



A Two – day International Conference (Hybrid Mode)

On

Social, Cultural, and Environmental Exploration in the Indian Milieu

Sponsored by

**INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH
(ICSSR)**

jointly organized by

The Human Resource Development Centre (HRDC)

Scott Christian College (Autonomous)

Nagercoil-629 003, Tamil Nadu, India

(Established in 1893, affiliated to Manonmaniam Sundaranar
University, administered by the CSI Kanniyakumari Diocese)

and

**Crossian Human Resource Development Centre (CHRDC),
Holy Cross College (Autonomous), Nagercoil, Tamil Nadu, India**

(Affiliated to Manonmaniam Sundaranar University, Tirunelveli)

(Accredited with A+ + Grade (V Cycle - 3.53) by NAAC)

Index

S.No	Title of the paper	Pg No
1	A Gandhian Perspective on the Social Economy: Ethical Solutions for Societal Inequality and Sustainability Dr. R. Suji	1
2	AI and Social Change: Deep Learning Based Obstacle Detection for the Blind V.S. Harilakshmi, I. Devika, M. Anto Sherlin, S. Antony Britny Neelu, K. Fathima Aasmi & K. Kina Mol	4
3	Are Indian Women Marginalised in the Psyche? A Feminist Viewpoint of Sarah Joseph's <i>Gift in Green</i> M. Antenet Blessy and V. Virgin Nithya Veena	9
4	Bridging Cultures: The Significance of English in Preserving Paniya Traditions G. Gandhi Mathi and Dr. R. Abilasha	15
5	Buddhist Ideologies in the Modern Era Dr. K. Baby	20
6	Capitalism and Moral Decay in Mother Courage and her Children Arshi Rinu.M	23
7	Characterization of agglutinin extracted from the seeds of the medicinal plant <i>Cardiospermum halicacabum</i> V. Caroline Hema and J.Vinoliya Josephine Mary	29
8	Cultural and Heritage Tourism Breena.J	39
9	Cultural Diversity and Unity in India: A Historical and Social Perspective Dr. Regi, S. & Dr. Pushparaj	45
10	Decolonizing Globalization: An Eco-critical Reading of Sarah Joseph's <i>Gift in Green</i> Jinolin M.V Stephy & Dr A.Nisha	50
11	Education for a Sustainable Future: Integration of Globalization with Human Sustainability J. Jerly & Dr. P. Sathya	56

12	Empowering Rural Socio-Economic Development: The Synergy of Digital English Proficiency and Social Justice Jerome S. and Dr. P. Sathya	65
13	Empowerment of Women in Maya Angelou's "A Brave and Startling Truth" Dr. M.F. Anne Feril	73
14	Existence in Jeopardy: Examining Migration and Environmental Degradation in <i>Gun Island</i> by Amitav Ghosh Inigo Everest Rachel S.E.B. and Dr. Virgin Nithya Veena	77
15	Exploring the Intricate Relationship Between Nourishment and Human Connection in <i>Eleanor Oliphant is Completely Fine</i> by Gail Honeyman Amitta Albert	83
16	Human-Wildlife Conflict: Can Tourism Be a Solution? (Indian Perspective) Binola J.	88
17	Impact of Gender Egalitarianism on Relationships: A Reading of Chetan Bhagat's <i>One Indian Girl</i> Shiek Mohamed Irfaan S P and Dr. T. Staney Sherin	95
18	Intertwining of Myth, History and Imagination in Christopher C. Doyle's <i>The Mahabharata Secret</i> Sreenidhi S.T. and Dr. P. Sathya	101
19	Manga to Anime: A Critical Exploration of Japanese Graphic Narratives Susmitha Sharu R & Dr. R. Abilasha	107
20	Moving Toward Empowerment: A Horneyan Analysis of Female Agency in the Malayalam Film Uyare Jithika Jose and Dr. G. Annie Rajani Priya	113
21	Plastics in Food Packaging: Trends, Innovations, and Environmental Impact N. Richard Kennady, T. Prabhu, S. Shenbagavalli & M. Thangamuniyandi	121
22	Resisting Patriarchy: Gender Equality through Rebirth in <i>Lady Lazarus</i> Abilasha Mary.A.S.	131
23	Reviving Traditions: The Impact of Tourism on Intangible	137

	Cultural Heritage Dr. I. Jalaja Kumari	
24	Sustainable Language Learning: Exploring Ecolinguistic Approaches in ELT Adharsh Elsin. J and Dr. P. Sathya	144
25	Sustainable Tourism and Cultural Heritage: A Symbiotic Relationship Dr. S. Mary Judit	150
26	Sustainable Tourism in France: Preserving Heritage for Future Generations Ms. P.T. Anbu Hannah Dora	154
27	The Concept of Anti-Hero in <i>American Psycho</i> as Deployed by Bret Easton Ellis Keerthana M	160
28	The Relationship Between Women Empowerment and Gender Equality Athira M.P & Dr. Lekha. D & Dr. K.S. Soumya	164
29	The Silent Soldiers: Women's Resistance and Resilience in Wartime C. Nesavathy and Dr. Karthika Premkumar	168
30	Understanding Cognitive Differences Among Primary Language Learners S. Sajana Beevi and Dr. R. Abilasha	174
31	Unity in Diversity: A Path to Harmony Dr. K.S. Soumya	180
32	Wildlife Tourism and Conservationist: Special Reference to Kanyakumari Jenifer J. & K. S. Soumya	184
33	Young Explorers Connecting with the Natural World: A Study of Ruskin Bond's Select Works Ms. A.R. Jemi	190
ABSTRACTS		
34	A Cross-linguistic Study of Proverbs in the Tamil and English Translations of the Bible: A Focus on Wisdom Literature John Jeba Jayasingh, J	196

Bridging Cultures: The Significance of English in Preserving Paniya Traditions

G. Gandhi Mathi, Research Scholar, Department of English, Holy Cross College (Autonomous), Nagercoil-4. Affiliated to Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli. Email- gandhimathi2312@gmail.com

Dr.R. Abilasha, Assistant Professor of English, Holy Cross College (Autonomous), Nagercoil-4. Affiliated to Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli. Email- abilasha.r@holycrossnsl.edu.in

Abstract

A tribe is a distinct socio-cultural group characterised by shared heritage, language, and traditional practices, typically residing in specific geographic regions. According to the 2011 census, the tribal population in Kerala is 484,839. Wayanad notably houses approximately one-third of Kerala's tribal population. Among them, the Paniya, recognised as a particularly vulnerable tribal group, predominantly inhabit areas along the Kerala-Tamil Nadu border. Illiteracy significantly hampers social progress within the Paniya community, severely restricting their opportunities and perpetuating social and economic marginalisation. This paper provides a descriptive study of the Paniya community, focusing on their ancient traditions and emphasising the importance of improving their English communication skills to overcome geographic and social barriers.

Keywords: Paniya, traditions, customs, legacy, education, transformation

Introduction

The term 'Paniya' means 'worker,' reflecting the tribe's primary occupation as agricultural labourers. The Paniya ethnic tribe in India predominantly resides in Wayanad, Kannur, Kozhikode, and Malappuram districts of Kerala, Coorg in Karnataka, and the Nilgiris in Tamil Nadu. Historically, they cultivated lands for landlords. Thurston (1909) proposes that the Jain Gounders brought the Paniya tribe to Wayanad to serve as agricultural labourers on their lands. The community served as bonded labourers, or 'adimas' to the Chetti community, until bonded labour was abolished in Kerala in 1976. Subsequently, the government introduced rehabilitation policies, allocating lands to Paniya and other tribal communities.

Paniya Cuisine

Fresh fish, crab, and tapioca form integral parts of Paniya cuisine. Bamboo rice, rich in protein and vitamin B, is a staple ingredient. Bamboo rice gruel inspired the creation of bamboo rice payasam, first showcased at the Kirtads food festival in Kozhikode on March 12, 2024.

Handicrafts

The Paniya are skilled artisans, particularly known for crafting 'thudi,' a traditional drum. Carved from jackfruit tree trunks, the drum's head, made of goat skin, is stretched over a bamboo frame. This intricate craftsmanship highlights their deep connection to nature and cultural heritage. Thudi (drum) and kuzhal (wind instrument) play essential roles in Paniya social occasions, accompanying rituals and ceremonies from birth to death, symbolising the community's rhythm and melody of life.

Traditional Paniya Festivals

The Paniya community celebrates two prominent festivals: Vattakali and Kambalakali. Vattakali, a dance exclusively performed by women, involves rhythmic movements in a circular formation accompanied by thudi music. The vattakali troupe usually consists of three drummers, three thudi players, and one cheenam. This dance holds significant cultural value, marking the beginning of other rituals.

Kambalakali

Historically associated with paddy replanting rituals, was traditionally performed on landlords' fields, reflecting the tribe's agricultural labor heritage. Following the abolition of bonded labor, the ritual ceased, as the Paniya no longer worked as agricultural laborers.

Adornments

The Paniya community is distinguished by unique ornaments reflecting their rich heritage. 'Choonthumani,' an adornment made from red seeds ('manjadikuru'), involves embedding seeds into coconut palm leaves using beeswax or gum from jackfruit trees. Elder Paniya women wear 'Oolay' earrings crafted by rolling palm leaves into rings, symbolizing their connection to nature.

Wedding Customs

The Paniya follow traditional endogamous practices, including levirate and sororate marriages, where widows marry their deceased husband's brother and widowers marry their deceased wife's sister, respectively. Wedding rituals involve the bridegroom's father presenting the bride's family with 'arupathinalukanam,' comprising 64 panams and 40 kilograms of grains.

Tribal Education

English, spoken by approximately 1.35 billion people globally, serves as a lingua franca, facilitating global communication. Indigenous Indian communities typically reside in remote regions, isolating themselves from mainstream society. Education significantly impacts tribal communities, fostering economic growth, social advancement, and cultural

preservation. According to the Periodic Labour Force Survey (2021-2022), the literacy rate among India's Scheduled Tribes is 72.1%. Various central and state government initiatives, such as Ashram Schools, Ekalavya Model Residential Schools, Kasturba Gandhi Balika Vidyalayas, pre-matric scholarships, and vocational training centres, have been introduced to enhance tribal education.

Teaching English to Tribes

- **Employability:** Proficiency in English enhances employment opportunities across various sectors, including tourism, healthcare, and education.
- **Communication:** It facilitates tribal integration into mainstream society, enabling them to share their cultural heritage globally.
- **Education:** Learning English as a second language promotes interpersonal and intrapersonal skill development.
- **Empowerment:** According to Prasad & Rao (2014), modern education catalyses social, political, and economic transformation, boosting self-esteem and professional growth.
- **Preservation:** English proficiency allows tribes to globally share and preserve their cultural practices, traditional knowledge, and heritage.

Challenges in Teaching English

- **Linguistic Diversity:** Tribes often have unique languages significantly different from English, posing adaptation challenges.
- **Remote Locations:** Inaccessibility of quality education facilities often leads to school dropouts.
- **Motivation:** Low community motivation and self-esteem may hinder learning efforts.
- **Economic Constraints:** Economic pressures may prioritise employment over education.
- **Technological Constraints:** Limited internet access, inadequate digital resources, and a shortage of qualified teachers create additional learning barriers.

Enhancing Second Language Learning

- **Teacher-Student Relationship:** Building rapport and emotional support from teachers help students adapt to new educational environments.
- **Tribal Language-Based Instruction:** Article 350A advocates education in the learner's mother tongue, facilitating foundational language skills.
- **Culturally Relevant Materials:** Educational materials that emphasise tribal traditions, medicinal practices, art, storytelling, and heritage actively promote cultural

preservation.

- Technology-Enabled Classrooms: Incorporating technology like language labs and smart classrooms stimulates active learning.
- Scholarships: Effective implementation of scholarship schemes encourages tribal families to prioritise education.

Government Schemes the Department of School Education and Literacy introduced 'Samagra Shiksha,' a centrally sponsored scheme aligned with the National Education Policy 2020, aimed at inclusive and equitable education.

- The revised scheme extended till 2025-26 with a total outlay of Rs. 294,283.04 crore.
- Pre-matric scholarships are provided for Scheduled Tribe students from grades IX and X.
- Special scholarships for children engaged in traditionally unclean occupations.
- Fee exemptions and reimbursement schemes for tribal students pursuing education from grade 6 to postgraduate levels.

Conclusion

The Kerala government's initiative 'Oorukkoottam' aims to empower tribal communities through developmental strategies, inclusive governance, and rights awareness training. Exemplifying progress, Manikuttan, the first Paniya MBA graduate employed at Kerala Veterinary and Animal Sciences University, and his wife, Greeshma, a nursing graduate, represent inspirational figures for the Paniya community. Mastering English will significantly contribute to the economic development, social cohesion, and cultural resilience of the Paniya tribe.

References

- Biju P V, Dr. M Rajesh. "The Effectiveness Of Oorukootam In Education Of Paniya Tribe In Wayanad District." *International Journal of Interdisciplinary Research and Innovations*, vol. 6, no 4, Pg 645-650, October - December 2018, ISSN 2348-1226 (online).
- Dr.R.Abilasha. "Basic Skills of Learning English – An Outline" *Proceedings of International Conference*, pg 120 -23, 2019, ISBN No 978-93-87088-35-1.
- Dr.R.Abilasha. "Strategies to Teach ESL: A General Perspective" *Peer Reviewed and Refereed Journal*, vol 38, no 26, Pg 32-37, 2023, ISSN No 2348-8425.
- Gautam, Mahima. "Teaching English to Tribal Students: Problems and Prospects." *ResearchGate*, 2013.

- Krishnan, Vasundhara. "Paniya People of Wayanad: A Brief Ethnography." *Sahapedia*, 2024,
<https://www.sahapedia.org/paniya-people-wayanad-brief-ethnography>
- Moudgil, Reema. "Chattu songs: Tribal wisdom for posterity." *The New Indian Express*,
2012, <https://www.newindianexpress.com/states/kerala/2012/Sep/23/chattu-songs-tribal-wisdom-for-posterity-408789.html>
- Nair, Silpa et al. "The Fabric of Paniya Tribe: A Study on their Social Institutions." *Research Gate*. 2023.
- "Periodic Labour Force Survey (PLFS) Annual Report 2022-2023 Released Increasing Trend in Labour Force Participation Rate and Worker Population Ratio Constant Decrease in Unemployment Rate." *Ministry of Statistics & Programme Implementation*, 2023.
- "Samagra Shiksha (SS)." *Department of School Education, Tamil Nadu*, 2024,
<https://tnschools.gov.in/samagra-siksha?lang=en>
- "Scholarship Information." *Department of Tribal Welfare, Tamil Nadu*, 2023,
<https://www.tntribalwelfare.tn.gov.in/scholarship.php>

Manga to Anime: A Critical Exploration of Japanese Graphic Narratives

Susmitha Sharu R, Research Scholar, PG and Research Department of English, Holy Cross College (Autonomous), Nagercoil - 4, Affiliated to Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli, Email - sharukumar108@gmail.com

Dr. R. Abilasha, Assistant Professor of English, Holy Cross College (Autonomous), Nagercoil - 4, Affiliated to Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli, Email - abilasha.r@holycrossnsl.edu.in

Abstract

Graphic narratives epitomize visual storytelling medium that integrate images and texts to propaga a message, convey a story or scrutinize an idea. This includes comics, graphic novels and manga. These narratives have marked significant changes in the era where written literature reigned the world. They not only provided the people with distraction but also assisted them in creating various forms of arts. This paper “Manga to Anime: A Critical Exploration of Japanese Graphic Narrative” discusses on the evolution of graphic narratives as an art form and also delves deep into the impact of manga as a cultural identity. The study focuses on how Manga, a Japanese art form came into existence after the World War II to heal people and the reception of Manga in the present scenario. This paper presents a critical examination of the adaptive process from manga to anime, through a comparative analysis of selected manga and anime.

Key words: Graphic narratives, art, language, manga, anime, culture

Introduction

Graphic narratives have emerged as an integral part in modern storytelling with diverse traditions worldwide. It is the amalgamation of visual and textual elements that conveys complex stories in simple form. It originated in ancient civilization that experienced various progresses. In the Ancient Egypt, people used symbols to carve in the temples and tombs. These symbols are called Hieroglyphic scripts. Later, these were written in papyrus sheets and called as Hieroglyphic scrolls. Greece and Rome also had their own way of narration using illustrated manuscripts. These art forms developed into modern day comics and are globally represented as Bande Dessinee, Manhwa Manga in Europe, Korea, Japan respectively. It reflects the societal values, cultures providing entertainment and escapism from the actual world. It also expedites cross-cultural understanding.

Review of Literature

Kevin Philip Modayil (2023) in “Evolution of Contemporary Anime in the Japanese Pop Culture: A Study.” describes the evolution of contemporary anime and the development

of anime as an art form from manga. It elucidates the expansion of anime into the cultural world. The research also explains the impact of anime in gender, identity formation and pop culture. The paper also discusses the origin and rise of Japanese animation.

Steena J Mathews (2016) in the paper “Study of Manga, Animation and Anime as an Art Form” explains in detail about the development and unique characteristic features of manga, animation and anime. It also further explores the Japanese comic as an art form. The specific differences between anime and manga are also dealt in the paper. The different genres of manga and types of anime are discussed by the author.

Yurun Huang (2016) in the article “Study on the Transmission of Japanese Animation Culture” enlightens the growth of animation in the field of cross-cultural communication. In addition, the paper clearly states the progression of Japanese animation culture in the market. It widely discusses on the history of anime and the periods through which the transmission of Japanese manga has acquired.

Jasper Sharp (2005) in his magazine article “Forgotten Roots of Japanimation: Masters of Puppets” marks tribute to Kihachiro Kawamoto, a man behind the stop-motion animation. The article depicts the hard work behind today’s animation and the emergence of comics. The advent of comic strips is from a doll making session that Kawamoto attended and the mix of Japanese tradition of puppet theatre sketching. The authentic culture and tradition of Japan is passed on to generation after generation through puppets and sketches.

Manga

Manga is a Japanese graphic narrative, which has seized the fascination of global audience. In the 12th century Japan, people used Emaki scrolls, illustrated drawings that convey long stories and later during the 17th century printing with woodblocks, Ukiyo-e was introduced. It is also called as floating prints. Modern manga emerged as a result to the western comic influences in 1860s. Post to the influence of Second World War, manga developed as an emerging art form in the hands of Osamu Tezuka. He is called a the “Father of Manga” and the “Godfather of Anime” affectionately by the people for his contribution in the field of graphic narrations. Series like Astro Boy, Akira and Dragon Ball marked the arrival of manga into the world of graphic narratives. Initial manga genres include, Shonen that deals with actions and adventures, Shojo is of romantic themes, mature themed manga are called Seinen and Josei dealt with women’s fiction. From traditional hand-drawn techniques to computerized visual storytelling, manga has evolved over centuries. Manga also explores themes including technology, science- fiction, self-discovery, coming-of-age stories, social issues providing awareness and addressing concerns, mythological tales and

fantasy. Eiichiro Oda, Takehiko Inoue, Rumika Takahashi are few creators who ruled the world with their epic creations like One Piece, Slam Dunk, Inuyasha correspondingly.

Genres of Manga

The genres of Manga include,

a) Kodomo Manga: It is a popular genre that is designed for little kids. The popular kodomo manga includes Hello Kitty, Doraemon, etc. These manga are generally attractive and moralistic.

b) Shonen Manga: This is especially for teenage boys who love adventures. It is one of the primary categories of manga. Shonen manga contains One Piece, Naruto, Death Note, etc. One Piece is considered as the 'King of Shonen'.

c) Shojo Manga: The word 'shojo' means girls and it is particularly for young teenage girls. The story revolves around high school romance, fantasy and action. Some examples of Shojo manga are Boys Over Flowers, Kimi ni Todoke: From Me to You, etc.

d) Seinen Manga/ Seijin manga: Seinen manga is for young adult men focusing on mature themes, complex content compared to Shonen manga. Some famous seinen manga are Vinland Saga, Vagabond, Monster, etc.

e) Josei Manga: It is targeted towards young adult women. It deals with mature themes and complex relationships, similar to Seinen manga. Josei manga includes Paradise Kiss, Nana, Bride of the Water God, etc.

f) Doujinshi Manga: 'Doujinshi' literally translates to 'self-published print works'. It is written by amateurs and for amateurs. Few comics are Haibane Renmei, Love Hina, negima, etc.

g) Yonkoma Manga: It is a four-panel comic strip that is usually published in newspapers. Aho-Girl, Fuku-chan, YuruYuri are few examples of Yonkoma manga.

h) Gekiga Manga: It focuses on serious topics targeted toward mature audiences. It often resembles the everyday struggle of common people.

Anime

Anime date back to the early 20th century with the emergence of Emaki scrolls and Ukiyoe. Osamu Tezuka's Astro Boy paved way for the revolution in the world of anime. It also explored themes such as futuristic worlds and science-fiction with Mobile Suit Gundam and Akira. Like manga, anime also falls under four genres. Action-adventure series like Dragon Ball Z and Naruto are Shonen, Sailor Moon and Fruits Basket are romantic series that are categorized under Shojo, Akira and Paranoid Agent deals with mature themes are classified as Seinen and series exploring social issues and women's fiction like Nana and

Paradise Kiss are called Josei. Anime has a cultural impact on western animations like Avatar and The Simpsons. It has also influenced the fields like music, gaming and fashion.

Types of Anime

Japanese anime is of various types and it contain,

a) Action or adventure: As the name suggests this anime majorly focus on action and adventure like martial arts, weapons, battles, wars, etc. The most famous action manga of all time is One Punch Man.

b) Drama: It deals with character developments, emotional storylines and mature relationships. Tokyo Ghoul, Nana and Grave of the Fireflies are a few examples.

c) Game based: It is based on card games or board games such as Dragon Ball, Attack on Titan, Pokemon, etc.

d) Horror: Anime that revolves around darker or supernatural themes come under horror anime. They include Demon Slayer, Paprika, Made in Abyss, etc.

e) Sci Fi: Anime that highlights on futuristic world, science and technology. Gurren Lagann, Cyberpunk, Pantheon are some of the examples of this type.

Manga to Anime Adaptation

The adaptation of Manga to Anime has captivated global audience with its unique storytelling elements and creative visualization. Lupin III, a manga by Monkey Punch was adapted into iconic anime series during the early 1970s. Dark fantasy epic, Attack on Titan and adventure manga Fullmetal Alchemist: Brotherhood are examples of contemporary adaptations. The chapters of manga are adapted into anime screenplays that require special effects, refined characters, movements, background art and voice. Voice actors called Seiyuu bring life to the characters. Anime reaches worldwide audiences while comparing to manga that solely attracts readers. It also balances the originality and fidelity of the Japanese art form. The static images of manga are replaced by anime's dynamic visuals. On the other hand, anime's simplified designs cannot match with manga's detailed hand drawn images. Although global distribution and streaming takes anime to places, there is a need to preserve the authentic Japanese culture through manga.

Reception of Anime

Anime's global popularity has a significant impact on modern entertainment. With the development of anime, the culture and customs of the Japanese culture is promoted among the people fostering the interest. It has also inspired the fans visiting Japan's iconic locations. The revenue of Japan has expressively improved with the sales and revenue that comes from anime products and production. It has also attracted audiences of varied age groups with its

striking genres. Besides the positive reception, there are also negative facets of anime. The impact of anime on children is a notable factor, wherein anime is of varied genres that also include themes of mature content such as bloodshed and gore elements. As a matter of fact, there also exists censorship for such anime in various countries. The illegal streaming and downloading of anime has deeply affected the anime industry.

Scope for Future

- The future studies may include the implementation of anime into learning process.
- Fandom studies could be researched.
- The behavioural patterns of the anime audience could be investigated.
- The evolution of anime as a significant Japanese art form amidst the English cartoons could be discussed.
- The advancement of distinct anime genres could be explored.
- The role of anime in international relations could also be analysed in the future.

Conclusion

The evolution of manga and anime adaptation demonstrates Japan's rich cultural heritage. Anime's reception highlights its influence on people, media and culture. Anime as a graphic narrative has advanced over years, starting from puppet to 3d animation. It has bridged the cultural gaps nurturing worldwide recognition for Japanese storytelling. It embraces the tradition of Japan and the modern technology. This paper widely discussed the primary genres in manga and the distinctive types of anime providing a base for further research in the area. Anime continues to attract audience of varied age groups and it also aims in escalating the Japanese culture globally.

References

- Abilasha R, et al. "Enhancing Second Language Skills Using Multimedia' Social Media in Teaching and Learning." *ESN Publications Chennai, Chapter - 2*, June 2020, pp. 21-29.
- Abilasha R, et al. "The Role of Media in Enhancing Communicative Competence of the Learners at Tertiary Level - An Analytical Study. " *International Journal of Engineering and Technology*, vol. 7, no. 4, Nov. 2018, pp 655-659.
- Huang, Yurun. "Study on the Transmission of Japanese Animation Culture." *Advances in Social Science, Education and Humanities Research*, vol. 87, 2016.

- Mathews, J Steena. "Study of Manga, Animation and Anime as an Art Form." *International Journal on Recent and Innovation Trends in Computing and Communication*, vol. 4, no. 6, June 2016, <http://www.ijritcc.org>
- Modayil, Kevin Philip. "Evolution of Contemporary Anime in the Japanese Pop Culture: A Study." *International Journal of Engineering, Management and Humanities (IJEMH)*, vol. 4, no. 2, Mar.-Apr. 2023, pp: 261-266.
- Sharp, Jasper. "Forgotten Roots of Japanimation: Masters of Puppets." *Film International*, no. 25, 2005, pp: 58-71.

Understanding Cognitive Differences Among Primary Language Learners

S. Sajna Beevi, Research Scholar, Holy Cross College (Autonomous), Nagercoil-4.

Affiliated to Manonmaniam Sundaranar University, Abishekapatti, Tirunelveli. Email-
sajnahameed278@gmail.com

Dr.R. Abilasha, Assistant Professor of English, Holy Cross College (Autonomous),
Nagercoil-4. Affiliated to Manonmaniam Sundaranar University, Abishekapatti,
Tirunelveli. Email- abilasha.r@holycrossnsl.edu.in

Abstract

The cognitive abilities of primary learners vastly differ due to variations in developmental stages, learning styles, and neurocognitive functions. This paper focuses on exploring the perception of cognitive diversity and emphasizing how it influences the learning processes, classroom interactions, and academic performance of primary language learners. Through analyzing various aspects like cognitive ability, attention, problem-solving, and processing speed, to understand the unique strengths and challenges faced by primary students. The study focuses on creating an inclusive learning environment that assists various cognitive requirements. Moreover, this paper discusses strategies like differentiated instruction, multi-sensory learning approaches, and the use of assistive technologies. It also explores the role of teachers in identifying and fostering cognitive differences, along with that highlighting the importance of early identification. This paper intends to provide teachers with awareness and practical ideas to support all learners in a productive manner.

Keywords: language learning, cognitive difference, theories, primary learners, acquisition

Introduction

Language learning is an inherent part of primary education, language learners enhance their language acquisition during the core period of mental growth, particularly before the age of ten. This phase is reviewed as flawless and children's able to comprehend naturally. According to the ability of learners, every individual has a unique cognitive way of learning. However, some students are experts in auditory learning, while others can perceive through visual or kinaesthetic exposure. Even that learning perspectives differ with memory, reasoning process, concentration, problem solving, creativity and style. These contradictions pave the way for cognitive diversity in all aspects of learning a language.

For understanding cognitive differences from the primary phase of learning, teachers and parents can equip the students with their learning preferences. Teachers have to meet up with the diverse needs of learners through different techniques, regular observations, assessments and even have collaboration with parents. Furthermore, progress should be

noted for encouraging creativity and constant adjustments. With proper guidance, teachers find it difficult to foster an inclusive environment that meets the needs of all learners.

Cognitive Theories

In accordance with the cognitive theories language learning aligns with two modern theories like cognitive linguistics theory and cognitive psychology theory. Cognitive linguistic theory relates in what way language connects with cognitive function. Cognitive psychology theory details how exactly the mind processes the information. It stands as a core theory of cognitive approach. Some of the important theories are listed below:

- **Piaget's Theory of Cognitive Development**

Piaget's theory suggests four developmental stages of human progress, like sensorimotor, preoperational stage, concrete operational stage and formal operational stage. According to Piaget's theory, he states that children actively build their knowledge through the above-mentioned different stages of cognitive development, which means students are able to construct the meaning through their own stage of understanding. Moreover, cognitive construction underlies in two processes, like adaptation and organization. Adaptation helps to coordinate updated knowledge into prior knowledge, alleviates understanding. Organization helps to identify key ideas and integrate them with the prior experience.

- **Vygotsky's Sociocultural Theory**

Vygotsky's sociocultural theory suggests the basic role of social interaction in cognitive development. It is varied from Piaget's theory, Vygotsky pointed that language learning is a social activity and it is purely influenced through interaction. According to him, cognitive development is not an independent process but a collaborative one. To prove his words, he came up with a concept, Zone of Proximal Development (ZPD), to explain the gap between what a learner can learn with or without guidance. Moreover, he highlights scaffolding method along with his theory, which means if a learner gets a temporary support in all his learning stages helps to acquire more.

Learning Styles and Language Acquisition

Cognitive styles refer to the various ways of individuals, habitual thinking, process information and retain knowledge. By understanding these styles, teachers can foster their teaching methods to enhance learning outcomes. Various cognitive styles include:

- **Visual Learners**

Visual learners can better understand and recollect information through visual aids. They lean toward images, maps, diagrams, charts to comprehend the concept. This type of learners always try to understand the concept through visual aids rather than listening

to explanations. Teachers can encourage visual learners by using slideshows, written manuals to interpret topics clearly.

- **Auditory Learners**

Auditory learners learn better by hearing the concepts instead of seeing visuals or reading. They prefer listening to verbal instructions, podcasts, and lectures to understand the learning process. They remember the concepts better when they hear it explained and find a better atmosphere in storytelling, audiobooks and group discussions. Teachers can support these auditory learners by engaging them with group discussions, reading books aloud to develop their understanding.

- **Kinesthetic Learners**

Kinesthetic learners can learn effectively through hands-on activities, movement and touch instead of listening or watching. These learners often find it hard with passive learning methods like reading heavy lessons or long lectures. They always benefit from role playing, interactive games or using gestures while learning. Teachers can promote their learning by field trips, incorporating experiments and movement-based activities into lessons.

- **Multimodal Learners**

Multimodal types of learners are flexible and adapt a combination of visual, auditory, kinesthetic and reading/ writing styles to understand and retain information. Teachers can help these learners by offering various learning techniques according to their adaptable learning ability.

Neurodiversity in Primary Language Learning

Dyslexia and Language Processing

Dyslexia is a learning disability that mainly disturbs a learner's ability of phonological processing and fluency in reading. Students with dyslexia constantly struggle with identifying and processing sounds in words, which affects their ability in handling the language. Learners may fail to spell correctly, or maintain the speed as their peers. Teachers can help them with multisensory phonics instruction, where learners learn through sight, sound and touch. With the support of audiobooks and visual aids, they can effortlessly understand stories with reading and make their learning process easier.

ADHD and Attention Challenges

Learners with Attention Deficit Hyperactivity Disorder (ADHD) could have trouble focusing on lessons, failing to remain seated for long durations or manage impulses. This makes language learning harder, as they tend to be distracted and fail to remember instructions. To uphold them, structured lessons with well- defined learning schedules in a systematic way.

Autism Spectrum Disorder (ASD) and Communication Differences

Language processing is difficult for students with autism spectrum disorder (ASD). They have differences in acquiring a language, some learners have great visual abilities and can comprehend visuals and symbols better than spoken words. Some kids may have trouble understanding jokes, body language, or facial expressions because they struggle to communicate socially. Structured language patterns with predictable and unambiguous instructions make learning easier for these learners. They will be better able to adjust to the circumstances and communicate with others, if they are taught social stories with social settings. Their everyday activities should be depicted in photos and schedules should be visualized to help them learn easily.

Gifted Learners and Accelerated Language Acquisition

Children with gifted learning skills quickly understand the language and often have a rich vocabulary. They have strong comprehension skills and more creative ways of using words. Their advanced skills may help them to read advanced books, learn a new language in a short period or help them to write complex stories. However, if they are not challenged enough, they might be bored. So, teachers have a way for them to engage in enrichment activities such as debates or research projects, creative writing etc. They could be involved in higher - level discussions and given independent learning tasks, to stay motivated and explore language deeply.

Strategies for Inclusive Language Instruction

Differentiated Teaching

Differentiated Teaching is a technique of teaching that guarantees every single learner acquire the concept they need to learn effectively. As learners have distinct learning styles, abilities, and interests, a common approach doesn't work for everyone. Differentiated Teaching assists teachers adapt their methods to promote success among all students.

- **Flexible Grouping** – Teachers can change the group, based on learners' strength, needs or interests instead of holding students in the same fixed groups. Students who have struggled to handle alone won't feel singled out or uncomfortable. Because groups are not arranged on the basis of ability level alone, but with regrouping them to meet their evolving needs. Through a flexible learning process, students can take responsibility for their own learning.

- **Choice-Based Activities** – Choice based activities offer students to go with their Learning preferences. For example, some learners may prefer reading, in contrast others may enjoy hands-on activities, learn via videos, or discussions.

- **Personalized Learning Goals** – Teachers can arrange unique learning goals for Different learners. Some students might require extra support, as others might demand for more challenging tasks. This method ensures that everyone has made progress at their personalized learning goals at their own pace.

Multisensory Teaching Approaches

Multisensory Teaching is another method of teaching that uses various senses visualizing, auditory and kinesthetic to process learning in a better way. Students make use of numerous ways to get involved with the lesson, rather than just listening to a lecture or reading a book. This makes learning more engaging and easier to remember.

- **Visual Learning** – Visual Learning comprises diagrams, pictures, charts, written Words and videos. When learners perceive with their eyes, it helps them to understand the information and it is easier to retain. For example: A teacher can display pictures or drawing with illustrated stories, blood videos with narration, highlighting the content with vibrant colours etc.

- **Auditory Learning** – Auditory learning integrates listening to spoken words, rhymes, music or through discussions. Some learners acquire better by hearing explanations or restating audios distinctly.

- **Kinesthetic Learning** – This approach of learning includes role- playing, using body signs and gestures and hands -on activities. Students find it easier when they physically interact with the lesson. Teachers can demonstrate with clay models to teach shapes and historical events.

Technology Integration

Technology integration is a mode of using digital tools to enhance learning. In the language learning process, technology assists students to create a habitual context of speaking, reading, writing and listening in a collaborative way. Jonassen (1994), stated that Technologies as tools that can provide learners with meaningful thinking, which correlates closely with cognitive views.

- **Language Learning Apps**

Duolingo – Make use of games and exercises to teach new words, grammar, and pronunciation.

Memrise – Helps students in structuring vocabulary building by using flashcards and quizzes.

- **Interactive Learning Platforms**

Kahoot – Allows tutors to design a fun filled atmosphere with quizzes and games for learners.

Quizlet - Assists students to learn new words and concepts through flashcards and learning tasks.

Challenges in Addressing Cognitive Differences

1. **Training for Teachers** – Teachers have failed to deal with the cognitive challenges confronted by the learners due to the lack of proper training and awareness of the cognitive process.
2. **Classroom Resources** – Classroom size and insufficient resources may restrict personalized learning in an effective way.
3. **Parental Involvement** – Parents engagement is vital in diverse learning; strategies can be challenging for them to handle without proper training.

Conclusion

Cognitive differences among primary language learners is an important element in tailoring successful language instruction. Teachers can generate inclusive, engaging and personalized learning experiences through recognizing different learning styles, neurodiverse conditions and cognitive strength of individuals. By enhancing technology driven solutions, conducting professional development programs, and policy reforms that support diverse cognitive needs in language acquisition. Through understanding cognitive diversity, teachers can ensure that every learner, regardless of their learning differences, has the chance to progress in language acquisition and communication.

References

- Bogle, T. L. “Embracing learner diversity in the classroom: Meeting the needs of each learner through differentiation”, *Nepal Journals Online*, vol. 5, no. 1, 2014.
- Jonassen, “ An Overview of Cognitive Approach in Language Learning”, 1994.
- Lal, Bhim, “Exploring Learners Diversity in English Language Classrooms”, *Butwal Campus Journal*, vol. 6, no. 1, pp. 62-71, 2023.
- Rai, T. M. “Learners' diversity in English language classrooms”. 2018.
- Saxena Jyotsna., and Shireesh Pal Singh., Technical competency of Different Level Teachers. *Journal of Special Education*, vol. 7, no. 2, 2007, pp 18- 26.
- Shinn, Erin, “Cognitive Diversity and the Design of Classroom Tests for all Learners”, *Journal of Postssecondary Education and Disability*, vol. 25, no. 3, pp. 227-245, 2008.