

Social challenges faced by technology in developing countries: focus on Tamil Nadu State

RAMACHANDRAN, Raj and ALI, Ashik

Available from Sheffield Hallam University Research Archive (SHURA) at:

<https://shura.shu.ac.uk/15773/>

This document is the Accepted Version [AM]

Citation:

RAMACHANDRAN, Raj and ALI, Ashik (2017). Social challenges faced by technology in developing countries: focus on Tamil Nadu State. In: Computational Intelligence for Societal Development in Developing Countries (CISDIDC), Sheffield Hallam University, 17 February 2017. (Unpublished) [Conference or Workshop Item]

Copyright and re-use policy

See <http://shura.shu.ac.uk/information.html>

Social challenges faced by
technology in developing
countries: Focus on Tamil Nadu
state



Ashik Ali

Structure of presentation

வடிவமைப்பு



- ❧ Introduction to Tamil Nadu.
- ❧ The influence of government policies.
- ❧ The language of economy and opportunity.
- ❧ Embedding the socio technological approach in research and practice.
- ❧ Conclusion and Q & A

Introduction to Tamil Nadu

தமிழ் நாடு: முன்னுரை

- ❧ Tamil Nadu- literally - 'Land of Tamils' or 'Tamil Country' is one of the 29 states in the Indian union.
- ❧ Tamil is the only official language of the state. (**Tamil Nadu official language Act 1956, Act 39 of 1956**)
- ❧ It is the second largest economy in India.
- ❧ About 88% of the people speak Tamil as their first language.

Influence of government policies



- ❧ "Tamil is the natural expression of Tamil nationalism, and the Central Government should declare it an official language on par with Hindi and English, to protect the identity and individuality of the language" (*The Hindu on Indiaserver*, Jan. 30, 1996).
- ❧ Tamil Nadu is perhaps the only state that follows two language formula in education and signage.
- ❧ Tamil was introduced as a compulsory subject in all schools across the state in primary and secondary schools. (**Tamil Nadu Tamil Learning Act, 2006, Act 13 of 2006**)

English or Tamil

Language as a commodity

" Although language can always be analyzed as a commodity, its salience as a resource with exchange value has increased with the growing importance of language in the **globalized** new economy under the political economic conditions of late capitalism. This review summarizes how and in which ways those conditions have a **commodifying effect on language** and focuses on contemporary *tensions* between **ideologies** and **practices of language** in the shift from modernity to late modernity. It describes some of these tensions in key sites: tourism, marketing, **language teaching, translation, communications** (especially call centers), and performance art.

" (Heller, 2010)

A sense of recognition



☞ " There is no loss in teaching the vernacular as a subject in primary and secondary public schools. Malaysians can only gain when our children have mastery over their **ancestral** language. The school system's **recognition of Tamil** as a subject would help children's **self-esteem** – giving them a **sense of pride** in who they are. My generation **studied in English**; we also learned to read and write fluently in Tamil. I benefitted from the old education system. My children speak **Malay and English** well; however, their **Tamil is much weaker**. Instead of surpassing their parents in this respect, they have largely **lost the language**. In addition to lost language proficiency, Tamil children **sometimes feel ashamed of speaking their language**, which has been relegated to **second class status**. If Tamil were taught as a subject, children would regain a sense of pride, since **the language and culture** would be **given importance** by the educational institution. This would **validate people and their identity**. There is no loss in teaching the vernacular language; everyone would gain if we were to do so. " (A Concerned Parent, interviewed October 8, 2012) (Lopez, 2014)

Embedding socio-technological approach

- ❧ Perceived usefulness of a language is key motivation to use a language. (TAM & TPB methodologies) (Wang et.al , 2009)
- ❧ Social attitude influences usage of language and the way language is used in a given setting (Ashik et.al , 2015)
- ❧

Conclusion

முடிவுரை



- * Design and development of technology must be within the context of language and culture.
- * Government and education policies do play significant role in determining 'perceived usefulness' of a language in a region.
- * Socio technology approach in language based technology research in developing countries could enhance social realisation and the recognition of the language within technology.
- * Globalisation and the perceived economic value of a language could possibly be a threat to emerging economies and societies which includes technology.

References



- ❧ Heller, M., 2010. The commodification of language. *Annual review of Anthropology*, 39, pp.101-114.
- ❧ Ortega, J. and Verdugo, G., 2012. *In brief: Mother tongue: the economics of language learning*. Centre for Economic Performance, LSE.
- ❧ López C, C., 2014. Language is the Soul of the Nation: Language, Education, Identity, and National Unity in Malaysia. *Journal of Language, Identity & Education*, 13(3), pp.217-223.
- ❧ Ramachandran, Raj, Haja Mohideen, Ashik Ali, & Khazaei, Babak. (2015). *Socio Technological Approach to User Acceptance of Speech to Text Technology : A Tamil Perspective*.
- ❧ Lu, Y., Zhou, T. and Wang, B., 2009. Exploring Chinese users' acceptance of instant messaging using the theory of planned behavior, the technology acceptance model, and the flow theory. *Computers in human behavior*, 25(1), pp.29-39.

Question and Answers

கேள்வி பதில்





Thank you!
நன்றி!