



An Exploratory Study of Gujarati Language Teaching in Upper Primary Schools of Baroda City

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ABSTRACT: Language is the foundation of curriculum because subjects of the curriculum are taught through the medium of language. The importance of language has increased with explosion of knowledge, population and means of communication. In classroom situation it is only the language which is the medium of instruction between teacher and taught. Therefore language that is mother tongue has been recognized as a compulsory subject right from the elementary stage. Language teaching standards are divergent in different regions of the country. Language is the key which opens all doors of human process. The Present study focuses on Gujarati language teaching in upper primary schools of Baroda city. 21 different hypothesis were formulated for the same. 12 Gujarati Medium primary schools, 400 teachers and 1218 students were selected as a sample for the study. Opinionnaire, questionnaire, observation schedule, common errors identification test and interview schedule were prepared for data collection. Data pertaining to objectives 1,2,3,6, and 7 viz., clarity of objectives of teaching Gujarati on the part of teachers, classroom observation, problems faced by the teachers, opinion of experts on teaching Gujarati, and common errors committed by students frequencies were computed and were converted into percentages and whenever possible content analysis was done. Percentages and whenever possible content analysis was done, coefficient of correlation was computed using Product Moment Method for data analysis.

Key Words: Language, Gujarati Language, Primary School, Teachers.

I. INTRODUCTION

Language is the key which opens all doors of human process. In every walk of life, man feels an utmost need of language. None can do without an adequate mastery over the language - oral as well as written. Language plays a vital role in studying any subject whether it be academic, technical, professional or vocational. The entire progress of a nation depends very much upon the general achievement in language, as it provides for an adequate and effective instrument of communication.

In school the aim is to provide the pupils with such learning experience as would be useful and directive to them in their future vocations. These experiences are achieved best only when there is a powerful vehicle of language, because most of the learning is based on listening, speaking, reading, writing and discussing. In school curriculum also language plays the most vital role. Bernstein (1970), has proved that those who are good in language are good in all other subjects and those who fail in language are likely to fail in all other subjects. He has further added that language is the foundation of the curriculum, because the subjects of the curriculum are taught through the medium of language. On the similar lines John (2007), shows importance of language in the following words: "Language is the instrument with which man forms thought and feeling, mood, aspiration, will and act, an instrument by whose means he influences and influenced, the ultimate and deepest foundation of human society."

A well designed school curriculum in the mother tongue will serve, two high objectives that have a bearing on the effectiveness of all programmes of education. One is that the course in the mother tongue, more than perhaps any other subject in the curriculum, could introduce the pupils to the joy of learning. Johnson said in the sixteen century, "A youth should not be made to hate study before he knows the causes to love it, or taste the bitterness before the sweet, but called on an allured, entered and praised: Yea, when he deserves it not." An introduction to the treasures of the mother tongue is the simplest lure that could eventually lead the young student to the rigorous of serious learning.

One of the main difference between mother tongue and other subjects being taught in the schools is that mother tongue schools is that mother tongue is concerned.

The sources of mother tongue are manifold. It helps in the learning of all other subjects, while other subjects have consideration of their respective areas only. Bowlby John (1969), cited an illustration that “ Monteith college in Detroit, make composition in the mother tongue an indispensable skill in the pursuit of every subject in the curriculum.”

The mother tongue is the most important subject as it the medium through which all other subjects are taught and often success in other subjects rests on proficiency in the mother tongue. Bhatia & Bhatia (1959), expresses his view: “ The mother tongue should be taught in schools in close relation with all other subjects in the curriculum. No doubt different subjects are taught by teachers but since proficiency in the mother tongue which is generally is, and ought to be, the medium of instruction and examination, affects proficiency in other subjects, responsibility for it should to some extent be shared by all teachers.”

In fact every teacher should be a teacher of the mother tongue and teachers of other subjects should frequently meet to discuss generally the progress of the class in written and oral expression. There may be some pupils whose knowledge of the content is good but who are not able to score high because of the poor expression.

The mother tongue occupies a unique position in the school curriculum. It is unique because it is fundamental on it depends the efficiency of every other subjects, on it depends the efficiency of the total result of education. Hence the pupils are hampered in all school subjects because of their weaknesses in the mother tongue.”

II. OBJECTIVES

The study has been carried out with the following objectives :

- (1) To study the clarity of objectives of teaching Gujarati on the part of teachers.
- (2) To study the teaching procedure followed by the teachers in teaching of Gujarati with respect to ;
 - a) Various skills of Gujarati teaching.
 - b) Various methods and techniques of teaching Gujarati.
 - c) Use of audio Visual aids.
- (3) To study the problem faced by teacher in teaching Gujarati.
- (4) To study the achievement of students in the subject of Gujarati.
- (5) To study the weakness of the students in the subject of Gujarati.
- (6) To identify common errors committed by students in writing Gujarati.
- (7) To study the opinions of teachers about teaching Gujarati.
- (8) To study the relationship between achievement score and weakness score of students in the subject of Gujarati of Standard V, VI, and VII

III. HYPOTHESES

On the basis of above objectives, the following null hypotheses were formulated.

- (i) There will be no significant difference in mean achievement of boys and girls in the subject of Gujarati for Standard V.
- (ii) There will be no significant difference in mean achievement of SC, ST, SEBC and General category of students in the subject of Gujarati for Standard V.
- (iii) There will be no interaction between caste category and sex in the achievement in the subject of Gujarati for Standard V.
- (iv) There will be no significant difference in the mean achievement of boys and girls in the subject of Gujarati for Standard VI.
- (v) There will be no significant difference in the mean achievement of SC, ST, SEBC and General category of students in the subject of Gujarati for Standard VI.
- (vi) There will be no interaction between caste category and sex in the achievement in the subject of Gujarati for Standard VI.
- (vii) There will be no significant difference in the mean achievement of boys and girls in the subject of Gujarati for Standard VII.
- (viii) There will be no significant difference in the mean achievement of SC, ST, SEBC and General category of students in the subject of Gujarati for Standard VII.
- (ix) There will be no interaction between caste category and sex in the achievement in the subject of Gujarati for Standard VII.
- (x) There will be no significant difference in the mean weakness score of boys and girls in the subject of Gujarati for Standard V.
- (xi) There will be no significant difference in the mean weakness score of SC, ST, SEBC and General category of students in the subject of Gujarati for Standard V.
- (xii) There will be no interaction between caste category and sex in the weakness score in the subject of Gujarati for Standard V.
- (xiii) There will be no significant difference in mean weakness score of boys and girls in the subject of Gujarati for Standard VI.
- (xvi) There will be no significant difference in the mean weakness score of SC, ST, SEBC and general category of students in the subject of Gujarati Standard VI.

- (xv) There will be no interaction between caste category and sex in the weakness in the subject of Gujarati for Standard VI.
- (xvi) There will be no significant difference in the mean weakness score of boys and girls in the subject of Gujarati for Standard VII.
- (xvii) There will be no significant difference in the mean weakness score of SC, ST, SEBC and General category of students in the subject of Gujarati for Standard VII.
- (xviii) There will be no interaction between caste category and sex in the subject of Gujarati for Standard VII.
- (xix) There will be no significant relationship between achievement score and weakness score in the subject of Gujarati for Standard V.
- (xx) There will be no significant relationship between achievement score and weakness score in the subject of Gujarati for Standard VI.
- (xxi) There will be no significant relationship between achievement score and weakness score in the subject of Gujarati for Standard VII.
- The study was delimited to Municipal schools run by Municipal school Board, Vadodara. The study was also delimited to Municipal schools which provide instruction through Gujarati language.

IV. METHODOLOGY

After formulation of the research problem theoretically, the next task is to find out empirically dependable and valid answers to research questions.

This requires deciding about the research methodology to be used for data collection and analysis and interpretation of results. Methodology of the study involves population, sample, tools to be used, procedures for data collection and statistical techniques to be used for data analysis. The methodological details have been presented in the pages to follow.

A. Population

Population of the present study comprises of 108 Gujarati Medium Primary Schools, 550 teachers of upper primary schools and all the students of the Standard V, VI, VII of schools managed by Municipal School Board, Vadodara.

B. Sample

Sample for the presented study was drawn from:

- (a) Schools, (b) Teachers, (c) Students, (d) Experts.

Further Details are given below:

(a) Schools: There are 138 schools providing primary education through different medium of instruction. There are 108 primary schools of Gujarati medium, from which twelve schools were selected randomly for observation of teaching procedure followed by the teachers of these schools.

(b) Teachers: From the office records of Nagar Prathmik Shikshan Samiti (1994-95), it was found that total number of teachers teaching from Standard I to VII was 1625 and the teachers teaching in upper primary level were 550. Of which 400 teachers were selected randomly by using random number table of Kendall and Smith. As seventy two teachers did not complete the given questionnaire and opinionnaire, they were dropped. The authors were finally able to collect data from 328 teachers.

(c) Students: For drawing the sample of students, cluster sampling technique was adopted. From the official records of the schools, it was found that there were 1218 students available in standard V, VI, VII of the sample of schools selected for the present study.

(d) Experts: To study opinion about the teaching of Gujarati, twenty experts were selected using judgment sampling. These experts were from primary and secondary school teachers and teachers from teaching institution of Baroda. The experts were selected on the basis of their long standing experience (at least 10 years) in teaching the subject, their contribution to Gujarati literature and in authors' perception about these experts.

C. Tools

The following tools were constructed for the present study.

- (i) To study the clarity of objectives of teaching of Gujarati, opinionnaire was constructed.
- (ii) To study the problems faced by the teachers while teaching Gujarati, questionnaire was constructed.
- (iii) To observe the teaching procedure following by the teachers class room observation schedule was constructed.
- (iv) To study the opinions of teachers and experts regarding the teaching of Gujarati, interview schedule was constructed.
- (v) To identify common errors committed by the students in writing Gujarati, a common errors identification test was developed.
- (vi) To study the achievement of students, scores obtained by students on the final examination of Gujarati in the year 1994-95 were collected from the respective schools.

The details of the above mentioned tools have been given under separate captions.

V. DATA ANALYSIS

Data pertaining to objectives 1,2,3,6, and 7 viz., clarity of objectives of teaching Gujarati on the part of teachers, classroom observation, problems faced by the teachers, opinion of experts on teaching Gujarati, and common errors committed by students frequencies were computed and were converted into percentages and whenever possible content analysis was done.

The data pertaining to Objectives 4 and 5 viz., achievement score and weakness score of students of Standard V, VI and VII were analyzed quantitatively by using the technique of Analysis of Variance (ANOVA). Data pertaining to objective 8, viz., relationship between achievement score and weakness score of students, coefficient of correlation was computed using Product Moment Method.

The entire Programme of present piece of research, presented in chapter provides a clear cut direction for the work and thus sets the stage for analysis. In other words, how is language teaching carried out by primary school teachers of municipal school board can be seen in the data analysis.

VI. MAJOR FINDINGS

Major findings of the study are presented in eleven parts.

A. Findings based on Clarity of Objectives of Teaching Gujarati on the Part of Teachers

- (i) Majority of the teachers (73.61 per cent) have not read the objective of teaching Gujarati language.
- (ii) Majority of teachers (69.02 per cent) mentioned that objectives do included all the information which is required to be expected from the students towards the completion of language teaching.
- (iii) Majority of the teachers (63.80 per cent) found that objectives do take in to consideration to create rapport with narrator.
- (iv) Majority of the teachers (70.78 per cent) could spare one period a week for dictation.
- (v) Majority of the teachers (72.61 per cent) were able to put before students, the example of good hand writing to the students.
- (vi) Majority of the teachers (69.72 per cent) could spare time for letter writing.

B. Findings based on Problem Faced by Teachers of Standard V, VI & VII in Teaching Gujarati

- (i) Majority of the teachers (95.05 per cent) did not experience any speech defect which hampers in teaching process.
- (ii) Majority of the teachers (65.95 per cent) found difficulties in pronouncing words and letters appropriately due to their family background and dialect.
- (iii) Majority of the teachers (35.28 per cent) could use Gamathi dialect during teaching of Gujarati.
- (iv) None of teachers found difficulties in reading, writing and language aspects during the teaching of prose.
- (v) Majority of the teachers (66.25 per cent) found difficulties in teaching of essay form of prose lesson.
- (vi) All the teachers found difficulties in literary play and projects during organization of literary activities in the class.

C. Findings based on Teaching of Poetry Lessons of Standard V, VI and VII

- (i) Very few teachers of Standard V and VII gave introduction related to the content to be taught while majority of the teachers of Standard VI could not give introduction related to the content to be taught.
- (ii) Majority of the teachers of Standard V, VI and VII could not retain interest in the students.
- (iii) Majority of the teachers of standard V, VI and VII could not create an lively atmosphere during discussion.
- (iv) Majority of the teachers of Standard V, VI and VII could not ask logically sequenced questions.
- (v) Majority of the teachers of Standard V could not develop listening skill among students through story telling and recitation of poem while one third teachers of Standard VI and majority teachers of Standard VII could develop listening skill among students through story telling.
- (vi) All the teachers of Standard V could not evaluate students by recitation of poem while majority of the teachers of Standard VI and VII could not evaluation it.

D. Findings based on Teaching of Grammar Lessons of Standard V, VI and VII

- (i) Majority of the teachers of Standard V and VII and half of the teachers of Standard VI could use explanation technique during teaching of grammar.
- (ii) Majority of the teachers of Standard V, VI and half of the teachers of Standard VII could teach learnt paragraph or sentences from the text for teaching of new concept on the black board.
- (iii) Majority of the teachers of Standard V could not use deductive approach for teaching of grammar while majority of the teachers of Standard VI and half of the teachers of Standard VII could rarely use deductive approach for teaching of grammar.
- (iv) Majority of the teachers of Standard V could frequently use charts for teaching of grammar while all the teachers of Standard VI and VII could not use charts for teaching of grammar.
- (v) All the teachers of Standard V, VI and VII could not use flash cards for teaching of grammar.
- (vi) All the teachers of Standard V, VI and VII could not use tape recorder for teaching of grammar.

E. Findings based on Teaching of Prose Lessons of Standard V, VI and VII

- (i) Almost half of the teachers of Standard V, VI and one third of teachers of Standard VII could not relate previous knowledge with present knowledge.
- (ii) Majority of the teachers of Standard V, VI and VII could not ask application level questions during introduction.
- (iii) Majority of the teachers of Standard V and VI and one third teachers of Standard VII could not cite examples during discussion.
- (iv) Majority of the teachers of Standard V and few teachers of Standard VI and VII could not clarify the theme of prose with the help of reference sentence during discussion.
- (v) All the teachers of Standard V, VI and VII could not use models to orient students about new words of the content.
- (vi) Majority of the Standard V and VI could use black board for comparative study and half of the teachers of Standard VII could not use black board for comparative study.

F. Findings Based on Experts Opinion Regarding Teaching of Gujarati

- (i) 75 percent of experts suggested activities like identification of alphabets, competition in writing, action song competition charts for correct spellings should be take in to consideration for raising the Standard of language.
- (ii) 70 percent of experts opined that apart from listening various programmes on radio, T. V. by the students, teachers should develop listening skills through story telling, recitation of poem, good thoughts of the day in the class.
- (iii) 65 percent of experts opined that teachers should organise activities like action song competition, news reading, antakshari, talk of the day.
- (iv) 85 percent of the experts opined that agenda for pre-service training programme should not be carried out in traditional manner, there is no innovative approach adopted for training pre-service teachers so far. Respondents further opined that pre-service training programme is just waste of time, energy and money.
- (v) 90 percent of experts opined that instead of calling experts for delivering lectures, it is good if the training is given by experienced school teachers of the field and in-service training programme is not at all a practical, more emphasis should be given to difficulties faced by teachers in teaching learning process.

G. Findings based on Achievement Score of Students of Standard V, VI and VII in the Subject of Gujarati

- (i) There was no significant difference between mean achievement of boys and girls of standard V. This indicated that the mean achievement of boys and girls were equal in their achievement in subject of Gujarati.
- (ii) There was no significant difference between mean achievement of SC, ST, SEBC and General Categories of students in the subject of Gujarati of standard V. This indicated that the mean achievement of SC, ST, SEBC and General categories of students of standard V were equal in their achievement of Gujarati subject.
- (iii) The Sex and Caste do not affect jointly in the mean achievement of students in the subject of Gujarati of standard V. This indicated that sex and caste were equal in their achievement in the subject of Gujarati.
- (iv) There was significant difference between mean achievement of standard VI in the subject of Gujarati. This indicated that mean achievement of girls were higher than boys.
- (v) The sex and caste do not affect jointly in the mean achievement of students of standard VII in the subject of Gujarati. This indicated that mean achievement of sex and caste were equal in the subject of Gujarati.

H. Findings based on Weakness Score of Students of Standard V, VI & VII in the Subject of Gujarati

- (i) There was no significant difference between mean weakness score of boys and girls of standard V. This indicated that the mean weakness score of boys and girls were equal in the subject of Gujarati.
- (ii) There was a significant difference between mean weakness score of SC, ST, SEBC and General categories of students of standard V the subject of Gujarati. This indicated the mean weakness score of SC, ST, SEBC and General categories of students differ significantly.
- (iii) There was significant difference between mean of SC girls and SC boys at standard V in the subject of Gujarati. This indicated that the weakness score of SC girls was higher than SC boys for standard V in the subject of Gujarati.
- (iv) There was no significant difference between mean weakness score of SEBC girls and SEBC boys in the subject of Gujarati for standard V. This indicated that they were equal in their weakness score of standard V in the subject of Gujarati.
- (v) There was no significant difference between mean weakness score of SEBC boys and girls of General category of standard V in the subject of Gujarati. This indicated they were equal in their weakness score of standard V in the subject of Gujarati.

I. Findings based on Errors Committed by Students of Standard V in the Writing of Gujarati

- (i) SC girls (76 percent) committed more errors in marking of Avataran Chinh in the sentences as compared to rest of the students and on an average 60 per cent of students committed errors in marking of Avataran China.

- (ii) SC girls (79 per cent) committed more errors in marking of full stop in the sentences as compared to rest of the students and on an average 71 per cent of students committed errors in marking of full stop in the sentences. (Purnaviram)
- (iii) SEBC boys (91 per cent) committed more errors in effect of dialect on essay, story and letter writing as compared to rest of the students on an average 81 per cent students committed errors in effect of dialect on essay, story and letter writing.
- (iv) SC girls (95 per cent) committed more errors of writing title of the story as compared to rest of the students and on an average 76 per cent of students committed errors of writing title of the story.
- (v) SEBC boys (85 per cent) committed more errors in the item of spellings as compared to rest of the students on an average 80 per cent students committed errors in spellings item.

J. Findings based on Errors Committed by Students of Standard VI in the Writing of Gujarati

- (i) General category boys (74 per cent) committed more errors in marking of Avataran China in the sentences as compared to rest of the students on an average 67 per cent of students committed errors in marking of Avataran China in the sentences.
- (ii) ST girls (82 per cent) committed errors in marking full stop in the sentences as compared to rest of the students and on an average 72 per cent students committed errors of Full stop.
- (iii) General category of boys (86 per cent) committed errors of exclamatory marks in writing sentences as compared to rest of the students and on an average 60 per cent of students committed errors of exclamatory marks in writing sentences.
- (iv) ST girls (97 per cent) committed more errors of logical sequence of thoughts in essay, story and letter writing as compared to rest of the students and on an average 82 per cent of students committed more errors of logical sequence of thoughts in essay, story and letter writing.
- (v) ST girls (92 per cent) committed more errors in effect of dialect on essay, story and letter writing as compared to rest of the students and on average 79 per cent of students committed errors in effect of dialect on essay, story and letter writing.

K. Findings Based on Errors Committed by Students of Standard VII in Writing Gujarati

- (i) ST girls (78 per cent) and SEBC (78 per cent) girls committed more errors of Anushwara as compared to rest of the students and on an average 72 per cent of students committed errors of Anushwara.
- (ii) General category of girls (84 per cent) committed more errors of Avtaran China as compared to rest of the students and on an average 61 per cent of students committed errors of Avtaran China.
- (iii) General category of girls (74 per cent) committed more errors of marking exclamatory marks as compared to rest of the students and on an average 62 per cent of students committed errors of marking exclamatory marks.
- (iv) General category of girls (77 per cent) committed more errors of full stop as compared to rest of the students and on an average 67 per cent of students committed errors of full stop.
- (v) ST girls (88 per cent) committed more errors of logical sequence of thoughts in essay, story and letter writing and on an average 81 per cent of students committed errors in logical sequence of thoughts.
- (vi) SC boys (89 per cent) committed more errors in syntax as compared to rest of the students and on an average 77 per cent of students committed errors in syntax.

VII. DISCUSSION

Language is the foundation of the curriculum, because the subject of curriculum are taught through the medium of language only. In classroom situation also it is only language which is the medium of instruction between teacher and taught. Language is taught as a subject and as a language. Hence it is concluded that language plays an important role in education. Therefore, language has been recognised as a compulsory subject right from the elementary stage.

Place of mother tongue is very important in the elementary stage. Most of the students learn other subject through medium of mother tongue. Four basic skills of language viz. listening, speaking, reading and writing influence the education of child. Teaching of Gujarati as a mother tongue starts from Grade I. In the lower primary stage (i.e. Grade I to Grade IV) emphasis is on development of four basic skills. These skills have to be further developed in upper primary (i.e. Grade V to Grade VII) here emphasis is not only on comprehension through reading and listening but also develop interest for reading. At upper primary stage students must be able to write essay, letter, stories prescribed in syllabus. It is also expected that through co-curricular activities, teachers must try to develop all four skills of mother tongue. Here activities such as debate, dictation, role-play, story telling and writing, listening to radio, television. are emphasised. At upper primary stage they are expected to learn and apply grammar in depth.

With respect to problems faced by the teachers, the present study revealed that majority of the teachers found difficulties in pronouncing words and letters appropriately due to their family background and dialect, all the teachers found difficulties in teaching owing to the students problems in writing, majority of the teachers found difficulties in explaining rules of punctuation marks during teaching of grammar, majority of the teachers found it difficult to make students write essay and letter writing especially in logical presentation of thoughts and

appropriate punctuation mark. When the poetry lessons of the teachers were observed by the authors, it was found that the teachers could not teach the poetry lessons in the expected manner. However, when the teachers were asked to opine about their ease of teaching among the three types of lessons viz., prose, poetry and grammar; they opined that poetry lessons were easy to teach as compared to prose and grammar lessons. It is supported by Chaudhary & Mishra (1969), that teachers inability to teach either prose, poetry, grammar or composition lesson; teachers inability to inspire the students to speak correct pronunciations; teachers inability to inspire the students for general reading were some of the major factors responsible for the deterioration of the standards of Hindi, English and Sanskrit languages. The problems faced by the teachers were either related to inability of teachers with regard to appropriate use of teaching procedure or inability of teachers with regard to proper use of language or in ability of teachers to understand their students. As a result of such problems faced by the teachers, ultimately the standards of language teaching may be affected.

The experts also revealed that teaching of Gujarati is not carried out in expected manner. So as a result of this, students have not achieved the competence in Gujarati language. Teachers might not be interested in developing language skills. In-service, pre-service education may be given in traditional manner.

With respect to weakness of students of standard V, VI and VII, it was revealed that mean weakness score of SEBC boys was higher than SC boys of standard V in the subject of Gujarati. Similarly, mean weakness score of SC boys of standard V and SEBC girls of standard V was higher than SC boys of standard V. It may be due to SEBC boys, SEBC girls, SC girls were not being oriented for high weakness score in the subject of Gujarati. They may not be getting remedial programme in the school. While weakness score of SC, ST, SEBC and General category of students of standard VI and standard VII were equal.

VIII. CONCLUSIONS

The study dealt with Gujarati language teaching at upper primary level. The study stressed on the clarity of objectives of teaching Gujarati on the part of teachers, teaching procedure followed by the teachers, achievement of students in the subject of Gujarati, weakness of students in the subject of Gujarati, errors committed by students in writing Gujarati, relationship between achievement and weakness score of students in the subject of Gujarati of standard V, VI and VII.

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