

CHALLENGES IN TRANSLATION - A SCIENCE OR AN ART

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The word translation in the world is signified as the most powerful means of communication. It is very clear that translation is a very critical and a challenging task. It is neither a science nor an art, but translation today is expanding beyond the horizon to make the ends meet in order to reach out of people crossing the boundaries to bring the world in a nutshell. Translation need not mean literal translation but then it is a powerful means of communication. Today's activities are targeting the global market and are such an environment the expertise of a skillful translator becomes a hallmark to meet the challenges successfully. Translators have always been having an inevitable and fruitful place in the world's communication system despite age, culture, tradition, style; way of thought, presentation, and skill set etc. translation is like an experiment and has to be carried out systematically. Knowing the trends of both the source language and Target language in this colossal bustle of the global system, translation helps in various sectors and highlights the role of translators to a great extent. The present paper is an attempt to explore the key issues and the core objectives that have been the backbone in enriching the scope and elevating English and other languages in translation in its theories and practice.

Languages too like nations and its people struggle for that existence. One or few of these achieve success due to various reasons. But any language travels far wide in human civilization due to necessity, making man discuss it as a truly global factor. Then comes the meeting of two cultures which results not only in the exchange of socio-cultural patterns but also in the language scenario. Having its roots in the Queen's soil and establishing its usage beyond boundaries,

English language has made a variety in changing it's originally. This is the same with any language. Any language is like a sponge. It absorbs the essence and words from other languages and is used from time to time. These have also resulted in the formation of new words, grammatical changes, scientific and mathematical facts and functions, geographical and historic information etc. language is an integral part of culture. When ideas and facts have to be revealed or discussed 'translation' plays vital role in communication.

The main aim of translation is to carry across the meaning of one text to another that is the source language text to the target language text. Translation in the present world is as important as our day to day activities to understand the global relations in terms of art, science, commerce etc. Since learning more languages or writing proficiently in an alien tongue is hardly possible, the work of translation, for the rise promotion and development of literature, art, business technology, medicine etc is inevitable. It highly promotes experiments and discovers, it enables better communication in the native place and abroad, because of which there is an expansion of multi linguistic culture in the world. Translation recreates and intensifies the channel of life and diversifies human activities. It is probably the most complex type of even yet produced in the evolution of cosmos.

Translation involves adjustments in different levels such as grammatical, lexical, semantic and cultural features of both the donor language and the receptor languages. Translation is actually rendering of meaning especially in writing from one language into another. The art of translation lies not in translating the literal sense of one language into another but of translating also the feeling, thought and character of the work, so that the finished translation is equal in quality to the original work. Translation is neither an art nor science. Taking the art of translation, it should be fruitful and idiomatic. Nothing

should be added or anything be omitted, but a translator should accord in all parts, even length with its original. A faithful or a good translator is supposed to be fluent in the language he is involved in, that is both the source language and the target language, understanding both the language structure and its linguistic diversity. If necessary, to make the translated text book original, the translator can spice it.

Firstly, a distinction should be drawn between oral and written translation. The translated text should look like the original of course in a different mettle. In the words of Catford “Translation is the replacement of travel material in one language by an equivalent text material in another language”. Nida claims it as a general term referring to the transfer of thoughts and ideas from one language to another whether the languages are in the written or oral form, whether the languages have established Orthographic style or have no such standardization.

Translation is one of the most fascinating and complicated intellectual tasks a man performs. It is a way of establishing contacts between cultures. It meddles with inspiration. Nevertheless, it may be considered as a skillful manipulation of content from one outfit to another like a scientific experiment. It projects the translators into new dimensions in the field of language. It is an art with spirit. Translation involves word to word translation, Intra – lingual, inter lingual, metrical, Rhymed translation adaptation, amplification, trans-creation, abridgement close or accurate translation etc.

The concept of translation should explain the ideas of the source language. The language structure and style of the source language should not be altered in the target language. A translation work should contain all the simplicities of the source language.

Scientific techniques and strategies help alter in undertaking translation works effectively. In recent days, there have been fairly good number of attempts to engage machines with varying rates of success like human aided, human translation and machine translation, computed aided human translation and machine translation done by the computer itself. The third type is still under research and is not in practice. The second type helps the translator by giving technical terms and device in any complicated process.

Translation can be approached from a number of perspectives. It takes place in three stages namely analysis transfer & restructuring. The word ‘trans’ means carrying across and ‘lation’ means word

hence carrying across the meaning of a word from one language to another is translation. But it does not mean that the process of translation is mechanical exact and an artificial endeavor. There should be compromise between the original author and the translator. Otherwise, the translated work loses its flavor. A faithful translator is supposed to be fluent in the languages. A translator should be familiar with the subject of translation. The understanding of the original should be clear, genuine and complete. The translator should know him author clearly and his work. While translating, conformation to the meaning of every sentence is essential.

Translation can be done in several ways. A distinction is to be drawn between oral and the written. The forms are called interpretation in which one who knows both the languages interprets the speaker’s language to the hearer. Oral translation is used mainly during public speeches, orations and discourses. In written translation, however, there will be no flexibility or excuses for errors. Everything should be done quite systematically. The translated text should look like the original of course is a different mettle.

Another classification of translation is machine translation and manual translation. Here machine translation is nothing but computer translation. In this process, the translatable text will be coded and decoded with signs and rendering human sensibility faithfully. More familiar modes of translation are

meta-phrasing, free translation or paraphrasing, adaptation and real translation. In literal translation or meta-phrasing or word to word reading, the translator has to follow the original closely. He has little scope in recreating anything in the process. Hence this can be suitable only for technical matters only.

In free translation the original should be retained and it is a resentment of the original passage in other worlds. Adaptation is still another mode, where in the translator alters its accordance with the taste of his readers. This is done when the original text looks cumbersome, obscure, big and difficult for reading it in modern times; filming a novel or dramatizing a story also involves adaptation.

Translation can also be an interchanging process where a prose can be written into poetry or vice versa or translation of a text from old Language can be desirably done so genre to genre, age to age, medium to medium translation has been done ever since linguistic art of writing began.

To be a translator, knowing the two languages is not enough. A literary and creative bend of mind is essential. Moreover description, narration exposition, argumentation and instruction correlate with forms and ranges of human cognitions which are highly psychological factors for translation. Translators work with words and phrases for translating a text. They also make use of dictionary and reference materials. The appropriateness of a particular item can be judged in the light of its occurrence includes multitude, complex structure and the context of the discourse. The psychological factors help to identify the types of texts and their translation to the language uses in recognizing the text patterns. The innate biological properties which a text can have expose the kinds of text and the linguistic structures respond to the social needs of the human beings. This brings the easiness of understanding, sense of intelligibility, readability, fidelity, information of the original thoughts and ideals in one's mind perception to that of another.

The three main criteria to judge the good translation are general efficiency of the communication process, comprehension of the intent and equivalence of response with minimal effort of decoding with which maximum deception is to be got through each criterion. Translation attributes the text into province and social attitude where scientific, official journalistic types are sub-classified with form the text and as hence modified again as scientific, literal, etc. is marked for culture – unique geographical context on a slang used dimension which is needful for a topicalization of the function. It targets culture in social attitude and ultimate participation. Due to difference in socio – cultural norms, it is difficult to achieve the functional and translation equivalence. The types of texts and the purpose of translation has increased. While identifying the functions of language, symbolization of reference, expression of attitude to listener, to referent, promotion of effects intended, and support of reference are important.

While elevating a translated word, a translator must know to assess the quality of translation. It is said that translation qualify

assessment cannot be completely objectified as in the natural science subjects. Scientific terms are created making use of word formation techniques.

Scientific texts have special constructions which make its variety of language different from other varieties. Nominal constructions, restricted use of pronouns, novel plural formation, telegraphic conversation, style, excessive use passive constructions, use of non defining emphatic inversion, rhetorical questions etc., make the syntax of science language appeal to be a distinct variety. Scientific texts should use special functions like describing directing, explaining and arguing. Technical terms are specific features of science language. Terms are created through translation and coining. The terms creating and variation brings enrichment to the language creation of technical terms in to represent concepts arising in different domains and fields of explaining and arguing. Technical terms are specific features of science language. Terms are created through translation and coining. The terms creation and

variation bring enrichment to the language creation of technical terms in to represent concepts arising in difference domains and fields of specialization vary due to root words, affixes, semantic, extension, nativity etc. translation of compound words and negative words with prefixes and suffixes are difficult to translate in the similar way. Transliteration is adopted when terms are not susceptible for concise translation. Acronyms are only transliterated. This is because the target language does not have equivalent sounds.

CONCLUSION

The process of standardization of a language or language variety is governed by factors such as uniformity, efficiency, comparability etc. a standard language is kept in contrast with another. It comes through process which involves popularization and acceptance by the society. In spite of all the problems that threaten the authenticity translation and undermine its position, the desire to translate on the part of scholar and translators has shown upward trend. Translation amidst all the problems continues to be rendered is something one should rejoice. Ironically enough, it is the problems that make the art of translation challenging and finally fascinating. It is neither an art nor science.

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MULTILINGUALISM AND COGNITION

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Introduction: "A different language is a different vision of life" – Federico Fellini

There are thousands of languages around the world. People usually assume language as a tool of communication rather than a tool of thinking (Morgan, C. et al., 1993). Nevertheless, with the knowledge of the languages known to one, he/she interprets the words and comprehends the meaning of the language spoken. This is called "linguistic competency", which is a universal ability. (Morgan, C. et al., 1993).

The structured systems of rules are called "Linguistics". The study of languages, their origin, and nature of the words and sounds along with the rules and structures systems of rules is called "Linguistics". The way the language influences the behaviour or how people understand and make sense of the language's structure is called "Psycholinguistics".

Many theories have been put forward to relate Language and Thinking. The most popular ones are Noam Chomsky's "Linguistic theory" (1959), "Linguistic Relativity Hypothesis" also known as "Sapir-Whorf hypothesis" and "Cognitive Universalism" founded by Rosch- Heider (1972). The Linguistic theory argued that there is an innate Language Acquisition Device called LAD, which is universally present in all human beings and helps them understand and speak a language. Chomsky also proposed that the grammar of a language is independent of the language. The Linguistic Relativity Hypothesis advocates that thought processes and concepts are controlled by language, whereas Cognitive Universalism mentions that concepts are

Universal and influence language development (Ciccarelli.S. et al., 5th edition, 2019) which is opposite to Linguistic Relativity theory.

Linguistic Relativity theory was not proven scientifically, but in recent years, many researchers pointed out the relationship between language and thought, supporting Linguistic Relativity theory. Languages also influence one's perception, cognitive thinking, problem-solving, reasoning and even memory.

Concepts of Multilingualism:

Multilingualism is a universal concept that is prevalent all over the world. As the name indicates, Bilingualism refers to the proficiency of a person who can communicate in any two languages, whereas the ability to communicate effectively in more than two or more languages is described as Multilingualism. "Polyglot" (Greek word: Poly – Multi, Got – language) is given to a person who can communicate in more than two languages. Multilingualism is broadly divided into two categories: Individual and Societal Multilingualism. Individual Multilingualism refers to individuals who can communicate in multiple languages, whereas Societal Multilingualism refers to multiple languages prevalent in a community or country. Countries like India, Singapore, Belarus, Switzerland and many more countries are officially Multilingual as there are approximately 7000 languages in the world. It is more than the number of countries in the world.

However, societal multilingual does not indicate nor prove that all the people living in those countries or societies may be monolingual. Mother tongue or native tongue is the language one learns or speaks as an infant from his/her home or mother/family.

Generally, multilingual are primarily refugees, speakers who speak minority languages and immigrants (people who travel to other countries searching for social and career opportunities). They are forced to learn a new language/s of their new nation to identify, assimilate, and mingle in their new home. This has created a massive population of bi/multilingual all over the world. Colonialism and capturing of

countries and war have also created a considerable shift towards Multilingualism.

Multilingualism in India:

India is a country with different languages and cultures. There are 22 official languages and 270 mother tongues (according to Census 2011) in India. Unity in linguistic diversity is the distinguished characteristic of India. Most of the Indians are bilinguals or multilingual. Due to internal and external migration, multilingual society has grown to a stunning percentage in India. Being a colony of Britain till 1947, English is the most commonly used language in India. The medium of instruction and the texts in most Schools and Universities in India is still English. For a meaningful conversation and communication in a vast democratic society like India, oral and literacy skills in multiple languages are essential due to the diversified culture. The New Educational Policy (NEP) emphasizes the development of mother tongue and other languages (Three Language formula) education. Thus Multilingualism is promoted right from the school level in India. Every child is encouraged to study two or more languages apart from his/her first language. Being able to get better job prospects besides being able to communicate and enjoy different cultural intricacies acts as a motivation to learn multi- language.

Types of Bilingualism:

Speaking of one's language (L1) and the ability to speak another language (L2) is known as Bilingualism. Earlier it was thought that if a person is bilingual, he/she can speak both or more languages fluently with oral and written communication. It was also thought that both languages would have been acquired simultaneously (Bloomfield, 1933). Hence it is essential to understand the different types of bilingualism. Bilingualism is classified based on fluency, age, context, competence, manner of acquisition, developmental and cognitive dimensions of language.

Classification	Types of bilingualism	Features
Age	Early Simultaneous & Sequential Late	Acquisition of more than one language from infant to pre-adolescent age. Acquiring two or more languages from birth. Learning Language (L2) after acquiring L1 completely or partially. Learning Language (L2) in adolescent or adult stage (after the critical period). This is also sequential bilingualism
Contextual	1. Compound	1. A compound bilingual has
	Coordinate Subordinate	one meaning for two words (single context) used in both languages, L1 and L2. The meaning for the same word will have one meaning in L1 and a different meaning in L2 (different context).

		The meaning of words for Language L2 is understood and interpreted (filtering) using the words in L1 (mostly native or mother tongue)
Language acquisition	Additive Subtractive	Second language L2 is acquired in addition to The well-developed L1. Second Language L2 replaces the first language L1 (usually the native language) where the mastery of L1 decreases.
Social Dimensions	Elite Folk Neighbourhood	Second Language (L2) is acquired through a conventional setting in an organized and methodical instruction from authorized people or authorities. (Education) This type of bilingualism is also called circumstantial
		bilingualism, where the native working minority community language is learned and spoken but doesnot share high status with the dominant primary language. The second language (L2) is learned through interaction with other people in a societal environment.

Competence	Balanced Dominant Passive	<p>When the proficiency in L1 and L2 are the same, it is called Balanced bilingualism.</p> <p>When the mastery of L2 is more than L1 or vice versa, then it is dominant bilingualism.</p> <p>In this type, a person understands L2 without being to talk or communicate in L2.</p>
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Acquisition of Second Language:

An individual tries to learn a new language due to various circumstances at various stages of his/her life. Mastering a new language is a skill that depends on the interest, necessity and intelligence level of an individual. Many theories indicate that "age" plays a significant role in learning a new language. Research has shown that early language acquisition is always easier and helps achieve multilingual repertoire with fluency, vocabulary and accent like the natives of the language. Children absorb and learn effortlessly by giving them "passive" exposure during their childhood, which can be rekindled when they grow into adults (Ellis 1995).

Though age is not a criterion always to acquire a second language, the accent of the natives is never achievable after the critical period of growth. Young children learn languages very swiftly, whereas adults have a more challenging time learning more languages apart from their mother tongue.

Learning a second language is always done through a series of steps involving cognitive skills, which are: a) Preproduction, b) Early Production, c) Speech Emergence, d) Intermediate Fluency, and e) Advanced Fluency (Krashen & Terrell, 1983). Nevertheless, the succession of these steps and acquiring mastery in the second language depends on each person's skill and knowledge. However, acquiring a second language needs the assistance of the "Language Acquisition Device (LAD)" and more competent people of the society with a set of interactive approaches. Nevertheless, no single learning experience can facilitate learning as each person has his/her defined set of cognitive and learning abilities. The usage of the language also embarks an essential significance in the mastery of the language acquired. Moreover, after acquiring a second language, it should be used for the context it was acquired as well.

Multilingualism and Cognition:

Many studies show a wide range of positive cognitive effects and a relationship between multilingualism and cognition. Learning new languages and mastering L2 gives an individual an extensive ability to do many cognitive tasks and increase divergent and creative thinking. Many types of research have also proved that people with multilingual ability can understand and complete nonverbal executive tasks. The perceptual control and providing solutions to the problematic tasks were seen to be done easier by multilingual children than the monolinguals. Studies have proved that multilingualism delays or prevents dementia. Even the decline of cognitive ability in old age seems to

be attenuated in bilinguals more than the monolinguals (Baron A.R, 2016). Hence researchers have proven that during the development of growth, many cognitive-based tasks like solving conflicts, multitasking, and knowledge of perspective understanding seem to be more enhanced with bilinguals. It is an advantage for enjoying more excellent mental health.

Theories showing the relationship between Multilingualism and Cognition:

Theory	Properties
Objectification Theory	Acquiring L1 and L2 helps the children objectify the words and functions of both the languages into higher levels of symbolic and abstract thinking.
Code-Switching Theory	Code-switching theory is the mixing of words, phrases, dialects, and the standard and specialized vocabulary of two languages in a single conversation.
Language familiarity Theory	Monolinguals are better at identifying the native speakers than the speakers of other languages than the multilingual.
Verbal Mediation Theory	Multilingual is good in verbal mediation, where they use language to understand and solve cognitive tasks.
Treatment of Lexical Theory	According to this theory, multilingual's lexical and semantic knowledge is relatively better than monolinguals.
Single System Hypothesis	L1, L2, L3 ... and more are represented in just one region of the brain
Dual System Hypothesis	According to this theory, two or more languages are represented in a separated System of the mind.

Benefits of Multilingualism:

Many research and studies have been conducted to find out if there are any benefits of being multilingual and what will be beneficial. However, there are no fixed conclusions as many multilingual people have self-reported that they differ in their way of thinking when speaking different languages.

Multilingualism and thinking:

Multilingual has many advantages over monolinguals in thinking and cognitive abilities. Some researchers have reported changes in the structure and connectivity of the brain in multilingual when compared to monolinguals. This is mainly due to their ability to manage the activities of more than one language (Ciccarelli.S et al., 2018).

According to a research report, six important areas of thought and complex processes of cognition like communication skills, interpersonal skills, creativity, analytical and logical thinking and mental flexibility are found to be in advanced in multilingual (Marsh.D, 2009). This helps to understand that learning more languages leads to increasing the efficiency of brain usage.

Memory plays a crucial role in multilingualism. Short term memory involves learning and helping in making decisions in an individual. This indicates that augmented memory enhances cognitive functions. As it profoundly affects thinking capabilities, scientists argue that early education should include introducing new languages. This will help the children benefit from their cognitive skills at a later stage of life.

Changes in Neural mechanism of Multilingualism: Multilingualism has been a hot topic to be studied in neurology. Functional magnetic resonance imaging (fMRI) and electrophysiology have been used to find many truths specific to the participation of neural mechanisms in multilingualism. The relationship between the neuronal network and the learning of multiple languages between a multilingual and monolingual has given insight into various knowledge in understanding, which language is integrated first and which one latter, neuroplasticity of the brain, bimodal bilinguals.

Though the left hemisphere of the brain, especially the Broca's area, is responsible for the production of language generally in monolinguals, both hemispheres are active during the production of language in a multilingual. Much research has also been conducted to discover the neural mechanism of bimodal bilingual people who can communicate orally in one language but use signs or symbols for L2. These studies have been practical to analyze and give insight into the working part of the neural connection in the brain concerning understanding facial expressions, TOT (tip of the tongue) phenomenon, working memory and much more.

Conclusion:

Due to the faster globalization and moving economy, it is now completely normal to currently speak more than one language. Many adults start learning a new language to improve their education, career and financial prospects, go around the world, enjoy the refinements of art and literacy of different languages and cultures, and mainly exercise the brain and improve the quality of health and lifestyle. Recent studies have proven that including multilingualism in education has increased the memory power of the children and helped children be in an advantageous position when they grow up into an adult. Though many countries in the world are becoming multilingual, the native English speaking world remains monolingual. The strengths and weaknesses can be best expressed in a multilingual society. Cultures that encourage multilingualism to intensify the sensitivity to understand the world better and avoid major destructions like war. On the whole, multilingualism improves communication skill and unites people and makes this world a better place to live in.

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INCLUSIVE EDUCATION: PERSPECTIVES AND CONCERNS

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Introduction

Inclusive education is a relatively new concept, and is now recognized throughout the world. Inclusive education in essence stands for equality, and accepts every child with his or her own unique capabilities. Inclusion therefore entails the educational system making itself open and welcoming to all. As far as the inclusion of disabled children is concerned, there is a shift in outlook and the services from 'care of the disabled child' to 'education and personal development' of the child. Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners. This educational approach provides all students greater opportunities for academic and social achievement. This includes opportunities to participate in the full range of social, recreational, arts, sports, music, day care and afterschool care, extra-curricular, faith based, and all other activities. Inclusive education argues that all children irrespective of the nature and degree of disability should be educated in general schools with non-disabled children. The schools and classrooms operate on the idea that, with right amount of support, students with disabilities can be as competent as students without disabilities. Inclusive education therefore involves changing culture of contemporary schools with emphasis on active learning, applied curriculum, appropriate assessment methods, multi-level instructional approaches, and increased attention to diverse student needs and individualization. Inclusive education is concerned with the education of all children in mainstream general schools and general classrooms. In present times inclusive education is viewed much more than a mere education in the context of disability or 'special educational needs. It is rather viewed as an education which is more in keeping with the changes in the social and political climate in a world where everyone is bestowed with same rights and privileges.

Conceptual Definition

Inclusive education means education of all students of diverse groups including the differently challenged, physically and mentally disadvantaged learning together in the same classroom and the curriculum and other support services are developed in such a way that the diversity of the children/students can cope with. Inclusive education (IE) is a developmental approach which seeks to address the learning needs of all children, with a specific focus on those who are vulnerable to being marginalized and excluded on account of their different disabilities which may be physical or mental. Inclusive education is meant to make schools as centers of learning and educational system as caring nurturing and supportive educational communities where the needs of all students are met in a true sense. Clough and Corbett (2000) have stated that "Inclusive education is a contestable term that has come to mean different things to politicians, bureaucrats and academics. Inclusion is not a single movement; it is made up of many strong currents of belief, many different local

struggles and myriad forms of practice." Inclusion would mean bringing all segments of society to the fold of higher education particularly those whom have been deprived of it before. In the words of T. Booth (1996) inclusive education is a "process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education". According to UNESCO the concept of Inclusive education is that, "it involves the admission of children with special educational needs in 'ordinary' or 'regular'

schools and may be described as 'pedagogic integration'. This may be mandatory under legislation, or it may take the form of statements of policy which aim to encourage such integration." "The principles of inclusive education were first adopted at the UNESCO's Salamanca World Conference on Special Needs Education held in 1994 and they were then restated at the Dakar World Education Forum in 2000. UNESCO states "Inclusive education means that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups.

Inclusive education is an Approach

The UNESCO has defined inclusion as a developmental approach that "seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion.

Teaching and learning are made more effective, relevant and fun for all. Inclusive education is part of development, and development must always be inclusive, which means it must respond to the needs of real people who are all different. As with all children, disabled children to have a range of basic needs which need to be met in order to benefit from education and grow and blossom as members of the society. Inclusive education considers the disabled children as 'children with special needs' who require special attention Inclusive approach refuses to perceive disabled children as 'impaired' or 'handicapped'. Inclusive is said to be 'Making the programme for disabled children as an integral part of the general educational system rather than a system

within general education' Inclusion is thus to do with the fundamental right to education of a student with disabilities to get not merely appropriate education but also to get just and egalitarian education. Inclusion is an attempt to gain full respect for the social, civil, and educational rights of the students with disabilities. Inclusive approach to education rejects the distinguish between "general education" and "special education" programs and works towards restructuring the existing educational system where all students learn together. The main idea behind inclusion is to rethink and restructure policies, curricula, cultures and practices in schools and educational institution so that diverse learning needs can be met of students with diverse abilities and needs. The important considerations of Inclusive education are that:

- All students whatever their abilities can learn and benefit from education.
- Schools can and should adapt to the needs of students, rather than students adapting to the needs of the school.
- Differences between students are not obstacles but are a source of richness and diversity.
- The different needs and pace of development of students with differing abilities can be met through a wide and flexible range of responses which are to the benefit of all the students including those with disabilities.

Inclusive education is therefore a process of removing barriers to the education of the disabled and enabling all students with all kinds of abilities and needs to get education within general school systems.

Inclusive education as a process

Inclusive education is a process of removing barriers and enabling all students, including previously excluded groups, to learn and participate effectively within general school systems.

Inclusion is thus not a matter of merely providing education. Rather it is the matter of allowing in the daily life the operation of basic rights of the persons with disabilities. Geneva conference, stressed that inclusive education rests on four equally important areas: "Inclusion is a process. That is to say,

inclusion has to be seen as a never-ending search to find better ways of responding to diversity. It is about learning how to live with difference, and, learning how to learn from difference. In this way differences come to be seen more positively as a stimulus for fostering learning, amongst children and adults.

*Inclusion is concerned with the identification and removal of barriers. Consequently, it involves collecting, collating and evaluating information from a wide variety of sources in order to plan for improvements in policy and practice. It is about using evidence of various kinds to stimulate creativity and problem-solving, * Inclusion is about the presence, participation and achievement of all students.

Here ‘presence’ is concerned with where children are educated, and how reliably and punctually they attend; ‘participation’ relates to the quality of their experiences whilst they are there and, therefore, must incorporate the views of the learners themselves; *and ‘achievement’ is about the outcomes of learning across the curriculum, not merely test or examination results. * Inclusion involves a particular emphasis on those groups of learners who may be at risk of marginalization, exclusion or underachievement. This indicates the moral responsibility to ensure that those groups that are statistically most at risk are carefully monitored, and that, where necessary, steps are taken to ensure their presence, participation and achievement within the education system.”

Principles of Inclusive education

Inclusive education is based on the philosophy of Inclusion which holds that society is one and every individual is an equal member of the society and hence a right not be excluded from general educational setup and not to be excluded from it. The Inclusion is based on the basic premise that all in the society have equal rights and have therefore to be treated without discrimination and with respect and dignity whatever may be the individuals personal or subjective conditions, abilities, views, etc. thus Inclusive education which is based on the certain fundamental principles which are that every student has an inherent right to education on basis of equality of opportunity. • That no student is excluded from, or discriminated within education on grounds of race, colour, sex, language, religion,

political or other opinion, national, ethnic or social origin, disability, birth, poverty or other status. • That all students can learn and benefit from education. • That schools adapt to the needs of students, rather than

students adapting to the needs of the school. • That the student’s views are listened to and taken seriously. • That the individual differences between students are a source of richness and diversity, and not a problem. • That the diversity of needs and pace of development of students are addressed through a wide and flexible range of responses.

Practice of Inclusive education

According to the supporters of Inclusion “The practice of developing inclusive education and inclusive educational institutions involves the following:

- Understanding inclusion as a continuing process and not a one-time event or happening.
- Strengthening and sustaining the participation of all students, teachers, parents and community members in the work of the inclusive education institution.
- Restructuring the societal values, cultures, policies and practices both within inclusive education institution as well as outside to respond to the diversity of students in a given locality.
- Inclusive approach focuses on identifying and reducing the barriers to learning and participation, and avoids focussing on the "special" about the individual student or group of students, and targeting services to address their needs or problem Providing an appropriate and accessible curriculum,

appropriate training programs for teachers, and also for all students, the provision of fully accessible information, environments and support.

- Identifying and providing support for staff as well as students with the view to make inclusion in education a success.

Factors determine the success of inclusive education

- Family-school partnerships
- Collaboration between general and special educators
- Well-constructed Individualized Education Program plans
- Team planning and communication
- Integrated service delivery
- Ongoing training and staff development This is and can be achieved through various techniques like:
 - Games designed to build relationships and team work
 - Involving students in solving problems and helping each other
 - Songs, stories and books that encourage a feeling of togetherness
 - Openly and directly dealing with individual differences
 - Assigning various jobs in the classroom to encourage community spirit
 - Utilizing various infrastructures of the school including the physical therapy equipment such as standing frames, so that the students who use wheelchairs can stand and actively participate in activities with other students.

Many of the scholars who have investigated about the positive impact of inclusion on the disabled students have suggested that when regular teachers and special education teachers work cooperatively together in an inclusive setting it leads to raising of student's expectations among the disabled students and this in turn helps to raise their self-esteem and give them a

sense of belonging. Another argument which is put forth for inclusion of the disabled students into the mainstream or regular/general classes is that, the general students develop positive attitudes towards their disabled peers due to regular interaction. The supporters of inclusion also suggest that such close proximity and interaction among the disabled and non-disabled students helps to develop tolerance and understanding of the disabled students among the general students and even friendships.

Needs and Importance of Inclusive education

- 1. Differentiated Instruction:** All students learn differently and their individual needs should be taken care of. This is more so important for students with disabilities. Teachers meet everyone's needs by presenting lessons in different ways and using **Universal Design for Learning (UDL)**. One key teaching strategy is to break students into small groups. By using small groups, teaching can be tailored to the way each student learns best. This is known as differentiated instruction.
- 2. Reduced Stigma:** Stigma is a strong feeling of disapproval that most people in a society have about something. In developing nations, there is a stigma towards people with disabilities. Inclusive classrooms are filled with diverse learners. This lets students talk about how everyone learns in their own way, thus developing understanding about each other's strengths and weaknesses. They may find that they have more in common with other kids than they thought.

This can go a long way in reducing stigma for students with learning and attention issues. It can also help them build and maintain friendships. Inclusion in schools goes a long way in helping remove the negative stigma in society towards disabled people.

- 3. Effective Use of Resources:** In more traditional special education settings, many students are provided related services, like speech therapy or for other specialized instruction. An inclusion class often brings speech therapists, reading specialists and other service providers into the classroom. These professionals can provide information and suggestions to help not just disabled students, but also to abled students. A non-inclusive classroom usually has the usual subject teacher that don't provide anything special to the students.
- 4. Basis for Inclusive Society:** A society that embraces and integrates an inclusive education will naturally introduce the same culture of inclusion in its concepts of civic participation, employability and community relationships. The seeds of inclusion need to be planted in the young students so that they will learn the values, skills and knowledge to include others who are different from them. Those with disabilities can become pioneers of public projects and programs.
- 5. Human Resource Capitalization:** If one of the motivations for uplifting women's education was to make the best use of a nation's work force, the same logic can be applied to students with disabilities. Like any minority group, disabled people can also reach their maximum potential with additional help. Through Inclusion policies in the education system, a country can expand its workforce by creating individuals who may be disabled through unfortunate circumstances but fully abled and functional in productivity.
- 6. Better Academic performance:** Research has shown that a student learning together in the classroom improves academic excellence. Students set higher expectations for themselves due to the presence of others with diverse abilities. Students with disabilities challenge themselves to perform optimally like their classmates, while other students also spontaneously set a high standard for themselves.
- 7. Development of leadership skills:** Students in an inclusive education environment naturally learn to take up the responsibility of caring for one another. There are situations where students stand up and speak up to protect their friends who are bullied. This naturally can lead to a leadership skill. The school environment also encourages self-discovery as students with diverse abilities find themselves performing roles and functions they usually would not be exposed to if they had been separated.
- 8. Parental Involvement:** Parents participation in the education of the child in an inclusive system can ultimately define its success. Inclusive education involves coming up with Innovative and strategic methods of getting parents involved and noticed by children in the learning process. The process of creating educational contents and other learning activities in an inclusive system ensures a significant contribution of parents through the planning stage. Parents can be actively involved in their child's education and other school activities. Parents love to witness the performance of their children during events such as debate, quiz competition, sports and other programs. It also drives a higher commitment to the school by the parents as they become more involved in the school program.
- 9. Building Self Esteem and Self Worth:** Attending classroom settings that depict the true nature of the similarities and differences that exist in the world helps children appreciate diversity. It is essential that a child's education introduces him/her to the reality of the world out there beyond the walls of just an academic environment. Playing and learning alongside with other children of different cultures and abilities assist children to grow in understanding people that are unique in skills due to physical, social or other challenges. The culture of respect for one another also grows when children are allowed to play with one another without segregation.

- 10. Economical:** Most developing nations like India have problem of funding in education. There is a lack of schools as well as teachers. By converting schools into inclusive schools, we not only save the expense of constructing a new establishment, but also get to retain the experienced staff. However, the existing staff will require additional training, which despite its additional cost, is still more economical in the long term.

Aims and Objectives of Inclusive education

1. To develop and utilize Individualized Education Programmes (IEP) as a means to impart personalized and need based educational experiences to all students, abled or disabled.
2. To develop democratic thinking in young students and make democratization of education (a vital goal of NPE 1992) possible.
3. Provide educational opportunities to all students, irrespective of their backgrounds and capabilities
4. To provide appropriate vocational services to students with disabilities and direct them to careers suited for them
5. To provide Transition Services and develop a post-secondary school plan for each student with a disability, so that they can acquire help and adjust at the higher levels of education.
6. To provide a coordinated and comprehensive instructional program from kindergarten through high school.
7. Help teachers in identifying the strengths and weaknesses of students and provide appropriate assistance wherever and whenever required.
8. To make use of the latest ICT based and non-ICT based teaching learning tools in classroom to enhance the learning capabilities of not just disabled students but also fully abled students as well.
9. Making use of specialized instructors, medical experts, therapists, support agents and various experts in the process of education.
10. To encourage students with disabilities to take up leadership roles and responsibilities, making them more independent and less reliant on other's help.
11. Getting parents to be actively involved in their child's education by constantly communicating and coordinating the child's learning activities.
12. Develop the value of tolerance and acceptance towards persons who are different in looks, color, race, gender, abilities etc.
13. Sensitize the abled students about the problems and hardships faced by their disabled classmates, and helping them appreciate what they have, which develops mature sensibility and outlook towards the world around them.
14. Teachers in inclusive settings tend to develop new skills and well as understanding about the different needs of students, thus leading to professional development.
15. Create social acceptance and awareness regarding inclusive education through various awareness programs, which not only encourages people to send their disabled children to school but also remove the social stigma around disabilities

Scope of Inclusive education

The concept of Inclusion is often discussed as though it applies only to students with disabilities. In reality, Inclusive education has much wider scope.

According to Booth and Ainscow, Inclusion in education involves:

1. Valuing all students and staff equally.
2. Reducing student 's exclusion from schools and focusing their increase participation in the cultures, curricula and communities of local schools.
3. To respond to the diversity of students in the locality, there is a need for restructuring the culture, policies and practices in schools.
4. Reducing barriers to learning and participation for all students in the schools. Especially those who are categorized as having special educational needs.
5. Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
6. Viewing the difference between students as resources to support learning, rather than as problems to be overcome. Acknowledging the right of students to an education in their locality.
7. Improving schools for staff as well as for students.
8. Emphasizing the role of schools in building community and developing values, as well as in increasing achievement.
9. Fostering mutually sustaining relationships between schools and communities.
10. Recognizing that inclusion in education is one aspect of inclusion in society.

The UNESCO Policy Guidelines on Inclusion in Education

- i. Educational justification: Inclusive schools need to develop ways of teaching to respond to individual differences and therefore benefit all children.
- ii. Social justification: Inclusive schools are able to change attitudes towards diversity and therefore form the basis for a society that is just and non-discriminatory.
- iii. Economic justification: It is less costly to educate all children together rather than have a complex system with different types of schools.”

Conclusion

Inclusive education is considered as a new perspective or approach which characterizes a new and correct way of thinking about disabilities and the education of the disabled persons wherein the students with disabilities are not to be discriminated against by closeting them in segregated settings but must be brought into the mainstream of education and societal life. Increasingly there is a belief that the society must nurture, develop and use the skills, talents and strengths of all its members including those who are disabled and ensure their full participation in the educational and social fields of life if ultimately a society is to be one of peace, equality and justice. Inclusive education was propagated as the child's right to participate in a general school and the duty of all schools permit participation of all the students irrespective of their abilities or disabilities. The 21st century is characterized by a rapidly changing, technology-based economy and an increasingly diverse and complex world. In this landscape, education has to be structured to meet current needs while anticipating emerging trends and challenges for students. Inclusive education with equal access to those who desired and deserve is based on the understanding that the state should develop a policy in a manner such that it provides equal opportunity to all to realise their capabilities and potentialities individually and collectively so that they can participate in economic development and also benefit out of it.

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Less use of authentic materials in ESL reading: Reasons?

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Introduction

English has become more significant in producing good human capital in this global era not only in Sri Lanka but also all over the world. Acquiring the reading skills can be seen as an important element for this issue. In line with the government policies to uphold the using of ESL in the classrooms, the students must be encouraged to have greater motivation and interest in order to facilitate the learning process.

During the past few decades, Teaching English as a Second Language (TESL) has gained the attention of the scholars all over the world. That results in prioritizing the seeking for the appropriate materials which are some of the greatest concerns of the instructors. One of the major concerns of the language teachers in such a scenario is enhancing the exposure to the real life situations and making the students well aware of the culture of the target language since language learning can be interpreted as exposing to another culture. Such a process cannot be conveyed through classroom formal language contexts as those materials are more artificially designed.

Reading can be considered one of the most important receptive skills. Students should develop their reading skills not only as a mean for academic success but also as a life skill in order to complete certain tasks. Therefore, acquiring reading skills is vital. Enhancement of reading skills enables the students' ability of comprehension. In ESL classrooms students may confront difficulties in learning the language, if they are not provided with the appropriate learning materials. The types of supportive materials given to them should suit to the students in every aspect.

In the ESL pedagogy, it has been clearly manifested that there is a lack in paying attention to the use of authentic materials by the teachers in Sri Lankan ESL classrooms. Other than using the texts provided in the school textbooks, there are a variety of ways the teachers can make use of in order to develop the reading skills of the L2 learners to enhance the objective levels of the students in reading comprehension. Most of the time teachers may encounter different kinds of difficulties when finding out, selecting, adapting and using learner facilitative and appropriate authentic teaching materials.

Background to the study

A sample of ten (10) classrooms of grade 9, in Kalutara Education Zone was observed during 30 days to collect information for the study. The research manifested that the teachers of English do not pay much attention on the use of authentic materials as a mode of facilitating in the classroom English language teaching and learning process. There are a number of reasons for such lesser use of authentic materials and the teachers have to struggle with different kinds of difficulties when they attempt to use authentic reading materials in the Sri Lankan state school context.

Considering the studies done at international level, they have majorly implied the significance of bringing in authenticity into the L2 classrooms in order to develop the language skills of the ESL students. As cited by Santos (2009) and Mentos (2000), textbooks play a significant role in language classes. In fact, in the recent years, textbook writers have tried to incorporate more authentic materials in their textbooks in a variety of forms, one of which is simplified authentic materials. Gilmore (2003)

showed that the most recent textbooks have begun to incorporate more natural discourse features in

their texts. This study investigated the discourse features of seven dialogues published in textbooks and contrasted them with comparable authentic interaction. He posits that: conversations in the authentic dialogues were as twice long as the ones in the textbooks; authentic conversations had a more complicated structure; answers to questions tend to be longer in authentic interactions; and false starts and repetitions, which occur frequently in authentic interactions, are rarely found in textbook dialogues.” Therefore implementing this kind of a context of material development in the pedagogical situation in Sri Lanka would have a greater impact on the students’ L2 development.

In this study, it is hypothesized that, ESL teachers have made attempts to use authentic reading materials in the ESL classroom context though they have failed, in order to answer the following research question;

What are the difficulties ESL teachers encounter with when they attempt to use authentic reading materials in the classroom pedagogical process?

Thus, the major objective of the study is to investigate the reasons for less use of authentic materials in ESL classrooms which will direct us to negotiate measures to effectively incorporate authentic materials in the teaching- learning process.

Methodology

This study was conducted with 20 grade 9 English teachers in the government schools of Kalutara Education Zone. Having observed the ESL classrooms on qualitative basis as the baseline of the study, a survey was carried out through a questionnaire to ascertain data for the study. A limited sample was used due to time and resource constraints. The respondents chosen should possess rich information of the subject matter being studied and be ready to open up to share their experiences during the process of data collection. The population consists of 20 government schools in Kalutara Education Zone and out of which 10 schools were selected. From those schools, 20 grade 9 teachers of English were selected using convenience sampling methods.

In the context of Sri Lankan government schools, it is observable that the teachers, most of the time, are limited to the textbook teaching. Although there are a variety of ways a teacher can adapt and apply to the reading sessions conducted in the ESL classrooms, what is done is simply teaching the textbook. There are a number of limitations teachers have to encounter with. For instance, in the study, the teachers revealed that the process of covering up the syllabus within the given time frame is one of the foremost difficulties they confront. Thus they claim that they do not have sufficient time to use the materials other than the textbook in the classroom.

Literature review Reading materials

Alderson (2000) defines reading as “...an enjoyable, intense, private activity from which much pleasure can be derived and in which one can become totally absorbed (p 28).As Graves (1991) states “teaching materials are tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities, and interests of the students in the course” (p.27).

According to the argument of Nuttall (1996), it is appropriate to provide the students the texts those are easier to find out and arouse the interest of the students in order to encourage them for further reading even outside the classroom. He highlights that the more students read, the better they will become. If the students are given interesting texts to read, they will become more confident and secure when reading and that implies that reading enhances the level of self- confidence of the students.

As cited by Apsari (2014), Brown (2001) states that, affective factors are of great significance as they play a huge role in assessing the way reading helps to learn a language. As he perceives, motivation is

important in developing the reading skills of a foreign language. Those who like what they read keep reading. Consequently, they usually improve their reading as what Silver (1997) claims that, there is a high correlation between those who read more and those who develop in their comprehension and vocabulary acquisition when they read. Thus, the teacher should provide the students the texts that can encourage them to engaged in reading.”

Authentic materials

According to the Oxford Dictionaries, the word ‘authentic’ derives from the Greek word ‘*authentikos*’, can be defined as genuine and not a copy of something.

As Santos (2009) cites some of the brief scholarly definitions of authentic materials:

- ◆ Materials produced for purposes other than teaching. (Nunan, 1989)
- ◆ Materials designed for native speakers (Harmer, 1991)
- ◆ Texts that are not written for language teaching purposes (Jordan, 1997)
- ◆ Language samples- both oral and written that reflects naturalness of form and an appropriateness of cultural and situational context that would be found in the language as used by the native speakers (Villegas Rogers & Medley 1988)

Nuttall (1996) argues that "authentic texts can be motivating as it is evident that the language is used for authentic purpose by real people. Widdowson (1990) and Harmer (2001) use the terms —authentic and —non-authentic to distinguish between the two, but the point is not in the language materials themselves but rather on their outcomes and their effectiveness. These can be measured only by the learners’ observable and measurable performances. Nunan (1997) mentioned in Widdowson (1990) that, exposing learners to authentic materials is indispensable, because of the rich language input they provide.

As Nunan (2001) indicates, the authentic materials help to bring the content of life and ultimately make learning and using language more meaningful, but authenticity is a relative issue.

Authentic texts have been defined as “...real-life texts, not written for pedagogic purposes” (Wallace 1992: pg. 145). They are therefore written for native speakers and contain “real” language. They are “...materials that have been produced to fulfill some social purpose in the language community.” (Peacock 1997) In contrast to non- authentic texts those are especially designed for language learning purposes. The language in non-authentic texts is artificial and unvaried, concentrating on something that has to be taught and often containing a series of “false-text indicators” that include:

- Perfectly formed sentences (all the time)
- A question using a grammatical structure gets a full answer
- Repetition of structures
- Very often does not “read” well

Authentic materials are salient in the classroom contexts in order to improve all language skills of the students as they are helpful in bringing in the real life situations into the classroom but the teacher should be more careful when selecting the materials.

According to Little and Singleton (1988), the authentic text was defined as a text that was created to fulfill some social purpose in the language community in which it was produced.

As quoted by Ciornei and Dina (2014), the term authentic has been used as a reaction against the prefabricated patterns of the textbooks while authentic texts were the non-pedagogical texts used to help

learners improve not only their communicative but also their cultural competences. Authentic materials - also known as realia - can be described as anything created for native speakers of a language, we can use for our teaching purposes. With the changing linguistic boundaries, it is now widely known as materials that include ideas, words, phrases and expressions that are heard and read in real-life situations. In accordance with the tendency to develop not only the communicative but also the cultural competences in language teaching, there was a need to clarify the notion of authentic text and communicative authenticity. It has been debated in Europe (Coste, 1980, Widdowson, 1970, Breen 1985) and The United States (Kramsch 1988, Nostrand 1989). According to Widdowson, authenticity does not lie in the text but in the way speakers and readers make use of it, namely in their response. Taking also into account that the link between a certain language and its social community can be very changeable, we believe that cultural and communicative competence means understanding the social conventions of the target language speech community while preserving one's own. Learners can mimic the behavioural patterns of that community derived from the authentic text to a certain extent since the first goal is to communicate and not to behave like someone else which means somehow losing one's social and linguistic identity. The learner can behave both as an insider and an outsider of the target culture if he understands the cultural situation. Consequently, teachers should be concerned more about authentic language learning which require communication and metacommunication in the language education.

In the article, "Authentic texts in teaching English" Ciornei and Dina (2014) remarks that Nostrand (1989) raised the issue of cultural competence which include to a certain extent the obligation to behave in accordance with the social conventions of a given speech community. Students should mimic linguistic and behavioral patterns observed in the authentic texts as a good way of understanding the culture of the target language. Additionally, Nostrand (1989) and Valdman (1992) recommend separate knowledge about the culture and experience of the culture, through what they called cultural competence and cultural performance. Breen (1985), speaking about the ability of the learner to behave both as an insider and an outsider to the speech community whose language he/she is learning suggests that "the learner will re-define any text against his own priorities, precisely because he is a learner". Such critical understanding becomes an educational issue of pedagogic effectiveness while he concludes that "perhaps all other questions of authenticity in language teaching may be resolved if the potential of the classroom is fully exploited" (Kramsch, 2010, p. 183)

Authentic texts help for the understanding of the operational patterns of vocabulary. Depth of knowledge about the pragmatic application of vocabulary has a strong and definite link with reading comprehension. Depth and size of vocabulary help to build the ability to deduce lexical inferences of the learners. It also helps the learners to make assertions about lexical items and relation between them. According to McCarthy and Carter (1995), understanding the operation of vocabulary: "...lies in an examination of ...relations between lexical items (a) above sentence level; (b) across conversational turn boundaries; (c) within the broad framework of discourse organization." Rubina Rahman in her article on "A Case for Authentic Materials in Language Teaching" further analyzes this concept stating that, learners get greater opportunity to discover, internalize, and apply these relations through authentic texts. By being exposed to a variety of context-embedded lexicon and lexical relations, they are getting a chance to study these in a more meaningful manner. Prescriptive teachers and learners may advance an argument that vocabulary can be best taught and learned by simply referring to a good dictionary and matching the meaning with lexical item. In this case, they have to be made aware of the authentic use of the lexicon. The teaching of grammar traditionally is done through concocted texts. These texts often sound unreal and stilted if not outright ridiculous in some cases. This happens because the texts are supposed to revolve round various instances of use of the grammar point being taught. Most often isolated sentences are used. This is certainly not the manner in which language in real life situations. Teaching of grammar in this style leads to an understanding of grammar formulas only. What they seriously lack is the forming their own hypotheses and applying them. This is exactly the point where authentic texts can be of immense help. They reduce the learners' reliance on pedagogical

rules that are a simplification of language which do not always fit into the operational patterns of language.

The author further explains the concept as use of authentic materials leads the learners to discover rules, their usual and routine application and most importantly their deviant, though accepted, use as well. A range of authentic texts will enable the learners to internalize all these areas of language and to test their hypotheses in real authentic texts. This will also give them a certain amount of control over their own learning processes. Moreover, the variety in these texts is a sure and positive approach to cater to differing areas of interest among the learners.

Learning grammar of a language through consciousness rising has been advocated by Ellis (1993). This view of language learning springs from second language acquisition theories: "...input would appear to be most valuable when it is in the form of authentic texts which contain a rich variety of unmediated elements from which the language learner can source his/her language acquisition." Consciousness-raising can be best achieved by exposing learners to variety of authentic texts. They encounter language as it works in real life situations rather than language through simulated discourse. Exposure to real life texts help the learners to focus on language details and get a working knowledge of the linguistic features that lend cohesion to a text. In this method of teaching, the teacher: "...no longer simply presents the language to the learner for the purpose of illustrating language forms. Instead, they encourage learners to examine their own experience of the language and make generalizations from it." This statement depicts the importance of making generalizations and their application by the learners themselves. These generalizations spring from their prior knowledge or schema and enable the learners to become efficient users of language. At this point, the argument ties up with schema theory.

As Freda Mishan (2005) mentions in his article *Designing Authenticity into Language Learning Materials*, "Schema theory ...gives a psycholinguistic interpretation to the role of cultural knowledge in the learning and understanding of the target language". Along these lines schema is a mental abstraction for an object, event, or situation located in our memory. In this light, a text only serves as a guide for the reader to retrieve and construct meaning based upon his/her previously acquired knowledge. This cumulative background knowledge is termed as schemata. Comprehension is supposed to result from interaction between the learners' overall schemata and the text. Both the basic modes of text processing; bottom-up and top-down are closely linked to this theory. According to Richard in top-down processes, the learner sees a text or hears a conversation or encounters a situation and then uses his/her schemata to decode the meaning. In bottom-up processing, the learner hears or sees a word and then recognizes its meaning and decodes the formation of a sentence. Three functions of schemata have been identified. Firstly, it acts as 'filling in the blanks' in the texts for the learners. No matter how explicitly a writer or a speaker expounds his message; there is always a gap, which the schemata of the reader try to interpret through inferential elaboration. Secondly, schemata help in the interpretation of an ambiguous text. Finally, schemata have meta-comprehension function i.e. it establishes a correspondence between things represented by the schemata and the given information in the text.

Schema theory then supports the use of authentic materials in a language classroom. Barlow (1996) mentions that some of the schemata may have different degree of abstraction but they are "...ultimately based on and anchored by the actual instances of usage". Rahman analyzes this view further stating that, learners' schemata serve as the jumping board for a language teacher; she can use authentic materials to provide a direction to the learners' schemata so that they may construct meaning based on their own cognitive structures. *Selection of Authentic Materials*

Having established the value of authentic materials in language teaching, the most important question facing the teacher then, is how and what type of materials to collect. Dumitrescu (2000) mentions three types of challenges that a teacher has to meet in this respect. The first of these 'effective research skills' is to be able to find the exact material relevant to the needs of his/her learner group. Various rich sources

are available for this purpose: newspapers, journals and magazines, material from the internet, pamphlets and advertisements, songs, literature, fiction. The availability is overwhelming. This abundance of material leads to the second challenge. This stage requires careful selection keeping in mind various factors. The teacher needs to keep the learners' present linguistic competence and the desired linguistic competence in mind. Linguistic background of the learners' has a direct bearing on text selection. Conceptual difficulty will determine the specificity or generality of the information within the text. It directly influences comprehension and is necessary to keep students from a vague feeling of the alienation to the text. Besides, the selection would also depend on the topic, the target language area, skills, the needs, and the interests of the learners.

The teacher, in making selections would also have to keep in mind the applicability of the chosen material. For instance, learners studying science subjects would react favorably to the texts related to the sciences because of cognitive ease of comprehension. Such texts also have a relevance to the academic schema of the learners. Moreover, the selected texts need to be adaptable i.e. they should lend themselves easily to designing tasks and activities that would elicit authentic responses from the learners. The authenticity of the response would depend on how authentic are the tasks that are designed. According to Mishan, it should produce real world behavior from the learners. Such tasks need to be designed that are linked with actual communicative needs outside the classroom to ensure authenticity both of the tasks and the responses. It would be ideal if integrated tasks can be designed on them so that one text can be used for multiple teaching purposes.

Moreover in our context, the teacher also needs to make sure that the materials selected should be such that lend themselves to such exercises, tasks and activities as will help in achieving the goals of the academic program that the learners are attending. If this factor is ignored then there may arise a feeling of dissatisfaction with classroom activities and routine lessons. While using authentic materials, it must be remembered that they are cognitively essentially complex. Occasionally even when the language itself is very clear and comprehensible, the learners cannot actually get the gist of the text. One reason for this breakdown can be "the density of cultural and situational references". Another cause could be topicality of the information. It may have only a passing interest even for those learners who actually belong to the same cultural background. Cook rightly points out "The point, then, is that much authentic writing is essentially ephemeral". The author highlight this remarking as, attention has to be paid to the quality of information of the chosen texts, the content needs to offer information of comparatively durable value. Finally the material selected should not be too disconnected. They need to be organized in some kind of continuity. Disjointed pieces of the text will perplex the learners' sense of direction and they might end up feeling disoriented and adrift. It would be beneficial if the chosen texts are linked through a related theme or an idea linked with their prescribed syllabus that the learners can approach and examine from various angles.

Findings and discussion

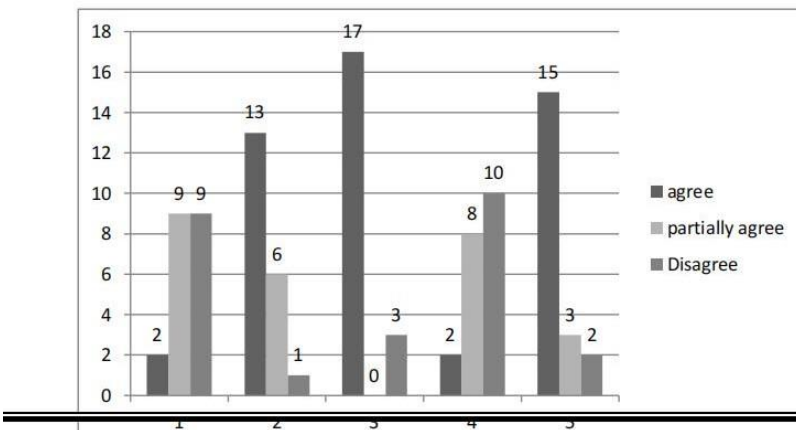
Views of ESL teachers on espousing authentic material

The questionnaire used in observing data concerned a context investigation at the beginning. Ascertaining the views of ESL teachers on espousing authentic material remains the objective of this episode of the questionnaire.

Table 1- Views of ESL teachers on espousing authentic material

Item	I agree		I partially agree		I disagree	
	Count	Percentage	Count	Percentage	Count	Percentage
It is difficult to use authentic materials in ESL reading	2	10%	9	45%	9	45%
The use of authentic materials in ESL reading demands students' exposure to the real language that is taken from the real contexts	3	15%	6	30%	1	5%
Texts that are used in authentic materials should be appropriate to the students' need and develop their competence as well	7	35%	10	50%	3	15%
Authentic materials often contain difficult language, unnecessary vocabulary items and complex structures which create problems to the teacher	2	10%	8	40%	10	50%
The use of authentic materials help the teacher to deviate the students from the unrealistic language of the classroom	5	75%	3	15%	2	10%

Figure 1- Views of ESL teachers on espousing authentic material



Based on the data obtained from 20 grade 9 teachers, 45% of teachers partially agree to the fact that, it is difficult to use authentic materials in ESL reading. An equal number of teachers (45%) disagree with it. Therefore the study depicts that majority (55%) of the ESL teachers have either partially or totally agreed to the statement.

The second statement which is about the use of authentic materials in ESL reading demands students' exposure to the real language that is taken from the real contexts yield the following observations. A vast majority of 65% of teachers agree to the statement that, 30% partially agrees while only 1 of them disagrees which obtains the percentage of

5. The ground observation is that, irrespective of its functionality in the context, 95% of the teachers either completely or partially agree with the condition.

The data relevant to the third statement show that 85% of ESL teachers in the state schools of Kalutara Education Zone agree to the statement that, the texts that are used in authentic materials should be appropriate to the students' need and develop their competence while 15% disagrees.

The fourth question mentioned in the questionnaire was authentic materials often contain difficult language, unnecessary vocabulary items and complex structures which create problems to the teacher. Out of 20 ESL teachers, 50% disagrees with the statement and 40% partially agrees while 10% agrees

which leads to the conclusion that the agreement and disagreement of the teachers is 50- 50 when accumulation is considered.

The last statement of the first section was the use of authentic materials helps the teacher to deviate the students from the unrealistic language of the classroom. Considering the sample, 75% of teachers agree to the statement while 15% partially agrees and 10% disagrees. It portrays that 90% of the teachers have partially or totally agreed to the statement that the authentic materials are helpful in creating natural language environment within the classroom.

To sum up, although the majority of the teachers suppose that using authentic materials in ESL reading is difficult, they have agreed to the perspective that those materials are supportive in creating a natural language rich environment inside the classroom. At the same time, a vast majority of the teachers assume that it demands students' exposure to the natural language. Though a less number of teachers have disagreed, most of the teachers reach agreement that though the authentic materials contain complex structures and unnecessary

vocabulary items, teachers should be able to select thematerials that are level appropriate.

The difficulties encountered by teachers in espousing authentic material

In order to analyze the difficulties encountered by teachers in espousing authentic material,the second section of the questionnaire was designed.

The primary focus of the first question is on the difficulties the teachers face when using authentic reading materials with intermediate level students. In order to facilitate data analyzing process, answersgiven by the teachers were categorized under 8 main criteria. The difficulties noted by the teachers were categorized as: complex vocabulary, constraints of resources and time, difficulty level, learner differences, lack of exposure, content relatedness, and difficulties of finding the materials.

The criterion of time constraints has been discussed in terms of allocated duration for teaching English language at government schools and the length of the syllabus to be completed. Resource constraints are been also discussed in terms of the difficulties faced by ESL teachers in instances such as duplicating materials and the number of students in a classroom which is difficult to manage.

Apart from these common criteria, two out of 20 teachers have mentioned the following two difficultiesfaced by ESL teachers when using authentic materials namely: the psychological suitability (teachers should be keen enough in selecting authentic materials) and the influence of stakeholders (parents pay much attention on writing and administration emphasize on covering up the syllabus).

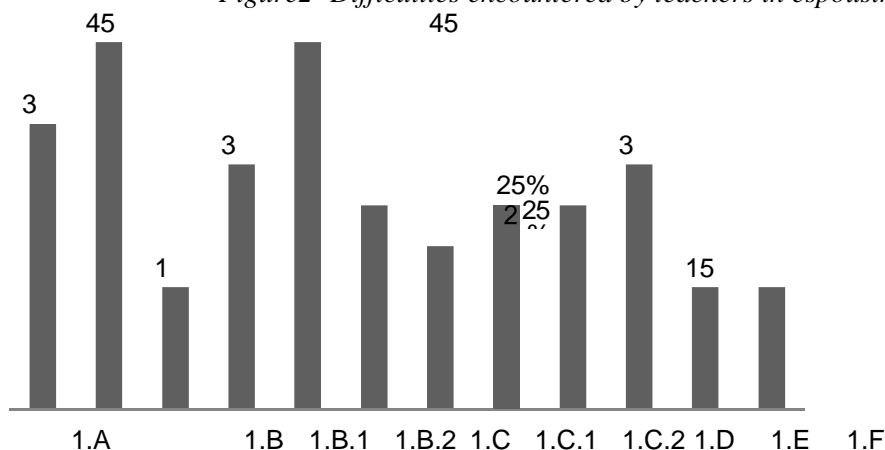
Learner differences provide an account of the heterogeneity among the students in a classroom.

Table 2- Difficulties encountered by teachersin espousing authentic material

	Criterion	Count	Percentage
1.A	Complex vocabulary	7	35%
1.B	Time constraints	9	45%
1.B.1	Syllabus	3	15%
1.B.2	Duration	6	30%
1.C	Resource constraints	9	45%

1.C.1	Duplicating material	5	25%
1.C.2	Classroom population	4	20%
1.D	Difficulty level	5	25%
1.E	Learner differences	5	25%
1.F	Lack of exposure	6	30%
1.G	Content relatedness	3	15%
1.H	Difficulty to find	3	15%

Figure2- Difficulties encountered by teachers in espousing authentic material



The data show that an equal number (45%) of the teachers identify inadequacy of time allocated (1.B) and insufficiency of resources provided (1.C) as two major difficulties faced when using authentic materials.

The responses show that the opinion of 35% of teachers regarding the difficulties encountered in using authentic materials in ESL reading is complex vocabulary contained in the authentic texts.

The third common difficulty encountered is the lack of exposure of the ESL students which creates obstacles in using authentic materials and the data depict that the opinion of 30% of the teachers is the same.

Learner differences and difficulty level of the students have been the difficulty for 25% of the teachers while a less number of teachers (15%) consider finding content related articles as a difficulty.

Difficulties encountered by teachers in discovering authentic material

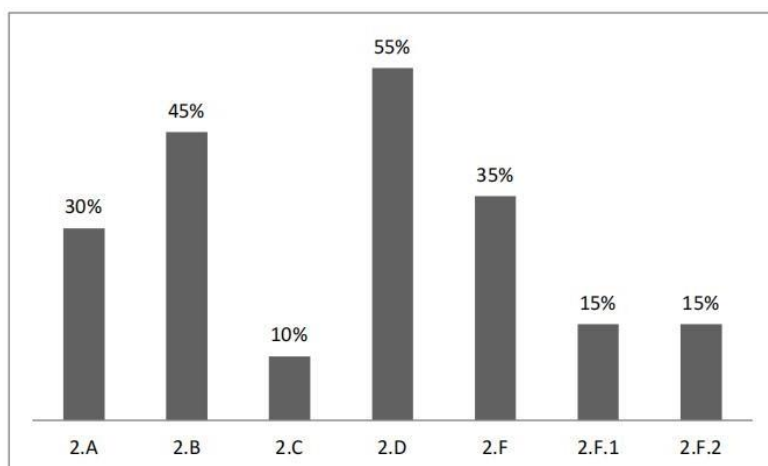
The second question of the second part concerns the difficulties that the teachers encounter when finding the authentic materials. Therefore, data were categorized under different criteria according to the responses obtained as age appropriateness, level appropriateness, interest of the students, teacher's preparation and lack of facilities. Lack of facilities is defined in terms of lack of resources and lack of monetary facilities.

Table 3- Analysis of the difficulties when discovering the authentic materials

	Criterion	Count	Percentage
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2.A	Age appropriateness	6	30%
2.B	Level appropriateness	9	45%
2.C	Interest of the students	2	10%
2.D	Teacher's preparation	11	55%
2.F	Lack of facilities	7	35%
2.F.1	Lack of resources	3	15%
2.F.2	Lack of monitory facilities	3	15%

Figure3- Analysis of the difficulties when discovering the authentic materials



The preparation of the teacher (2.D) remains the most common difficulty the ESL teachers face when finding authentic materials. More than a half of the respondents (55%) have mentioned it as a difficulty.

The data obtained show that 45% of the teachers suppose that finding level appropriate authentic text is a difficulty. And it appears as the second common difficulty the teachers encounter at ESL classrooms.

Lack of facilities (2.F), which is coded in terms of lack of resources (2.F.1) and lack of monitory facilities (2.F.2), appears as another difficulty faced by the teachers at ESL reading contexts. The responses show a percentage of 30 for this criterion.

Only two respondents (10%) think that finding authentic texts which are interesting for the students is a difficulty faced by the teachers.

How authentic materials cause burden with respect to structures, function, content and length

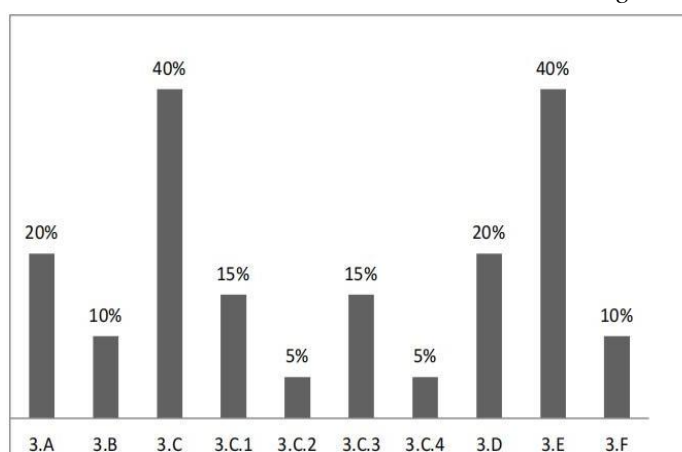
The third question which addresses, *in respect to structures, function, content and length, how do the authentic materials cause burden for*

the ESL teachers. In order to expedite the process of data analysis, the responses were categorized under different criteria as complex structures, unfamiliar functions, content, length and time management. The issues regarding content (3.C) are defined in terms of unfamiliarity (3.C.1), insufficiency (3.C.2), irrelevancy (3.C.3) and inaccessibility (3.C.4).

Table4- How authentic materials cause burden with respect to structures, function, content and length

	Criteria	Count	Percentage
3.A	Complex structures	4	20%
3.B	Unfamiliar functions	2	10%
3.C	Content	8	40%
3.C.1	Unfamiliar	3	15%
3.C.2	Insufficient	1	5%
3.C.3	Irrelevant	3	15%
3.C.4	Inaccessible	1	5%
3.D	Length	4	20%
3.E	Time management	8	40%
3.F	Classroom management	2	10%

Figure 4- How authentic materials cause burden with respect to structures, function, content and length



As the responses depict, 40% of the teachers think that use of authentic materials makes an effect on time management at the classroom.

The content (3.C) of authentic materials is identified as a burden by the ESL teachers as 40% of the respondents have remarked it. Out of the 20 respondents 15% supposes that authentic reading texts contain unfamiliar texts (3.C.1). Only one teacher (5%) has highlighted that the content of authentic texts is insufficient (3.C.2) for them to use at the classroom. The opinion of 15% of the respondents is that the authentic texts contain irrelevant (3.C.3) texts while 5% of the teachers think that authentic materials which are good to be used at classrooms, are inaccessible (3.C.4).

Apart from those responses, 20% of the respondents suppose that authentic reading texts contain complex structures while 10% of them contain unfamiliar language functions.

Opportunities provided by the prescribed syllabus

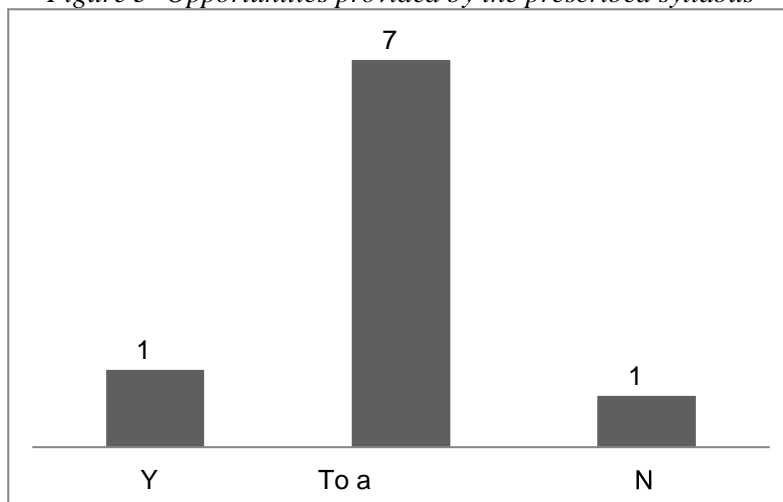
The fourth question of the second section, does the prescribed local syllabus provide opportunities for the teachers to use authentic materials? expected yes/ no answers.

Table 5- Opportunities provided by the prescribed syllabus

	Criteria	Count	Percentage
4.A	Yes	3	15%

4.B	To a certain extent	15	75%
4.C	No	2	10%

Figure 5- Opportunities provided by the prescribed syllabus



Out of 20 respondents, 15 teachers (75%) suppose that the prescribed syllabus provides opportunities to use authentic texts to a certain extent while two of them (10%) reject the idea and 15% of the respondents agree.

The perspective of teachers on use of authentic materials

The last question of the questionnaire was designed in order to gain the teachers' opinion regarding the privation of using authentic materials in ESL reading. It was an open ended question which allowed the teachers to express their idea freely.

All 20 teachers have given different answers based on their teaching background. In this section, the 20 responses will be presented and these answers are further discussed.

Teacher 01:

"It bridges the gap between learners' knowledge and authentic use of language."

Teacher 02:

"It is one of the resources that an ESL teacher must use in the language classroom to improve reading of the students, not only inside the classroom but also outside the classroom in their day to day lives. Thus, finding any authentic reading material would be beneficial"

for making our students learn L2 in real life situations.”

Teacher 03:

“It familiarizes students to the real learning situations and also makes students closer to the day today use of language. Students learn language naturally and it makes students use language in communication.”

Teacher 04:

“It is a great opportunity for students to recognize words and meaning in use.”

“Most of the teachers are reluctant to use them and some don’t like to use new methods though they are introduced.”

Teacher 05:

“It will be effective still those non authentic materials should be used hand in hand.”

“Teachers can use their own materials in the classrooms and those materials can be prepared according to the students’ knowledge.”

Teacher 06:

“Opportunities should be given to the teachers to decide the teaching material as the local syllabus lacks creativity and it always reduces the opportunities of using other relevant materials other than syllabus in the classroom.”

Teacher 07:

“Most of the lessons carry out monotonous themes such as nature, environmental pollution etc. If the students are provided with interesting content such as adventures, social problems etc. they won’t feel boring. If teachers ask them to buy newspapers etc. and use them their language can be improved. Also it depends on the teacher.”

Teacher 08:

“It is better if authentic materials are used. Then students can improve their vocabulary, use of phrases and sentence patterns.”

Teacher 09:

“It is one of the best strategies a teacher can use in order to enhance the language performance of the learner as it allows the students to deal with the real life situations.”

Teacher 10:

“Materials are not enough for all the students in a classroom.”

Teacher 11:

“There should be much more opportunities for the students to use authentic materials.”

Teacher 12:

“Teachers should adapt Sri Lankan Standard English for it to be more authentic.”

Teacher 13:

“Teachers cannot provide authentic materials for all the students.”

Teacher 14:

“Sometimes it is a total failure because students cannot find the relevancy in them.”

Teacher 15:

“There can be a mismatch between the authentic materials and the syllabus.”

Teacher 16:

“Reading texts should pave the way to use authentic materials in the classroom.”

Teacher 17:

“Authentic materials make the acquisition process much easier.”

Teacher 18:

“Use of authentic materials is a beneficial method of teacher.”

Teacher 19:

“Learning through real experience is initializing in the learner mind for a longer time.”

Teacher 20:

“There is no such privation if the teachers are a little literate in searching internet may be through the smart phone of their own.”

According to the responses obtained by the survey, most of the ESL teachers assume that it is difficult to use authentic reading materials in the classroom. Majority of the respondents agree with the statement that the use of authentic materials in ESL reading demands students' exposure to the real language that is taken from the real contexts. ESL teachers presume that the texts that are used in authentic materials should be appropriate to the students' need and develop their competence with special reference to grade 9 ESL students. Majority of the teachers partially agree with the statement that authentic materials often contain difficult language, unnecessary vocabulary items and complex structures which create problems in the classroom. Majority of the teachers are of the idea that the use of authentic materials helps to deviate the students from the unrealistic language of the classroom.

Considering the difficulties encountered when employing authentic reading materials in ESL classrooms, the data depicted that there are some major and similar difficulties encountered by ESL teachers such

as, learner related difficulties, teacher related difficulties, technical difficulties (such as the duration of the periods allocated, the syllabus prescribed to be completed), lack of resources (such as lack of computers, duplicating machines, internet facilities in non-privileged schools), input (material) related difficulties (such as the difficult lexical items and complex syntactic structures in the selected texts),

interest and the influence of the stakeholders (for instance, things are not designed in terms of the interest of the students, but according to the decision of the stakeholders such as parents, administration of the school etc.).

When designing the second question that specifies the difficulties the teachers encounter when finding the authentic materials, it was hypothesized that the ESL teachers make use of the libraries and newspaper corner at the schools in order to find out authentic materials. At the same time, it was hypothesized that the teachers have access to the internet and other modern technological devices. The third hypothesis made was that there are funds at schools allocated for buying authentic materials for teachers in order to familiarize the students with the authentic use of language. As well, it was assumed that there are duplicating machines or fund system for duplicating materials at the schools whether they are privileged or non-privileged. But when considering the responses obtained, those hypotheses failed as the teachers have not mentioned those resources in their answers.

With regard to the structures, function, content and length of the authentic materials, majority of the teachers think that using authentic materials cause a burden in the classroom as it affects time management. According to the answers of the teachers, time management can be defined in terms of the time teacher has to spend on preparation and the time, which is allocated for English at the classroom. As well, a similar number of teachers think that the content of the authentic texts used in ESL reading should be edited according to the level of the students as most of them are insufficient, irrelevant and unfamiliar to the students. At the same time, the complex structures and the unfamiliar functions also cause burden to the teachers at the classroom.

According to the opinion of the ESL teachers, the prescribed syllabus provides opportunities for the teachers to use authentic materials at the

classroom to a certain extent. Therefore though there are a number of reasons for the teachers not to use authentic materials, there are some opportunities also to make use of them in ESL reading.

As the last question provides respondents an opportunity to express their real opinion regarding the less use of authentic materials at the classroom, the teachers have come up with a variety of reasons and methods which can be adopted in the Sri Lankan ESL pedagogy.

Suggestions and conclusion

Disparity of resources could be seen as a major issue faced by the ESL teachers when finding and employing authentic materials. In Sri Lankan pedagogical context, the difference between privileged and non-privileged schools can clearly be seen. If Kalutara Education Zone is considered, there are a number of schools with less learning facilities while some of the schools are full of resources and modern technology. In some schools, duplication machines are available which can be identified as a primary resource vital in using authentic reading materials. At the same time, there are some other schools where the teachers are provided with funds which can be made use in order to find and distribute authentic reading materials. But there are many other schools, where teachers are not motivated to use extra supplementary materials at the classroom by issuing funds or giving access to use duplicating machines and computers.

Although these kinds of problematic situations can be seen with regard to the resources, as hypothesized earlier, the teachers can use the library, newspaper corner and other available resources in order to find out authentic reading texts. Further, in the school context, though the workshops and other teacher training programs are implemented, the extent teachers gain the benefit of them is questionable since teachers should update their knowledge and share it with the colleagues. It can be identified as a good practice within teachers. If such kind of a discourse occurs, much greater progress can be seen in the teaching- learning process.

The textbooks of the bilingual education program which is currently employed in the government schools are full of authentic English texts and if the English teachers are interested, they can easily find various

authentic materials appropriate to the students from those books, under different themes.

Concerning the upgrading and continuous professional development initiatives for the teachers, it is vital that the teachers be trained in the disciplines such as English for Specific Academic Purposes (ESAP) and English for Specific Purposes (ESP). Then the teachers can overcome lexical and syntactic difficulties and the teacher will be able to adopt the methodology

It is a responsibility of the syllabus makers and textbook writers to provide clues on available authentic materials at least in the teachers' handbook which has been overlooked. The simplest way to modernize the system is not providing the infrastructures to the students. Both the teachers and the students should be given access and directions to the right repository of knowledge.

Discussing the responses of the fourth question, there should be a gap for the ESL teachers to fulfill in the syllabus which leads to the theory of $i+1$. Materials should be shorter. Then the teacher can manage the time to use supplementary materials also. Moreover, the mismatch between syllabus and the learning outcomes should be filled by the authentic materials.

Furthermore, the learning objectives should be given in the lessons wherein the teacher can direct the students in their own phase using authentic materials. In a country like Sri Lanka where English is taught as a second language, the natural language bath is not confronted with the learners. The students are given lesser opportunities to listen to authentic English. Therefore, if the teachers are encouraged to familiarize them with the authentic materials, they can be used as a substitution for the language bath to a certain extent.

Authentic materials may also work as a motivating feature and as a link between students' general knowledge of language and their professional language needs. Among a number of reasons which encourage the use of authentic materials in the ESL classrooms, the exposure provided to the real world language should be prioritized.

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EFFECT ON ANTIMICROBIAL ACTIVITY OF NEW 1,2,4-TRIAZOLE DERIVATIVES

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Abstract

Two Gram-positive bacteria and three Gram-negative bacteria was used to test how well these chemicals kill bacteria. Gram-positive bacterial types, like *S. aureus*, were involved in the microbiological activity. *aureus* (ATCC 11633), *E. faecalis* strain 14506 of the ATCC, *B. cereus* strain ATCC 11778, *S. epidermidis* (ATCC 155) and Gram-ve bacteria like *E. coli* (ATCC 10536), *S. dysenteriae* (ATCC 13313), *S. aeruginosa* (MTCC 733) and *P. typhi* (MTCC 733). *Bacillus subtilis*, *Klebsiella pneumoniae*, and *Pseudomonas aeruginosa* are most likely to be killed by four bases of 1,3,4-thiadiazole that are based on nalidixic acid at amounts between 6.25 and 125 g/mL. Nalidixic acid screening for typhoidal *Salmonella* has been used to find and predict a reduced sensitivity to fluoroquinolones.

Key words: *Nalidixic acid, antimicrobial activity, antifungal activity, 1,2,4 triazole*

Introduction

Drug-resistant microbial infections have emerged as a result of the widespread use of Antibiotics during the past three decades, which is acknowledged as a major global issue. This highlights the need to look for novel, powerful antimicrobial drugs with lower pathogen resistance & a wide range of biological activity [1,2]. On the other hand, helminthiasis, often known as a worm infestation, is one of the serious infections, particularly in third-world nations, & is regarded as one of the most significant global public health issues. The primary causes of mortality & illness throughout the world are infections with parasitic worms & protozoa. Although though there are many commercially available anthelmintic medications (such as imidazoles, benzimidazoles, & lactones) to treat worm infestations, the prevalence & severity of this disease are rising in part because to multi-drug resistance. A significant class of Antibiotics known as quinolones was discovered & developed as a result of structural alteration of the nalidixic acid moiety based on its SAR (Structure Activity Relationship). Quinolones prevent DNA gyrase activity & consequently DNA bacterial replication to achieve their antimicrobial activity effects [3,4]. Quinolones are quite effective vs. the majority of pathogenic Gram-negative bacteria, including *E. coli*, which are involved in the pathogenesis of UTI, according to their focused method of action. In the 1960s, the very first artificial quinolone Antibacterial activity, nalidixic acid (1,8-naphthapyridine derivative), was developed. In this work 1,2,4, triazole derivatives were examined for antimicrobial properties against various bacterial and fungal strains [5].

Methodology

For the gravimetric analysis of silver compounds, alloys, & complexes, 1,2,4-triazole derivatives are utilized as reagents. Quantitative precipitation of silver as a compound with 4-amino-3-mercapto-1,2,4-triazole is this technique's basis. The method eliminates the problems associated with the previously reported chloride method & is quick, easy, & precise. 91 Bioactive 1,2,4-triazole Schiff's bases were produced by condensing 3-substituted-4-amino-5-mercapto-1,2,4-triazole & 8-formyl-7-hydroxy-4-

methylcoumarin to create cobalt (II), nickel (II), & copper (II) metal complexes. Compared to the parent molecule, the cytotoxic, Antibacterial activity, & Antifungal activities of Schiff's bases with donor sites including the O-O-N-S sequence & variable coordination abilities are enhanced.

The effectiveness of the aforesaid synthesised compounds in inhibiting soil-borne pathogenic fungus was compared to that of the conventional fungicide, hexaconazole. Manufacturer recommendations were based on the former's concentrations.

Result and discussion

Antifungal Activity in Culture

Table 1 shows the ED₅₀ values calculated for each of the 31 synthesised hydrazones in the screening for fungicidal action vs. *Rhizoctonia bataticola* along with *Sclerotium rolfsii* & also *Rhizoctonia solani* along with *Fusarium oxysporum* & also *Alternaria porri*.

Table 1: Antifungal activity of compound 1-31 against 5 types of fungai

Compd No.	R	Antifungal activity									
		*RB		*SR		*RS		*FO		*AP	
		*α	*β	*α	*β	*α	*β	*α	*β	*α	*β
1	2-FC ₆ H ₄	668.0	2.5	539.7	1.6	358.7	2.9	107.4	3.3	78.3	2.4
2	4-FC ₆ H ₄	243.7	4.7	219.9	5.2	234.5	2.7	79.9	0.7	64.8	4.8
3	2-CIC ₆ H ₄	593.2	3.0	570.4	3.3	245.6	4.0	143.3	5.6	90.1	3.8
4	3-CIC ₆ H ₄	503.9	1.8	438.8	2.4	393.9	4.0	131.9	4.5	98.8	2.1
5	4-CIC ₆ H ₄	370.6	1.1	437.7	1.0	307.5	3.4	118.7	1.2	87.2	2.4
6	2-BrC ₆ H ₄	627.6	4.0	380.2	5.6	438.8	1.4	209.2	3.3	125.3	3.7
7	2-O ₂ NC ₆ H ₄	610.5	4.2	654.6	3.7	328.6	4.2	168.8	5.0	71.3	1.5
8	3-O ₂ NC ₆ H ₄	271.5	1.0	286.9	5.6	244.7	1.9	212.2	2.9	89.0	1.4
9	4-O ₂ NC ₆ H ₄	575.3	0.7	463.6	0.5	225.7	0.2	125.3	3.7	70.1	5.3
10	4-HOC ₆ H ₄	307.8	2.9	364.0	5.6	330.4	1.2	181.2	4.9	145.9	3.5
11	3-CH ₃ OC ₆ H ₄	209.7	2.3	242.3	4.9	157.4	3.8	63.1	0.0	57.6	0.2
12	4-CH ₃ OC ₆ H ₄	300.7	4.3	320.2	5.0	238.2	1.1	151.5	5.2	121.1	3.4
13	2-CH ₃ C ₆ H ₄	533.4	3.4	346.0	3.9	408.3	1.8	128.6	5.8	109.2	5.3
14	3-CH ₃ C ₆ H ₄	322.1	1.7	297.7	1.7	301.2	4.2	103.1	5.1	66.9	1.0
15	4-CH ₃ C ₆ H ₄	378.0	5.3	374.4	4.3	372.1	1.2	195.1	1.8	87.3	2.5
16	4-(CH ₃) ₂ HCC ₆ H ₄	453.3	1.6	463.6	0.5	252.5	2.4	277.1	3.0	124.5	1.7
17	2,4-Cl ₂ C ₆ H ₃	494.6	4.3	540.6	4.0	353.6	1.2	121.1	2.5	119.4	1.8
18	2,6-Cl ₂ C ₆ H ₃	255.1	2.8	282.5	3.1	297.7	4.1	114.2	3.4	87.2	1.0
19	2,4-(HO) ₂ C ₆ H ₃	649.9	4.5	396.8	2.3	341.6	2.9	196.5	4.6	143.8	5.3
20	2,4-(CH ₃ O) ₂ C ₆ H ₃	382.2	2.9	374.8	1.6	188.2	4.3	176.3	3.1	131.1	3.0
21	3,4-(CH ₃ O) ₂ C ₆ H ₃	284.7	3.7	358.7	5.6	171.7	4.4	136.6	3.4	102.1	3.4
22	4-(OH)-3-(CH ₃ O)C ₆ H ₃	528.0	2.4	459.7	1.1	316.7	3.4	376.8	1.6	128.2	3.2
23	4-(OH)-3-(CH ₃ CH ₂ O)C ₆ H ₃	399.9	1.0	384.3	1.4	356.2	2.1	184.8	4.9	92.1	5.3

24	3,4,5-(CH ₃ O) ₃ C ₆ H ₂	201.0	4.6	186.0	2.7	173.6	4.7	102.5	2.6	79.4	2.3
25	2-Pyridyl	371.9	3.7	197.7	2.5	170.4	1.7	79.1	5.3	77.3	0.9
26	1-Naphthyl	315.7	2.8	259.0	2.7	226.5	1.7	134.5	2.7	115.3	3.7
27	2-Naphthyl	256.2	4.5	202.4	5.2	191.6	4.9	89.5	2.6	75.6	3.2
28	9-Anthryl	389.7	1.4	428.6	2.9	374.3	2.0	222.1	0.9	151.3	1.9
29	Cyclohexyl	188.2	4.3	177.1	1.2	166.5	4.5	62.6	0.3	34.2	2.1
30	Adamantyl	638.2	2.4	523.9	5.0	405.4	3.8	258.5	3.6	132.7	2.8
31	Crotonyl	324.0	4.7	203.8	1.3	247.5	2.6	95.4	5.3	89.8	5.9
Hexaconazole		4.4	1.2	13.0	1.0	18.3	2.1	20.6	1.6	25.5	1.2

*RB- *Rhizoctonia bataticola*; SR- *Sclerotium rolfsii*; RS- *Rhizoctonia solani*; FO- *Fusarium oxysporum*; AP- *Alternaria porri*; α -ED₅₀ values (μ g/mL), calculated from mean percentage inhibition which is an average of four replicates and its standard deviation (\pm) ranged from \pm 0.22 to \pm 5.87; β - Chi Square for Heterogeneity (tabular value at 0.05 level) = 5.99 (degrees of freedom = 3).

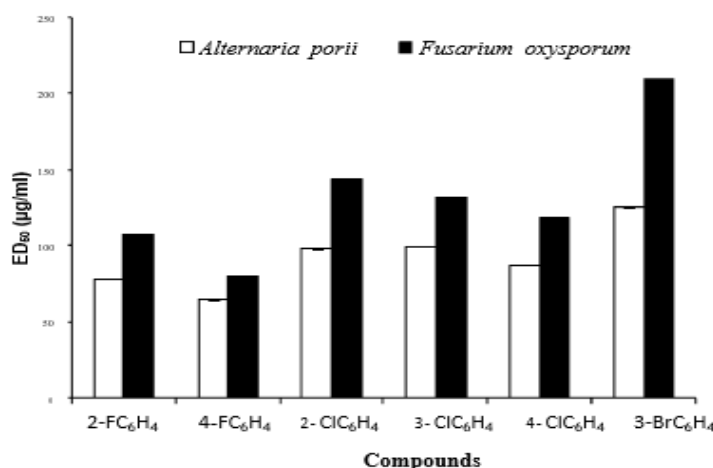


Figure 1: Antifungal activity of derivative 1-6

Most of the compounds demonstrated maximal inhibition vs. A, as shown in Table of the AF action info of NA-based hydrazones (1-31). First porri (ED₅₀ = 34.2-151.3 g/mL), then F. 62.6-376.8 g/mL for the ED₅₀ of oxysporum. Maximum AF activity was demonstrated by compound 29 (R= cyclohexyl, ED₅₀ = 34.2-188.2 g/mL), which was efficacious vs. all tested fungi but particularly so vs. A. porri (ED₅₀ = 34.2 g/mL), which is comparable to the commercial fungicide hexaconazole (ED₅₀ = 25.5 g/mL). No matter where the fluoro was placed in the analogue, it was more effective than the chloro & bromo.

Efficacy Against Insects Examined *In Vitro*

The above synthesised compounds were assessed for insecticidal action vs. lepidopteran of *Sporococcus spp.* in vitro. Insect pests stunt plant growth & decrease crops' photosynthetic capabilities, but many common and modern pesticides have become ineffective due to pests' tolerance to them, so researchers are looking for alternatives.

The substances were tested via bioassay on *S. phoenicis* third-instar larvae, adults of the storage bug *C. litura*. Both the maculatus & the *T. castaneum*. The majority of the compounds were effective in killing *S.* (mortality rates of 80%-100%). *litura* if a feeding test is performed. At a 0.1% concentration, these compounds demonstrated insecticidal efficacy on par with that of the commercial pyrethroid pesticide cypermethrin. When tested vs. *S* via pesticides used topically (applied directly onto insects), none of the chemicals caused any mortality. *litura*. Anti-*C.* adult-resistant compounds. Using the contact approach to study *M. maculatus*, adult mortality rates varied from 20% to 70%. No chemical had a lethal effect vs. *T.* tested to be *castaneum* either through direct contact or by being fed. Bioassay results showed that, among the many chemicals examined, compound 7 was the most harmful to *S.* ...both *litura* & *C.* 1% maculatus solution. When tested vs. *S.*, this chemical was lethal on all counts. mortality rates of 60% & 20% vs. *C. litura*. Both the maculatus & the *T. castaneum*. Several other compounds were found to be highly efficient vs. *S.*, including compounds 17, 18, 20, 22, & 25. *litura* because they likewise had a hundred percent death rate. The mortality rate versus *C* was fair to good. maculatus, but not vs. *T.*, as far as we could tell. *castaneum*. The lowest toxicity levels vs. all insect pests were found in compounds 3, 11, 13, & 16. All of the compounds were found to be effective vs. *S.* when added to food, *litura* larvae (the voracious eating stage) were killed, but not hard body storage insects like

1.1. Both the maculatus & the *T. castaneum* through direct touch or through ingestion

Table 3: compounds 1-31 ammonia, nitrite, nitrification details

Compound No.	R	Ammonia-N (mg/kg)	Nitrite-N (mg/kg)	Nitrate-N (mg/kg)	Nitrification rate (%)
1	2-FC ₂ H ₅	24	-	172	95
2	4-FC ₂ H ₅	16	-	144	95
3	2-ClC ₂ H ₅	25	-	127	92
4	3-ClC ₂ H ₅	15	-	147	91
5	4-ClC ₂ H ₅	55	-	100	81
6	2-BrC ₂ H ₅	30	-	117	80
7	2-O ₂ NC ₂ H ₅	9	-	164	98
8	3-O ₂ NC ₂ H ₅	14	-	126	96
9	4-O ₂ NC ₂ H ₅	17	-	181	97
10	4-HOC ₂ H ₅	8	-	165	96
11	3-CH ₃ OC ₂ H ₅	13	-	170	93
12	4-CH ₃ OC ₂ H ₅	20	-	179	96
13	2-CH ₃ C ₂ H ₅	11	-	165	94
14	3-CH ₃ C ₂ H ₅	22	-	138	86
15	4-CH ₃ C ₂ H ₅	13	-	185	97
16	4-(CH ₃) ₂ HCC ₂ H ₅	21	-	151	94
17	2,4-Cl ₂ C ₂ H ₅	20	-	125	86
18	2,6-Cl ₂ C ₂ H ₅	19	-	155	94
19	2,4-(HO) ₂ C ₂ H ₅	10	-	154	94
20	2,4-(CH ₃ O) ₂ C ₂ H ₅	15	-	144	90
21	3,4-(CH ₃ O) ₂ C ₂ H ₅	17	-	149	95
22	4-(OH)-3-(CH ₃ O)C ₂ H ₅	22	-	133	93
23	4-(OH)-3-(CH ₃ CH ₂ O)C ₂ H ₅	19	-	112	93
24	3,4,5-(CH ₃ O) ₃ C ₂ H ₅	14	-	142	96
25	2-Pyridyl	11	-	159	93
26	1-Naphthyl	26	-	133	84
27	2-Naphthyl	2	-	195	99
28	9-Anthryl	8	-	174	96
29	Cyclohexyl	9	-	175	95
31	Admantyl	13	-	151	92
	Urea	-	2	184	94

Inhibition of Nitrification Activity

Low crop yields from inefficient fertiliser inputs are a global problem.68 Nitrification, a process driven by soil bacteria termed nitrosomonas, converts ammoniacal-N given to the soil into nitrate. Nitrification inhibitors (NI) will prevent or slow down the conversion of ammonium to nitrate, reducing the

likelihood for N losses due to leaching & denitrification, if the plant does not absorb the ammonium-N immediately. The majority of currently existing NIs had prohibitive costs associated with their creation & approval⁷⁰; thus, the aforementioned synthetic compounds were tested for their ability to prevent nitrification at a 5% concentration.

Conclusion

In order to investigate the Antibacterial activities of these compounds, two Gram-positive & three Gram-negative bacteria will be used. Gram+ve bacterial strains, including *S. aureus*, were involved in the microbiological activity. *aureus* (ATCC 11633), *E. faecalis* strain 14506 of the ATCC, *B. cereus* strain ATCC 11778, as well as *S. epidermidis* (ATCC 155) & Gram-ve bacteria like *E. coli* (ATCC 10536), *S. dysenteriae* (ATCC 13313), *S. aeruginosa* (MTCC 733) & *P. typhi* (MTCC 733). At concentrations ranging from 6.25 to 125 g/mL, the antibacterial activity of four bases of 1,3,4-thiadiazole that are based on nalidixic acid will be the most effective vs. *Bacillus subtilis*, *Klebsiella pneumoniae*, & *Pseudomonas aeruginosa*. The combination of 5-(substituted aryl)-2-furfuraldehyde & NAH in ethanol will result in the formation of a new family of quinolone Schiff bases (3a-k). Investigations using infrared radiation, nuclear magnetic resonance on hydrogen & carbon, mass spectrometry, & elemental spectroscopy (C, H, & N) will be used to determine the structures of the chemicals that are created. IR spectra can be obtained with an FTIR spectrophotometer. They are effective vs. Gram-positive bacteria as well as Gram-negative bacteria, & they prevent DNA gyrase from working.

Urinary tract infections are typically treated with an Antibacterial belonging to the quinolone class called nalidixic acid. Nalidixic acid is an Antibacterial agent that is synthetically derived from 1,8-naphthyridine & has a restricted bacteriocidal spectrum. In bacteria, it acts as an inhibitor of the DNA gyrase A component. Screening for typhoidal *Salmonella* with nalidixic acid has been used to identify & forecast a decreased susceptibility to fluoroquinolones.

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THE IMPACT OF SOCIAL MEDIA ON YOUTH PERSONAL BRANDING AND SELF-PROMOTION

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Abstract

The utilization of social media has become an essential aspect of the daily lives of contemporary young individuals, exerting a significant impact on their construction and promotion of personal brands. This research investigates the diverse effects of social media on the personal branding and self-promotion of young individuals, providing insights into both the advantageous and disadvantageous outcomes of this phenomenon in the digital age. Initially, it is noteworthy that social media platforms provide young folks with unparalleled prospects to construct and distribute their own brands. Individuals have the ability to carefully manage and present their online identities, highlighting their skills, hobbies, and ambitions. This practice can contribute to increasing their prominence and perceived worth inside the digital realm. These platforms offer an interactive environment for individuals to express themselves, enabling young people to construct their personal stories and develop distinct identities.

Nevertheless, the prevalence of social media also poses certain difficulties. Adolescents are subject to heightened levels of examination, comparison, and the expectation to adhere to prevailing society norms regarding physical attractiveness, achievement, and social acceptance. As a result, individuals may encounter elevated levels of anxiety, challenges related to self-esteem, and potentially even instances of cyberbullying. Furthermore, the commercialization of individuals' personal lives on social media platforms has the potential to obscure the distinction between genuineness and artifice, hence potentially resulting in the presentation of inauthentic selves.

This research study utilizes a combination of qualitative and quantitative research methodologies to investigate the influence of social media on the personal branding and self-promotion of young individuals. This study examines the tactics utilized by young individuals to utilize these platforms for self-improvement and delves into the psychological and emotional consequences of this digital experience.

This study has the potential to provide valuable insights into the development of effective approaches for promoting digital literacy, resilience, and mental well-being among young individuals. These insights can enable young people to effectively utilize the advantages of social media platforms while minimizing the negative consequences associated with their usage.

Keywords: *Social media, Youth, Personal Branding, Self-Promotion.*

Introduction

Social media has become a significant and influential factor in the ever-changing digital era, exerting a profound influence on all facets of modern existence. One area of society that has undergone significant transformation and garnered considerable interest and concern is its impact on the personal branding and self-promotion of young individuals. This phenomenon exemplifies a significant transformation in the manner in which young individuals form and exhibit their identities in the digital realm, hence altering conceptions of self-confidence, self-value, and societal affirmation. The current generation of young individuals, commonly known as "digital natives," represents the initial cohort to reach adulthood within a societal context where social media platforms are ubiquitously prevalent. These platforms have become essential components of individuals' everyday lives, providing avenues for interpersonal communication, personal expression, and self-promotion. The proliferation of social media platforms, including Facebook, Instagram, Twitter, TikTok, and Snapchat, has significantly altered the manner in which young individuals engage with the intricate process of constructing their identities.

The present research investigates the complex and diverse connection between social media and the personal branding and self-promotion practices of young individuals. The observation is made that

personal branding, which was traditionally linked to marketing and business, has expanded its influence into the personal domain, impacting the way in which young individuals construct and present their online identities. The concept of "self-promotion" comprises the various tactics adopted by young individuals to enhance their exposure, influence, and social capital through the utilization of digital media.

Literature Review

The study conducted by Brems, Temmerman, Graham, and Broersma (2017) focused on the topic of personal branding on social media. The present study examined the theoretical foundations of personal branding in the context of the digital age, providing insights into the approaches and techniques utilized by individuals and entities in the management of their online personas. The scholarly contributions made by the authors enhance our comprehension of the theoretical framework pertaining to personal branding within the realm of social media.

Pawlak and Karwowski (2018) conducted a systematic analysis that critically examined the influence of social media on personal branding and self-promotion. This research was published in the journal "Computers in Human Behavior." By conducting a thorough examination of the available literature, this study has amalgamated the results derived from several sources, thereby offering a more expansive outlook on the topic. The systematic review presented in this study serves as a great resource for scholars and practitioners who are in quest of a comprehensive overview of the topic.

Parr and Shivers (2019) conducted a comprehensive literature analysis to examine the effects of social media on self-promotion among young individuals. This study, which was published in the esteemed "Journal of Adolescent Health," had a specific emphasis on the demography of young individuals and their utilization of social media platforms for the aim of self-promotion. The ramifications of social media on the self-identity of young individuals and the obstacles they encounter in navigating the digital environment were investigated by the writers.

Tsai, S., Lin, C., and Chang, W. (2020) conducted a study. The study conducted by Tsai, Lin, and Chang (2020), which was published in the journal "Computers in Human Behavior," introduced a moderated mediation model to examine the influence of social media on the personal branding and self-promotion behaviors of young individuals. The research conducted by the authors explored the complex interplay among social media usage, personal branding tactics, and the factors that mediate and moderate these phenomena. This study enhances our comprehension of the intricate connections among social media, personal branding, and self-promotion among young individuals.

Methodology

In order to investigate the influence of social media on the personal branding and self-promotion of young individuals, a study methodology that combines both qualitative and quantitative data collection and analysis approaches was utilized.

The collection of qualitative data involved conducting in-depth interviews with a diverse cohort of 50 young persons, ranging in age from 18 to 25. The primary objective of these semi-structured interviews was to gain insight into the tactics utilized by individuals in curating their online identities, as well as to explore the emotional and psychological experiences that arise from engaging with social media. Additionally, the interviews sought to identify and examine the many problems encountered by these individuals in their online interactions. The researchers employed thematic analysis as a method to discern reoccurring themes and patterns throughout the tales provided by the participants. The collection of quantitative data was conducted by means of an online survey that was given to a sizable sample of 400 individuals who belong to the same age group. The study employed descriptive statistics and regression analysis to investigate the associations between variables and ascertain the primary determinants of self-esteem and well-being.

Analysis

The findings from the qualitative research indicate that young individuals employ several tactics in

order to construct their personal brands on social media platforms. These methods encompass the deliberate curation of information to project a favorable image, sustained interaction with followers, and utilization of platform-specific functionalities such as filters and hashtags. The participants expressed a feeling of empowerment and agency in relation to their digital identities, which allowed them to project a sense of confidence and individuality. Nevertheless, the endeavor to cultivate a perfected digital persona frequently engendered emotions of unease and uncertainty, as individuals struggled to uphold a meticulously crafted portrayal of themselves while simultaneously managing the burdensome expectations associated with receiving likes, comments, and engaging in comparative assessments. The quantitative study yielded significant findings about the interplay among social media involvement, self-esteem, and well-being. The findings of the study revealed a significant negative correlation between self-esteem scores and the degrees of social comparison and cyberbullying experiences reported by young individuals on social media platforms.

Conclusion

This research sheds light on the diverse effects of social media on the personal branding and self-promotion of young individuals. The statement highlights the inherent duality of social media, serving as a medium for individuals to express themselves and bolster their self-esteem, while also posing a significant risk for anxiety and cyberbullying. The qualitative data provided insights into the tactics employed by young individuals in navigating the digital environment, whilst the quantitative analysis emphasized the associations between engagement with social media, self-esteem, and overall well-being. Comprehending these dynamics has utmost significance for educators, parents, and policymakers who aspire to facilitate the mental and emotional welfare of contemporary youth. Promoting digital literacy and resilience is of utmost importance, as it encourages young folks to actively participate in genuine self-representation and cultivate effective coping mechanisms to navigate the complexities of social media.

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