



DLA NEWS

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Dravidian Syntactic Typology
 Sanford B. Steever, 2017, PB, Demy 1/8,
 pp. xiv + 162, Rs. 240/- (US\$ 24/-)

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AMONTHLY OF DRAVIDIAN LINGUISTIC ASSOCIATION OF INDIA

49th ALL INDIA CONFERENCES OF DRAVIDIAN LINGUISTS

The *49th All India Conference of Dravidian Linguists* is scheduled to be held at the Department of Linguistics, Faculty of Arts, **Banaras Hindu University**, Varanasi, Uttar Pradesh from **28th to 30th June 2022**. Since Varanasi is one of the most ancient cultural and religious centres of the world and the academic rating of the Department of Linguistics of the Banaras Hindu University at present being very high, many young scholars have already expressed their eagerness to attend the conference. The details regarding registration, dates concerning the submission of Abstracts/Papers, details for various Awards/Prizes etc., will be announced in the next issue of *DLA News* and also through our website www.ijdl.org.

48th ALL INDIA CONFERENCE OF DRAVIDIAN LINGUISTS

Prof. Karunakaran, former Vice-Chancellor, Tamil University, Thanjavur and presently the Chairman of the International School of Dravidian Linguistics has informed that the *48th AICDL* can be held at the **Bharathiar University**, Coimbatore during February 2022. The dates will be finalized in consultation with the University authorities and the Ministry of Higher Education, Government of Tamil Nadu.

GLIMPSES ON DLA

(Continued from the previous issue)

Third All India Conference of Dravidian Linguists

The third All India Conference of Dravidian Linguists was held on 20th and 21st June 1973 at Karnatak University, Dharwad. For the successful conduct of the conference, various committees such as for reception, organizing, accommodation, transport, stage, souvenir, press and committees for the various sessions were constituted under the supervision of efficient faculty members.

Inaugural Function

The conference began with a welcome speech by Dr. R.C. Hiremath on 20th June 1973. Shri. Devaraj Urs, Hon. Chief Minister of Karnataka inaugurated the conference. He in his inaugural address discussed the rich heritage and the antiquity of Dravidian languages. He remarked that language which is the vehicle of expressions of the individual is immortalized through writing. He congratulated the committee members for organizing the conference in a grand manner and promised on behalf of the Government of

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Karnataka that he would sanction necessary financial assistance for the publication of the conference proceedings. The inauguration was followed by the delivering of the presidential address by Prof. G.J. Somayaji. He started his speech by recalling the first AICDL, Thiruvananthapuram where he was honoured by the DLA and also for nominating him as its president at the Tirupati conference. He explained that linguistic studies from the standpoint of phonetics, grammatical structure, semantics and phonological changes, inter-linguistic loans etc., have been there in India as early as 3000 years ago. This was necessitated by the desire of maintaining intact a huge mass of Vedic texts, all in oral traditions, handed over from father to sons or the teachers to students, spread over the whole country for the benefit of the inhabitants of this continent and of mankind. He also discussed the importance of the Dravidian languages and the origin and development of the Dravidian language family. The presidential address was followed by the Chairman's address by Dr. A.S. Adke, Vice-Chancellor of Karnatak University. He in his speech quoted the statements of anthropologists that "language is a single most-valued possession of man". It is because of this that social organization is possible among people and official communication among individuals and through this the growth of the society is possible. The co-existence of various language families, the fusion of which led to the unity in diversity which is the key to Indian culture is reflected in its literature. As in the case of languages, there are many religions in India and there is unity among them amidst apparent diversity. Shri. A.R. Badri Narayan, Hon. Minister for Education, Government of Karnataka released the souvenir. The inaugural function concluded with a vote of thanks by J.S. Kulli, the local secretary.

Academic Sessions

More than 180 scholars from different parts of India attended the conference. Universities like Delhi University, Calcutta University, Madras University, Andhra University, Sri Venkateswara University, Annamalai University, Osmania University, Sagar University, Mysore University, Bangalore University and the University of Kerala deputed scholars. More than 100 papers on different aspects of Dravidian linguistics were presented and thoroughly discussed in the various sessions.

Financial Assistance

The UGC and the Government of Karnataka provided financial assistance for the conference.

The General Body Meeting of the Dravidian Linguistic Association of India held at 4 p.m. on the 20th of June 1973 at the Institute of Kannada Studies, Karnatak University, Dharwad unanimously elected the following persons as its Office-Bearers for the year 1973-74:

President: Surnad P.N. Kunjan Pillai (Thiruvananthapuram); Vice-Presidents: M. Mariappa Bhat (Bengaluru), S. Bhattacharya (Kolkata), Bh. Krishnamurti (Hyderabad); Secretaries: R.C. Hiremath (Dharwad), K. Mahadeva Sastri (Anantapur), V.I. Subramoniam (Thiruvananthapuram); Treasurer: G.K. Panikkar (Thiruvananthapuram); Committee for Tribal Languages: Francis Ekka, Hans Stresser; Working Committee Members: H.M. Nayak (Mysuru), Puthusseri Ramachandran (Thiruvananthapuram), C.R. Sankaran (Pune), M. Shanmugham Pillai (Madurai), G.N. Reddy (Tirupati), K.K. Raja (Chennai) [President, Linguistic Society of India (Ex-Officio)];

Latest Publications: INDEX OF EARLY MAṆIPRAVĀLA WORKS, N. Gopinathan Nair, 2021, PB, Crown 1/4, pp. 1086, Rs. 2240/- (US\$ 224/-). INDEX OF RĀMAKATHAPPĀṬṬU, G. Sulekha, 2021, HB, Demy 1/8, pp. 1742, Rs. 1960/- (US\$ 196/-). BANGLA AND OTHER INDIAN LANGUAGES: LINGUISTIC AND CULTURAL RELATIONS, Naduvattom Gopalakrishnan & Dhruvajyoti Das (Eds.), 2021, PB, Demy 1/8, pp. viii + 483, Rs. 600/- (US\$ 60/-). INDIAN STYLISTICS, Desamangalam Ramakrishnan, 2020, PB, Crown 1/4, pp. 8 + 73, Rs. 170/- (US\$ 17/-). MALAYALAM AS A CLASSICAL LANGUAGE, Naduvattom Gopalakrishnan (Ed.), 2020, PB, Crown 1/4, pp. xx+616, Rs. 1250/- (US\$ 125/-).

Representatives in Foreign Countries: M.S. Andronov (Russia), R.E. Asher (U.K.), R. Sadasivam (Sri Lanka), H. Schiffman (U.S.A.), Kamil Zvelebil (Heidelberg)

Fourth All India Conference of Dravidian Linguists

The fourth All India Conference of Dravidian Linguists was held in the month of June 1974 at Madras University. Surnad Kunjan Pillai, the President of the Dravidian Linguistic Association of India, in his presidential address, praised the activities of the Dravidian Linguistic Association of India which aims to promote the linguistic exploration of the Dravidian languages. He explained that the grammatical studies of Indian languages had reached its zenith of glory in Bharatavarsha millennia ago in the *pratisakhya*-s. But for a long time, this intellectual activity was confined to Sanskrit. It was used as the medium of pan-Indian literary production as well as higher culture. During the period, the rights of other languages were either ignored or neglected by grammarians as well as by intellectuals. This attitude of complete disregard of the Dravidian languages caused to generate incorrect theories about their affinity and structure. The excessive influence of Sanskrit tended to obscure their real affinity and the inherent characteristics. The Orthodox scholars and grammarians of the Old School even up to the last century maintained the notion of Sanskrit origin for the South Indian languages, now regarded as belonging to the Dravidian stock. In the year 1875, the grammarian Kovunni Nedungadi opined that the source of Malayalam (*Keraḷabhāṣā*) is from Sanskrit. He compared Keraḷa Bhasha to the river Ganga which has taken its origin from the Himagiri of Samskrita and joined with *Draviḍa vāṇi* and occupies the position of *Kaḷindaja*. Now it is established beyond doubt that the relations of Keraḷa Bhasha with Sanskrit and Dravid Bhasha is quite the reverse i.e.,

Malayalam has taken its origin from the Draviḍa (not Sanskrit) and during its onward course of confluence with Sanskrit in the form of *Maṇipravāḷa* during the middle Malayalam period helped the Malayalam language to get a good number of Sanskrit words in its vocabulary.

Academic Sessions

During the three days' meet, more than hundred papers covering almost all the branches of linguistics were presented and deliberated.

Delegates

Nearly 150 delegates from various parts of India and a few from foreign countries attended the meeting.

The General Body Meeting of the Dravidian Linguistic Association of India nominated the following persons as the Office-Bearers for the year 1974-75:

President: M. Mariappa Bhat (Karnataka); Vice-Presidents: C.R. Sankaran (Pune), Bh. Krishnamurti (Hyderabad), R.C. Hiremath (Dharwad), K. Mahadeva Sastri (Sri Venkateswara), V.I. Subramoniam (Correspondent, Kerala); Secretaries: M. Chidananda Murthy (Bengaluru), V. Prakasam (Hyderabad), G.K. Panikkar (Kerala); Treasurer: A.P. Andrewskutty (Kerala); Working Committee Members: M. Shanmugham Pillai (Madurai), K.K. Raja (Chennai), P. Ramachandran Pillai (Kerala), E. Annamalai (Mysuru), T. Donappa (Andhra), G.N. Reddy (Sri Venkateswara), H.M. Nayak (Mysuru), J.S. Kulli (Karnataka), B.V. Suryanarayana (Banaras), N. Sanjivi (Chennai); Committee for Tribal Languages: Francis Ekka (Mysuru), H. Stresser (Austria), M. Israel (Madurai); Foreign Representatives: M.S. Andronov (Russia), K. Zvelebil (Holland), H. Schiffman (U.S.A.), R.E. Asher (U.K.), A. Velupillai (Sri Lanka)

[To be continued]

Abdul Samed

LINGUISTIC ANALYSIS: AN ANCHOR FOR THINKING SKILLS

The four skills – L.S.R.W (Learning, Speaking, Reading and Writing) – associated with language learning are popularly known to all in the field. But is there a **Thinking Skill** which controls all the above four skills? Thinking is a covert ability which works behind the overt skills. Thinking skills (including common sense) is assessed by the overt skills or the performance. Learning involves collection and storage of information thought observation, a collective activity of the sensory organs. Then contrast and comparison between and among the stored information through networking of neurons in the brain is essential for correct retrieval of the stored information. Learning becomes appropriate when the right kind of output is generated. There is a one-to-one relation between the processes of storage and retrieval. For example, when one stores a Telephone Number in the brain as 69-72-48, one retrieves it in the same fashion which is different from the storage like 697-248. This phenomenon is quite evident in rote-learning.

Natural language proficiency is expression of ideas through language (verbal system) correctly and appropriately. Language need not necessarily express the truth or the fact. But it comes out carrying the intension of the speaker. Speaker words it, verbalizes the information in his brain, the way he would like the listeners to receive it. That is why we have argumentative speech, coercive speech, descriptive speech, statement of facts etc. The conditioning factor for the different variety is the *context of situation*.

In the case of English Language Learning, we have at present two larger contexts in our hands: (1) the context of General English and (2) the context of Technical English. Courses in General English were part of our education system ever since English was introduced in India. But Technical English is a recent term coined to refer to a specific variety of English with lots of words related to technology and also with varied sentence constructions. Information Technology revolution and Business Process Outsourcing by multinational companies ushered in the development of language varieties related to specified areas, particularly technical areas. For example, consultants in the Medical field have a jargon of their own which is different from that of Management people which again will be different from Scientists in different branches or those in Travel and

Tourism. Now, let us see the relation between Thinking skills and Technical Skills. Before we plunge into the topic, let us understand what technical English is. Technical writing has become a genre by itself in English and almost all the technical institutes and professional colleges have English teachers being appointed to teach their students English to meet their needs. In the fifth edition of their book, *Technical writing, Process and Product*, Sharon J. Gerson and Steven M. Gerson define technical writing as “.... communication written for and about business and industry. Technical writing focuses on products and services – how to manufacture them, market them, manage them, deliver them, and use them”. Technical writing is composed primarily in the work environment for supervisors, colleagues, subordinates, vendors and customers. Usually it includes writings of the sort – Memos, Letters, Reports, Proposals, Brochures, Newsletters, Fliers, Resumes, Websites, Online help screens, User manuals, Technical descriptions etc. One major difference between technical writing and other varieties is that it is expression of facts in minimum words. The mode of expression depends on the form of writing. The teachers who handle technical English should pay attention to the following aspects of language:

1. Choice of diction (common jargon of the field of discourse)
2. Style and structure of sentences (to save time and effort)
3. At the same time, language should attract / seek the attention of the readers.

The *thinking skill* which controls the output should be keyed to the above-mentioned requirements. According to Noam Chomsky “deep structure interprets semantics”. Deep structure is the idea / thinking that is framed in the brain (covert) which is converted into surface structure (overt) or expression. Any act of communication is conveying meaning. The inference is that proper thinking or idea formation is needed for proper expression. It becomes the responsibility of the teacher to train the students to think in accordance with the expression they would like to make. It is similar to the performing arts where the artists express an idea. In other words, proper thinking leads to proper expression.

Before we look into the job of the teacher in the classroom, let us see what comprises “thinking skills”.

The *Oxford English Dictionary* defines *thinking* as (1) use or direct one's mind, (2) to take into consideration and (3) consider something carefully, and *skill* as (1) the ability to do something well and (2) a particular ability. Therefore, thinking skills in the context of teaching technical English is to direct the students' minds to consider their thoughts for the desired performance, ultimately leading to master the skill. The teacher's role in this activity is to help the students to acquire the necessary knowledge of the language and also to learn the technique of appropriate expression. The Firthian Principles of 'Context Situation' is very important in this respect. Though vocabulary is the flesh and blood of language, speech cannot be understood by interpreting words one at a time in the order in which they are received. For instance, language has homonyms whose meanings cannot be determined without the use of contextual clues. For example, consider the words – *right*, *wright*, *rite* and *write* in the sentence "The millwright on my right thinks it right that some conventional rite should symbolize the right of every man to write as he pleases". In speech, the contextual clues may be scattered over a wide temporal interval. Computer simulation studies show that the processing aspects needed to cope with context, presupposition etc., could become extremely complex; processes associated with memory (recalling, remembering, recognition etc.) are active, creative processes. Such processes enter into language behaviour in complex ways which we understand very little at present.

In our daily life, we frequently come across sentences like "I don't *remember* but I *think* it is". Both *remembering* and *thinking* are part of continuous process. A speech event can be analyzed as (1) analysis and storage of incoming signals, (2) realizing the input as part of the (internally available) knowledge of the world, (3) responding to the input (i.e., the output of the speaker) based on the input and the stored information. In a language-teaching situation, the teacher helps the students to strengthen their ability in the above process. Invariably this involves, to a great extent, acquisition of command of the language or in other words mastery over the language. For instance, let us have a look at the semantic associations made by a student of the Higher Secondary Class in one of the schools in Kerala. (From the School Magazine)

To Remember the Poets – (By Ramya Ravindran, XI Std.)

1. The smartest poet – Christopher Smart
2. The coloured poet – Robert Browning
3. The strongest poet – Thomas Hardy
4. The heaviest poet – John Milton
5. The shaking poet – William Shakespeare
6. The longest poet – H.W. Longfellow
7. The binding poet – Ruskin Bond
8. The noisy poet – Alfred Noyes
9. The golden poet – Oliver Goldsmith
10. The freezing poet – Robert Frost

The semantic correlates expressed through the above write-up are an overt evidence of the underlying thinking skill. Here the student has tried to establish the semantic relations at the lexical plane.

Now look at a few lines on *Friendship* by another student.

Friendship – (By Arantha S. Babu, XII Std.)

Friendship is a precious thing
It cannot be bought or sold
But its value is far greater than gold
For gold is cold and lifeless
And in times of troubles, it is powerless to cheer
It cannot bring you comfort or lend a helping hand
It has not ears to listen, no heart to understand
So when you ask God a gift, be thankful
If he sends
Not diamonds, pearls or riches
But the love of a real true friend

Here the connotations are very high and philosophical and work at the discourse level.

[To be continued]

B. Sreedevi

REVIEW. *Aligarh Journal of Linguistics* (AJL) 2020-21

M.J. Warsi (Editor-in-Chief)

Vol. 10, Nos. 1 & 2, Aligarh Muslim University, Aligarh: Department of Linguistics, pp. 204, \$ 25/-.

(Continued from the previous issue)

Aejaz Mohammed Sheikh and Mehnaz Rashid in their paper, "A phonological study of Sheikh Gal", describe the phonological details of Sheikh Gal. It is an unclassified Indo-Aryan language having 29 consonants

TRIBUTES OF LOVE AND AFFECTION: REMINISCENCES OF PROF. V.I. SUBRAMONIAM, Naduvattom Gopalakrishnan, T.P. Sankarankutty Nair & C.S. Hariharan (Eds.), 2019, PB, Demy 1/8, pp. vi + 212, Rs. 300/- (US\$ 30/-). **THE RIDDLE THAT IS TAMIL**, R. Kothandaraman (Ed.), 2019, PB, Demy 1/8, pp. xxiii + 480, Rs. 750/- (US\$ 75/-). **STUDIES ON BANGLA LINGUISTICS**, Naduvattom Gopalakrishnan (Ed.), 2019, PB, Demy 1/8, pp. viii + 385, Rs. 450/- (US\$ 45/-). **EVOLUTION OF A COMPOSITE CULTURE IN KERALA**, B. Padmakumari Amma, 2019, PB, Demy 1/8, pp. xiv + 341, Rs. 350/- (US\$ 35/-).



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and 12 vowels. Nasalization is phonemic and consonant gemination is common phenomenon of this language. The initial clusters are formed by the combination of stop and trill consonants and the final clusters are formed by combining nasal and stop consonants. The paper on "Compound Formation in Manipuri" by Nameirakpam Amit and Chungkham Yashawanta Singh discusses the compounding process in Manipuri (Meitei), a Kuki-Chin language. This paper analyses the process of compounding of the monosyllabic words in Manipuri and the changes that occur during the process. Further, the disyllabic words drop a syllable while compounding. Hence, monosyllabic words in Manipuri are most likely to form compounds. "Nouns in Wagdi – A Mother Tongue of Bhil/Bhilodi" by Sibasis Mukherjee discusses the nouns of Wagdi. It has been observed that there are regional variations in Wagdi as spoken by the Bhils in the Wagdi region and the variety spoken by the non-Bhils also differs from that of Bhils. Sabahuddin Ahmad in his paper "Morphological errors of Urdu/Hindi speakers learning English" identifies and analyses the errors of morphological nature pertaining to the English language. It has been observed that the complex and irregular patterns of plural formation of English create difficulties in acquisition. Learners also commit errors in the use of possessive case. Further, the complex and irregular verbal inflection system of English leads to over-generalization. Kumari Mamta in her paper "Numeral Systems of Five Tibeto-Burman Languages of India" explains the similarities and variations in the numeral systems of five Tibeto-Burman languages, viz. Meiteilon, Thangal, Thankhul, Bodo and Tinkar Lo. Even though they belong to the same family, many numeral features are different. Among these, it can be said that only Bodo is a numeral-classifier language. These languages are based on the decimal and vigesimal systems but Tinkar Lo has a more complex system including sexagesimal (60) and octagesimal (80) systems too. The last paper "Light Verb Modulation Effects on Reaction Time: An Experimental Study of Bangla Conjunct Verbs" by

Debmalya Biswas investigates how reaction time findings from a self-placed reading experiment that exposes native Bangla speakers to Bangla sentences containing conjunct verbs can provide cues about the processing of such light verb constructions. This issue of *AJL* also includes an excellent book review by Shamim Fatma. The book by Anjani Kumar Sinha (2017) "Essentials of English Language Teaching" is very comprehensive and contains numerous linguistic approaches and theories which make it more useful for a language teacher having little or no background of English.

Overall, *AJL* Volume 10 (Issues 1 and 2) is a valuable addition to Linguistic studies and has great relevance to present-day research. The diverse collection of papers presented in this volume serves a great purpose in placing many linguistic insights straight. The journal provides a valuable and absorbing window into areas of linguistic research that in many ways were untouched.

Noman Tahir

BOOKS DONATED

Dr. B. Sreedevi, Prof. (Retd.), Department of English, Calicut University donated her personal collection of textbooks and dissertations to the ISDL Library. The Office-Bearers of the International School of Dravidian Linguistics express their sincere thanks to Prof. Sreedevi for this kind gesture.

ISDL RESEARCH FORUM

LIST OF PAPERS PRESENTED IN OCTOBER 2021

- 6.10.2021: *Semantics and Pragmatics* **Dr. A.M. Marykutty**
13.10.2021: *Musical Tradition through the Sangam Age*
Vijaya Lekshmi C.S.
27.10.2021: *Sanskrit Impact on Malayalam*
Prof. Naduvattom Gopalakrishnan

NEW LIFE-MEMBERS OF DLA (October 2021)

- Dr. B. Premlet** (*Membership No. 1445/2021*)
Punnor Veedu, Thattarkonam P.O., Kollam – 691 005, Kerala
- Dr. Lalit Rajkumar** (*Membership No. 1446/2021*)
Asst. Professor, Department of Linguistics, Manipur University,
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