send their sons to death with a smile?” (Gorky 149) and his mother mitigates his longing by being such an active support in time of a social revolutionary movement; and also the war mothers of Bangladesh send their sons to death with a smile for the cause of the beloved motherland as shown in these three very significant novels.

All the suffering mothers are counting the days of their sons’ safe arrival from the very day the freedom fighters have been taken to the Pakistan Force custody on 29th August 1971. Rumi, Azad and other freedom fighters are tortured mercilessly to reveal the names of their co-fighters. From the very moment they are taken to the torture cells prepared for them by the Pakistan Army, the mothers of the freedom fighters have completely lost all their peace of mind. They run here and there in search of their sons. From the cheat *Pir Shahib* (fake religious man) to *thana* (Police custody) and then to MP hostels they look everywhere for their sons. But despite their very personal agonies they do not forget to support the other wounded and suffering freedom fighters around them.

Soon after Azad and other young guerrillas are captured throughout the country, Azad’s mother shifts the hidden arms of her house. She can understand that the Bengali agents of the Pakistani Army would come in search of those arms.

The mother does not allow Azad to reveal the names of the other Freedom Fighters even at the face of torture. She asks Azad, “My dear son, I wish, you don’t reveal anybody’s name.” and also “...when they will beat you, tolerate it. Keep patience. Don’t reveal anybody’s name” (Haque 230).

At the end of the war, when Indian jets have bombed Dhaka and had dogfights with an occasional Pakistani war plane places, the houses of these mothers become the shelter of suffering people. The Pakistani armies with the collaboration of traitors take Azad, Jewel, Bashir, Monwar, Secandar and Chanchol from Azad’s house. Safia Begum’s son, Azad, is in the custody of the Pakistanis, while she has to take care of her two severely wounded nieces at hospital. She collects blood and medicines alone and gives all sorts of supports to them in the hospital.

The above mentioned non-fiction and fictions have truly portrayed the war mothers’ anxiety, suffering and support for the cause of the Liberation war of Bangladesh. The people of Bangladesh are indebted to lots other mothers like Mrs. Jahanara Imam, Mrs. Safia Begum and Mrs. Rehana who have with smiling face send their sons to the risks of the lives for the sake of this beloved country and her people. This paper has tried to present mothers of Jahanara Imam, Anisul Haque and Tahmima Anam as idealized characters, who stay back at home but have become the strong supports of the Freedom Fighters to bring forth the Freedom of the nation by the way of providing shelters and guarding weapons of the resting *Muktis* (warriors), cooking and serving food to them and also giving medical care at home supplying first-aid medicines, braving the risk of being assaulted by the brutal Pakistan Army. Regarding the responsibilities during the war period, the mothers of these three works are impeccable in shaping the history of Bangladesh in 1971. Now time comes to record and show due respect to that war mothers’ open-cry, individual and personal awaiting and long and deep sigh they have left for shaping the history of the independence of Bangladesh.

Notes:

1. *Ekatturer Dinguly* is a memoir written by Jahanara Imam from her personal experiences of the time.
2. Quotations from Anisul Haque’s *Mother* have been translated by the author.

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The Tale of Two Tracks: Teaching Western Philosophy the Islamic Way

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Abstract

If philosophy means to be consciously aware of the essential questions of life, then philosophy seems to have started with the creation of the very first human being, Adam. Living in an age where ‘westernization’ of everything is ‘in vogue’, philosophy seems to have fallen into the same trap. Therefore, when Hegel proclaims, “the history of philosophy is philosophy”, he seems to mean Western philosophy only. The aim of the present paper is not to focus of ‘non-western’ philosophies. Rather its aim is to show how western philosophy can be taught/studied under the light of Islam. The paper tries to define philosophy through the utterances made by different philosophers, moving onto the questions, ‘why philosophy matters’ and ‘is philosophy un-Islamic’. Subsequently the paper tries to present some models on how Western philosophy can be brought under the light of Islam and ends with insightful concluding remarks.

Defining Philosophy

Philosophy “is perhaps the only discipline that critically discusses its own nature” (Acikgenc, 1994: 155). Hence, different philosophers at different times have tried to define philosophy in a number of different ways.

The definition of philosophy given by the person who is said to have first used the term—that is, Pythagoras—is love of Sophia or wisdom (Nasr, 2006: 7). To put it into Jaspers’ words,

The Greek word for philosopher (philosophos) connotes a distinction from sophos. It signifies the lover of wisdom (knowledge) as distinguished from him who considers himself wise in the possession of knowledge. This meaning of the word still endures: the essence of philosophy is not the possession of the truth but the search for truth... Philosophy means to be on the way. Its questions are more essential than its answers, and every answer becomes a new question. (1951: 12)

According to Hadot, “Philosophy... appears in its original aspect: not as a theoretical construct, but as a method for training people to live and to look at the world in a new way. It is an attempt to transform mankind” (1995: 107).

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Russell proclaims “Philosophy, if it cannot answer so many questions as we could wish, has at least the power of asking questions which increase the interest of the world, and show the strangeness and wonder lying just below the surface even in the commonest things of daily life” (2008: 12).

The words of Pythagoras seem to echo in the words of Thoreau when he says, “There are nowadays professors of philosophy, but not philosophers... To be a philosopher is not merely to have subtle thoughts, nor even to found a school, but so to love wisdom as to live according to its dictates, a life of simplicity, independence, magnanimity and trust” (Thoreau, 1984: 57).

The stated definitions might differ in words but considering their essences they seem all alike. All of them declare philosophy to be an essential part of human life.

Why Philosophy Matters?

“Philosophy matters because its concerns matter” (Mason, 2005: 201). No matter how hard we try to escape from the fundamental/essential questions of life, we end up having them at least at the back of our minds. And it is the quest of getting these questions answered which makes us human. Even leading a life full of things to keep us preoccupied does not help to stop the flow of these questions. And we end up ‘wondering what it is all about’. “And then, perhaps we... start asking fundamental questions that normally we do not stop to ask” (Magee, 2010: 6). To put it into the words of Rand,

In order to live, man must act; in order to act, he must define a code of values, he must know what he is and where he is- i.e. he must know his own nature (including his means of knowledge) and the nature of the universe in which he acts- i.e. he needs metaphysics, epistemology, ethics, which means: philosophy. He cannot escape from this need; his only alternative is whether the philosophy guiding him is to be chosen by his mind or by chance. (1975: 30)

Is Philosophy Un-Islamic?

“Although it is sometimes argued that philosophy is not a proper activity for Muslims, since they already have a perfect guide to action and knowledge in the Qur'an, there are good reasons for thinking that Islamic philosophy is not intrinsically objectionable on religious grounds” (Leaman, 1998: 5).

With the influence of Greek philosophy on Islamic thought and the advent of the Mu'tazilite (rationalistic) school of philosophy, who “felt that Tawhid consisted of stripping of Allah of all His attributes and asserting that He is present everywhere and in everything” (Philips, 2005: 12), the antagonism against philosophy grew. It seems to have happened because, philosophy was not seen as something which can work in harmony with Islam. Rather it was seen as a rival to the Islamic creed. But if we consider the Arabic term “Hikmah” other than “Falsafa” in order to denote the aim of philosophy, we find that,

Philosophy can ... deal both with the exoteric aspects of the Qur'anic revelation and the esoteric dimensions which lie at the heart of religion. Both the Qur'an and the universe are often viewed as aspects of divine revelation which require interpretation, and philosophy in its widest sense has a vital role here. Western commentators have tended to overemphasize the Greek background of Islamic philosophy, yet most of the major Islamic philosophers wrote extensively on the Qur'an and saw the role of philosophy as lying chiefly in the hermeneutic investigation of holy texts. (Leaman, 1998: 7)

Allah Himself repeatedly asks us to exercise our intellect in the Qur'an.

Behold! in the creation of the heavens and the earth; in the alternation of the night and the day; in the sailing of the ships through the ocean for the profit of mankind; in the rain which Allah sends down from the skies, and the life which He gives therewith to an earth that is dead; in the beasts of all kinds that He scatters through the earth; in the change of the winds, and the clouds which they Trail like their slaves between the sky and the earth;- (Here) indeed are Signs for a people that are wise. (The Qur'an, Al-Baqara 2.164)

“Behold! in the creation of the heavens and the earth, and the alternation of night and day,- there are indeed Signs for men of understanding”(The Qur'an, Ali 'Imran 3.190). Allah also summons people to think about their own selves, “Do they not reflect in their own minds?” (The Qur'an, Ar-Rum 30.8)

In the Qur'an Allah even narrates the stories of the past so that we may pay heed. “There is, in their stories, instruction for men endued with understanding” (The Qur'an, Yusuf 12.111). In this regard, the story of Prophet Ibrahim may be presented. He asked metaphysical/ontological questions in order to find out the existence of God. The entire process seems to be a kind of philosophical quest,

So also did We show Abraham the power and the laws of the heavens and the earth, that he might (with understanding) have certitude. When the night covered him over, He saw a star: He said: "This is my Lord." But when it set, He said: "I love not those that set. When he saw the moon rising in splendour, he said: "This is my Lord." But when the moon set, He said: "unless my Lord guide me, I shall surely be among those who go astray." When he saw the sun rising in splendour, he said: "This is my Lord; this is the greatest (of all)." But when the sun set, he said: "O my people! I am indeed free from your (guilt) of giving partners to Allah. "For me, I have set my face, firmly and truly,

towards Him Who created the heavens and the earth, and never shall I give partners to Allah." His people disputed with him. He said: "(Come) ye to dispute with me, about Allah, when He (Himself) hath guided me? I fear not (the beings) ye associate with Allah: Unless my Lord willeth, (nothing can happen). My Lord comprehendeth in His knowledge all things. Will ye not (yourselves) be admonished? "How should I fear (the beings) ye associate with Allah, when ye fear not to give partners to Allah without any warrant having been given to you? Which of (us) two parties hath more right to security? (tell me) if ye know. "It is those who believe and confuse not their beliefs with wrong - that are (truly) in security, for they are on (right) guidance." That was the reasoning about Us, which We gave to Abraham (to use) against his people: We raise whom We will, degree after degree: for thy Lord is full of wisdom and knowledge. (The Qur'an, Al-'An'am 6.75-83)

Therefore, it can be concluded that philosophy is not antagonistic to Islam; rather in order to understand the creed of Islam, philosophy seems to be able to play a cooperative role if used in an appropriate manner.

Rationalism, Empiricism and Divine Guidance

The ongoing debate between rationalism and empiricism is age old, perhaps as old as the history of philosophy. One claims 'reason' to be the primary source of knowledge and the other 'our sensory experience'.

"Prominent rationalists, including Descartes, Spinoza and Leibniz, argue that one must rely on reason as a purely deductive process to attain justified truths about reality. In contrast, empiricists, including Locke, Berkeley and Hume, argue that knowledge is derived from the role of experience and sense data to formulate ideas." Despite Kant's attempt of harmonizing the both "the question of what is the ideal foundation of knowledge is still debatable to date" (see Dalile, 2013). What is evident is the fact that, "virtually all of them emphasize quest for acquiring knowledge about everything to discover the real meaning of existence. They however left the onus of this discovery exclusively on the ability of man, while alienating and underestimating the importance of divine guidance, and thus overestimating the capability of human intellect" (Shittu, 2013: 172-173).

In the Qur'an the emphasis is put on both 'reason' and 'sensory experiences'. Allah proclaims: "Many are the Jinns and men we have made for Hell: They have hearts wherewith they understand not, eyes wherewith they see not, and ears wherewith they hear not. They are like cattle,- nay more misguided: for they are heedless (of warning)" (The Qur'an, Al-'Ar'af 7.179).

While commenting on this verse, Ibn Katheer proclaims, thus the unbelievers went astray because of their inability to benefit from these sense organs, which were designed for human guidance, through effective reason. This according to him is

further substantiated by several other verses in the Qur'an such as; Ahqaf; 26 Baqarrah; 18, Baqarah; 171, Anfal; 23, Hajj; 46 etc.

Therefore, it is evident that human knowledge is dependent on both experience and reason. "Qur'an itself speaks not only to Muslims, but to everyone who is able to read and understand it. It constantly urges the reader to consider rationally the evidences for Islam, and so places a high value on reason" (Leaman: 1998). Thus it can be said that, though the importance of reason and sensory experience cannot be denied; in order to attain true knowledge both human sense and reason need to be guided by divine revelation.

Western Philosophy under the Light of Islam: Some Models

It is because of the sheer dependency of the West on human intellect that, "Science has become scientism, technology has become technocracy and politics has become Machiavellianism" (Garaudy, 1989: 401). Combining both human knowledge and the knowledge divine, Islam seems to present a balanced approach in solving these problems.

"The comparative study of Western schools of philosophy is likely to give the student a clearer indication of the nature of problems in philosophy and at the same time acquaint him with the danger of wild, unguided speculation in this regard" (Abedin, 1994: 112). Three models on how Western philosophy can be studied and taught under the light of Islam have been presented below:

Metaphysics

"Metaphysics is the name for that branch of philosophy which reflects upon fundamental reality and asks, what are its characteristics, what is the nature of reality?" (Lavine, 1989: 26). Philosophers, from as early as the pre-Socratic era have dealt with metaphysical questions; trying to attribute either 'change' or 'unchange' to the nature of reality. Plato, acting as a synthesizer confined 'change' to the visible world and 'unchange' to the world intelligible, in his theory of the Divided Line; ending up with two types of reality. Interestingly, his own student, "Aristotle claims the very opposite... Metaphysics... is for Aristotle the study of individual concrete substances" (Lavine, 1989: 70).

Philosophers like Immanuel Kant, analyzing theoretical reason, denied the possibility of metaphysics. "The positivists following the same tradition have turned their backs upon metaphysics" (Khan, 1994: 118).

Islam, asserting that human intellect has limitations and is unable to know the whole reality, "agrees that there is an external world independent of our experience. We experience only a part of it, and that part of it which remains un-experienced but which is significant to human life is revealed to the prophets and translated in terms of the ordinary experience of man, in familiar human language" (Khan, 1994: 119). Allah says in the Qur'an: "He (alone) knows the Unseen, nor does He make any one acquainted with His Mysteries, except a messenger whom He has chosen: and then He makes a band of watchers march before him and behind him" (The Qur'an, Al-Jinn 72.26-27). For example, Prophet Sulayman (AS) had sound knowledge about the world of the Jinns and had control over the Jinn (see Philips, 2005: 96). Prophet Muhammad's (SAW) al-Isra' wal Miraaj (Night Journey and Ascent into heaven) is

also an example of the existence of a world unseen. Allaah says (interpretation of the meaning):

Glory to (Allah) Who did take His servant for a Journey by night from the Sacred Mosque to the farthest Mosque, whose precincts We did bless,- in order that We might show him some of Our Signs: for He is the One Who heareth and seeth (all things). (The Qur'an, Al-Isra' 17.1)

Though in the Qur'an Allah declares the existence of two worlds, 'alam al ghayb' and 'alam al shahadah' it is unlike Plato's understanding of the existence of two worlds. 'Alam al ghayb' "includes such concepts as God, the Hereafter, and revelation. If so, then we already know that these concepts are subjected to the study of metaphysics in philosophy. Since the Qur'an states that these cannot be known by the human mind, as the mind can only comprehend them after they are taught by the Qur'an, we can infer that the rationalistic concept of philosophy, which claims that metaphysical subjects can be discovered and conceived by unaided reason and, more specifically, unaided by revelation, is unacceptable to the Qur'anic perspective" (Acikgenc, 194: 162-163).

Epistemology

Epistemology is the branch of philosophy which studies the sources, validity, and limits of knowledge. For both Plato and Descartes there is a superior level of knowledge which has reason as its source and which provides certainty (see Lavine, 1989: 151).

Setting out "to enquire into the origin, certainty and extent of human knowledge", Locke concluded that "each person's mind is in the beginning like a blank sheet of paper upon which experience alone can subsequently write knowledge." Hume even more rigorously declared that, "our ideas reach no further than our experience" (See Stumpf, 1998: 248, 249, 267).

Trying to form a balance between the rationalistic and the empiricistic claims, Kant talks about the notion of 'phenomena' and 'noumena'. In his theory of knowledge he makes room for both 'reason' and 'experience'. Though he himself famously put, he had ruled out knowledge in order to make room for faith; his theory of knowledge neither brings us close to divinity nor moves us away from it. Rather what he has ended up establishing is that, the existence of God is not something that can be proved- or, for that matter, disproved (see Magee, 2010: 137).

If we turn our focus towards the Qur'an, we find that, in the chapter "Al-Baqarah", Allah fixes man's capacity for knowledge as the hallmark placing him above all the creatures, including even angels, because Adam, when commanded, could name things which the angels could not'. Even among men the Qur'an places the men of learning far above the ignorant. It says, 'Shall those who know be deemed equal with those who do not'. It compares the knowing to the 'men of sight' and the ignorant to the 'blind'.

Islam, however, does not approve of the concept of knowledge for knowledge’s sake; it rather believes in the knowledge for practice. The Qur’an generally pairs the two words hakim (one who is wise) and ‘alim (one who knows) while talking of God— a construction which alludes to the necessity of knowledge and practice going together. According to the Prophet (peace be upon him), (as reported by Abu Darda), ‘The worst of men in the eye of Allah on the Day of Resurrection would be the scholar who does not derive benefit from his knowledge’ Again, (as reported by abu Huraira), ‘The knowledge from which no benefit is derived is like a treasure out of which nothing, has been spent in the cause of Allah’.

However, all knowledge is not good according to the Qur’an. The Prophet (peace be upon him) has said, ‘Behold the worst beings are the wicked among the learned ones and the best are the virtuous among the learned’ (see Maruf, 1996).

The Qur’anic framework of knowledge unifies the observational, extensional and intuitive modes of learning. Through our observations we measure the changes in our surroundings and the relationship of one observation to the next. ... Using our reasoning ability we extend our observations beyond the realm of immediate experience. And through our intuition we discover knowledge that was hitherto hidden from our consciousness. In each case we unearth the knowledge that is stored in the depths of our soul and bring it to the surface. Observation, reason and intuition are not different types of knowledge; they are merely different modes of gaining access to the same knowledge. Each mode of acquiring knowledge dips into the same reservoir. Knowledge is one and the spiritual approach preserves that Unity.

“And We taught Adam the Names ...” The Qur’an (2:31). Several important concepts are introduced in the quoted passage. First, the First Cause of knowledge is God. Second, the world is knowable. Third, man can learn and can be taught. Each of these concepts is an important aspect of the spiritual approach to knowledge.

The assertion that God is the First Cause of knowledge establishes the Unity of Knowledge. The second assertion that the world is knowable liberates man from the cynicism of rational thought which claims that the world is inherently not knowable. The third opens up vast vistas for mankind to communicate, transmit knowledge and learn from one another.

But perhaps the most convincing proof of the Unity of Knowledge is in the message of the Prophets. Abraham, Moses, Jesus and Muhammad each living in different times, speaking different languages, belonging to different cultures, proclaimed the same universal message. The highest moral Law that each proclaimed was identical, namely, that there is no reality but Divine Reality. (see Ahmed, n.d.)

For better understanding, it seems befitting to conclude the section with a comparison between Islamic and Western epistemology:

Islamic Epistemology	Western Epistemology
1. Sources of knowledge Primary: Divine revelation (The Holy Quran and the Sunnah) Secondary: A limited and subordinate	1. Sources of knowledge Primary: Human intellect and senses (Observation and Experience). Secondary: A cursory role of religion.

role of human intellect and senses.	
2. Objectives of Knowledge To know and truly understand the Lord and the Self; to prepare and motivate individuals for worship and obedience of Allah in the worldly life for earning His pleasure in the Hereafter.	2. Objectives of Knowledge Success in the worldly life and the attainment of maximum pleasures.
3. Branches of Knowledge - The revealed knowledge (The Quran and the Sunnah). - Knowledge related to revelation, and its implementation; for instance, Arabic language and Muslim jurisprudence. - Disciplines of knowledge that are based on divine revelation as well as human intellect and senses, such as Economics, Politics, Psychology, etc. - Disciplines of knowledge mainly based on human intellect and senses (observation and experience) such as Medicine, Engineering, Agriculture, etc.	3. Branches of Knowledge a) Various disciplines of worldly knowledge such as: - Natural / Physical / Hard Sciences - Arts and Humanities - Social Sciences - Technology b) Religious knowledge. This is a purely personal affair of a human beings and has nothing to do with the collective life.
4. Purpose of Education To develop personality of individuals in a way that they become faithful servants of Allah.	4. Purpose of Education Rearing up a human being as a completely free and independent being (sovereign) capable of achieving maximum worldly success and pleasure.

Source: (Amin, 2009: 17)

Political Philosophy

Socrates acted like a ‘gadfly’ in order to stir the Athenian society into action. Plato sought for a ‘philosopher-king’ in order to stop ‘the decadence of public and private morality’ (see Lavine, 1989: 16, 20).

The ‘logic of obedience’ was so intensely pushed by Hobbes that he ended up ‘making religion and the church subordinate to the state’, while regarding the sovereign Locke declared that “the people shall judge” (see Stumpf, 1998: 219, 256). Before them, Machiavelli, shifting ‘political thought to a thoroughly secular base’, propagating the ‘art of deception’ on the part of the rulers and valuing ‘skill in cunning higher than moral conviction’; preached that ‘the ruler should choose only those means that could guarantee that the ends be in fact achieved’ (Stumpf, 1998: 196-197).

In all the mentioned theories “man’s control over man, man’s worship of man, man’s surveillance of man continue unabated” (Maududi, 1966: 134).

Interestingly, we find an entirely different picture when we shift our focus to the political system of Islam. As a political leader the Prophet (peace and blessings be upon him) unified the Arabian peninsula, established a great state whose capital was Madinah, defeated his enemies, and had most successful military expeditions. However, his real political leadership was in the realm of morality and spirituality in

which he conducted himself perfectly in situations of weakness as well as strength (see Siddiqui, 2004).

“The belief in the Unity and the Sovereignty of Allah is the foundation of social and moral system propounded by the prophets. It is the very starting-point of the Islamic political philosophy” (Maududi, 1966: 136). Thus it liberates man from worshipping another of his kind and at the same time lays accountability over the ruler.

Islam does not only hold the ruler as accountable, rather it emphasizes the mutual relationship between the ruler and the ruled. To quote Dr. Saleh as Saleh:

Imaam Ibnul Qayyim (rahimahullaah) talked about what people think is the fitnah of "our times", i.e. meaning his own times, but this applies just as well to the contemporary fitnah of our own times. About the ways of Allaah in this creation vis-a-vis the rulers and the ruled, he said : “And contemplate Allaah's Wisdom when He made people of authority, making them a reflection of the ruled. It is as if the deeds of the ruled appear in the form and deeds of their rulers.” (As-Saleh: 2015)

Thus it appears, by emphasizing the accountability of the ruler and the ruled, in front of each other and also in front of the Creator, Islam solves the age old quest of the Western political philosophers.

Conclusion

“Today Western philosophy is all too close to its origins because it has never really answered the questions that brought about its birth” (Garaudy, 1989: 397). That seems to have happened because they have relied on rational and empirical power of human beings paying no heed to divine guidance. As Muslims, all our deeds are supposed to be done in order to please Allah. As getting close to Him through our actions is our sole target. Therefore, creating a separate discourse has not been suggested in the paper. Rather, with the added benefit of having the divine guidance, what can be learned from the Western intellectual and philosophical ideas, has been emphasized. To quote the words of Garaudy, “In loyalty to the highest traditions, the faith and culture of Islam cannot be isolated from the world out of our fear to learn from others. ... Indeed, the faith and culture of Islam will be enriched... not only by openness to the West, but to all that is human and universal” (1989: 405).

Perhaps by combining Western philosophical tradition with the understanding of Islam we can attain a deeper understanding of the things around us as well as our religion. As Bacon asserts, “a little philosophy inclineth man’s mind to atheism; but depth in philosophy bringeth men’s minds about to religion” (Bacon, 1985: 108).

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The Function, Value and Difference of the Registration of Land, Mutation and Land Tax Document: A Legal Analysis

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Abstract

The topic of this article is function, value and difference of the registration of land, record of rights, mutation and land tax document which are the most essential documents needed to acknowledge the chain of title and ownership of land. This article is attempted to present those documents which are the most reliable and acceptable to the court of law through analyzing the remarkable and relevant case laws, legal provisions of land law and the decisions of the higher court. Most of the people of Bangladesh are dependent upon land for their daily life. They should be aware of land rights. Thus the criteria of which document is necessary for which purpose and which document must be produced for which complex situations with an eye to evading all types of legal and practical brawls are shown lucidly in the present article. The researcher has also tried to include necessary specific information regarding record of rights, mutation, land registration and land tax.

1. Introduction

Land is our most valuable resource. It is indeed much more than this; it is the means of life without which we could never have existed and on which our continued existence and progress depend. Land means any ground, soil or earth whatsoever. It legally includes all castles, houses, other buildings and water. It includes land of any tenure, mines and minerals whether or not held apart from the surface buildings or parts of buildings (whether the division is horizontal, vertical or made in any other way). It also includes other corporeal hereditaments; also a manor, advowson, other incorporeal right and an easement¹, right, privilege or benefit in or over or derived from land². Land is a type of immoveable property³. In English law it is called real estate or real property. Land can be divided into Agricultural land and non agricultural land⁴. Land is the most common cause of disputes and intricacies leading to endless litigation (almost 80 percent of the civil or criminal litigations in the country are related to land). Moreover, land is one of the most alienable things in our common transactions.

A land may be transferred between two living persons (called inter vivos) or between one living person and one deceased person (called transfer between non inter vivos). In whatever way we transfer land, some complexities come ahead of us. These complexities are mostly related to the accomplishment of the legal documents. After the alienation of land, generally four kinds of legal documents are to be accomplished

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by the concerned parties for the transaction, but many of us do not know how to execute these documents. Even, we do not know what are the functions, order and values of those documents in the eye of law. For the lack of this necessary knowledge many innocent people are embroiled with legal hassles. If any person has those valid documents, there will arise no problem or no cause of action. But, if anybody lacks one or two documents or if these four documents are held by four different persons or by three or two different persons, a queer complication will be created relating to this land. So, the knowledge of land management and land law are required not only to flourish one's legal business but also to evade harassment. This article is intended to make awareness among the people regarding the land documents and other land-related issues such as verification of documents of land, certificate case etc. This endeavor can minimize grievances; relieve general people from costly complexities bringing happiness in the community.

2. Registration of Land:

Generally Registration is a process of documentation to be recorded in any office— either public or private. But in case of the registration of deed or document of immovable property, law of registration refers to a process under which any transfer of immovable property, especially land is recorded in the Govt. office and it includes necessary rules related thereto. Law of Registration deals with the registration procedure of a document when a transfer of property is made. It also mentions documents for which registration is compulsory and optional. To prevent land disputes, law of registration is a must along with the following laws:

- ✓ Law of Contract: 1872
- ✓ Law of Specific Relief: 1817
- ✓ Law of Evidence: 1872
- ✓ Law of Transfer of Property: 1883
- ✓ Land laws etc.

The governing laws for registration in Bangladesh:

In Bangladesh all kinds of registrations are done under the Registration Act, 1908. Recently, the Land Registration (Amendment) Act, 2004⁵, has also been introduced to reduce land disputes and check the forgery of documents of land ownership.

2.1. Significance of Law of Registration:

In the way of transfer of property, we can transfer title and interest to any other person. But such transfer may be oral or documentary. In case of oral transfer, it is very difficult to prove actual contents in a transaction or transfer after expiry of several years⁶. To prevent such difficulties, transfer needs to be documented in due process of execution and attestation. After such formalities, the transfer should be informed to the Govt. authority.

In the above sense, we can find the following objectives of registration:

- Publicity about the transfer
- Preventing the fraud or any kind of fraudulent change in the transfer.
- To inform the Govt. for taking future legal actions.
- To ensure evidence as to transfer of title:
- To collect Govt. revenue etc.

2.2. The function of Registration of land:

- The following functions can be done through the registration of land-
- To make publicity about the transfer so as to make public notice.
 - Proof of an identity of a legal possessor and owner of the property.
 - To ensure evidence to transfer of title
 - To collect Govt. revenue etc.
 - To check corruption and ensure an improved land management system.

2.3. The Differences between Mutation and Land Registration:

Mutation	Land Registration
Mutation means inserting of or striking off names.	Land registration means making registration of the land.
Mutation is done under the SAT Act of section 143.	Land registration is done under the Registration Act, 1908.
Mutation fee is 25 TK. and Court fee is 100 Tk.	The court fee is varied under different circumstances and fact in the land registration.
Mutation is less important than land registration.	Land registration is more important than mutation.

2.4. What are to be registered?

Section 17 of the Registration Act, 1908 provides as to documents for which registration is required. Under this section registration is compulsory for—

- Gift of immovable property or heba
- Declaration for heba under the Muslim personal law
- Non testamentary instrument creating right on immovable property
- Receipt of consideration
- Instrument of mortgage⁷
- Lease⁸
- Non testamentary instrument transferring or arraigning any decree order of a court
- Instrument of partition of immovable property
- Instrument of sale
- Authorities to adopt a son.
- Contract for sale of an immovable property.
- Pre-emption⁹

2.5. Who are the registration officers?

Section 5 says that, for the purposes of this Act, the Government shall form districts and sub-districts, and shall prescribe (and may alter) the limits of such districts and sub-districts. The districts and sub-districts shall be formed under this section, together with the limits thereof, and every alteration of such limits shall be notified in the Official Gazette. Every such alteration shall take effect on such day after the date of the notification as is therein mentioned, Section 8 says that, The Government may also appoint officers, to be called inspectors of Registration-offices, and may prescribe the duties of such officers. Every such Inspector shall be subordinate to the Inspector-General.

2.6. Time for Registration:

Section 23 (Time for presenting documents) says that (subject to the provisions

contained in sections 24, 25 and 26) no document other than a will shall be accepted for registration unless presented to the proper officer within [three months] from the date of its execution; provided that a copy of a decree or order may be presented within [three months] from the day on which the decree or order was made, or, where it is appealable, within [three months] from the day on which it becomes final.

Section 25 says that if, owing to urgent necessity or unavoidable accident, any document executed or copy of a decree or order made in Bangladesh is not presented for registration till after the expiration of the time, the Registrar, in cases where the delay in presentation does not exceed four months, may direct that on payment of a fine not exceeding ten times the amount of the proper registration-fee registration can be performed.

2.7. Place of Registration:

Section 28 says that, (1) save as in this Part otherwise provided, every document mentioned in section 17, sub-section (1), clause (a), (b), (c), (d) and (e), section 17, sub-section (2), and section 18, immoveable property shall be presented for registration in the office of a Sub-Registrar within whose sub-district the whole or [major portion] of the property to which such document relates is situated [provided that where the major portion of such property is not situated within one sub-district the document shall be presented for registration in the office of the Sub-Registrar within whose sub-district any portion of such property is situated.] Notwithstanding anything contained in sub-section (1),

a) after a document is registered, no party thereto shall be entitled to question the validity of its registration on the ground that the property which purported to give jurisdiction to the Sub-Registrar to register it either did not exist or was fictitious or insignificant or was not intended to be conveyed; and

b) a document the registration of which is secured by the inclusion of a non-existent, fictitious or insignificant portion or item shall not in any manner affect the rights of a person who was not a party thereto and acquired rights in the property without notice of the transaction to which such document relates.

2.8 Persons who can present a document for Registration:

Except in the cases mentioned in section 89, every document to be registered under this Act, whether such registration be compulsory or optional, shall be presented—

- a) by such person executing or claiming under the same, or, in the case of a copy of a decree or order, claiming under the decree or order, or
- b) by the representative or assigned person, or
- c) by the agent of such person, representative or assigned, duly authorized by power of attorney executed and authenticated in manner hereinafter mentioned.

2.9. The Effect of non registration (Section 49):

No document required to be registered under this Act or under any earlier law providing for or relating to the registration of document shall—

- a) operate to create, declare, assign limit or extinguish whether in present or in future any right, title or interest whether vested or contingent to or in

- immoveable property;
- b) confer any power to adopt unless it has been registered.

2.10. The Effect of Registration:

- a) The deed is effective from the date of execution, not from the date of registration.¹⁰
- b) A registered document relating to an immoveable property takes effect against an unregistered or oral document.¹¹
- c) If there is a competition between a registered deed and unregistered deed of same nature, the registered one shall prevail.¹²

3. What is the Record-of-Rights?

The record -of- rights commonly known as 'khatiyani' is a good piece of evidence of present possession of the real owner and possessor. It is termed as the record of rights since it records on a piece of paper the rights of the raiyats accrued by operation of the Bengal Tenancy Act, 1885 or the Sylhet Tenancy Act, 1936 or the State Acquisition Tenancy Act, 1950. The record-of-rights bears its own number i.e. Khatiyani number, plot numbers, area, mouza, touzi, J.L. number (jurisdiction list number), names and shares of the possessor, description of their rights and superior interest etc.¹³

In the Record-of-Rights prepared under the Bengal Tenancy Act, 1885 or the Sylhet Tenancy Act, 1936 the name of the riyats was laid down under the name of the Zamindars.¹⁴ However, in the Record of Rights prepared under the State Acquisition Tenancy Act, 1950, only the name of the tenants (later called maliks) was written as they were tenants directly under the Government.

On entering fields, the Government Amin measures lands, draws map for each plot of lands, examines the legality of the possession of the possessor with the help of the Settlement Officer and prepares a sheet inserting plot number as per the sketch map and writes amount of lands, class of the lands, rent etc. in it. This sheet is called the Record-of-Rights. Normally the certified copy of a record-of-Rights is known as porcha.

3.1 Value of Record-of-Rights:

Though Record-of-Rights is called the foundation of ownership of lands, it does not act as the document of title.¹⁵ It has got some presumptive value. Some Record-of-Rights can create presumption of possession and title e.g. S.A. Khatiyani can create presumption of possession and title.¹⁶ Some Record-of-Rights can create presumption of correctness and some cannot, e.g. the presumption of correctness with regard to S.A. Khatiyani does not arise; it is available in the case of C.S. Khatiyani¹⁷.

It is generally said that every entry in the Record-of-Rights shall be presumed to be correct until it is proved by other evidence e.g. recital of kabala i.e. registered instrument, rent receipts (DCR) etc. to be incorrect.¹⁸ However until the Record-of-Rights is finally published, no presumption of correctness arises. In terms of correctness, the C.S. Record-of-Rights (Khatiyani) is considered to be the most authentic one.¹⁹

3.2 Contents of Khatiyani:

- Rule, Tenancy Rules,
- Plot No.—partial or complete.
- Name, father's name, address of the owner or owners.
- Portion of an owner, total amount of land, class and nature of land, location, easement right, amount of Land Development Tax payable, mode of paying tax, rights and obligations of the tenants, rent free status etc.

3.3 Classification of Record-of-Rights:

The Record-of-Rights has been prepared and revised during several surveys and has been named after such surveys. These are discussed here:

3.3.1 C.S. Record-of-Rights:

The C.S. Record-of-Rights (Khatiyani) is prepared after the Cadastral Survey conducted under the provisions of section 101 of the Bengal Tenancy Act, 1885 and section 117 of the Sylhet Tenancy Act, 1936. This Record-of-Rights is based on Cadastral Survey, also known as District Survey under the Bengal Tenancy Act, 1885 commenced in 1888 in Chittagong and ended in a 1943 in Dinajpur. The C.S Record-of-Rights under the Sylhet Tenancy Act, 1936 commenced in 1950 in Sylhet and ended in 1936.

3.3.2 R.S. Record-of-Rights:

In different parts of Bangladesh, S.A Record-of-Rights has been revised having based on Provisional Survey. This survey has been conducted under section 144 of the State Acquisition and Tenancy Act, 1950. This Record-of-Rights is also called R.S. Record-of-Rights. It started from the day when the S.A. Khatiyani ended.

3.3.3 S.A. Record-of-Rights:

This Record-of-Rights is based on State Acquisition Survey made under the State Acquisition and Tenancy Act, 1950. It commenced in Patuakhali in 1954 and ended in Faridpur in 1965.

3.3.4 B.S. Record-of-Rights:

Currently the Bangladesh Survey has been in operation throughout Bangladesh under section 144 contained in the State Acquisition and the Tenancy Act, 1950 and S.A. Record-of-Rights will be revised in the name of B.S. Record-of-Rights. It is not sure whether this khatiyani will be a revised khatiyani or a new khatiyani since section 144 deals with both preparation and revision of khatiyans.

3.3.5 Provisional Record-of-Rights:

There are some provisional khatiyans including D.P. Khatiyani, Bujharat Khatiyani, Tashdik Khatiyani, Mutaion Khatiyani etc. These khatiyans are named after the names of different stages of preparation or revisions of the khatiyani.

3.4 Functions of Record-of-Rights:

1. It keeps the chain of title i.e. genealogical history of persons belonging to the land is described in detail.
2. It is proof of present possession.
3. It describes the location and measurement of the field.
4. It prescribes the rights and liabilities of the landowner and tenant.

5. It helps us to recognize the custom and administrative position of a particular village.
6. It collects various revenue papers regarding an estate which contains information about rent payable etc.

3.5.1. Particulars of the Record-of-Rights:

- i. Name, father's name and address of the tenant or occupant
- ii. The class of tenant whether proprietor, tenure-holder, raiyat etc.
- iii. The rent payable
- iv. The amount payable in respect of any rights of pasturage, forest-rights etc.
- v. The mode in which the rent has been fixed whether by contract or by court.
- vi. The rights and obligations of each tenant.
- viii. The special conditions and incidents (if any).
- viii. The rent determined as fair and equitable.
- ix. Any right of way or easement attaching to the land.

It is to be prepared by a Revenue Officer. If the making of a record of rights regarding any district or local area has already begun under the Bengal Tenancy Act or Sylhet Tenancy Act, that shall stay and shall be made within the provisions of the State Acquisition and Tenancy Act, 1950.

A notification in the official gazette shall be conclusive evidence. It is only rebuttable evidence and it does not create any new right.²⁰ The entry in the Record-of-Rights is presumptive evidence as to the condition of things which existed at the time the record was being prepared. The entry may be proved by evidence to be incorrect.²¹

Section 18 provides that the Revenue officer shall prepare or revise the Record-of-Rights in accordance with such order as may be prescribed.

3.5.2. Procedure to prepare or revise the record:

The work shall ordinarily consist of the following stages, namely

- i. Traverse survey;
- ii. Cadastral survey;
- iii. Erection of boundary marks;
- iv. Preliminary record writing;
- v. local explanation;
- vi. Attestation;
- vii. Determination of fair and equitable rent and preparation of the settlement rent roll;
- viii. Publication of the draft record;
- ix. Disposal of objection;
- x. Preparation of final record; and
- xi. Publication of final record.

Any of the first six stages may be omitted and a new stage added with the approval of the Director of Land Records and Surveys.

Section 19 discusses the drafting and final publication of the Record-of-Rights. When a record has been prepared or revised, the revenue officer shall publish a draft of it and shall receive and consider objections related to the entry or omission. If a person is aggrieved by the order of the Revenue Officer on an objection made, he/she may appeal to the revenue authority not below the rank of an Assistant Settlement Officer. If an appeal or objection is considered and disposed of by the revenue officer, he shall finally frame the record and cause it to be finally published.

When a record has been finally published, the revenue officer shall make a certificate stating the fact of such final publication.

Section 143 deals with the maintenance of the record-of-rights. The collector shall maintain up-to-date record-of-rights by correcting bona-fide mistakes and by incorporating therein the changes on account of -

- i. The mutation of names as a result of transfer or inheritance;
- ii. The supervision, amalgamation or consolidation of holdings;
- iii. The new settlement of lands or of holdings purchased by the provincial govt.
- iv. The abatement of rent.

Section 143A enumerates special provisions for correcting mistakes in the record of rights. If anyone is aggrieved by an entry or omission in the record of right, he can file an application for the purpose of correcting mistakes in a Civil Court which has jurisdiction to entertain a suit for possession of land. This application is deemed to be a plaint, and order passed thereon shall have the force of a decree under CPC.

3. 6. The court shall follow the following procedure:

- cause notice to be served to persons named in the application; send a copy to the revenue officer within 7 days (The revenue officer shall hold inquiry and submit report to the court within 15 days);
- file any objection regarding the inquiry (the court shall allow reasonable time; if the opposite party does not show up or no objection is raised, the court may proceed ex parte);
- If an objection is filed, the court shall fix a date for hearing. After hearing and considering the inquiry report, the court shall pass order. An appeal lies to the District Judge who may dispose of the appeal by himself or transfer to a subordinate judge. If no appeal is preferred from it, the decision of the District Judge will be final. If the court orders to rectify any entry of the record, it shall notify the same to the collector and the collector shall correct the record.
- For the purpose of an application, appeal, review and revision, relevant provisions of the Code of Civil Procedure, 1908 shall apply. Section 143B deals with the correction of the record-of-rights upon inheritance. If a property is inherited and divided according to the respective personal law, the heirs shall prepare an instrument of partition and shall register the same under the Registration Act, 1908. The revenue officer shall revise the khatiyān in accordance therewith. Section 143C deals with

the procedure of correction of the record-of-rights. The revenue officer on receipt of notice under section 89 shall open a file for mutation of record-of-rights and shall issue notice to the co-sharers of the holding for mutation. For this purpose, the revenue officer shall fix a date for objection, if any. If no objection is raised, he shall correct the record-of-rights accordingly.

- If an objection is filed by any co-sharer of the holding, the revenue officer shall fix a date for hearing both the parties and after hearing, he shall pass an order stating the reasons and the record-of-rights shall be corrected accordingly.

Section 144 stipulates the provisions of revision of the record-of-rights. The provincial govt. may make order directing that a record be prepared or revised in any of the following cases:

- i) If not less than one half of the total member of tenants applies for such order.
- ii) Where it is necessary to avert a serious dispute existing or likely to arise among tenants.
- iii) Where a settlement of rent is to be made.

3.7. How to identify Different types of Khatiyans:

3.7.1 R.S Khatiyans:

1. Vertical and it has two pages.
2. The name of the district, Mouja and number of khatiyans are written on the top of the first page of this khatiyans.
3. "According to Section 105/1 06/108/109" is written at the bottom of the first page.
4. "Possessor of north frontier" is the second column of second page.
5. The owners are mentioned in different groups and these groups are marked by Bengali alphabet.

3.7.2 P.S. Khatiyans

1. Vertical and it has two pages.
2. The name of the district, Mouja and number of khatiyans are written on the top of the first page of this khatiyans. Besides, RS Khatiyans number is mentioned over the PS Khatiyans number.
3. "According to Section. 49/50/51/52 or 53..." is written at the bottom of the first page.

3.7.3 B.S Khatiyans

1. Horizontal and it has one page.
2. All Columns are mentioned in the front page of this khatiyans.

4. Mutation:

If the Record-of-Rights is changed, revised or updated due to the change of ownership of land by way of transfer whether it is by virtue of kabala, inheritance, waqf, will or gift or due to alluvion, dilluvion, reformation in land, settlement of lands etc., then it is called mutation meaning insertion of and striking off names. This process should be called "updating of records" in accordance with the provisions of section 143 read with the attached Rules. When the collector is

burdened with the task of mutation, the Revenue Officer, known as AC (Land) exercises his powers for the mutation of names on behalf of the collector. For mutation purposes, the AC (Land) holds hearing between parties, takes helps from the Tahsildar for field verification.

4.1 Value of Mutation:

Mutation khatiyān has no presumptive value which the khatiyān has under section 144 of the State Acquisition and Tenancy Act, 1950. It operates as a proof of present possession.²² Mere mutation and payment of rent do not confer any title on any person.²³ Finding of revenue authority carries much weight so far as the possession is concerned.²⁴

4.2. Functions of Mutation:

1. When transfer of ownership occurs, it updates the Record-of-Rights.
2. It creates a new holding for the purpose of paying rent in the own name, averting complicity in terms of possession and enjoyment.
3. It helps to take benefits from financial institutions.
4. It assists for subsequent survey.
5. It makes convenient for transferring land to somebody else.

4.3 Differences between Record-of-Rights and Mutation:

From the above discussion we may summarize the following differences between the Record-of-Rights and mutation:

Serial No.	Record-of-Rights	Mutation
01	The record-of-Rights means 'Khatiyān'.	Mutation means insertion of and striking off names
02	It acts as a good piece of evidence of present possession of the real owner and possessor.	It updates the records of the land.
03	It keeps the chain of title through a record of the genealogical history of the persons.	It just operates as a proof of present possession without establishing his title.
04	It confers any title on any person.	Mere mutation and payment of rent do not confer any title on any person.
05	It requires name, father's name, address, the classes of each tenant or occupant, the situation and the quantity of the land.	It requires the transfer of land by registered deed and the death of the Malik.
06	It prescribes the rights and obligations of each tenant or occupant in respect of the use and maintenance of a particular land.	It creates the new holding for the purpose of paying rent in one's own name, averting compliancy in terms of possession and enjoyment.
07	It contains the special conditions and incidents in case of any tenancy.	It may not contain the special conditions.
08	The Record-of-Right may be revised.	Mutation may not be revised.
09	It also includes any right of way or other easement attaching to the land for which a Record-of-Rights is revised.	It only includes the updates to assist subsequent survey.

4.4 Procedure of Mutation:

An individual files a mutation application to the Revenue Officer with mutation fee TK. 25 and court fee TK. 100 accompanied by other necessary documents under Rule 23. However, sometimes he sends proposal for mutation under Rule 24 of the Tenancy rules, 1954. In both occasions, he opens a file in his office for mutation under section 143 (c) (1) and issues a notice under section 143(c) (2) to the co-sharers of the holding for raising objections against the application or the proposal within the stipulated period. Sometime, the revenue officer makes enquiry himself under Rule 22(3) or sometime he sends the file to the Tahsil Office for necessary verification under Rule 22. On receiving a detailed enquiry from the Tahsil Office, he disposes of the application for mutation. In disposing of applications where objection is raised, he fixes a date for hearing both the parties, and after hearing he passes an order standing the reasons thereof and corrects the record-of-rights according to section 143(c)(3).

When a case of mutation is concluded with an order of inserting a name, a khatiyani has to be opened in the perceived manner. The Revenue officer should duly sign the khatiyani. Copies of the khatiyani should be sent to the Tahsil Office to the collector's record room and a copy should be attached with the original volume of the khatiyani. Khatiyans prepared and finalized as a result of the mutation case should not overlap any number of any execution khatiyani. On the contrary, the khatiyani should be numbered so as to keep liaison with the original successor or any third party by a deed of transfer. It will be worthwhile to keep the original number intact where part of the property is transferred on account of any succession or transfer. The new khatiyani should take the number. Say for an example, original khatiyani was numbered 10, the first offshoot of the khatiyani should take the number 10/1, the second 10/2 etc.

4.5 Special Procedure during Mutation on account of the Death of Malik:

Section 143B of the State Acquisition and Tenancy Act, 1950 states that the person acquiring immovable property by inheritance according to their respective personal laws shall amicably affect partition of the property among them after the death of porosities. After such partition, an instrument of partition shall be prepared and signed by all the concerned parties and shall be registered under the Registration Act, 1908. Upon presentation of the instrument of partition prepared, signed and registered under sub-section (1), the Revenue-officer shall revise the khatiyani in accordance therewith.

5. Land Tax:

The term 'tax' has been derived from the French word *taxe* and etymologically, the Latin word *taxare* is related to the term 'tax', which means 'to charge'. Tax is a contribution exacted by the state. It is a non penal but compulsory and unrequited transfer of resources from the private to the public sector, levied on the basis of predetermined criteria.

5.1 Value of Rent Receipt or Land Tax Document or Dakhilas:

Rent receipts are prima facie evidence of payment of rent, but not conclusive evidence. A party producing a rent receipt ought to give some evidence of its having been signed by the person by whom it purports to have been granted. As a general rule, the rent receipt or dakhilas should be proved by some oral evidence, and some proof of their genuineness is always necessary.²⁵ Although nonpayment of rent does not

extinguish the right or title of the land but the production of rent receipts at least supports to prove evidence of possession and the defendants could not produce a single paper to show that they had ever been in possession of the suit land since 1942.²⁶ Mere payment of rent to the government on the strength of unfounded entry in the record of right will not create valid tenancy in favor of the defendants.²⁷

5.2. The functions of land tax document:

- It proves the liability to the government.
- It ensures protection from the government.
- A recognition from the government
- It gives a financial support to meet the country's development expenditure.

5.3 Rate of Land Taxes:

Though the Government exempted tenants from payment of rent or land revenue up to 25 bighas of land per family, payment of development and relief tax and other taxes including primary education were not exempted. The land development tax ordinance, 1976 (Ordinance No. XLII of 1976) redesigned the rate of revenue and certain other schemes.

1. It abolished all the taxes such as development and relief tax and other taxes including primary education.
2. It imposed graduated rate of land development tax payable annually:
 - a) At the minimum rate of three paise per decimal of agricultural land held by a family holding up to two acres of land subject to the payment of a minimum tax of TK 1,
 - b) At the maximum rate of TK 6 for two acres plus 15 paise per decimal of agricultural land per family holding land beyond two acres but not exceeding five acres,
 - c) At the maximum rate of TK 51 for more than five acres plus 36 paise per decimal of agricultural land per family holding land beyond five acres but not exceeding ten acres,
 - d) At the minimum rate of TK 231 for more than ten acres plus 60 paise per decimal of agricultural land per family holding land beyond 10 acres but not exceeding fifteen acres,
 - e) At the maximum rate of TK 531 for more than ten acres plus 95 paise per decimal of agricultural land per family holding land 15 acres but not exceeding twenty five acres,
 - f) At the maximum rate of TK 1418 for twenty five acres plus 1.45 per decimal of agricultural land per family holding land beyond twenty five acres
 - g) At the rate of TK 60 per decimal of non-agricultural lands in city or large industrial areas used for commercial or industrial purposes and at the rate of TK 12 per decimal if used for residential or other purposes,
 - h) At the rate or TK 10 per decimal of lands situated at district headquarters of pourashava (Municipality) area if used for commercial or industrial purposes and at the other purposes.

In 1985, the rate of land development tax for non-agricultural land and, in 1987, for agricultural land was increased.²⁸ In 1991, the government exempted agriculturist families holding up to 25 bighas of agricultural land from payment of the said tax with effect from the first day of the Bengali year 1398.²⁹ In 1993, the rate of the land development tax for lands beyond 25 bighas was further increased.³⁰

6. A legal analysis of the Record-of-Rights, mutation, registration of land and land tax document:

'A' has a land in Maymensingh town which he has got from his father. In order to establish A's title as the real owner and possessor, he needs the Record-of-Rights of that particular land. Since his father has died and the ownership of the land has transferred to A, he needs to do the mutation of the land to insert A's name as the present possessor instead of the name of A's father. A also needs mutation for paying tax of the land in his own name instead of his father's name and assist the prescribed authority for subsequent survey. Moreover, A should have the land tax document to prove his liability towards the government as a responsible and faithful owner of the land.

Finally, 'A' needs to accomplish his possession and ownership of the land by registering the land with the due course of law. When A will register the land, everybody will come to know A's right of that particular land.

7. Tax collection and certificate cases:

The Tahshildar burdened with the duty to collect current and arrear taxes from the land owners maintains record of the collected taxes and deposits them to the district treasury. He also checks annual demand, prepares return, prepares particulars for relief and reduction of taxes and enlists defaulters to institute certificate cases and other suits as per the defaulters list. The AC (Land) disposes of certificate cases.³¹

8. Conclusion:

To prevent land disputes, there is no alternative of law of registration. The land administration system in the country is feeble and corrupted. Things have to be changed by digitization of the system. The image of the registrars' offices is poor due to inaccessibility of the officers, lack of information to users, lack of transparency and accountability, massive work backlog, government revenues on different heads, poor service delivery and unfriendly environment. Mutation means transfer or change of title in the records of the local municipal body for the concerned property.³² The use of the records for revenue purposes, however, necessarily introduces complications into the system which need not be pursued here beyond saying that the record may have to become a record of land values, rental values, or crop yields as well as a record of rights and may also embody a system of classification of land for fiscal purposes. Though land development taxes are important for the state machinery, in our country it bears less importance.

So, the government should introduce land reform in the land management and in land administration with a view to making proper management of land preventing the interest of incorrect people. Most of the Bangladeshi people count on land for their daily living. They need to be aware of land rights. It is evident from the above mentioned findings that the whole process is complicated and the same can be made easier bringing all these documents under the preview of one department or the offices so that one office can provide one stop service and necessary information.

Notes:

1. Easement: a right exercisable by one landowner over the land of a neighbor. A common example is a right of way. Clause (5) of section (2) of the Limitation Act also defines it.
2. Roger Bird (ed), Osborn's Concise Law Dictionary (Universal Law Publishing Co. Pvt. Ltd. Delhi, 7th Edition, 1983) 195.
3. Immoveable property shall include land, benefits to arise out of land, and things attached to the earth, or permanently fastened to anything attached to the earth. See: (Clause 25 of section 3 of the General Clauses Act, 1897.)
4. (i) Agricultural Land: Section 2 (16) of the State Acquisition and Tenancy Act, 1950 defines agricultural land as land, which is used for purposes connected with agriculture or horticulture.
(ii) Non-agricultural Land- Section 2(4) of the Non-Agricultural Tenancy Act, 1949 defines non-agricultural land as land which is used for purposes not connected with agriculture or horticulture and includes any land which is held on lease for purposes not connected with horticulture irrespective of whether it is used for any such purposes or not. It also includes a parcel of agricultural land converted into a tenancy by the order of the Collector to which the Non-Agricultural Tenancy Act, 1949 applies. However, this definition does not include-
 - a) a homestead to which the provisions of section 182 of the Bengal Tenancy Act, 1885 apply,
 - b) land which was originally leased for agriculture or horticultural purposes but is being used for purposes not connected with agriculture or horticulture without the consent either express or implied of the landlord, if the period for which such land has been so used is less than twelve years, and
 - c) land which held for purposes connected with cultivation or manufacture of tea.
5. Sections 17a, 17b, 52a, 78a are inserted by this amendment which mainly deals with registration of contract for sale. (Binanama) etc, apart from this in 2006 the Act also amended.
6. Gokul Chandra V Hiji Mohd, 1938 Cal 136.
7. According to sec. 58 of the transfer of property Act, 1882-"A mortgage is the transfer of an interest in specific immoveable property for the purpose of securing the payment of money advanced or to be advanced by way of loan, on existing or future debt or the performance of an engagement which may give rise to a pecuniary liability.
8. Lease means a contract by which a rightful possessor of real property conveys the right to use and occupy the property in exchange of consideration usually rent.
9. The term preemption means the right to buy before others or the purchase of something of this right or the occupation of public and so as to establish preemptive of title and the privilege to take priority over others in claiming land.
10. Md. Rafiqul Islam V Mir Abdul Ali, 12 BLD (AD) 177.
11. Pakistan Employees Co-operative Housing Society vs. Anwar Sultana, (1969) 21 DLR 239.
12. Fazar Ali & Others vs Afzal Mia & others, (1957) 9 DLR 258.
13. Verification of Documents of Land: Legal Issues and Complications by Arif Jamil (The Dhaka University Studies, Part-F Vol. XVII (1): 179-196, June 2006.
14. Ibid.
15. Akrab Ali vs Zahiruddin Kari, 30 DLR (SC) 81.
16. Chan Mahmood vs Hossain Ali 3 BLC 364.
17. Halima Khatun vs Syed Ahmed 21 DLR 854.
18. Lectures on land law by Dr. Md. Towhidul Islam (First Edition 2013). Published by Northern University Bangladesh.
19. Ibid.
20. Kasab vs Modon (1935) 40 C.W.N. 22 at P.26.
21. Dayal Chandra Mondol and others vs Assistant Custodian, vested, and none-Resident Properties (L&B) and others, 50 DLR 186.

22. *Shahera Khatun vs State* 53 DLR 19.
23. *Mohammad Azim V Nur Islam* 4BLC 195
24. *Abdul Gani Khan V Shamsar Ali* 45 DLR 349
25. 35 DLR 129.
26. 1996 BLC 102.
27. 1982 BCR 216.
28. Lectures on land law by Dr. Md. Towhidul Islam (First Edition 2013). Published by Northern University Bangladesh.
29. Ibid.
30. Supra note
31. The public Demand Recovery Act, 1913 provides procedure for issuing a certificate in the matter of realization of various kinds of dues payable to the government, local authorities and court of wards. The Certificate is a declaration made by an empowered officer called Certificate Officer (See: SC Sarkar, Serajul Islam's Public Demands Recovery Acts, 17 edition, Calcutta, 1989) 7. From section 8 to section 16 part 2 and 3 of the Act, 1913 and section 26 lay down the different rules of Filing, Service, Effect, Execution and Disposal of certificates.
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Governing Legislations:

1. The State Acquisition and Tenancy Act, 1950 (East Bengal Act No. XXVIII of 1950).
2. The Non-Agricultural Tenancy Act, 1949 (East Bengal Act No. XXIII of 1949)
3. The Land Reform Ordinance, 1984 (Ordinance No. X of 1984).
4. Bengal Tenancy Act, 1885.
5. The Registration Act, 1908.
6. The General Clauses Act, 1897.
7. The Public Demand Recovery Act, 1913. (Bengal Act, No 111 of 1913)

“Cellulase” (Enzyme) Influence on Knitted Fabric Strength and Fastness Properties

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Abstract

Pilling is a major problem for cotton fabrics. Day by day it becomes a serious quality problem for consumer. Finishing process, fabric type, fibre type, and the yarn spinning system play an important role in the formation of pilling in fabrics. In this study cotton knitted fabric of structure terry, single jersey and single lacoste were enzyme treated for pill reduction in exhaust method with 2% cellulase enzyme. Each sample was treated with enzyme in both before dyeing and after dyeing stage. The effects of enzyme wash on properties of fabric were evaluated by testing pilling, bursting strength, and color fastness to wash and rub (dry and wet). All the tests are carried out according to ISO testing method 2010. From the investigation it was found that enzymatic treatment before dyeing is superior to after dyeing for all types of fabrics. Single lacoste fabric showed better result in respect to all types of fabric and in the investigation it was found that the cellulase enzyme reduces the fabric strength.

Introduction

1.1. General Discussion

The environmental change, improvement of lifestyle and globalization of the world have brought up new notions and advances in the textile sector, in accordance with all other sectors. The number of features expected from textile products has increased due to changes in the buyers' expectations and their awareness of quality and environment. For example, pilling is one of the major undesirable and serious problems in apparel and textile products. It does not cause an unsightly appearance or bad handle properties, but it has an accelerating effect on the rate of fibre removal from the yarn structure, and hence materially reduces the service life [1].

Generally in dyeing process different types of enzymes are used. Though there are reasons. We were also trying to find out why enzymes are used in dyeing. Here, we have tried to know why enzymes are used before dyeing and sometimes after

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dyeing. But through these two processes differences are found. Firstly, using of enzyme after dyeing is a long waste of time. Shade variation is so many that gradually we have to check the dyeing fabric. But it seems that the shade of the dyed fabric and original fabric is not nearer to each other [2]. So we have noticed that the using of enzyme before dyeing is very useful. Now here we have seen that it has less time occurring process and also there are some changes in the structural factors. The three types of fabrics we have taken are 'without enzyme wash,' 'after dyeing enzyme wash' and 'before dyeing enzyme wash.' The face of three types of fabrics is really different hairiness was found. Smooth fabric is found in where this enzyme is used. Because enzyme works properly and for this fabric weight has lost, without enzyme treated fabric GSM 147 and with enzyme wash fabric GSM 145 where untreated fabric GSM was 150. Finally, it can be said that there is a considerable change in enzyme wash.

Knitted goods treated with enzymes are free from surface hairiness (fuzz) and neps with much improved handle and flexibility. The fabric surface becomes smoother and more lustrous. There is also a lower tendency to further pilling possibly due to the fact that there are less protruding fibre ends from the yarns after the enzyme application.

Bio-finishing, also called bio-polishing, is a finishing process applied to cellulose textiles that produces permanent effects by the use of enzymes. Bio-finishing removes protruding fibres and slubs from fabrics, significantly reduces pilling, softens fabric hand and provides a smooth fabric appearance, especially for knitwear and as a pretreatment for printing. Second rate articles can obtain the high value eye appeal of first rate ones [3].

Bio-finishing is not only useful for cotton but also for regenerated cellulose fabrics, especially for lyocell and microfibre articles. By incorporating enzymes into detergents to remove protruding surface fibres, improved colour retention is achieved after multiple launderings. The disadvantages of bio-polishing are the formation of fibre dust, which has to be removed thoroughly, the reproducibility of the effect (which is dependent upon many parameters) and in the worst case, loss of tear strength and weight lost [4].

Objective of the Research

The main objective of the study is to investigate the effect of cellulase enzyme on various cotton-knitted fabrics and find out the influence of cellulase on cotton (cellulose) goods.

Literature Review

Enzymes are high molecular weight proteins produced by living organisms to catalyse the chemical reactions essential for the organism's survival. They have complex three-dimensional structures composed of long chains of amino acids with molecular weights ranging from 10,000 to about 150,000 and occasionally to more than 10, 00,000. These naturally occurring molecules provide a high degree of catalytic specificity unmatched by man-made catalysts [4,5]. Chemical reactions catalysed by enzymes can typically be carried out, as is most usual in nature, under mild aqueous conditions without the need for high temperatures, extreme pH values or chemical solvents. What a dream for every chemist [6,7]. From many years ago the

research work is coming. Here we are presenting some research works about enzyme wash from the reference 8 to 10.

(S K Laga, et. al.) [8]: The appearance and handle of cotton knits can significantly be improved by treatment with celluloses, and such treatment leads to the removal of surface hairs from fabric and improves brightness of dyed fabric. In the recent years enzymes have found a variety of uses in textile applications. Popular uses are stone washing of denims and surface modification of cellulosic fabrics to improve their appearance and handle. The process of treating with cellulases is termed as biopolishing. In case of denims one can get stone-wash effect without using pumice stones by using enzymes. Another advantage of using enzymes is that, these are environment friendly, since they are readily biodegradable. Besides, they will not leave chemical residue on the processed materials and the colour changes on the dyed goods are very less.

(Saravanan et. al.) [9]: A review on influential behavior of biopolishing on dyeability and certain physico-mechanical properties of cotton fabrics. Biopolishing treatment, given to the cotton fabrics using cellulase, often influences dyeability and certain physical properties of the fabrics after treatments, besides improving appearance and handle values. Cellulase treatments prior to dyeing facilitate the dyeing process subsequently, while reactions of cellulases are retarded by the dyestuff present in the fabrics to different extents. Removal of protruding fibres imparts smooth appearance and defibrillation of cotton fibres alters the moisture absorption properties of the fabrics. Reduction in fabric strength, increase in elongation at break are also realized in biopolishing in addition to improved handle values. An attempt has been made to review the influential behavior of cellulase treatment on dyeability and physical properties of cotton fabrics.

(Wang Xuerong, et. al) [10]: Influence of combined enzymatic treatment on one-bath scouring of cotton knitted fabrics. The scouring of cotton knitted fabrics with alkaline pectinase, neutral cellulase, neutral alkaline protease, and alkaline xylanase and mixtures thereof, in one bath was studied. The effects of enzyme combinations were studied against the criteria of wet ability, burst strength loss and whiteness. The results showed that the scouring effects of enzyme mixtures were better than those of individual enzymes, and dyeing properties (K/S , color parameters and color fastness) of bioscoured cotton knits were comparable to those of conventionally alkaline scoured cotton knits.

According to S K Laga, et. al. Enzyme treatment with cellulase on cotton goods. This research found removes the fabric hairiness and remain no chemical residue and less color change. On the other hand, Saravanan et. al. proves that cellulase treatment effect on cotton fabric that is, remove pilling problems, improve hand filling, increase elongation of fabric at break and found fabric strength loss. My researches find out all of the above with extra findings of stage of enzyme washing. Or why do we use enzyme at before dyeing?

Background

When fabrics need to dye, they have to pass through a long process. While dyeing, the fabrics have to pass de-sizing, scouring, bleaching, etc. steps. All those steps introduce some chemicals like soda, acid, salt, etc. Pilling and fuzz, which were

not a major problem (especially for cotton fabrics), but nowadays it has become a major problem. Fibre types, the yarn spinning system, fabric types, fabric processing and finishing process play an important role in the formation of pilling in fabrics. Washing the fabric by enzymes is effective to remove the pilling problem. But washing a fabric by enzymes downgrades the strength and weight of the fabric. The study also tried to find out, in which washing stage enzyme wash is effective. The performance of enzyme wash will also be measured before and after dyeing. Moreover the study is also going to show the effect of enzyme wash on different knitted fabric.

Materials and Method

Material

100% cotton knitted fabric of three different structures such as single jersey, single lacoste and terry were used in the investigation. The following table shows GSM of respective fabric with amount of treated. 2% cellulase enzyme (Cottoness BT-2) was used.

Table - 4.1: GSM of different structural fabric

Fabric structure	GSM (g/ m ²)	Amount treated (lb)
Single jersey	150	2
Terry	280	2
Single lacoste	200	2

Table - 4.2: List of Chemicals

Reagent	Concentration (g/l)	Function
Argaprep LFD	0.7	Detergent
Argaquest ARSK	1.0	Sequestering agent
Kappavan FCB	1.0	Anticreasing
Jinsol Eco ESR	0.5	Oil remover
Argaprep CBS	0.5	Stabilizer
Caustic Soda	0.5	Soda
Jintexyme OEM	0.5	Peroxide killer

Table - 4.3: List of Dyestuff

Si. No.	Name	Concentration %
1	Allofix Red 3BS	0.6%+0.4%
2	Reactive Black KGD	1.5%+ 5.80%
3	Reactive Navy Blue GG	0.58%

Method

4.2.1. Enzymatic Processing

Bio-polishing process was applied to the samples along with different enzymatic treatment.

Enzymatic treatment before dyeing in separate bath with the following recipe:

Concentration of Enzyme : 2%
M L Ratio : 1:10
Temp. : 55 °C
Time : 1 hour
P^H : 8

Enzymatic treatment after dyeing in separate bath with the following recipe:

Concentration of Enzyme : 2%
M L Ratio : 1:10
Temp. : 55 °C
Time : 1 hour
P^H : 8

Investigation Methods

Strength loss (kPa)

Bursting strength tests were measured according to ISO 13938-2 appropriate to the diaphragm method [11].

Diaphragm	1.00 mm
Test Area (Dia)	50 cm ² (79.8 mm)
Inflation Rate	12.3kPa/s
Correction Rate	2.0 kPa/s
Burst Detection	Normal
Clamp Pressure	600.0 kPa

The bursting strength values in KPa and the bursting heights were measured.

Pilling

The pilling resistance of the fabrics was determined using a Pilling Resistance, ICI Pilling Box According to EN ISO 12945- 1[12]. 10800 revolutions respectively for three couples of the test sample at each trial.

Fastness test

ISO 105 C06 / C08 / C09 and AATCC 61

While the common test methods that are currently followed are ISO 105 C06 and AATCC 61 [13].

Results & Discussion

Physical Testing

Enzymatic Effect on Pilling Properties

First, untreated fabrics were tested for pilling. After the evaluation of these results, it was observed that the pilling resistance ratings of the fabric samples were dissimilar to each other, but there was no significant difference between them. The pilling resistance of Single jersey fabrics and Single lacoste were better than the Terry fabric. It was observed that, when the fabric samples were tested before dyeing enzymatic treatment for pilling, it was established that this was the best pilling ratings samples. It was observed that the knitted fabric samples from Terry had the worst pilling tendency.

Table - 5.1: Enzymatic Effect on Pilling

Fabric types	Without Enzyme Wash			After Dying Enzyme Wash			Before Dying Enzyme Wash		
	S/J	Terry	S/L	S/J	Terry	S/L	S/J	Terry	S/L
Pilling resistance	3	3.5	3	4.2	4	4.5	4.3	4	4.8

Table - 5.1 shows enzymatic effect on pilling resistance of the knitted fabric, the better pilling resistant occurred by the ‘before dyeing enzyme wash’ and single lacoste fabric is better pilling resistant than other.

In accordance with the results of this study, we can assert that bio-polishing enables the fuzz to be removed to a remarkable degree, substantially reducing the tendency to pilling.

We observed that the best pilling resistant properties occurred on the before dyeing enzyme washing treatment, the lower pilling resistant properties occurred on the after dyeing enzyme washing treatment. The pilling tendency of the fabrics knitted from those after and before enzyme treated types are significantly lower. It is slightly different, not much.

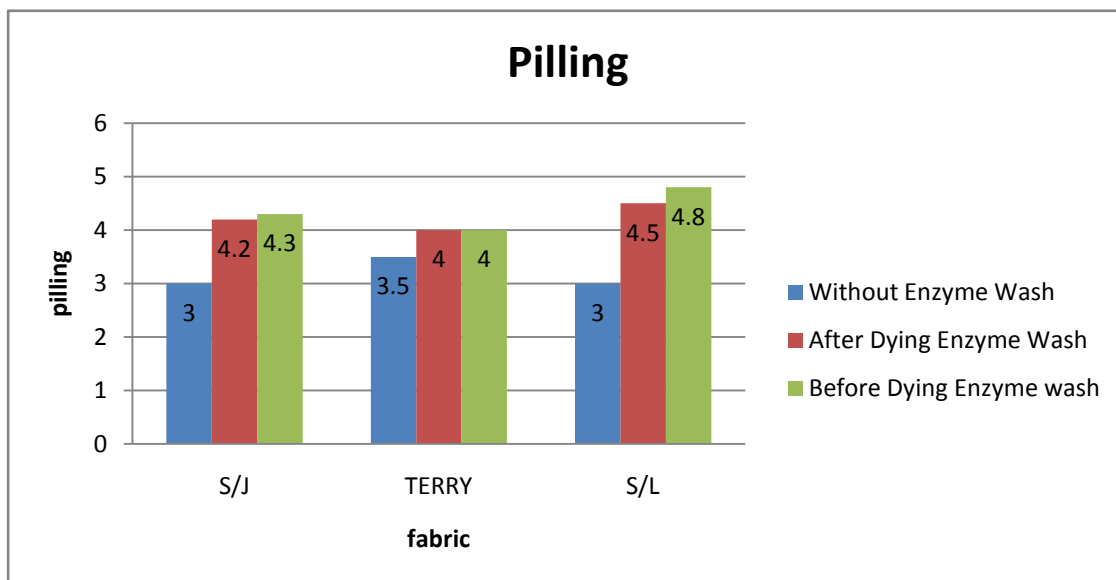


Fig. 5.1: Enzymatic effect on pilling properties

The enzyme treated-based knitted fabrics exhibit excellent enhancement in pilling properties. We have observed that there was no more significant difference between the pilling behaviors of the fabric samples, irrespective of whether the fabric samples had been after or before dyeing the enzymatic process.

By figure - 5.1, we have observed and found out the following observation, single lacoste construction is good pilling resistant with cellulase enzyme, and ‘before

dyeing enzyme wash’ is the better enzymatic effect. So we can say that the ‘before dyeing enzymatic process’ gives the best pilling rating outcomes.

Enzymatic Effect on Strength Loss

The bio-polishing process partly hydrolyses the cotton, which has a negative effect on fabric strength level. Fabrics from enzyme wash give the best strength values for untreated and enzymatic treated in two different stages, rather than fabrics from after dyeing effect and before dyeing.

The fabric samples’ strength loss caused by enzymatic treatment after pre-treatment or dyeing processes is nearly the same in all type of fabrics, loss in strength is about 5 % in average,

Table - 5.2: Enzymatic Effect on Strength

Fabric types	Without Enzyme Wash			After Dying Enzyme Wash			Before Dying Enzyme Wash		
	S/J	Terry	S/L	S/J	Terry	S/L	S/J	Terry	S/L
Brusting strength (Kpa)	187.5	195.3	190.8	180.4	186.4	186.6	184.5	192.8	188.5

The table - 5.2 shows that the enzymatic treatment after and before dyeing affects on the fabric strength. Enzymes can hydrolysis cellulose. For these causes enzymatic effect reduces some strength of fabrics. So our observation finds out the best washing stage for minimum strength loss. The before dyeing enzyme wash occurred lower strength loss than other and for enzymatic effect maximum strength loss by terry fabric.

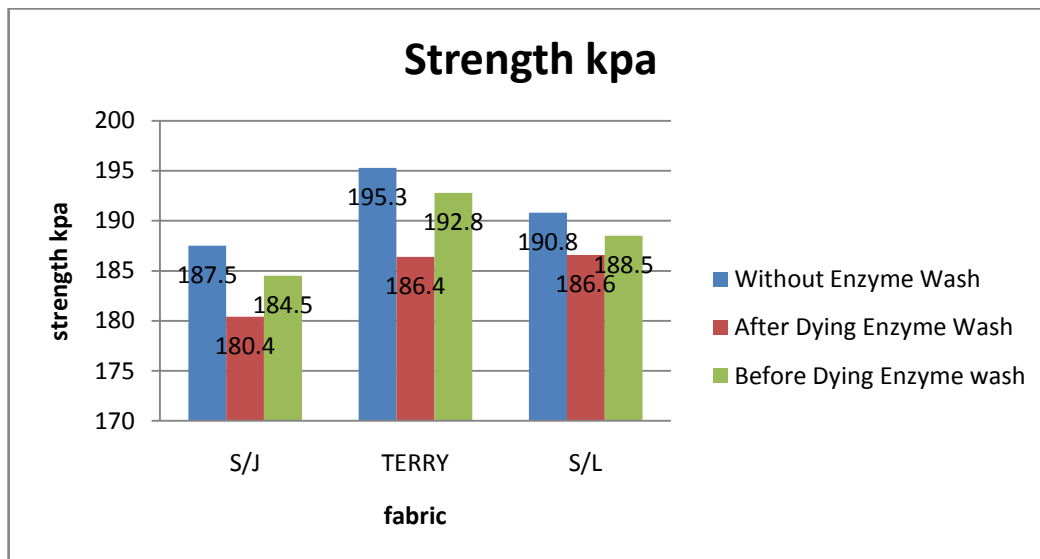


Fig. 5.2: Comparison of strength loss between after and before dyeing enzyme wash

Once applied, enzymatic treatment causes a strength loss which falls within acceptable limits. But readers should be cautioned that twice-applied enzymatic treatment causes severe strength loss beyond acceptable limits. This may be explained by the mechanism of bio-polishing. Enzymes are surface-active; during the first bio-polishing process, they will most probably act mainly on the protruding excessive fibrillous surfaces, and also on the outer surfaces of the yarn. If we employ a second bio-polishing process, enzymes will react on the increased surface area, and they will damage the yarn sufficiently to cause severe strength and weight loss. Although twice bio-polishing improves pilling properties, this will take place at the expense of basic fabric requirements such as strength and weight.

We observed that the lower strength loss occurred on the before dyeing enzyme washing treatment and higher strength loss occurred on the after dyeing enzyme washing treatment.

Fig.-5.2 shows terry fabric gets more strength loss by the affect of cellulase enzyme and single lacoste gets less strength loss by the affect of cellulase enzyme.

Table - 5.4: Enzymatic Effects on Color Fastness to Wash and Rub

Without Enzyme Wash						After Dyeing Enzyme Wash						Before Dyeing Enzyme Wash					
S/J		Terry		S/L		S/J		Terry		S/L		S/J		Terry		S/L	
hsaw	bur	hsaw	bur	hsaw	bur	hsaw	bur	hsaw	bur	hsaw	bur	hsaw	bur	hsaw	bur	hsaw	bur
4	4.5	4	4.5	4	4.5	4.5	4.5	4.5	5	5	5	4.5	5	5	5	5	5

Fastness Properties

Enzymatic Effect on Color Fastness to Wash

Color fastness is very important matter for textile dyed materials. It mainly depends on interaction of dyestuff and textile materials. Sometimes many washing processes and washing chemicals affect the color fastness. The enzymatic process has fewer effects to the color fastness to wash and rub not major. The table - 5.4 shows effect of enzyme on color fastness to wash and rubbing. The ‘before dyeing enzyme wash’ is slightly better than ‘after dyeing enzyme wash.’

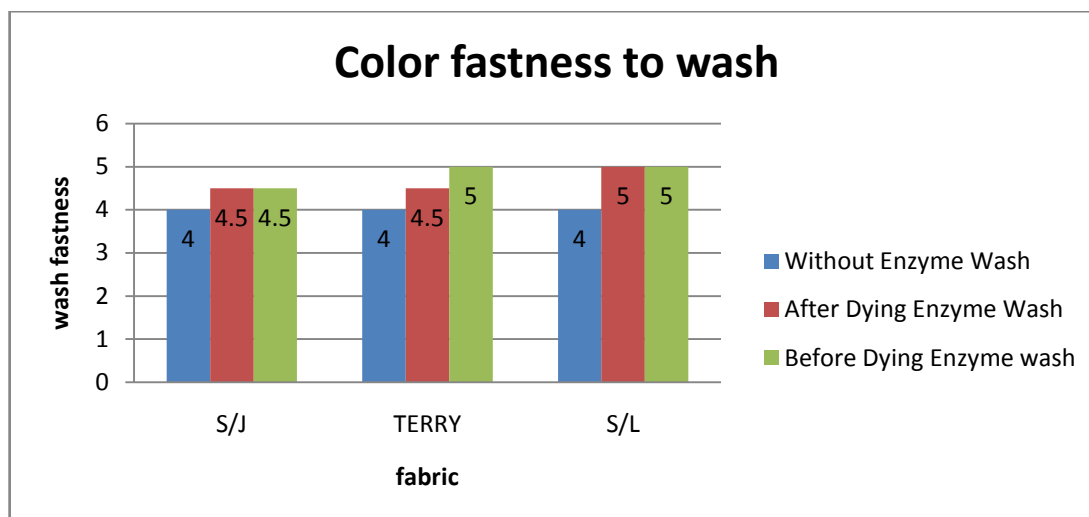


Fig. 5.4: Comparison of color fastness to wash between after and before dyeing enzyme wash

The fig.5.4 shows ‘before dyeing enzyme wash’ is slightly better effect of color fastness to wash than “after dyeing enzyme wash” and also shows single lacoste and terry fabric make better effect.

Enzymatic Effect on Color Fastness to Rub

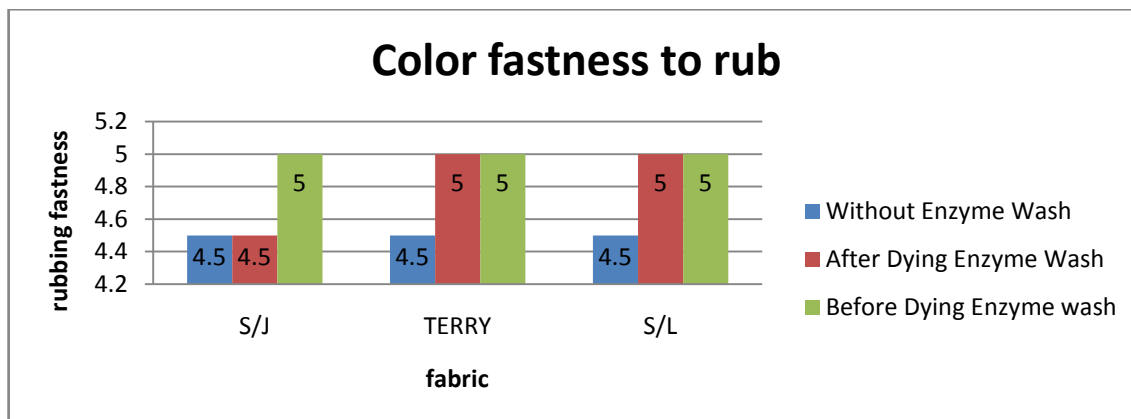


Fig. 5.5: Comparison of color fastness to rub between after and before dyeing enzyme wash

The enzymatic treatment cannot have any effect on the properties of rubbing fastness in the stage of before and after dyeing treatment accepts single jersey fabric. The above table (5.5) shows single jersey fabric gets lower rubbing fastness rating at the stage of after dyeing enzymatic treatment. The color differences of fabrics after enzymatic processes at different steps and untreated fabrics were measured. As the greatest color difference values we observed in the fabric samples that had been enzyme-treated after dyeing treatment and it is so difficult to match required color at the after dyeing enzyme wash.

Table - 5.5: Enzymatic Effect of Different Washing Stage and Different Knitted Fabric.

Fabric types	WITH OUT ENZYME WASH					AFTER DYEING ENZYME WASH					BEFORE DYEING ENZYME WASH				
	Strength	pilling	Weight loss %	fastness		strength	pilling	Weight loss %	fastness		strength	pilling	Weight loss %	fastness	
				wash	rubbing				wash	rubbing				Wash	rubbing
S/J	187.5	3	2	4	4.5	180.4	4.2	3.5	4.5	4.5	184.5	4.3	4.5	4.5	5
TERRY	195.3	3.5	2.5	4	4.5	186.4	4	4	4.5	5	192.8	4	5	5	5
S/L	190.8	3	2	4	4.5	186.6	4.5	4	5	5	188.5	4.8	5	5	5

The above (table - 5.5) table shows result of all types of properties that affected by the enzymatic treatment of after and before dyeing enzyme wash on single jersey, Terry and single lacoste knitted fabric.

When the color difference values of dyed fabrics are examined, one readily notices more severe deviations in color shade on the twice enzymatically treated fabrics. This is most probably because of the difference in light reflection together with yarn surface modification. It is very much difficult to match required color at the after dyeing enzyme wash. So, before dyeing enzymatic treatment is more suitable.

Conclusion

If we can use enzyme properly before dyeing, comparatively less time is required for dyeing process. But if we cannot use enzyme it will be vice versa. Besides, enzyme wash after dyeing is very difficult process because in this process the shade does not match easily. Gradually fabric has to be tested till the shade matches. Eventually the fabric has to be unloading. The whole lot may be damaged; generally in most industry enzyme wash is done before dyeing. As a result, heir major important factors have found higher weight loss, lower strength loss, less time, smooth fabric, shade match and good fastness properties. So, for more benefit before dyeing enzyme wash is very important. On the other hand, 'after dyeing enzyme wash' makes good pilling resistant higher strength loss and lower weight loss. But we have observed that there was no more significant difference between the pilling behaviors of the fabric samples, irrespective of whether the fabric samples had been after or before dyeing the enzymatic process.

Suggestions for Future Work

In this study all washing conditions have resulted in loss of fabric strength and weight. Due to the enzyme, fabric becomes smoother but fabric strength and weight is lost. We hope in future it will be able to find out a new technique that makes the fabric smoother without weight and strength loss.

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The Social Construction of Gendered Migration: The Case of Bangladeshi Transnational Workers

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Abstract

The article reveals the social construction of gendered migration in relation to the Bangladeshi transnational workers in South Korea. The main objective of this article is to examine the casual factors in Bangladesh and South Korea that restrain Bangladeshi women's mobility to labor abroad while those factors drive men toward that transnational domain. Drawing on secondary data sources from the Korean Immigration Service statistical database 1960-2013, and the [Bangladesh] Bureau of Manpower, Employment and Training statistical database 1976-2014, the study found that public policy, poverty, low education, orthodox views, social stigmas and patriarchal systems in Bangladesh cause this gender discrimination. On the other hand, exclusionary immigration policy and the continual demand for male manpower in South Korea also limit the freedom of women's movement. Being excluded from migratory processes, Bangladeshi women become unproductive labor and hold subordinate positions within the Bangladeshi community. Thus, this article explores how the society of origin and the society of receiving restrict women's mobility and create differentiated and discriminatory gender roles between men and women in the spaces of migration.

Keywords: Migrant Worker, Immigration Policy, Labor Market, Division of Labor, Masculinity, Gender Discrimination

Introduction

Bangladeshi workers are engaged in more than 132 countries, but female migration takes place in only 51 countries (BMET, 2015). Female migrants are predominantly (92%) migrating from Bangladesh as domestic workers. As of 2014, an estimated 352,269 females out of 9,142,806 migrant workers have left Bangladesh since official records on labor migration started in 1976 (BMET, 2015). The explosion in population, high growth rate of unemployment, natural disasters, poverty, lack of security and law enforcement, corruption, and political instability are major factors in Bangladesh, pushing thousands of people every year to the advanced countries around the world. The major destinations are South Korea, Singapore, Jordan, Lebanon, Hong Kong, Mauritius, Libya, United Arab Emirates, Saudi Arabia, Oman, Italy, Qatar, Kuwait, Bahrain, Brunei, Malaysia, United States and United Kingdom. On the other hand, Korea in the late 1980s faced an insufficiency in its workforce as a result

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of rapid industrialization, urbanization, and economic growth, advancements in education, declining birth rate, and reluctance of local community to go into industrial work.² Therefore, it started to import guest workers from nearby least developed and developing countries.

As of 2013, Korea had as many as 246,695 temporary workers imported from 40 different nations, including Bangladesh, around the world (KIS STATISTICS, 2013). The migrants from Bangladesh, Myanmar, Nepal, Pakistan, and Sri Lanka are predominantly male in Korea, whereas the female migrants from China, Japan, Philippines, Taiwan, and Vietnam outnumber their male counterparts. On average, the foreigners in Korea consist of about 55% males and 45% females. However, Bangladeshis are about 96% males and 4% females—a feature common to global migration space. This imbalance results from a process of genderization between the country of origin and the country of receiving. The roles played by the Bangladeshi women and men in the space of migration also differ significantly. Nation-states around the globe may entice or exclude individuals through migratory processes on the basis of sex, gender, race, ethnicity, nationality, occupation, religion and other statuses. This article examines the gendered pattern migration between Bangladesh as origin and Korea as receiving.

Research Objectives

Understanding gender is critical in the landscape of migration, in part because migration research remains predominantly gender insensitive (Boyd & Grieco, 2003). Utilizing a gender perspective, this article unfolds the critical concerns entrenched in the spaces of migration. The main objective of this article is to examine the causal factors that influence the shape and size of gendered Bangladeshi migration in Korea. Specifically, this paper explores how the social, cultural, political, legal, economic and religious patterns and dynamics of the country of origin and the country of receiving construct and influence the gendered migration. Because of this construction of gendered migration, migration spaces are excessively masculinized and women's mobility becomes limited in ways that lead them to social exclusion. The number of Bangladeshi male migrants, consequently, outnumbers the female migrants to a great extent, creating discriminatory and differentiated gender roles among Bangladeshi migrants. Thus, the Bangladeshi society of emigration and the Korean society of immigration promote gender inequity and gender inequality in the spaces of migration.

Research Methods

The methods I have applied to data collection are the secondary sources. The secondary data used is based on extensive and comprehensive sources. The data were compiled from the secondary sources of Korean Immigration Service (KIS) statistical database 1960-2013 and of [Bangladesh] Bureau of Manpower, Employment and Training (BMET) statistical database 1976-2014. Relevant citations from academic journals, books, papers and articles are applied to support arguments. Qualitative and descriptive statistical analysis techniques are followed. The article is divided into six parts including introduction and conclusion. In part four (next part), I provide statistical data that support Bangladeshi women's exclusion from migratory process,

²Korea, South Korea, and the Republic of Korea (ROK) are used interchangeably.

as well as I examine the causal factors that influence decision making of gender-based migration and support discriminatory and differentiated gender roles between men and women in the Bangladeshi ethnic community in Korea. The final part concludes the article and recommends how to integrate women into migration process that promotes gender-neutral transnational space.

Research Findings and Discussions

The sex distribution of the migrant population in Korea is a little imbalanced. As can be seen in Table 1 below, the number of male migrants outnumbers the female ones in the upper part of the table, and the number of female migrants outnumbers the male ones in the lower part of the table. On average, the number of male migrants (55.21%) is slightly higher than the number of female migrants (44.79%) in Korea. This is not a large sex ratio difference between male and female among the large migrant community. Nevertheless, the ratio of Bangladeshi migrants in Korea varies significantly by sex. Bangladeshi male migrants considerably outnumber the females in Korea. The number of Bangladeshi migrants consists of 570 (4.19%) females and 13,030 (95.81%) males.

Table 1: Frequency Distribution by Sex of 10 Migrant Nationalities in Korea

Nationality	Male	%	Female	%	Total
Bangladeshi	13,030	95.81	570	4.19	13,600
Cambodian	21,833	68.26	10,153	31.74	31,986
Mongolian	13,021	53.86	11,154	46.14	24,175
Thai	32,210	58.45	22,900	41.55	55,110
Uzbekistani	27,975	72.63	10,540	27.37	38,515
Filipina	23,370	49.19	24,144	50.81	47,514
Chinese	128,005	45.70	152,119	54.30	280,124
Taiwanese	12,932	46.69	14,766	53.31	27,698
Japanese	19,360	34.52	36,721	65.48	56,081
Vietnamese	59,053	49.18	61,016	50.82	120,069
Grand Total in Korea	870,176	55.21	705,858	44.79	1,576,034

Source: KIS STATISTICS, 2013

Moreover, globally the sex distribution among migrants today is reasonably balanced. On average, the number of females in world migrant population is nearly fifty percent. However, the difference in the sex ratio of Bangladeshi male and female migrants is significantly higher within the global context. Unlike other labor-surplus countries, female migrants in Bangladesh make up a very low proportion of labor migrants. Only 0.20% of Bangladeshi labor migrants were female as estimated in 2000. However, the number of female migrants has increased from 2.38% in 2008 to 17.86% in 2014 (BMET, 2015). Though the number of Bangladeshi female migrant workers is increasing globally, the situation in Korea is the opposite. The percentage of female migrant workers has declined from 1.36% in 2008 to 0.54% in 2013 in Korea (KIS STATISTICS, 2013). The number of male migrant workers, on the other hand, has increased from 4,368 (98.64%) in 2008 to 9,127 (99.46%) in 2013. It is difficult to determine why the number of Bangladeshi female workers in South Korea is decreasing year by year, when their numbers are increasing globally. However, this is probably taking place because of the nature and types of jobs available in Korea.

The so-called 3D-jobs in Korea require thew (or muscular strength).³ That is why, the Korean employers are employing more male laborers than female ones in their industries. The choice helps construct and reconstruct masculine identity as an outcome of globalization. Moreover, the orthodox view of Bangladeshi women intimidates them from taking jobs in sex industries such as bars, nightclubs and brothels in South Korea, where many females from Philippines, China and Russia have been employed. Additionally, the number of women from Vietnam, Philippines, and China outnumbers their male counterparts, since many of those marry local Korean men.

However, Bangladeshi women, for all that, constitute a small class with regard to the larger migrant movements. This low percentage of Bangladeshi female migrants is due to policies that have demoralized them for years. Social behaviors and attitudes also stigmatize and stereotype those females who challenge conventional sex roles and emigrate for work. The modified policies in 2006/2007 have made it easier for low-skilled women to migrate, resulting in steadily increasing numbers of female migrants (Kibria, 2011). While as a result of globalization, women are migrating in increasing numbers and entering the domestic services, a phenomenon which scholars refer to as "the global nanny chain" or "the international division of reproductive labor" (Lan, 2006), cases of abuse of migrant women workers have led to a temporary clamping down on women's migration (Huq, n.d.). The imbalanced sex distribution of Bangladeshi migrants is also found in other industrialized countries. Though international migration from Bangladesh was first officially recorded in 1976, female migration became particularly notable after 1991. From 1991 to 2014, as many as 3,48,750 women migrated to overseas employment in various countries (BMET, 2015). Table 2 below shows comparative statistics of the Bangladeshi female workers in ten labor importing countries, including Korea, from 2010 to 2014.

Table 2: Flow of Overseas Employment of Bangladeshi Female Workers from 2010 to 2014

Name of Country	Female Workers from 2010 to 2014					Total M&F Workers	% of Female Workers
	2010	2011	2012	2013	2014		
Bahrain	57	17	38	141	121	106,130	0.35
Italy	45	39	49	28	7	29,278	0.57
Korea	-	-	10	-	-	7,840	0.13
Libya	185	1	63	-	-	38,832	0.64
Malaysia	16	23	19	23	15	11,452	0.84
Oman	18	1,061	4,102	6,068	11,584	588,008	3.88
Qatar	3	4	6	2,100	6,452	199,156	4.30
Singapore	156	241	75	133	128	261,184	0.28
UAE	7,111	7,394	6,212	13,710	23,214	739,972	7.79
UK	5	4	10	2	3	250	9.60

Source: [Bangladesh] Bureau of Manpower, Employment and Training (BMET) statistical database

³3D job refers to difficult, dirty, and dangerous work, or in other words, a menial blue-collar job often performed by migrants. It is unknown who coined the term first. This term is widely used in East Asian industrialized countries.

As can be seen in table 2 above, among the ten countries Korea imported the lowest percentage from Bangladesh of female workers compared to male workers (0.13%), followed by Singapore (0.28%), Bahrain (0.35%), Italy (0.57%), Libya (0.64%), and Malaysia (0.84%).⁴ On the other hand, UK (United Kingdom) among the ten countries imported the highest percentage (9.60%) of female workers, followed by UAE (United Arab Emirates) (7.79%), from Bangladesh, though Oman imported the highest number 22,833 of female workers from 2010 to 2014 from Bangladesh. Qatar imported the second highest number 8,565 of female workers—slightly higher in percentage (4.30%) than the Oman (3.88%). The International Labor Organization has found Korea to be one of the worst discriminators against women in the labor market (Monk-Turner & Turner, 2004). Moreover, though foreigners in the Middle Eastern countries have increased in the last few decades, yet participation of female in migrating workforce is one of the least in the world (Dito as cited in Naithani & Jha, 2010).

Omelaniuk (n.d.) argues that gender as a social construction can greatly differ in the causes, processes and impacts of migration between the two sexes. She claims that a gender analysis of migration looks beyond simple differences in migration behavior between men and women and examines the inequalities underlying those differences. In addition, she argues that it looks at how these are shaped by the social and cultural contexts of the individual, as well as the influence that membership in social groups and economic and political conditions can have on decisions about migration. Dannecker (2006, p. 659) claims that gender plays an important role in the constitution of transnational spaces and the construction of transnational communities. In addition, she argues that transnational social practices and activities are not gender-neutral. Explaining the social, cultural, political, legal, economic and religious factors in the following two sections, I provide evidence on how the exclusion of women in gendered migration functions in the Bangladeshi community, as well as how Korean industries and capitalism masculinize workforce within their spaces of migration.

Factors Contributing to the Society of Origin

Bangladeshi female migrants are contributing to national economic development by sending remittance from abroad. However, the Bangladeshi government imposed a ban on female migration in 1981, which prohibited them from migrating as domestic workers. The government modified the 1981 order in 1988, and female migration increased significantly. The anti-trafficking campaign, focusing on violence and victimization across the country, provoked initiatives in the 1990s by Bangladesh to impose minimum age limits for women workers going abroad for employment (Kapur, 2010). However, a new and even more stringent ban was implemented in 1997. Professional women were also prevented from migrating, but semi-skilled and unskilled women could go overseas with a male guardian as per the modified law implemented in 1997 (Samers, 2009, p. 189). Since 2003, the restrictions apply only to unskilled and semi-skilled women workers under the age of 35, who are not allowed to migrate on their own (Siddiqui, 2006).

⁴ Bangladesh BMET (Bureau of Manpower, Employment and Training) Statistics categorize the number of male and female overseas employed workers for the country. However, it estimates the low portion of female workers imported country only within the category of "others." Therefore, I retrieved the data for Korea in this table from Bangladesh Overseas Employment and Services Ltd. (BOESL), the state owned manpower exporting company in Bangladesh.

However, the number of female migrants surely exceeds the official figures as the restriction increases the outflow of female migrants from Bangladesh through informal channels (Siddiqui, 2001). Finally, the Bangladesh government's Overseas Employment Policy of 2006 recognized the equal right of men and women to migrate for employment. Successive policies of Bangladesh's government either imposed a complete ban or placed restrictions on migration of certain categories of women that contribute much to irregular migration and make women migrants vulnerable to poor working conditions and trafficking (Ahmed, 2013). It is hard to come by a properly reasoned answer why the Bangladesh government imposed such an order on women's migration. However, it seems that the government wanted to protect women's dignity. The dignity at stake related to women from being sexually abused, harassed and tortured by wealthy Sheiks in the domestic sphere in Arab states. However, the often patriarchal state in sending countries directly shapes transnational migration by determining who can migrate and under what conditions; in general (but not always), we can also say that the state "favors men" (Pessar & Mahler, 2003).

Samers (2009) argues that we need to look more closely at Bangladeshi society to understand the emigration controls on female migration. He claims that many Bangladeshi men view Bangladeshi women abroad as loose or sexually promiscuous and Bangladeshi males think that females are unable to control their wishes for consumer goods and other desires when abroad. The construction of the female "other" as sexually promiscuous is a strategy that male migrants use in order to distance and differentiate themselves from these women and their behaviors, and for male migrants, women, by moving around freely, violate the norms and values of purdah (or seclusion), which is still a powerful cultural ideal of their homeland (Dannecker, 2006, p. 660). Thus men mobilize the notion of purdah to exclude women from the spaces of migration and in doing so construct a particular kind of Bangladeshi nationality and community (Samers, 2009). Therefore, social exclusion is not only the result of people being excluded—it can also result from people excluding themselves from aspects of mainstream society (Giddens, 2006) or within the society.

Research on Asian migration has shown that migration decisions are usually made not by individuals but by families and in many cases, migration decisions are made by elders (especially men), and younger people and women are expected to obey patriarchal authority (Castles & Miller, 2009, p. 25-26). The social stereotype of a wife's paradise is under the feet of her husband, the best woman obeys him when he gives a command and does not go against his wishes. That men are considered the protectors and maintainers of women also impedes women's migration from Bangladesh. Moreover, migration has generally been viewed as a humiliation for low and uneducated women and is said to lead to dire consequences for the migrant—i.e. getting deserted by their husband, as such, female labor migration has been discouraged in Bangladesh (Asis, 2004). Furthermore, women returnees face greater problems in reintegration because they are socially stigmatized as a "spoiled-girl"—a phenomenon means girls are promiscuous and unprincipled in sexual matters that create new gender norms and ideals that go against a typical patriarchal ideology in Bangladesh. This socio-cultural stigmatization deters women from going abroad.

Moreover, women are often unable to make decisions of migration because of poverty. Though poverty is prevalent amongst men as well as women, far more women suffer from poverty due to their low socio-economic status (Siddique, 1998).

Women are the poorest of the poor. Wives are economically subordinated to their husbands and daughters to their fathers in Bangladesh. The United Nations Development Program (UNDP) and the World Food Program (WFP) have recorded significantly higher levels of food insecurity and poverty among female-headed Bangladeshi households (Human Rights Watch, 2012). And the economic poverty of women is one of the main factors for their exclusion from migration abroad. In Bangladesh, more than 55 percent of girls and women over 10 years old are married (Human Rights Watch, 2012), and the institution of marriage confines women whose freedom of movement is limited within household. Moreover, Bangladesh's discriminatory personal laws on marriage, separation, and divorce trap many women and girls in abusive marriages or drive them into poverty when marriages fall apart and in many cases these laws contribute to homelessness, hunger, and ill-health for divorced or separated women and their children, which affects their migration choice abroad (Human Rights Watch, 2012).

In addition, religious beliefs can also affect the societal standing of both men and women and their position within the household, society, state and work are largely mandated within a religious framework. Discrimination against women is widespread and systemically reinforced by social norms and religious values. In some countries women are still unable to work, because of religious prohibitions that restrict their movements (Macionis & Plummer, 2008, p. 372). For example, purdah is often criticized as oppression of women by limiting female autonomy, freedom of movement, and access to resources such as employment, education, and political participation (Engineer, 1975). However, due to economic needs and shifts in gender relations, some women are compelled to break purdah to earn income, as well as women from lower socioeconomic backgrounds tend to observe purdah less because they face greater financial pressures to work and gain income (Haque, 2010). However, other studies found that purdah still plays a significant role in women's decisions to participate in the workforce; often prohibiting them from taking opportunities they would otherwise pursue (Amin, 1997). Therefore, purdah results in the social and physical exclusion of women. Samers (2009) argues that the restriction on the emigration of women could be viewed from the outside as a matter of an Islamic national identity in Bangladesh, but in fact it is as much shaped by gender relations between men and women.

Factors Contributing to the Society of Receiving

The constant demand for male manpower in the Korean global labor market also restricts the freedom of women's mobility and creates differentiated and discriminatory gender roles between men and women. The so-called 3D-jobs, which need to be carried out speedily, and continuously over long periods while carrying heavy burdens, require them to demonstrate masculinity. Consequently, the employers always prefer male labor to female labor, a preference that helps to construct neoliberal manhood. Let me proceed with the account of how industries in Korea create sense of masculinism. The Korean ambassador in Dhaka suggested that Bangladeshi job seekers (manual workers) smile in photographs as employers in Korea select migrant workers on the basis of photographs they upload in the job application form through an online system. It is logical to take a photograph or a picture with smiling face as a picture is worth a thousand words. Among humans, smiling is an expression denoting pleasure, sociability, happiness, or amusement that may be associated with industrial production. However, smiling in photographs varies

from society to society and culture to culture. For example, Koreans or Americans often take picture with a smiling face, while Bangladeshis have a frowning or neutral face. A nation may forget to smile or laugh growing up with poverty and natural disaster.

Korean employers recognize the workers' sex (male or female) by the photographs attached to the job application forms. In fact, they figure out who possesses more masculine traits e.g. protectiveness, competitiveness, assertiveness, confidence, and so on, as those male traits are associated with industrial production in Korea. These characteristics, of course, are not necessarily held by all men, nor are they necessarily absent in women and gender expression is relatively fluid with regard to both sexes—some women are more masculine than some men and vice-versa (Gordon, 2014). Most work in Korean industries requires muscle power. Therefore, Korean employers masculinize their workforce by employing enormous numbers of male workers (90.45%, as of 2013). To what extent it is logical to use muscle power in the age of machine and technology may be a controversial issue between feminists and masculinists. The more humanity improves its intelligence by progressing in technology and machinery, the more it proves its ignorance by (mis)using male muscle power in relation to the devices. Historically it has often taken for granted that "mankind" meant men-kind, and that the world was theirs (Gilman, 1911). Being gender-biased, industries in Korea prefer male over female labor—by a wide margin. Therefore, industries in Korea are creating an androcentric culture in the space of migration.

However, the sex industry in South Korea is heavily feminized. This industry is mainly dominated by female workers. Since 1990s, Korea has changed from the country of the origin of international sex trafficking in women into more of a receiving country (Seol, 2004). The Korean government imports sex workers under E-6 (arts/entertainment) visa. As of 2013, 3,830 (77.53%) females and 1,110 (22.47%) males are engaged in this industry; however, only one male (or 0.02%) from Bangladesh was imported to this industry (KIS STATISTICS, 2013). The people engaged in clubs, bars, brothels, and prostitution are not socially accepted in Bangladesh. However, in spite of being a Muslim country, prostitution is legal in Bangladesh, whereas it is illegal in Korea—a country that contains a high percentage of non-religious people. The Institute of Criminology in South Korea found that prostitution in 2003 constituted 4.1 percent of the country's GDP, whereas the forestry, fishing and agricultural sectors together generated only 4.4 percent (Specht, 2010). The state considers the sex industry as an important source of national revenue contributed to the rapid economic development (Sassen, 2000). While Korean women are sexually exploited by men in the core nations, foreign women are from the periphery are being sexually exploited in the Korean sex industry (Shin, 2011, p. 83). Radical feminists view female prostitutes as victims of capitalist development, which commercializes sex, and of the patriarchal social system, which marginalizes women (Seol, 2004). Therefore, sex industries in Korea create gynocentric culture—a very traditional one that exists throughout the planet.

The policies of receiving states also play an important role in the decision making for female migration. Korean immigration policy requires a visa from Bangladeshi citizens to migrate to Korea, while it allows many other nationals visa-free entry. Moreover, the migrant workers under EPS (Employment Permit System)

policy cannot bring their family members. They can neither marry local Korean women, nor can they bring their wives or partners—the situation the migrant workers find most troublesome for integrating into mainstream society in South Korea. However, as of 2013, marriage migrants were 17,985 (15%) males and 99,022 (85%) females in South Korea. Most of the male marriage migrants married local Korean females after migrating to Korea, whereas most of the female marriage migrants were intentionally imported marrying local Korean males. However, Bangladeshi marriage migrants in Korea were 259 (88%) males and 37 (12%) females, which is completely opposite of the ratio of overall male-female marriage migrants in South Korea. They share only 0.25% of the total marriage migrants, which is comparatively very low. Those Bangladeshi marriage migrants, who belong to various occupations including manual labor, married local Koreans after migrating to South Korea.

However, the drama is that no restriction from the Korean government is imposed on Korean males in importing brides from abroad. Thousands of marginalized Koreans have married foreign women, particularly Vietnamese and Chinese, after they were literally and symbolically rejected by Korean women (Kim, 2014). Korean women, of course, could theoretically play an important role in creating gender balance by hypogamy or "marrying down," just as Korean men have played a role in gender imbalance by importing those female "marriage migrants"—a phenomenon referred to as hypergamy or "marrying up." Study found that thousands of women from neighboring poor countries are imported and/or trafficked into sex industries in South Korea. For that reason, we can argue that the Korean government strongly favors male dominant sexual practices and love relationships for its own citizens, but is very reluctant in letting migrant workers import their wives. The concern obviously violates human rights. The Korean government and society are probably not interested in having multiculturalism within the proletarian class. Goode (1970) argues that migration is a mechanism by which industrialization destroys extended kin networks, which leads to social exclusion and isolation of migrants.

For Marx the proletariat is the most excluded or alienated social class in capitalist society. Moreover isolation and alienation of wage labor equally alienates men and women from each other and so destroys man's social being too, his sense of community and well-being as the distress and poverty of capitalist working life derives man into isolation and loneliness (Slattery, 2003, p. 17). As the number of male migrants outnumbers the female migrants among the Bangladeshi migrant population, it challenges the gender perspective of the neo-classical migration theory of Ravenstein (1885) who argues that women migrate more frequently than men (Bodvarsson & Berg, 2013; Pessar & Mahler, 2003; Samers, 2010). Therefore, a great number of Bangladeshi females are excluded from mainstream migration processes, which leads them to be subordinated to their male counterparts, as well as to social marginalization. Thus, in this article we see how both the minority and majority in society play roles in constructing gender-based migration in the Bangladeshi community.

Conclusion and Recommendations

Gender influences migration and migrants' life. The experiences men and women have in the spaces of migration are different. And those differential experiences are caused by the roles, performances, deportments, and relationships that society sets to, and expects from, a man or a woman in a country of origin and a country of receiving.

Structural factors in Bangladesh and South Korea restrict women's mobility or movement. Discriminatory practices and legal instruments reinforce the social, political, economic and religious conditions. Not only do the policies in Bangladesh constitute underlying societal causes of gender inequality and discrimination, but the deeply rooted patriarchy of Bangladeshi society also restricts employment choices, stigmatizes female migrants, and serves to place women in precarious and exploitative situations throughout the migration process. On the other hand, exclusionary immigration policy of the Korean government and constant demands for male labor force into 3D industries in Korea also creates gender discrimination that leads the female population to social exclusion. Women's status in the Korean society has become more vulnerable and marginalized since the Korean economy became a major player in the global market (Shin, 2011, p. 82).

Today, the division of labor we see between men and women within local or transnational boundaries is a consequence of social construction developed through a process of genderization. There is no universal set of tasks defined as women's work or men's work (Coltrane & Adams, 2008).

The government in both origin and receiving societies should take effective steps in order to facilitate safe migration for women streams through the development and implementation of gender responsive and gender sensitive policies. Limitations on female migrant's eligibility to work and unfair labor market incorporation policies could be negatively affecting female migrants and leaving them with few options. For instance, it may promote informal channel of migration; trafficking; integration in the informal economy; none or very little labor and social protection. Moreover, labor market segmentation by sex, as well as discriminatory practices could be resulting in even more unfavorable labor market outcomes for females. Gender responsive labor migration policies take into account the differences in socio-economic roles, possibilities, needs, limitations and vulnerabilities of males and females. They ensure that human rights, including labor rights, are relished equally by male and female migrant workers respecting the principles of gender equality and non-discrimination. Promoting gender equality in labor migration policies may include special gender-specific provisions e.g. preferential treatment or affirmative action to compensate for long-term discrimination, particularly that suffered by women (Chammartin, n.d.).

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Conflicts of Interest in the Financial Intermediation Industry: A Retrospection Focusing on Banking Regulation

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Abstract

The last years have seen a surge of scandals and shocks in financial intermediation not only in the USA but throughout the world. This paper argues that banking risks and contagion along with their implications and the agency structure inherent in most forms of financial intermediation give ascend to conflicts of interest. Though this does not excuse scandalous behavior, it points out market imperfections. There are different types of conflicts of interest: personal-individual, personal-organizational, impersonal-individual, and finally, impersonal-organizational conflicts. Analyzing recent risk and scandals we find that all types of conflicts of interest prevail in financial intermediation.

Keywords: Investment Banking, Conflicts of Interest, Financial Ethics

Introduction

Recently the U.S. investment banking industry has received one of the biggest shocks ever faced by it from the financial environment and for which the commonly understood terms like banking risk sand contagion, along with their implications, have taken different shapes. In general, post-crisis impacts can be dealt with by two approaches; one of those is the “rare event approach”. In this approach, financial crisis is being considered as an inevitable incident occurring every 80 years. This is a defensive approach, which only considers about the reduction of impact. The other approach is a bit pro-active, which takes the event as a manageable one and considers about the steps that may help to avoid the repetition of the shock. The debate between these two approaches continues and a clear-cut threshold point to distinctively identify the two approaches is yet to be established. If we take the shock as an inevitable incident, then we should formulate a specific bailout plan redefining the rights of each of the stakeholders during the shock. The said redefinition will have huge implications in structuring the amount of private and public bailouts along with the incentives of the shareholders and concerned board of directors.

Lots of scandals arose, sourcing from the agency structure that is embedded in all of the financial intermediation; consequently, which ignited conflicts of interest. In the light of Carson (2004), studies related to business ethics should give far more

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concentration on “conflict of interest”; since conflict of interest is an internal ingredient of professional role and which embraces both the business and professional life. Moreover, Thielemann and Ulrich (2003) suggested making distinction between contractual and non-contractual fields of ethical responsibility in the financial sector. The number of works recently done on ethics in finance in general and conflicts of interest—specifically—in financial intermediation are few in numbers. Generally the agent is being viewed as a self-interested entity who tries to maximize profit for himself or herself (see Jensen and Meckling, 1976 for a detailed discussion of the concept). Jensen and Meckling postulated about three aspects that vibrate the model, which are hidden action, hidden knowledge and hidden information.

Conventionally, the role of the capital market is to allocate the capl of the society in an efficient manner by matching the drive of both the suppliers (lenders) and demanders (borrowers) of fund. Financial intermediaries hold an interesting role in reducing information and / or transaction cost or in creating liquidity in the capital market, which is done to improve the markets’ efficiency; as we all know that capital market is not perfect at all (French and Leyshon, 2004). Institutional investors accumulate funds from a number of investors (such as from individuals, corporations, governments, and other institutional investors) and manage them professionally on their behalf. “Portfolio transformation” is a process by which the smaller investors can take the aid of the institutional investors who operate with large amount of money diversifying a huge amount of risk (French and Leyshon, 2004). Without transforming the class of the asset, brokers and investment banks can reduce information and transaction cost (French and Leyshon, 2004). Commercial banks work as a media for aligning the funds of both the borrowers and lenders by accepting deposit and making loans (Valdez and Wood, 2003). Because of having a limited knowledge about the safety of financial institution—as per Freixas and Rochet (1997)—the depositors require protection.

In this study, our attention is to look at the literature review regarding the conflict of interest in the financial intermediation and facing the challenges that arise from its ethical and legal misconduct. In addition, the study also provides the importance of the banking regulation and suggestion for handling the banking crisis. The flow of this paper is as such; the next section gives a literature review regarding the conflict of interest. The resistance against ethical and legal challenges is explained in Section III. Section IV describes the measure of banking regulation, while Section V provides the suggestion for the banking regulation. The final section brings together the key discussions and makes some concluding remarks.

2. Conflict of Interest in the Financial Intermediation:

According to Boatright (2000) most of the conflicts that arise within the financial service industry is potential rather than actual. The news of corporate scandals has become a common phenomenon recently, yet real misconduct is still an exceptional case. In order to understand the different types of conflicts of interest that generally happen within the financial service industry, we should figure out the following categories: a) personal-individual, b) impersonal-individual, c) personal-organizational, and finally d) impersonal-organizational. All the four models of conflicts of interest prevail systematically within the financial service industry, yet according to Boatright, the impersonal-organizational phenomenon is far more common compared to other three models.

2.1 Personal-individual conflict

Looking at the recent happenings regarding conflicts of interest, it can be ascertained that this phenomenon can arise from personal trading, sourcing from several misconducts, which can range from price manipulation to false statement preparation. Taking advantage by concealing or by modifying sensitive information remains as the prime objective.

For an instance, we can take an incident that took place in 2006. Then the SEC filed for settled enforcement action against Broker-Dealer Friedman, Billings, Ramsey & Co. for unlawful insider trading (SEC Press Release 2006-214). Morgan Stanley, in the same year, was charged for not maintaining and enforcing policies to prevent misuse of inside information (SEC Press Release 2006-103). For the same type of misconduct we can name Goldman Sachs and Merrill Lynch, being two of the major players in the investing banking industry, where key personnel were involved in insider trading (SEC Press Release 2006-53).

According to Dodd (2003), personal-individual conflict of interest can exist within the relationship of underwrite and municipal government client which is often referred as “yield burning”. This practice came to the attention of the U.S. regulatory authorities in the mid-1990s, mostly due to tax reasons. Personal-individual conflict of interest may also arise from the IPO trading, which is named as “laddering”. This term is described as a practice where the investment banks or investment bankers motivate clients to buy IPO shares at the first day of the trading, in an inflated price, in exchange for a promise of preferential treatment for the allocation of future IPOs; eventually, converting that IPO a superior one in the market.

We can refer one incident, from the oceans of financial scandals, at which Morgan Staley has been found to be involved in laddering with some of its most important investment clients (Smith, 2003). Litigations on laddering at the New York stock exchange include more than 50 investment banks and 309 IPOs, between 1998 and 2000 (Chavous et al., 2004). Since the discussed activity of “laddering” benefits the organization, they fall within the definition of personal-individual conflict.

2.2 Impersonal-individual conflict

Attention was shifted to the mutual fund industry, since 2003, as the recent financial scandals are revolving around market timing and late trading practices (Economist, 2003b; SEC Press Releases 2000-2007). Both forms of conflict have their roots in the fund industry's convenience of evaluating fund shares. Since, more often than not, individual professionals were participating in the agreements (and does not relate to organizational structure), this type of conflict is termed as impersonal-individual. For the said case, usually, encouragement from the organization to do the same was not there; yet overlooking for the same was common. Additionally, it can be put that preferential treatment was given to certain clients above others to increase the firm's future profits which make it even more logical to define this sort of activity as impersonal-individual.

“Spinning” can be hold as an example of personal-individual conflict. Spinning describes the practice of investment banks to distribute highly sought-after shares among preferential clients to attract future underwriting business. Credit Suisse First Boston and others have been involved in a recent scandal of spinning, offering

corporate executives preferred access to shares in IPOs in exchange for a promise of future investment banking business (Smith et al., 2003). In 2002, CSFB had to pay \$100 million to settle these charges (SEC Press Release 2002-14). Solomon offered Bernard Ebbers, the former CEO of WorldCom Inc., a preferred access to a widely oversubscribed telecommunication IPO in 1999. Ebbers bought those shares and sold them within days, eventually making a profit of over \$11 million. WorldCom Inc. at that time was an investment banking client of Solomon (Craig, 2002). We can refer firms such as, Morgan Stanley, Goldman Sachs, J.P. Morgan and CSFB who were sued for abusive or unlawful IPO practices over the last years.

2.3 Personal-organizational conflict

Fund share evaluation or the cost structure of a fund along with the relationship existing within the investors, mutual fund and broker may become a breeding ground of conflicts of interest. Sometimes, the investors remain blind about the expenditure behind fund management since they are not duly updated with the related fees and expense ratios. This allows the concerned management body to go for a bundle commission approach and by paying the stockbrokers with soft commissions. A conflict of such genre is personal-organizational as it is caused by the profit-making aims of the fund management body, where the soft payment approach is embedded. Morgan Stanley was accused for having built too strong incentive links between investment business and the research. In fact, Chan et al. (2003) found financial researchers' or analysts' earnings predictions intentionally influenced by their desire to attract investment banking clients. This is a personal-organizational type of conflict of interest that is inherent in the firm's organizational structure. The potential reason, for which the insider information was revealed to the analysts, could be the involvement of their firms in investment banking procedure.

Morgan Stanley being charged with inadequate disclosure regarding mutual fund sales by receiving soft payment, consequently, had to pay \$50 million in 2003 to settle with the SEC (SEC Press Release 2003-159). A few months later, MFS paid a penalty of \$50 million for its shelf-space arrangements with brokerage firms (SEC Press Release 2004-44). In April 2003, shortly before the mutual fund scandals erupted, 10 big Wall Street investment banks settled with the SEC and other U.S. regulators by paying USD 1.4 billion (SEC Press Release 2003-54). Those firms were charged with inadequately supervised research and investment operations (Economist, 2003a). Highly rated analysts such as Jack Grubman of Solomon and Henry Blodget of Merrill Lynch were accused of being involved in preparing fraudulent research reports. They eventually were barred from the security industry for such activities.

2.4 Impersonal-organizational conflict

Conventionally, the commercial bank is to collect deposit and make loans. "Connected lending" ignites a conflict of interest within the role of commercial bank since banks are becoming both lenders and borrowers simultaneously. This might result in having a position in the board of the debtor company, a case that is termed as "connected lending". If there remains a board connection, the decision of loan sanctioning will be influenced; which is a source of conflict.

To Kroszner and Strahan (2001), in U.S., board linkages are common, yet those linkages don't bring that much conflict on the scene. They argued for the sufficient regulation within U.S. financial industry which works as a filter for

potential conflict of interest; as opposed to the situation in countries with weaker financial regulation. Nonetheless, as we discussed numerous cases of conflicts of interest, we can always conclude that regulation only is not good enough to stop the occurrences of conflicts of interests.

In financial intermediation, conflicts of interest are embedded and systematic. Hence, Boatright (2000, p. 2001) has argued that the challenge is not to prevent conflicts of interest in financial intermediation. Trevino (1996) has pointed out that ethical decision making has to be analyzed aligning with individual and organizational catalyst arising from different contexts. Bazerman et al. (1998) have discussed conflicts of interest as a competing internal preference. An agent has to negotiate with his internal preferences and has to choose between his / her own interest and the interest of the principal. Impersonal conflicts of interest pursue a different path. These sorts of conflicts represent a principal-principal dilemma which seems to be sourced from conflicting duties having vague priorities.

3. Facing the Challenges from Legal and Ethical Misconduct

3.1 Rivalry and Disciplines of Market

If there remains competition among the providers of financial intermediation, it increases buyers' bargaining power; consequently decreasing the possibility of conflict of interest. This is true in the standard principal agent setting (where many agents compete for the attention of one principal), however, it doesn't necessarily respond to the concrete decision making scenario with more than one principal. Increased competition in the intermediation market may reduce brokerage commission (transaction fees). The absence of a transparent structure prevents workable competition and weakens the disciplinary power of the market. For an instance, the cost structure of the different competing mutual funds in the market is not readily available or ambiguously presented for which the clients cannot compare and opt for the best service from the said industry.

3.2 Operating Rules of Market and Directives

Structural reforms were first introduced in the U.S. by the 1933 Banking Act (also known as Glass-Steagall Act) which separated commercial banks from investment banks / brokerage firms to reduce conflicts of interest. Lately, in the U.S., separatist tendencies have been reinforced by the Sarbanes-Oxley Act of 2002, a counter reaction to what Stiglitz (2003, p. 87) termed the 'deregulation run amok' experience of financial sector liberalization in the 1990s; that eventually, culminated in the Financial Services Modernization Act (also known as Gramm-Leach-Bliley Act). This act also repelled the structural barriers of the Banking Act as it permits banks, security firms and insurance companies to affiliate under the structure of a financial holding company (Crockett et al., 2004). Over the last 300 years of Anglo-American securities regulation, an act or rule came out after a major crisis took place, as it was mostly reactive (Banner, 1997). In the same way, in this time of intensive financial globalization, domestic regulatory bodies and legislation struggle to effectively regulate transitional corporation (Scherer et al., 2006). Paine (1995) has identified the limitation of a merely law and control driven ethics program (compliance) and postulated for a value-based approach which is built upon creating and fostering a moral climate of shared values (integrity). Explicit incentives and sanctions can reduce mutual trust within an organization, which may initiate the

erosion of a healthy moral climate (Frey, 1997). According to Ghoshal and Moran (1996), sophisticated control and monitoring mechanism may depict distrust towards employees and may provoke the very behavior that the mechanism is designed to prevent.

3.3 Taxpayers' position in Corporate Governance

The Corporate governance of an organization may not be adequate to force proper decision which is better for the shareholders in general and that may promote the bank's value. The remuneration of the top executives is voted and fixed at the board meeting where the shareholders have limited or no voice; and, eventually this sort of meeting becomes top executives' prime measure to furnish for their self-centered agenda at the expense of other stakeholders. A public demand forced the system to put a cap on the compensation package, yet if we think in a broader view, the compensation is not the real issue here; rather the probable existence of an inadequate corporate governance structure should be the issue of concern.

Acharya et al. (2009a, b) made an interesting point about dividend policy. He argued that the decision of distributing dividend even after knowing about the existence of highly probable credit losses has exacerbated the erosion of the value of common equity. He also referred to about some banks that was declaring dividend even during the time of receiving financial aid from the state itself. In both the discussed cases, it can be ascertained that, in the dividend decision, the rights of the third parties—whether it is debt holders or taxpayers—have not been respected.

Taxpayers can play an interesting role at the governance body of a bank. The balancing of the taxpayers' participation at the governance body of a bank is a delicate issue. Excessive participation in the governance body can force nationalization of a bank—the flip side is—less participation can lead to the biased investment decision making, costing the interest of the taxpayers and ignoring the possibilities of a bail-out when required (for the taxpayers). When the crisis period comes, taxpayers should be included in a greater number at the banks' governance body so that they can protect their interests through the regulatory authority. However, in a normal economic scenario, the taxpayers' involvement may force conservative (inefficient) decision making for investment choices. So, if we call for a fine tuning, we may expect more taxpayers at the governance body when there remains any systematic crisis.

3.4 Neutral and transparent disclosures

At the G20 meeting, particular emphasis was given on the transparency of disclosures. This is clearly a critical issue, and more transparency may indeed be desirable; yet, a number of points should be addressed. First, it should be noted that the assets that the banks hold are almost opaque which sets an ultimate limitation to the expectation of transparency while disclosing. Second, large market participants are generally being preferred while stating about extending disclosures; yet, disclosure to the banks' general clients might also improve the overall allocation of funds and reduce the riskiness of the institution. Till today, it is unclear whether banks' uninsured depositors know what they are to expect in the case of bankruptcy as the banks' contracts are the same and no discontinuity on the interest rate spread occurs.

4. Banking Regulation Failure and its Consequences

4.1 Prudential Regulation and controlling externalities

To limit the externalities created by bank failure, prudential regulation is precisely designed. This could be accomplished, either by acting up on the probability of a bank's failure (as it happens with capital regulation) or by reducing its impact (as in deposit insurance). This is done, in most of the countries, through the creation of a safety net which includes (a) supervision, (b) deposit insurance, (c) capital requirements, (d) a lender of last resort policy, and (e) orderly bail-out / liquidation procedures.

The mechanisms of deposit insurance and lender of last resort have been quite helpful in preventing a deepening of the financial crisis. However, prudential supervision, capital requirement and the adequate mechanism for orderly bail-out or liquidation of financial institutions, turned out to be a failure case. Capital requirements were based on incorrect risk measurement models that failed to take into account the risks associated with partial securitization over the counter operations and the use of mark-to-market accounting rules that possess inadequate provisioning. At the end of the day, the bail-out or liquidation decision was the inefficient result of a lengthy bargaining process with the bank's stakeholders. The inadequacy of the said safety net became evident as the pro-cyclicality of the capital regulation (whether Basel I or II) was established with its consequences. The consequence was that, the banks were forced to sale their assets at fire sale prices. Moreover, a 'shadow banking system' was created by shifting the banking risk to the non-banking financial industry which eventually paved the path for the banking risk to evade the monitoring system of regularity authorities. Ultimately, the key principle—market discipline—that was enthroned in the Basel II's third pillar did not yield a predicted aftermath.

The mechanism of financial distress contagion among banks and the social cost of banks' bankruptcy give rise to the externalities. Contagion is more important for banks than for other industries because the very nature of banks' role in the economy makes them holders of illiquid assets and liquid liabilities (see, e.g., Diamond and Dybvig, 1983) by which they become sensitive to the financial fragility, such as, bank runs or liquidity crisis.

4.2 Bankruptcy Rules

If we consider the Modigliani–Miller (1958) perfect capital market hypothesis, it will make the understanding of bankruptcy rules very simple. Referring to this hypothesis, we get an astonishing result of “no conflict” among different claim holders, whereas, during a bank crisis, dramatic conflicts between the different types of debt holders are being witnessed. Landier and Ueda (2009) suggested that an orderly bankruptcy procedure should not be that much costly to the taxpayers. So, conflicts of interest could be the aftermath of either (a) free riding by one type of claimholders on another as, for instance, a debt for equity swap for junior debt holders will benefit senior debt holders, (b) availability of asymmetric information or (c) the stakeholders' expectations of being rescued by the taxpayers. In any of the said cases, ex-ante contracts that forces a restructuring of the rights of all the debt holders during a crisis scenario reduces the contractual costs of bankruptcy and renegotiation.

The standard bankruptcy procedure happens to be inefficient and hence calls for the design of a special bankruptcy code for banks. This type of special bankruptcy procedure should contain the following features: (a) it should provide for speedy recapitalization implying a reduction in debt that generates common equity; (b) it should be aligned with the bank-specific difficulties which may be originated by the inability of the bank to fulfill its payment commitments or by negative equity; (c) it should ensure that the managed bank (a ‘good bank’) must possess sufficiently low perceived risk (by its peers), particularly in the interbank market. The said efforts from the procedures can be assured in various ways depending on the redefinition of the stakeholders’ claim, once a bank is declared critically undercapitalized.

The design of bank-specific bankruptcy rules benefits from the insights of contract theory. Bebchuk (1988) and Aghion et al. (1992) suggested some mechanisms by which the costs and uncertainties associated with bankruptcy procedures can be reduced. By using their insights concerned authorities may achieve a great leap in the resolution procedure of banking crisis. According to them, the rights of the different stakeholders are defined by options, subject to the seniority of debt. Because, when there would be systematic crisis, the regulator may prefer a speedy resolution to the efficient choice of liquidation or restructuring. Opting for the transformation of debt into another type of option on the bank’s asset will improve the efficiency of the systemic crisis resolution.

5. Banking Regulation Improvements and Suggestions

5.1 Capital Requirements

The loopholes of the capital requirements were being exposed as the crisis was untied. Some facts were realized in a clear manner, such as, (a) some of the risks were underestimated which were dependent on the business cycle and the proper functioning of the financial system, (b) there should be a mechanism for emergency recapitalization, (c) the aggregate risk of the financial industry, not just the banking industry, is a major determinant for the financial stability. Again, unjustified additional layer creation of capital will probably weaken the efficiency of the banking system. Thus some reports (e.g. Turner, 2009, p. 7) recommended, (a) an increase in capital, (b) calculating the amount of risk through the cycle continuously rather than doing the same at certain point of time, (c) creating a provision for business cycle risk through the creation of Economic Cycle Reserves.

5.2 Improving risk measurement

5.2.1 Micro- prudential

A certain degree of regulatory independence is intensely required—which has not always been attained—to implement a rigorous risk measurement procedure; specifically when it comes to the residential housing market (Calomiris, 2009), and generally, when it seems to constrain the development of domestic credit market. AIG and Lehman’s crises have shown that OTC derivative markets have a higher risk than organized ones and may require OTC risk premiums. In an efficiently functioning market, spreads give better information than ratings so that there is no free-lunch. To add, even if provisions are not part of a financial institution’s capital, the bank should make provisions on every loan for correcting the pro-cyclical behavior of banks’ loan losses. In this way the banks can follow the similar footstep

that an insurance company does, that is, reflecting the expected loan losses with a mathematical model. Kashyap et al. (2008) proposed to implement a capital insurance scheme to solve the issue of emergency recapitalization in case of systemic crisis. They postulated that, in a normal financial environment, keeping additional capital buffers would reduce the incentives of debt and would vibrate market discipline.

In Basel II, the justifications for a capital buffer to cover unexpected losses are clearly mentioned. The requirement that capital should be accounted for, in so far as the holder of the capital is able to sustain the unexpected loss on its capital, is consistent with this view. This point is aligned with the requirements of the Basel II, which vouch for the supervision on a consolidated basis rather than on a solo basis.

Relating with the current discussion, an Irish example may be referred to here. The Irish authorities require the home banks to have higher capital to invest in real estate related loans compared to the foreign banks, for which it has been easier for the non-Irish banks to invest in the Irish mortgage market. Within the view of fair treatment, the Irish banks may raise their voice claiming that they are facing an unfair competition. However, as we know that the risk of an asset depends on its correlation with the portfolio, Irish Banks, being heavily burdened with Irish mortgages, are facing higher risk compared to the foreign banks that have a more diversified portfolio. In this case, to limit exuberant expectations and pyramidal schemes, second pillar can be brought into effect.

5.2.2 Macro-prudential

Adrian and Brunnermeier (2009) considered the issue of bank risk management holding a perspective covering wider view of the market. Consequently, they took into account the contagion effects due to the distress of other banking institutions. Though value at risk (VaR) already reflects the variations in the business cycle, since the Basel II is pillared on the unique factor Merton (1974) model, it fails to encompass the interaction between banking risks and markets when banks are in crisis. To solve for the said drawbacks Adrian and Brunnermeier suggested a different risk measure, CoVaR, as the value at risk (VaR) of financial institutions is conditional on the other institutions being in crisis. By utilizing this concept they depicted a significant CoVaR increase among financial institutions in the years before the crisis and important fluctuations in the wedge between CoVaR and VaR. To cope with the liquidity of the market, this idea can be extended, which is neither considered in the Basel II nor in the design of the accounting principles of “fair value”. When there is a generalized liquidity shortage, a bank’s liquidity mismatch that is considered as a low risk factor and which is managed by accessing the interbank markets becomes a high risk issue to be real.

Mandatory liquidity Insurance could be an alternative to the central bank intervention (Perotti and Suarez, 2009). During the normal financial environment, the Emergency Liquidity Insurance Fund would receive the liquidity insurance premium, and once a systemic crisis is declared it would use its pre-packaged access to central bank liquidity and government funds backing. In this way, a bank can be stopped from using this fund in the context of a normal scenario liquidity shortage. If any bank does so, that bank will be brought under market discipline. Moreover, the fund has the advantage of providing a guarantee on uninsured wholesale funding by which it can prevent widely seen impacts flowing from financial accelerator and contagion.

Since, central banks have actually provided emergency liquidity provision, the differences between the public and private sector should be emphasized. A private institution would be able to price liquidity insurance correctly and by doing so it can provide the true incentives for banks to keep more liquid assets (liquidity, in reality is endogenous). Moreover, it can provide the market assurance with liquidity injection. Yet, the issue of eligible collateral remains vague. If the definition of eligible collateral is too strict—say T-bills—the fund becomes useless, and if it is too wide—say AAA mortgage backed securities—it becomes more related with capital rather than with liquidity injection.

To Allen et al. (2008) and Freixas et al. (2009), by setting lower interest rate during the crisis times and higher interest rate during the normal time, efficient functioning of the interbank market can be developed. The inference here is that monetary policy should take into consideration the possible risk associated with a systematic crisis. The Central banks should provide the aggregate amount of liquidity that banks require, at the said rates of interest. The liquidity insurance proposal offered by Perotti and Suarez (2009) would have a similar impact as the cost of liquidity is higher in normal times because of the liquidity insurance premium.

6. Conclusion

The existence of a limited liquidity trader in the market is fairly common, whereas at the same time, the bank intermediaries bear a huge amount of risk standing between those buyers and sellers. From such trading activities and other related operations, the possibility of arising conflicts of interests is quite large. The bank may benefit from one side of the trade, eventually which may harm the other side. Investment banks naturally possess material private information, disclosing which may harm the client in question along with any related party in the trade. Clients approach the bank to trade in large chunks which creates the potential case of front running the client.

A fair amount of competition in the market from both the agents and principals would make an aligned equilibrium point, which may be sought as a just one, by both the parties. Proportionate amount of disclosure, not only targeted to the influential party but also to the general entities, will change the market into a place having less confusion and more affirmation. There could be market driving rules and regulations to guide the market in a proper way. However, this is a matter of great regret that all the rules and regulations (standards) are being made for and lobbied by the entities possessing direct interest in that. Thus, at the end of the day, sustainable changes in the integrated values within an individual or within a system are the real catalyst that can alter the context. Modification of the corporate governance system by adding up the people who are the real owners and liability takers for the fund in the decision making process would definitely lessen up the top management's self-concerned behavior.

Since the banks hold a sensitive position in the financial environment, it should be handled far more carefully by the concerned authority. Liquidity provision management, minimum capital requirement & interest rate modification, adjustment of investment criterion aligning with the economic scenario, formulating bankruptcy procedures in detail and formulating operating framework are among the tools that can be used to control and smooth-run the banking sector.

Framework, guideline & standards are some forces that can bind the concerned entities and may constrain the happening / aftermath of ethical misconduct arising from conflicts of interest. Banks may be forced to adhere to the compliance. However, to abolish misdeeds and unethical activities to the greatest extent, in the financial intermediation and banking market, self-regulation and continuous sharing of sustainable positive values may play a vital role.

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Determinants of Capital Structure: Evidence from the Non-Life Insurance Companies in Bangladesh

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Abstract

The paper contributes to the capital structure by investigating the determinants of capital structure of non-life insurers in Bangladesh for the period 2004 to 2014. A panel data set of eighteen non-life insurance companies for the eleven years period is collected from the published annual reports from the library of Dhaka Stock Exchange as sample for this study. This study explores the traditional financial theories like Pecking Order theory and Static Trade-off theory to examine the determinants of capital structure in the Bangladesh non-life insurance industry. Profitability, loss ratio, size, liquidity, premium growth, tangibility and solvency margin are taken as independent variables. Debt to Assets ratio as a proxy for leverage is chosen as dependent variable. The result of Ordinary Least Square Regression indicates that all the independent variables except loss ratio are found statistically significant to influence leverage. Profitability, size, liquidity, premium growth, tangibility and solvency margin are negatively related to the capital structure of Bangladeshi non-life insurers. Loss ratio used as proxy for underwriting risk shows positive but insignificant relationship with leverage. According to the findings of this study, Bangladesh non-life insurance industry there is dominated by Pecking Order theory.

Keywords: Capita Structure, Debt to Assets, Non-Life Insurance Companies, Bangladesh, Company Specific Determinants

1. Introduction

It is important for corporate entities to ensure an optimal capital structure and to secure least costly financing sources in order to remain competitive. Efficient capital structure management has direct influence on the performance of the organization. Financing decisions of an organization directly affects its owners as well as its investors.

The decision regarding the formation of capital structure is a very common problem in companies. There is no universal theory of capital structure which could be utilized for explaining the correlation among the factors that influence capital structure decision of a company. There prevail lots of empirical studies on the determinants of capital structure which adds value to the decision regarding choice of debt or equity for an organization.

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There has been a growing number of studies recently that test for measures and determinants of capital structure. Financial industry's capital structure has attracted scholarly attention in recent studies due to its importance in financing decision. However, in the context of the Insurance sector particularly in developing countries like Bangladesh it has received little attention. Bangladesh Insurance market is below its potential, but has a significant potentiality to expand in future. In this situation, if insurance companies of Bangladesh could receive the effective determinants of capital structure, it would be easier for them to understand their operating efficiency as well as helpful for them in sharpening their competitive edge and regulating their operation as well as strategic goal. Dearth of empirical work on company specific determinants that influence capital structure motivated to conduct this study on the non-life insurers of Bangladesh. It is expected that the finding of the study on the determinants of capital structure on non-life insurers of Bangladesh will be invaluable to corporate managers and other stakeholders in the economy as the aim of this study is to shed light on which theory dominates the formation of capital structure in the Bangladesh non-life insurance market.

2. Literature Review

The modern theory of capital structure got scholarly attention after Modigliani & Miller's capital structure theory. Then a number of theories are developed on their work. The literature review is presented by the theoretical background supported by illustration from previous empirical study on capital structure.

Ground Theory of Modigliani and Miller:

Capital structure is independent of the value of a company in the perfect market, which is an efficient market without taxes, bankruptcy costs, agency costs and asymmetric information (Modigliani & Miller, 1958). MM theory is the foundation for studying capital structure but this theory is refuted by many scholars due to the existence of unrealistic assumptions.

Trade-Off Theory:

The theory of Trade-off in capital structure refers to the concept that a firm chooses or takes the decision on how much debt and how much equity to use in their assets financing. According to their theory optimal capital structure exists and companies should move towards the target debt level. The optimal capital structure of the company is a trade-off among the corporate and personal taxes, bankruptcy costs and agency costs (Harris and Raviv, 1990). Yakub & Hossain (2014) stated that there is an advantage of debt financing which is the tax benefit of debt at the same time there is a cost of debt financing which is the cost of financial distress.

Pecking Order Theory:

Pecking Order theory is just opposite to the view of Trade-off theory. According to Myers & Majluf (1984) optimal target debt ratio could not be well defined by a company. At first company should use their retained earnings or liquid assets to finance their business and investments then they should go for less risky debt. Risky external equity should be the last option for financing. Asymmetric information problem between the internal and external investors of the company is the cause for the preference order for financing action (Jong et al, 2008).

Agency Cost Theory:

Agency cost hypothesis was developed by Jensen and Meckling (1976). This theory identified two types of conflicts i. e between shareholders and managers and debt holders and equity holders (Ahmed et al, 2010). To avoid the risk shifting to the shareholders, the debt is increased to create the distress pressure and lessen the conflict between the agents and principal.

Empirical Review:

Ajao & Ema (2013) reviewed major theories on capital structure like Agency Theory, MM Theory, Trade-off Theory, Signaling Theory, Pecking Order Theory and Free Cash Flow Theory. According to them tangibility, size, tax structure, solvency, managerial ownership, dividend policy, non-debt tax shield and income variability can be included as company specific determinants of capital structure. In addition to that their research found cultural setting, development of capital market, monetary policy, political risk and fiscal policies as country specific determinants of capital structure.

Titman & Wessels (1988) analyzed the explanatory power of some of the recent theories of optimal capital structure. They conducted an empirical work on capital structure theory by considering the empirical implication in regard to different types of debt instrument including short term, long term and convertible debt rather than an aggregate measure of total debt.

Cortez & Susanto (2012) investigated the determinants of corporate capital structure in the Japanese manufacturing companies. By using the multiple regression they analyzed the relationship between the dependent variable namely leverage and the independent variables including profitability, non-debt tax shield, size, growth in fixed assets and growth in total assets. Tangibility has a positive relation with debt level while profitability and non-debt tax shield have negative relation with debt level. However, they found that size, growth in fixed assets and growth in total assets are not significant. Those relationships are predicted in either static trade of theory and pecking order theory but none of the theories show a more dominant predictive capability over the other.

In another study Akinlo (2011) examined the determinants off capital structure on firms listed in the Nigerian Stock Exchange. That study included 66 firms and extended the study period during the 1997 to 2007 using pane data. Results showed that tangibility and growth opportunities had a negative relationship with leverage. Leverage was positively related with size and liquidity.

Ahmad & Zaman conducted a study on the Determinants of Capital Structure in the Pakistan textile sector. Tangibility, size, growth and profitability were chosen as independent variables while leverage was taken as dependent variables. Those variables were observed for 46 samples firms for the period of five years using Pooled OLS model. The result of the study showed that profitability and size is negatively related with leverage. Tangibility and growth were found to be positively related with leverage while the growth was found to be insignificant.

The impact of firm level characteristics on capital structure of life insurance companies of Pakistan was investigated by Ahmed et al. (2010). The result of the

study found that size, profitability, underwriting risk, liquidity and age are important determinants of capital structure of life insurance companies.

Hossain & Yakub (2014) attempted to investigate the firm specific characteristics on capital structure of banking industry of Bangladesh including 47 banks as sample for the period of 2008 to 2012. In their study they selected debt to assets ratio as dependent variable and size, liquidity, tangibility of assets and profitability as independent variables. Their study concluded that Pecking order theory is more applicable and suitable for taking financial decision compared to the Trade off theory and Agency cost theory.

Ahmadimousaabad et al (2013) investigated the capital structure of Iranian firms for the period of 2001 to 2010. The variables size, profit, growth, tangibility, and risk factors are included to present the potential influence of traditional theories. The results indicated that the size and risk are positively related to capital structure. In addition, profitability, growth and tangibility are negatively related to capital structure.

3. Objectives of the Study

Review of literature suggests that most of the study on capital structure has been done in the banking sector globally than can be said about the insurance industry. It is clear that, the determinants of capital structure has been significantly under research in the insurance sector globally specifically in developing countries like Bangladesh. This study aimed to accomplish the following objectives:

- Model the factors that determine the capital structure of general insurance companies in Bangladesh.
- Determine the relationship between the capital structure and company specific factors.

4. Research Methodology

4.1 Research Design:

This research contains quantitative analysis. Ordinary least square regression is used to estimate the linear relationship between the dependent and predictor variables which postulated by the hypothesis.

Research Population & Sample

Total Population:

The total population of this study is all general insurance companies in Bangladesh. At present there are forty five non-life private insurance companies and one state owned non-life insurance company in Bangladesh. Among forty five private non-life insurers thirty four insurance companies are listed with Dhaka Stock Exchange.

Sampling Technique:

Among those thirty four non-life insurers listed with DSE eighteen companies are selected for sample. However, only eighteen companies are selected purposefully and others excluded since some of them are recently established and their market

share is very small. Sadharan Bima Corporation was excluded due to size variation and homogenous private non-life insurers are selected for this study in to avoid heteroscedasticity problem. Convenient sampling technique is used in order to ensure data availability.

Data Source:

This study is mostly carried on the basis of secondary data to examine the determinants of capital structure of general insurance market of Bangladesh. Relevant data and information are extracted from the library of Dhaka Stock Exchange, year book of Bangladesh Insurance Association, Bangladesh Insurance Academy, websites and annual Reports of sample non-life insurance companies of Bangladesh.

Time Horizon:

This study was conducted on eleven year data & the information on sample non-life insurers of Bangladesh was collected for the period 2004 to 2014.

4.2 Measurement of the Variables:

Dependent Variable:

Leverage (LV): It is a financial ratio that indicates the percentage of a company's assets that are financed with debt. The Leverage Ratio is measured by using debt to assets ratio.

$$\text{Leverage Ratio} = \text{Total Liabilities} / \text{Total Assets}$$

Explanatory Variables:

These explanatory variables and their measurement are as follows.

Return on Assets: The return on total assets ratio represents one of the most widely used methods of determining profitability. It portrays the company's ability to use its assets efficiently.

$$\text{ROA} = \text{Net Profit after Tax} / \text{Total Assets}$$

Loss ratio (LOSS): The underwriting risk emphasizes the efficiency of the insurers underwriting activity and it is measured through the loss ratio. This variable is measured as the ratio of incurred claims to earned premiums. It is measured as net claims to net premiums.

$$\text{Loss Ratio} = \text{Net Claims Incurred} / \text{Net Earned Premiums}$$

Size (SZ): Company size is determined by the natural log of total assets of the insurance companies.

$$\text{Size of the Company} = \text{Ln} (\text{Total Assets}).$$

Liquidity (LQ): Liquidity of the companies is measured by the current ratio.

$$\text{Current Ratio} = \text{Current Assets} / \text{Current Liabilities}$$

Premium Growth (PG): Proxy for Premium Growth is the percentage increase in Gross Written Premiums (GWP). The equation is expressed as follows:

$$\text{PG} = \{[GWP (t) - GWP (t-1)] / GWP (t-1)\}$$

Tangibility (TG): Tangibility is defined as the ratio of fixed assets to total assets in this model.

$$\text{Tangibility} = \text{Fixed Assets} / \text{Total Assets}$$

Solvency Margin (SM): The solvency margin is calculated as ratio of net assets to net written premiums and represents a key indicator of the insurer’s financial stability. Net Assets is calculated by subtracting total liabilities from total assets.

$$\text{Solvency Margin} = \text{Net Assets} / \text{Net Written Premiums}$$

Data Description:

Notation	Determinants	Description	Expected Relationship
Y	Leverage (LV)	Total Liabilities / Total Assets	N/A
X ₁	Return on Assets (ROA)	Net Profit After Tax / Total Assets	Negative
X ₂	Underwriting Risk(UP)	Loss ratio = Net Claims / Net Premiums	Negative
X ₃	Size (SZ)	Ln (Total Assets)	Negative
X ₄	Liquidity (LQ)	Current Ratio= Current Assets/Current Liabilities	Negative
X ₅	Premium Growth (PG)	Percentage change in Gross Written Premiums	Negative
X ₆	Tangibility (TG)	Fixed Assets / Total Assets	Negative
X ₇	Solvency Margin (SM)	Net Assets / Net Written Premiums	Negative

Research Hypotheses:

The following research hypotheses formulated are based on prior empirical literature. To achieve the desired objectives the study tested the following null hypotheses:

- H₀₁: There is no significant relationship between profitability and leverage.
- H₀₂: There is no significant relationship between underwriting risk (loss ratio) and leverage.
- H₀₃: There is no significant relationship between company size and leverage.
- H₀₄: There is no significant relationship between liquidity and leverage.
- H₀₅: There is no significant relationship between premium growth and leverage.
- H₀₆: There is no significant relationship between tangibility (fixed assets to total assets) and leverage.
- H₀₇: There is no significant relationship between solvency margin and leverage.

Model Specification:

In order to determine whether there is a relationship between the profitability (Return on Assets) and independents variables the Ordinary Least Square (OLS) regression was used in this study. The assumption of this model is that there is no significant cross sectional or time effects and both slopes and intercepts are assumed to be constant.

Equation:

To test the relationship of dependent variable with the independent variables the study used multiple regression analysis. The results of the study estimated the following regression model.

$$LV = \beta_0 + \beta_1ROA + \beta_2LOSS + \beta_3SZ + \beta_4LQ + \beta_5PG + \beta_6TG + \beta_7SM + \epsilon$$

5. Results & Discussion

5.1 Descriptive Analysis:

Table 2: Descriptive Statistics

	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
Leverage	198	.1220	.7749	.452747	.1544745
ROA	198	-.1647	.4077	.063288	.0473245
Loss Ratio	198	.0009	.8741	.217401	.1170310
Size (LnTA)	198	4.8951	8.7947	6.746424	.7604727
Liquidity	198	.5694	7.3835	2.235642	1.1277508
Premium Growth	198	-.1493	.7277	.124877	.1319146
Tangibility	198	.0014	.7976	.178297	.1904521
Solvency Margin	198	.8426	9.2726	2.821934E0	1.5459133
Valid N (list wise)	198				

The descriptive statistics of the variables used in analysis are included in Table 2 which gives an overview of the nature of the data set. It reflects that 198 observations are used in data analysis process.

On an average non-life insurers are moderately leveraged over eleven years with ratios of not less than 0.45. The leverage had a mean value of 0.452747 indicating that 45% of total assets of non-life insurers are financed through leverage. Remaining 55% are financed with equity on an average. The percentage of equity is high as compared to debt because most of the non-life insurers require low level of investments in fixed assets & machineries. The leverage ratio ranges from 0.12 to 0.77.

Profitability had a mean of .063288 indicating that non-life insurers earn 6.33% profit after tax on their total assets. The profit after tax is lower because of greater use of leverage. The loss ratio (Net claims to Net premium) averaged 0.2174 and ranged from 0.0009 to 0.8741. Liquidity had a mean value of 2.24, indicating that the non-life insurers had capital to pay back their current liabilities. After paying their liabilities they still had 1.24 of excess current assets. This stands for financial stability as firms meeting easily the current portion of long term liabilities and had excess cash for their operations.

On an average gross premium grew by approximately 6.32% annually over the eleven years period under study. Growth had a maximum of 72.77% and a negative growth of 14.93% as minimum over the period. Tangibility had a mean of .178297, showing that of total assets 17.83% are fixed assets as non-life insurers are mainly concerned with providing financial service, therefore they require less fixed assets for their operations. It reflects that non-life insurers as financial firms are more concerned with liquidity because of having large portion of assets as current assets. The solvency margin is calculated as ratio of net assets to net written premiums and represents a key indicator of the insurer's financial stability. Solvency margin averaged 2.82 with a minimum of 0.84 and a maximum of 6.44 during 2004 to 2014.

Table 3: Correlation Matrix

	<i>Leverage</i>	<i>ROA</i>	<i>Loss Ratio</i>	<i>Size</i>	<i>Liquidity</i>	<i>Premium Growth</i>	<i>Tangibility</i>	<i>Solvency Margin</i>
<i>Leverage</i>	1.000	-.194	.069	-.559	-.537	.040	-.174	-.796
<i>ROA</i>	-.194	1.000	-.188	.018	.170	.171	-.211	.078
<i>Loss Ratio</i>	.069	-.188	1.000	.061	-.025	-.184	.103	.011
<i>Size (LnTA)</i>	-.559	.018	.061	1.000	.053	-.032	.481	.529
<i>Liquidity</i>	-.537	.170	-.025	.053	1.000	-.095	-.290	.548
<i>Premium Growth</i>	.040	.171	-.184	-.032	-.095	1.000	-.074	-.210
<i>Tangibility</i>	-.174	-.211	.103	.481	-.290	-.074	1.000	.161
<i>Solvency Margin</i>	-.796	.078	.011	.529	.548	-.210	.161	1.000

The table 3 shows the summary of correlation co-efficient between leverage and independent variables. The sign indicates the nature of relationship between the variables.

The leverage is negatively correlated with profitability with a coefficient of correlation -0.194. This shows that company's leverage level decreases with the rise in profitability or vice versa. This relationship is supported by the Pecking Order theory.

Positive relation is seen between loss ratio and leverage where the coefficient correlation is .069. As the loss ratio increases companies have to increase their leverage in order to meet the excess claim payment.

Negative relationship is also found between size and leverage with a coefficient correlation -0.559. This result indicates that as the company size increases, its demand for leverage decreases. The reason behind the relationship is that large size companies can accumulate retained earnings and uses it to finance their projects. Pecking Order theory supports the inverse relationship between size and leverage.

Leverage and liquidity also had a negative correlation coefficient. Increase in liquidity decreases the requirement for increasing leverage level. This negative relationship is also supported by the Pecking Order theory. Companies at first utilize its internal capital then move to borrow from outside to meet their debt obligations of operating capital requirement.

Premium Growth is positively related with leverage which indicates that leverage or debt requirement of company's increases as the gross written premium increases. The correlation co-efficient between leverage and tangibility had a value of -.174, showing a negative relationship.

Furthermore, negative relationship is found between solvency margin and leverage where the value of coefficient correlation is -.796. This relationship indicates that solvent companies decrease their level of leverage to maintain their financial stability.

Table 4: Model Summary

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>	<i>Durbin-Watson</i>
1	.849	.721	.711	.0830754	.736

72.1 percent variation in the dependent variable can be explained by the independents variables. Therefore, leverage can be defined by these seven predictor variables which are profitability, loss ratio, company size, liquidity, premium growth, tangibility and solvency margin. The adjusted R Square is slightly lower than the R Square.

Table 5: Analysis of Variance

<i>Model</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
1	Regression	3.390	7	.484	70.163	.000
	Residual	1.311	190	.007		
	Total	4.701	197			

F statistics of the regression model shows that the results are statistically significant at 1% significance level as the p-value is 0.000. Validity of the estimated model indicates that the independent variables are good enough for explaining the variation in leverage. That means profitability, loss ratio, size of the company, liquidity, premium growth, tangibility and solvency margin can jointly influence the variation in capital structure of the non-life insurers in Bangladesh.

5.2 Regression Analysis:

Table 6: Coefficients

<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>	<i>Collinearity Statistics</i>	
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>			<i>Tolerance</i>	<i>VIF</i>
1	(Constant)	1.016	.065		15.514	.000		
	ROA	-.325	.133	-.099	-2.436	.016**	.881	1.135
	Loss Ratio	.076	.052	.057	1.443	.151	.933	1.072
	Size (LnTA)	-.046	.011	-.225	-4.281	.000*	.532	1.881
	Liquidity	-.033	.007	-.241	-4.605	.000*	.537	1.863
	Premium Growth	-.097	.048	-.083	-2.025	.044**	.884	1.131
	Tangibility	-.066	.039	-.081	-1.677	.095***	.628	1.591
	Solvency Margin	-.054	.006	-.542	-9.174	.000*	.420	2.379

- * *Significant at 1% Significance Level*
- ** *Significant at 5% Significance Level*
- *** *Significant at 10% Significance Level*

Leverage & Profitability: Coefficient of profitability measured by ROA is found to be negative and statistically significant at 5% significance level with a p-value of 0.016. Inverse relationship between leverage and profitability indicates that profitable non-life insurers in Bangladesh prefer to utilize equity rather than acquiring debt. This result reflects that non-life insurers of Bangladesh follow Pecking Order theory as they prefer to employ internal financing then debt because profitable firms can keep their profits as retained earnings which can be used as an internal source of financing.

Leverage & Loss Ratio: Coefficient of variable risk is positive but insignificant at 5% significance level with a p-value of 0.151. Positive sign stands for positive relationship between capital structure and underwriting risk measured by loss ratio. The reason behind showing this sign is that companies have to acquire external debts in order to fulfill the claims of the policyholders. Due to insignificant coefficient the influence of loss ratio on the leverage cannot be considered influential.

Leverage & Size: Size is negatively correlated with leverage and found statistically significant. Size is statistically significant at 1% significant level as the p-value is 0.000. This inverse relationship indicates that large companies are in a better position which helps them to raise equity capital at low cost.

Leverage & Liquidity: The result of regression indicates that there is an inverse relationship between leverage and liquidity. Coefficient of liquidity measured by current ratio is found to be negative and statistically significant at 1% significance level with a p-value of 0.000. The negative relationship indicates that insurers with more liquid assets prefer to utilize internal sources of financing rather than searching for external sources to raise debt.

Leverage & Premium Growth: Coefficient of variable premium growth is negative and significant at 5% significance level with a p-value of 0.044. This result is consistent with the Pecking Order theory. Companies with high growth opportunities should use equity as their source of financing. On the other hand companies with large growth may invest funds in risky project in order to get higher return. In that case cost of borrowing can rise as well as the bankruptcy risk. From that perspective growing companies will use less debt and more equity in their capital structure in order to avoid the extra cost of borrowing.

Leverage & Tangibility: Tangibility is found to be negatively related with leverage and statistically significant at 10% significance level as the p-value is 0.095. This finding is consistent with the Pecking Order theory. This negative relation indicates that companies with large portion of fixed assets prefer equity than debt. Furthermore, they prefer to utilize small portion of debt in their capital structure.

Leverage & Solvency Margin: Coefficient of variable solvency margin is negative and significant at 1% significance level with a p-value of 0.000. This finding is consistent with the Pecking Order theory. This result indicates that companies with financial stability should utilize equity financing rather than debt financing. The

reason behind the negative relationship is that companies with financial stability can easily issue or raise equity with a reasonable and lower cost.

5.3 Residual Statistics:

Table 7: Residuals Statistics

	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>N</i>
Predicted Value	-.002742	.669514	.452747	.1311720	198
Residual	-2.7208269E-1	.2165589	.0000000	.0815861	198
Std. Predicted Value	-3.472	1.653	.000	1.000	198
Std. Residual	-3.275	2.607	.000	.982	198

The value of Durbin-Watson is 0.736 (*Table 4*) which shows that existence of positive autocorrelation among the error terms. Variance Inflation Factor is the test of multicollinearity among the independent variables. If the VIF value exceeds 10 then the rule of thumb describes there is an existence of severe multi-collinearity problem. Since no variables have VIF value greater than 10 (*Table 6*) so multi-collinearity problem do not exist in this model. From table 7, it is clear that residuals are identically distributed with mean zero and equal variance and hence, the model does not face heteroscedasticity problem. In addition to that Figure (B) included in the appendix shows that there is no discernible systematic pattern in the data suggesting that perhaps there is no heteroscedasticity in the data.

6. Conclusion

The study concentrates on capital structure of non-life insurance industry of Bangladesh with an attempt to find out whether there is any association between leverage and specific characteristics of insurance companies. Empirical results reveal that profitability, size, liquidity, premium growth, tangibility and solvency margin are significant determinants of capital structure of the non-life insurers of Bangladesh. It can be said that non-life insurance industry of Bangladesh follow Pecking Order Theory in terms of profitability, size, liquidity, premium growth, tangibility and premium growth as leverage has a significant negative relationship with those variables. However, loss ratio has a positive relationship with the leverage which shows consistency with the Static Trade-off Theory but loss ratio is found statistically insignificant in terms relationship with leverage. It can be inferred that the management of profitable, larger, more liquid, fastest growing, more tangible and solvent insurance company emphasize on equity financing rather than debt financing. Pecking Order theory is best fitted for the financial decision of non-life insurance industry of Bangladesh.

7. Limitations & Future Implications

Variables like industry dynamics, regulatory environment and competitive market position are not included. This study has not tested macro economic variables such as GDP growth rate, inflation rate and interest rate change that could have effect on the capital structure of non-life insurers. The current study conducted with the data for last 11 years from 2004 to 2014. This study was confined with only selected non-life insurers in Bangladesh. This study might not ensure a proportional representation of General Insurance Industry as Sadharan Bima Corporation and Islamic non-life insurance companies are not included in this study.

This study has considered seven company specific independent variables related to profitability of the private non-life insurers in Bangladesh. Future research studies may consider more variables including both company specific and macroeconomic variables to better understand the choice of debt or equity. This study considered eighteen non-life companies listed in Dhaka Stock Exchange as sample based on convenient sampling. Future studies can change the sample companies or can opt for choosing all the companies of this industry. The study period extended to 2004 to 2014 which included eleven years. Further research studies can extend the study period to have a consistent result over the period. Furthermore, future studies can also use panel data technique for determining the capital structure of the insurance industry of Bangladesh.

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