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## of Human Social Sciences: G

# Linguistics & Education



Historical Overview of Language

Abstracts of Linguistics Academic

Highlights

An Approach to Develop a System

Implementation of Embedded Student

Discovering Thoughts, Inventing Future

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Linguistics & Education

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# Nominalizations: From Features to Applications in Abstracts of Linguistics Academic Papers

By Lei Yue, Jiayu Wang & Yi Zhang
*Northwestern Polytechnical University*

*Abstract-* This article analyzes several features and applications of five types of nominalizations in abstracts from linguistics academic papers under the guidance of grammatical metaphor raised by Halliday. By adopting a mixture of qualitative and quantitative methods, frequencies of each type of nominalization were calculated and features of these nominalizations were discussed. Results revealed that process nominalization occupied 84.8% and quality nominalization accounted for 13.4%. However, circumstance nominalization and relator nominalization only accounted for 0.2% and 1.1%, respectively. Furthermore, the author only found 6 instances of zero nominalization. Additionally, it is found that process nominalization can condense information, increase the level of abstraction of abstracts and form fixed collocation patterns in abstracts. Quality nominalization can achieve impersonalization, but meanwhile increase the distance between readers and writers. Circumstance, relator and zero nominalization are rarely used in abstracts, because they increase the complexity of abstracts, weaken the logical link and add some unnecessary information. On the basis of the findings, practical implications are discussed.

*Keywords:* *features; nominalization; abstracts; grammatical metaphor.*

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# Nominalizations: From Features to Applications in Abstracts of Linguistics Academic Papers

Lei Yue [α], Jiayu Wang [σ] & Yi Zhang [ρ]

*Abstract-* This article analyzes several features and applications of five types of nominalizations in abstracts from linguistics academic papers under the guidance of grammatical metaphor raised by Halliday. By adopting a mixture of qualitative and quantitative methods, frequencies of each type of nominalization were calculated and features of these nominalizations were discussed. Results revealed that process nominalization occupied 84.8% and quality nominalization accounted for 13.4%. However, circumstance nominalization and relator nominalization only accounted for 0.2% and 1.1%, respectively. Furthermore, the author only found 6 instances of zero nominalization. Additionally, it is found that process nominalization can condense information, increase the level of abstraction of abstracts and form fixed collocation patterns in abstracts. Quality nominalization can achieve impersonalization, but meanwhile increase the distance between readers and writers. Circumstance, relator and zero nominalization are rarely used in abstracts, because they increase the complexity of abstracts, weaken the logical link and add some unnecessary information. On the basis of the findings, practical implications are discussed.

*Keywords: features; nominalization; abstracts; grammatical metaphor.*

## I. Introduction

Since grammatical metaphor was firstly raised by Halliday (1985) in *An introduction to grammatical metaphor*, it has always been a popular research topic among academic field. Traditional linguist Jesperson (1924) made first attempt on nominalization and called it "nexus substantive". Then Bloomfield (1993) restricted his study to the analysis of the surface structure, thus easily confused the difference between nominalization and common noun groups. Besides, Chomsky (1970) classified nominalization into gerundive, derived and mixed, but similarly, being limited to the sentence level. Then, Halliday gave nominalization a comprehensive interpretation from the perspective of grammatical metaphor and he found that a lot of nominalization existing in scientific discourses (Zhang & Dong, 2014). Scholars at home also carry out a lot of researches on nominalizations, from theoretical explanations to empirical analyses (Zhu, 2006 ; Chang, 2004 ; Wang, 2016). They all found that nominalizations are frequently used in comparatively formal discourses and they possess powerful functions, such as increasing the formality, decreasing subjectivity and promoting coherence. However, scholars seldom combine quantitative study and qualitative discussion together to analyze features of each type of nominalization. Therefore, based on the grammatical metaphor theory proposed by Halliday, this study aims to calculate frequencies of different types of nominalizations and analyze their features in abstracts.

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## II. Theoretical Framework

### a) Grammatical Metaphor

According to Halliday (2000: 341-342), "we recognize that lexical selection is just one aspect of lexicogrammatical selection, or wording; and that metaphorical variation is lexicogrammatical rather than simply lexical. There is a strong grammatical element in rhetorical transference, and once we have recognized this we find that there is also such a thing as grammatical metaphor, where the variation is essentially in the grammatical level forms although often entailing some lexical variation as well." Hence, an expression must have two variations: congruent and metaphorical forms. Congruent forms are the typical ways in which experience is construed. The "typical" is "the way it is commonly said or the way it is said in the absence of any special circumstances" (Halliday, 2000: 343). However, the metaphorical form adds further semantic features. This is a central resource for expanding the meaning potential of language, which is known as grammatical metaphor.

### b) Nominalization

Halliday (2000) believes that nominalization is a process in which any elements or group of elements are made to function as a nominal group in the clause. He notes that nominalization is the single most powerful resource for creating grammatical metaphor. By this device, processes (congruently worded as verbs) and properties (congruently worded as adjectives) are reworded metaphorically as nouns; instead of functioning in the clause, as Process or Attribute, they function as Thing in the nominal group (Halliday 2000:352). By nominalizing, the nominalized necessarily goes through lexical-grammatical and semantic change. Generally speaking, nominalization is the major resource producing high lexical density, it possesses the features of condensed information, concise expression, compact structure and strong logic. Hence, nominalization is



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often used in scientific, legal and political style, because these styles are comparatively formal (Hu Zhuanglin, 1989).

*c) Halliday's Classification of Nominalization*

Halliday (1996) identified thirteen types of ideational metaphor, in which there are 5 types of nominalizations, and they are transformed from quality, process, circumstance, relator, zero to entity respectively. as the following table shows,

*Table 1:* Five types of nominalizations

| Semantic functions | Grammatical functions | Lexicogrammatical class |
|---|---|---|
| 1) quality → entity | epithet → thing | adjective → noun |
| 2) process → entity | i event → thing<br>ii auxiliary → thing | verb → noun |
| 3) Circumstance → entity | minor process → thing | preposition → noun |
| 4) relator → entity | conjunctive → thing | conjunction → noun |
| 5) entity → (expansion) | head → modifier | noun → various |

It can be seen from table 1 that they all belong to nominalizations. Process nominalization is often realized by the transference of a verb to a noun. Quality nominalization refers to any nominalized word or word group derived from an adjective. Circumstance nominalization is often realized by the transference of a prepositional or a prepositional phrase to a noun. Relator nominalization refers to any nominalized word or word group derived from a conjunctive. Zero nominalization is often realized by the transference of zero to noun.

## III. Research Method and Instrument

*a) Data Collection*

The corpus of this study is made up by 60 abstracts which are selected from *The Modern Language Journal* and published from 2012 to 2016. The MLJ is a very famous linguistics journal with high impact factor in comparison with other linguistics journals, therefore, articles published in it are scientific and professional, which deserves profound analysis. Data collected in this corpus covers various topics, in which there are 14 articles concerning with Second Language Acquisition, 14 articles focusing on classroom teaching, 7 articles paying attention to the applied linguistics, 1 articles discussing computer assistant learning, 6 articles talking about sociolinguistics, 5 articles interpreting grammar leaning. Moreover, other 7 articles are about Spanish learning, German learning and English learning. It can be seen that there are a lot of topics involved in the corpus. Detailed information are presented in the following figure,

*Table 2:* Sample information

| | |
|---|---|
| Research topics of 60 abstracts | Second Language Acquisition (14), Classroom teaching (14), Applied linguistics (7), Computer assistant teaching (1), Sociolinguistics (6), Grammar learning (5), Spanish learning, German learning and English learning (7) |

*b) Research Instruments*

This study mainly uses CLAWS and AntConc 3.2.1 to annotate and retrieve all the nominalizations, in which the tool concordance will help author identify all the nominalizations, then delete the words which do not belong to nominalizations with the assistance of manual sorting. The accuracy of identification of nominalization cannot be guaranteed by only using Ant Conc and CLAWS, so manual sorting will also be applied to identify five types of nominalization. For example, the noun form of a word may be identical with its verbal form, such as "this study examines", under this circumstance, "study" is not transformed from verb, so it cannot be regarded as nominalization of process. At this time, concordance tool may show that this situation belongs to nominalization. In order to avoid this problem and carry out a thorough study, manual sorting must be used to double check the results.

## IV. Results and Discussion

*a) Frequencies of Five Types of Nominalization*

The author calculates all the nominalizations used in abstracts, which appear 1326 times. Process nominalizations appear 1125 times and quality nominalizations appear 178 times. While there are 3 excerpts of circumstance nominalizations. Relator nominalizations only appear 14 times. The last type is zero nominalization, which appear 6 times.



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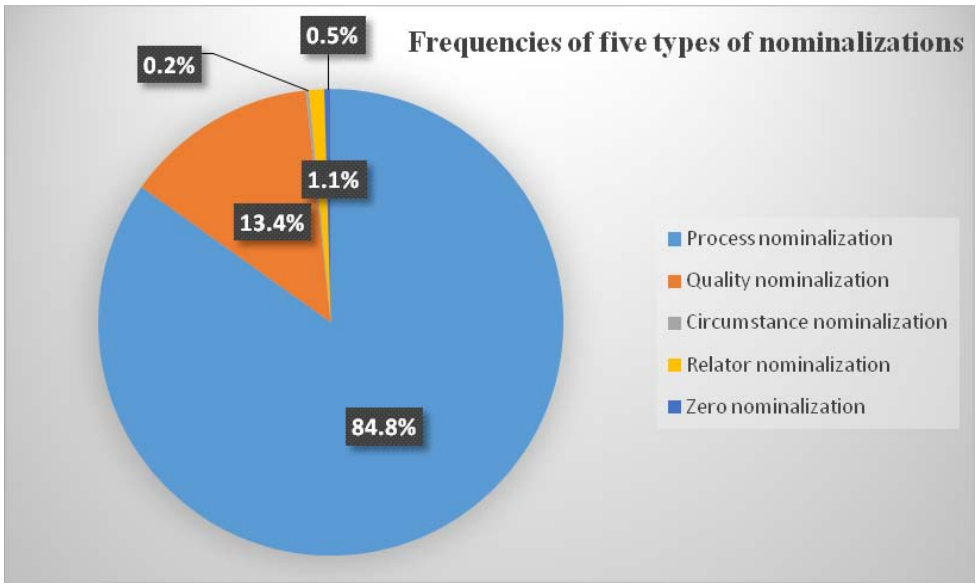


*Figure 1:* Frequencies of five types of nominalization

Figure 1 reveals that the nominalization of process is most frequently used in abstracts, which accounts for 84.8% of the total number of nominalizations. Quality nominalization ranks second, occupying 13.4%. However, nominalization of circumstance and nominalization of relator only account for 0.2% and 1.1%, respectively. Furthermore, the author only found 6 instances of nominalization of zero and the conclusion is therefore that this kind of nominalization seldom occurs in this type of discourses.

*b) Process nominalization*

There are 1125 examples of process nominalization in 60 abstracts, in which there are many repetitive words, and the following figure summarizes 6 types.

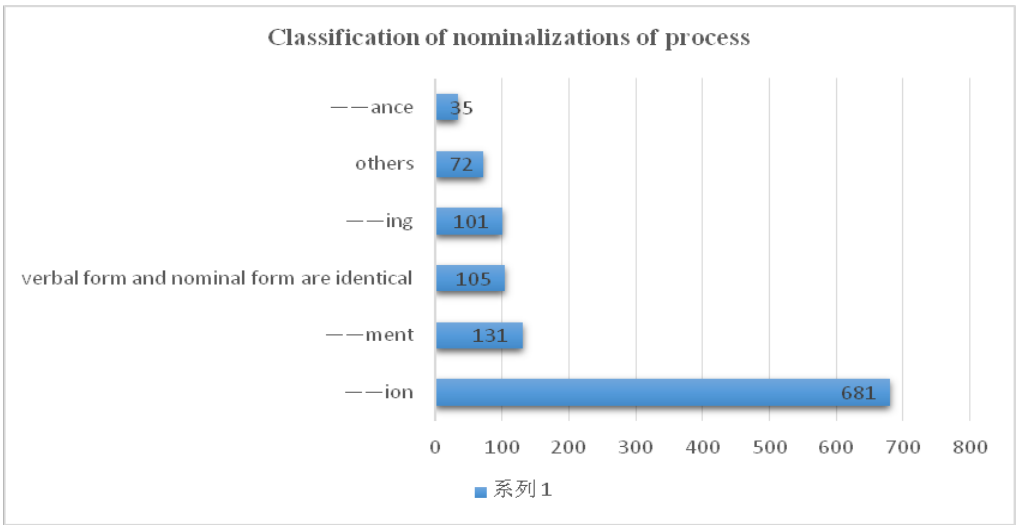


*Figure 2:* Process nominalizations

Figure 2 displays 6 types of nominalization of process, in which 5 major types are frequently used by writers. Calculating results reveal that authors often use suffixes to form nominalizations, such as -ion, -ment, -ance, -ing and verbal forms and nominal forms are identical. These five types occur 1053 times and account for 93.6%. Additionally, the most two frequently used type are the words which end with -ion and -ment, these two suffixes are the most common way to transform verbs into nouns in 60 abstracts, in other words, transforming from processes to entities, especially for -ion, which occupies 60.6%.

From figure 2, it can be seen that abstracts writers use a lot of process nominalizations to describe research procedures or results (Eggins, 1994), for example, in order to improve the formality and objectivity of the abstract, they often use *evaluation of sth*, *examination of sth* instead of *sb evaluate*, *sb examine*. Meanwhile, in this way, unnecessary information are deleted and expression become briefer.



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c) *Quality nominalization*

As for quality nominalization, there are 178 examples, as figure 3 shows

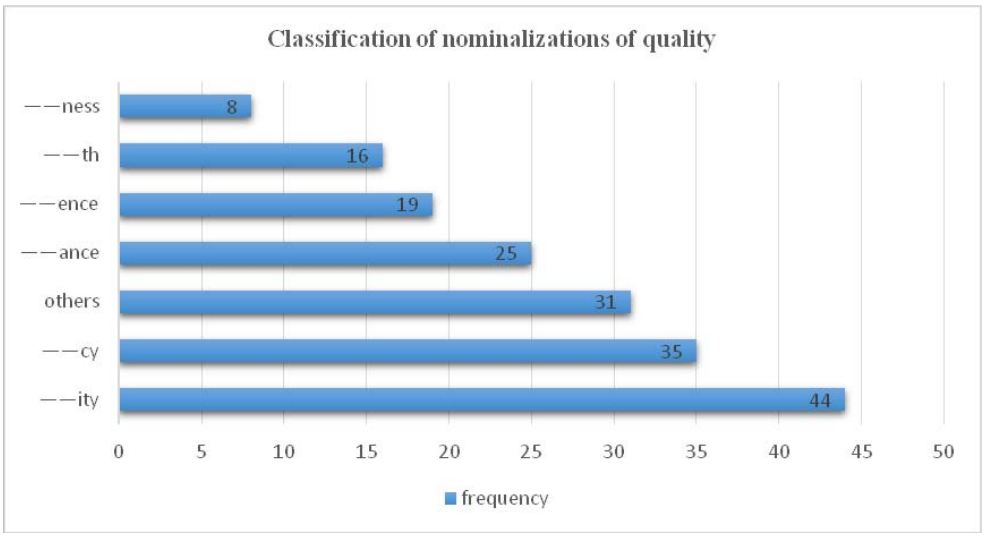


*Figure 3:* Quality nominalizations

From this figure it can be seen that nominalization of quality also takes the form of adding suffixes and there are mainly six types of suffixes, like -ity, -cy, -ance, -ence, -th and -ness, which occupy 82.6%.

It is obvious that -ity and -cy are the most frequently used types, especially for -ity, which accounts for 24.7%. In this way, quality is transformed into entity, thus original adjectives no long modify nouns, on the contrary, they become statements, which can be modified by others, hence information become diversified.

In abstracts, expressions like *complex*, *possible*, *accurate* seldom appear owing to the genre of abstract, as a kind of academic writing, language in abstract is required to be professional and objective (Day, 1998). That's the reason why nominalization of quality are often employed to state a fact rather than express opinions.

d) *Circumstance nominalization*

The third type is circumstance nominalization, which rarely occurs in abstracts owing to its complex transformational processes. Moreover, using this type of nominalization will weaken the conciseness of abstracts. There are only 3 instances, for example, in favor of-supporting, take-duration and because of-reason. This type is difficult to change the word classes, because they serve as as a process "associated with or attendant on the process", so they rarely occur in abstracts.

e) *Relator nominalization*

Additionally, nominalization of relator only accounts for 1.1%, which is not so common, because the transformational processes are complicated and difficult to understand. Besides, for the sake of improving the conciseness of abstract, writers seldom use nominalization of relator to express their opinions (Martin, 1992). Hence, in 60 abstracts, only three major types of relator nominalizations are identified, such as in order to-goal/aim/purposes, because/due to and if-condition. It can be concluded that nominalization of relator is mainly used to express logical relationship, in this way, dynamic action is transformed into static statement, consequently, language become precise and objective.

f) *Zero nominalization*

The last type is zero nominalization. Because it does not involve a transformational process, to a large extent, it serves as appositive in the sentence. For example, authors always use this issue, a problem/phenomenon that... to lead a clause. Because nominalization of zero is not converted by congruence, and these words are abstract words, in other words, they are a kind of categorization toward abstract thinking instead of experience.

In conclusion, from the above listed tables and figures, it seems that most of the writers are inclined to use the nominal forms of verbs or adjectives and they seldom use the nominalization of conjunctions or prepositions.

## V. Functions of Nominalizations in Abstracts

a) *Functions of Process Nominalizations*

i. *Condensing information*

Statistics show that there appear 1125 examples of process nominalizations in 60 abstracts, and features of them are concluded. First, process nominalizations can condense information, thus shortening the length of abstracts. According to the



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theory of transitivity system, process is the core of a clause and it is expressed by verbs. Through the use of nominalization the information expressed by a whole clause is condensed (Quirk & Crystal, 1985). The nominal forms of verbs contribute to condensing information and reconstruct experience. This is best demonstrated by looking at an example.

1. *Analysis* of two *conversations* showed a notable *increase* in the learner's *production* of incomplete *utterances*. (sample 28)

Example 1 contains nominalizations of verbs: *analysis, conversations, increase, production* and *utterances*. This sentence is short but full of necessary message. However, it needs more than three clauses if the same meaning is conveyed in congruent form.

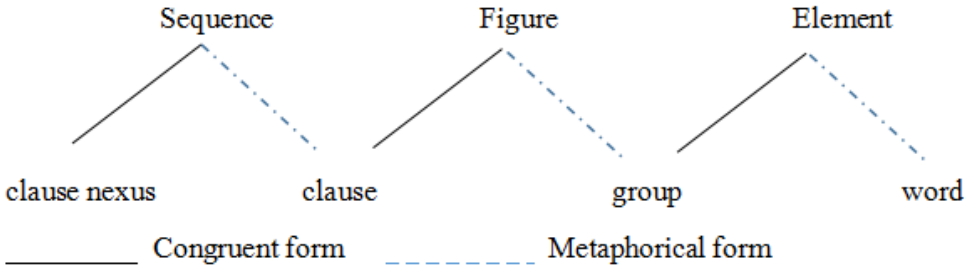


*Figure 4:* Rank shift of grammatical metaphor Cited from Halliday (2004)

From figure 4 it can be seen that through nominalization, the original clause goes through several steps, and several clauses are condensed into nominal groups or nouns. These five nominalizations link several clauses and condense the length of the original congruent form. In addition, *a* and *notable* have been added before *increase*, which serve as a quantifier and a modifier, respectively. As mentioned above, one advantage of transforming process into an entity is that nominal groups may contain modifiers, thus enhancing the semantic meaning. In this example, *increase* is transformed into a noun, hence it possesses the quality of "thingness", and it considered as an entity instead of a process (Swales, 1990). The modifier plays an important role in expanding the nominalization lexically; hence the meaning becomes more vivid and precise. Moreover, the focus of the sentence is shifted from the action increase to a noun form increase, which can be modified by adjectives.

ii. *Increasing the abstraction*

The MLJ is a high-quality linguistics journal with very high impact factor, hence, writers who publish their articles in MLJ are professional researchers or experts with good language proficiency. Additionally, they are familiar with the academic genre, and their abstract thinking is advanced, and they are accustomed to making logical analyses. They attach great importance to rational thinking. Consequently, they are adept at shifting clauses, clause complexes or grammatical units down to noun phrases, thereby achieving "reconstructing experience" and "abstracting" (Chang 2004). Take the following two sentences as examples.

a) *Two groups speak so differently that the researchers focus on their accents.*
b) *The different accents of two groups drew great attention* among the researchers. (sample 26)

In this example, sentence a is a congruent form, and it is also a clause complex made up by two clauses, a super ordinate and a subordinate clause. It constructs a phenomenon, which is a sequence formed by two schemata. In the corresponding metaphorical form b, this sequence is constructed by one schema and expressed in one clause. Figure 5 displays the relation between congruent form and incongruent form in expression.

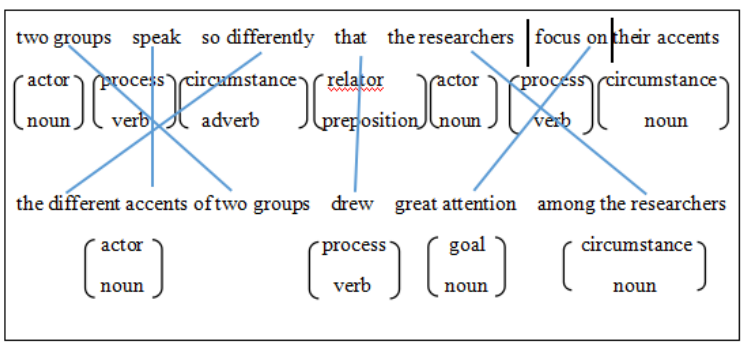


*Figure 5:* Corresponding relation between congruent form and incongruent form in expression



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In fact, Figure 5 reveals the concept of "rank shift" in grammatical metaphor. Through the use of nominalization of process, a complex clause becomes a clause, and then a clause is transformed into noun phrase. This kind of rank shift accompanying with the transformation of grammatical category; as a consequence, the system has been expanded. In this way, change of process brings about a series of chain reactions: actor, circumstance, relator in the process will all change accordingly. Nominalization of process reconstructs experience into thing, hence increases the level of abstraction of discourses, and make expressions more diversified (Van Dijk, 1990).

iii. *Forming fixed collocation patterns*

After calculating all the nominalization, the author found that many nominal forms of verbs are used in fixed collocation patterns. They often collocate with prepositions, such as *of, to, with, between* etc. The following table shows the most frequently used prepositions complementing nominalizations of process in the data.

*Table 3:* Frequency of prepositions heading post-nominal modifiers of process nominalization

| | | |
|---|---|---|
| Prepositions heading post-nominal Modifiers of nominalization of process | of | 136 |
| | for | 55 |
| | in | 47 |
| | to | 41 |
| | between | 32 |
| | with | 28 |

Table 3 shows that nominalizations in this category are often post-modified by prepositional phrases. The most frequent preposition to head such phrases is *of*. Using process nominalization post-modified by prepositional phrases can make expressions more diversified. For example, in abstracts expressions like *the analysis of*, *access to*, *suggestions for*, *interaction between*, *engagement with*, *increase in* are used to convey the same meaning which are originally expressed by verbs. In this way, processes are all transformed into entity, and the clause expresses static meaning instead of dynamic meaning.

c) *Functions of quality nominalizations*

i. *Achieving impersonalization*

Nominalization of quality accounts for 13.4% in abstracts, which ranks second. On the one hand, it is relatively frequently used in abstracts because it can achieve impersonalization, which is the requirement of academic papers. As an academic genre, expressions in abstracts must be objective, so authors try to avoid using subjective language. Such as use of first person pronouns or some adjectives which entailing the sense of evaluation or judgment. Hence, nominalization of qualityare frequently used by authors to achieve impersonalization and use thing as subject. Because nominalization of quality achieves the function of elimina-ting subjectivization, making it become object before people make a judgment and not subject to negotiability. For example,

1. *Study results reveal that grammatical accuracy with respect to German word order... (sample 35)*

In this example, *accuracy* is transformed from its corresponding adjective forms. The writer of abstract chooses to use a nominal form which has the effect that what is presented comes across as a fact rather than an opinion. If the writer of abstract had instead chosen to use *sth is accurate*, this would come across as subjective and would be less convincing to readers. Thus it requires author to create the sense of impersonalization. Moreover, trying to convince readers of research quality is very important, and authors always use quality nominalizations to show the validity of their research, but at the same time they will not point out advantages or superiority of their researches directly, such as involving another agent in the sentence. It is found that "thing" always serves as subject when writers employ quality nominalizations. So using quality nominalizations can achieve impersonalization, at the same time, writers convey the implied evaluation toward their own researches.

2. Increasing the distance between readers and writers

When investigating features of quality nominalizations, another relatively opposite feature is obtained. Under some circumstance, using quality nominalizations is not necessary from the perspective of starting point of writing abstract. Due to the practical aspect of abstract writing, abstract serves as a hook to attract readers' attention and interest. Sometimes, use nominalization of quality may obscure the relationship between writers of abstracts and the contents described, as a consequence, increasing the distance between readers and writers. For example,

3. The finding underscores the *importance* of validating the assumptions about the relationship between task design and its putative effects on complexity. (sample 57)

This excerpt shows the writers' own judgment or evaluation of their studies. These kinds of expressions may yield a sense of non-negotiable and distant statement of fact, hence influencing readers' attitude. This means that before readers are able to make their own judgment, writers have already employed nominalization of quality to presuppose a fact or make readers accept the fact. Expressions like *importance* will weaken the emotional strength. For that reason, using quality nominalizations will not arouse readers' emotional sympathy. Additionally, as mentioned above, some quality nominalizations can achieve impersonalization to some extent, however, *importance* is an exception. Because writers of abstracts intend to convince readers of the quality of their research, they



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employ this word purposely to show their evaluation. In other words, this is not an objective judgment.

ii. *Functions of circumstance nominalizations*

Nominalization of circumstance seldom occurs in abstracts according to the quantitative results.

4. *Supporting* several existing suggestions for L2 pedagogy in this study to promote more new ideas. (sample 47)

In example 5, the author uses *supporting several suggestions* as a nominal form to replace the original expression *in favor of*. But this sentence seems a little bit awkward, the congruent form may be "this study in favor of several existing suggestions...", it reflects a process of narrating. However, the incongruent form lacks statement. Additionally, Halliday said that circumstance is a kind of additional minor process which is subsidiary to the main one. Instead of standing on its own, it serves as an expansion of something else. So it is complicated to transfer circumstantial elements to nominalization.

Besides, such expressions also belong to nominalization of circumstance, *to-destination* and *with-accompaniment*, in abstracts, and writers of abstracts devote to making their expression understandable and clear, so they will not use these expressions. On the contrary, they use the most direct way to state a fact. What is more if writers of abstracts usually use circumstance nominalization, it will increase the complexity of discourse and make language become too wordy. So it obeys the characteristics of conciseness of abstracts, author seldom uses such type of nominalization.

iii. *Functions of relator nominalizations*

Similar to nominalization of circumstance, nominalization of relator is rarely used in abstracts, with a ratio of only 1.1%.

5. Our *aim* in this final article is to complement... (sample 45)

In this sentence, original expression *in order to* is replaced by *our aim.* For one thing, as discussed above, abstracts pay more attention to state a fact and attach less importance to the process of reasoning. Here, writer chose to use *aim* instead of *in order to* to hide the relation marker, thus making the logical link between two sentences become vague and expressions become less objective. With respect to the properties of abstracts, to some degree, nominalization of relator does not conform to the objectivity of language expressions required in abstract.

On the other hand, relators are the elements interpreting the logical semantic relationship between two processes (Halliday, 2000:73). A compound sentence is made up of two logically related figures. The semantic relationship between the two figures is achieved by relators. In this sentence, original logical marker is transferred into nominalization, thus it is difficult to identify the relationship between two sentences. As a result, nominalization of relators seldom appears in abstracts as well.

iv. *Functions of zero nominalizations*

This type of nominalization has been ignored by many linguists. In the framework of systemic functional grammar, it is mentioned without a clear definition. Since this class of words undergoes no type of transformation from one word class to another; instead, they are a kind of categorization toward abstract thinking instead of experience. However, there are still some examples considered as transformation from zero to entity, such as *the problem of, the fact of, the phenomenon of, an issue that*. These expressions belong to nominalization of zero. From the perspective grammatical elements, they serve as apposition. Their functions are to further explain the previous clause, offering a more specific description.

Nevertheless, this kind of nominalization is not often used in abstracts. First, because it does not involve a transformational process, it is difficult to distinguish the congruent form from the incongruent form. The identification of nominalization of zero is complicated. Second, condensing information is a crucial feature of abstracts, while the use of nominalization of zero adds a lot of unnecessary depictions. Besides, according to the concept of "rank shift", writers of abstracts prefer to use clause or phrases to express their meaning. Expressions like the problem of can be substituted by a which-clause or an independent clause. Thereby, the frequency of the nominalization of zero is relatively low, and only accounts for 0.5%.

## VI. Conclusion

The present study investigates the features and applications of five types of nominalizations in abstracts, results reveal that each type of nominalization possess different features and they have different applications in concrete context. First, in abstracts, process nominalization can condense length of abstracts and increase abstraction, moreover, they are often used in fixed patterns. Second, when using quality nominalizations, researchers need to take two features into consideration. Process nominalizations can achieve impersonalization, but at the same time, they will increase the distance between readers and writers. Furthermore, it is suggested that circumstance and relator nominalizations will increase the complexity of abstracts and weaken the logical link, so writers often avoid using them. The last type is zero nominalization, which is also seldom used in abstracts. Because interpreting from the grammatical level, it serves as appositive in sentence and it is not transferred from congruent form and does not involve change in word class. As a whole, when using different types of



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nominalizations, academic writers should take functions of each type of nominalization into consideration and use them appropriately, making abstracts more concise, objective and cohesive.

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# An Approach to Develop a System Dynamics Model for Education Effectiveness Evaluation

By Vidha Kulkarni
*Institute of Technology and Management Universe Vadodara*

*Abstract-* This study investigates method of system dynamics and applied the Vensim software to develop an education effectiveness evaluation model. This study propose four cause-and-effect chains affecting education effectiveness, including Professors' teaching method, home environment, study habits and Institute's execution of scientific activities, as well as the system dynamics model based on the four cause-and-effect chains. Based on the developed system dynamic model, this study performed simulation to explore the association among Professors' teaching method, home environment ,study habits and Institute's execution of scientific activities,. The results of this study verified that there are positive correlations between home environment and students' education effectiveness.

*Keywords: system dynamics model; cause-effect; relationship; academic performance; correlation; study habits.*

*GJHSS-G Classification: FOR Code: 139999*




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# An Approach to Develop a System Dynamics Model for Education Effectiveness Evaluation

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*Abstract-* This study investigates method of system dynamics and applied the Vensim software to develop an education effectiveness evaluation model. This study propose four cause-and-effect chains affecting education effectiveness, including Professors' teaching method, home environment, study habits and Institute's execution of scientific activities, as well as the system dynamics model based on the four cause-and-effect chains. Based on the developed system dynamic model, this study performed simulation to explore the association among Professors' teaching method, home environment ,study habits and Institute's execution of scientific activities,. The results of this study verified that there are positive correlations between home environment and students' education effectiveness.

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## I. Introduction

Student's educational performance and graduation rates have been the area of attention for higher education institutions. Exploration of factors related to the educational performance of Technological Institute students become a topic of growing interest in higher educational circle. Many current studies were carried out to discover factors that affecting Technological student's educational performance and education effectiveness. Hanson (2000) reported that Student performance is affected by different factors such as learning abilities, gender and race. Simmons, et al. (2005) concluded that family income level, attending full time, receiving grant aid and completing advanced level classes in high school having statistically major effects on college persistence among Technical college students. When entering the graduate level in Technological Institute, students are facing the new challenge in the education of "technical and practical" subject. Because the knowledge inspiration and knowledge method of "technical and practical" are significantly different from those of other fields and also different from school level, it is essential to examine the education effectiveness of the of "technical and practical" subject. Many variables may affect students' education effectiveness of science and technology. The research design of this study incorporated four parts that affect education effectiveness, which are Professors' teaching method, Institute's execution of scientific activities, home environment and study habits.

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Each of the above subsystems is jointly connected with one another to develop cause-and-effect associations .Most of the past studies on the issues regarding the learning of science and technology of technological institute are static studies, which cannot assess the post execution policies. This study used Vensim software to develop the framework of a systemic model from the perception of system dynamics and performed dynamic simulation for investigation and explanation. This study investigated the education effectiveness of science and technology based on system dynamic model. This study eminent the earlier static studies to a dynamic level. The suggestions anticipated based on the simulation results can provide as suggestion for educators and policymakers in the educational community. It is hoped that this study can help in getting better the education motivation and education effectiveness of science and technology of students and apply the model-based concepts to different learning fields to further extend such concepts to other related studies.

## II. Research Method

This work implement the investigate methods of system dynamics and the specific package software vensim software for system dynamics to develop the model and executed system dynamics equations to make analysis and discussions.

System dynamics is a methodology based on feedback systems borrowed from control theory, and it can handle easily the non-linearity and time-delay and the multi-loop structures of the complex and dynamic systems. Forrester's methodology provides a foundation for constructing computer models to do what the human mind cannot do—rationally analyse the structure, interactions and modes of behaviour of complex social systems, thus providing a framework whereby strategies can be tested and trade-offs can be performed, while options are still open. Much software such as STELLA, VENSIM, and POWERSIM are these days accessible which have revolutionized the system dynamics modelling. Moreover, this software's are icon operated and permit us to represent virtually any procedure or system. System dynamics excels in the handing out of high-level, nonlinear, and time-varying issues, and it can still be used for exploration under the circumstance of lack of data.



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## III. Cause and Chain Effects

The system developed four cause-and-effect chains affecting education effectiveness, including, Professors' teaching method, home environment, study habits and Institute's execution of scientific activities. During the teaching process, the better the teacher-student interaction is, the better the behavioural performance of students is. As long as teachers give proper expectation to students according to their abilities, their high learning motivation can be triggered, their learning effectiveness will become better, and teachers-students relationship will be improved to inspire teachers' teaching enthusiasm. Based on the above, the cause-and-effect chain diagram of relevant factors affecting teachers' teaching enthusiasm and students' learning effectiveness is drawn, as shown in Figure.

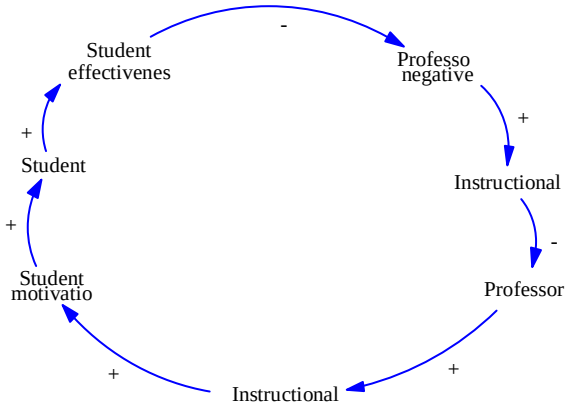


*Figure 1:* Cause-and-effect chain diagram of Professors' teaching method and students' education effectiveness

Reviewed literature indicated that there is an awareness of the importance of the home environment or family on pupil's/students academic performance. The home has a great influence on the students' psychological, emotional, social and economic state. In the view of Ajila and Olutola (2007), the state of the home affects the individual since the parents are the first socializing agents in an individual's life. This is because the family background and context of a student affect his/her reaction to life situations and his/her level of performance. If parents are willing to spend more time accompanying children to learn, the learning obstacles of science and technology encountered by student will be reduced. Once learning obstacles are reduced, students' learning motivation will be enhanced to further affect their academic performance, learning achievement, and education effectiveness. This study develops the cause-and-effect chain diagram of relevant factors affecting home environment and student's education effectiveness, as shown in Figure 2.

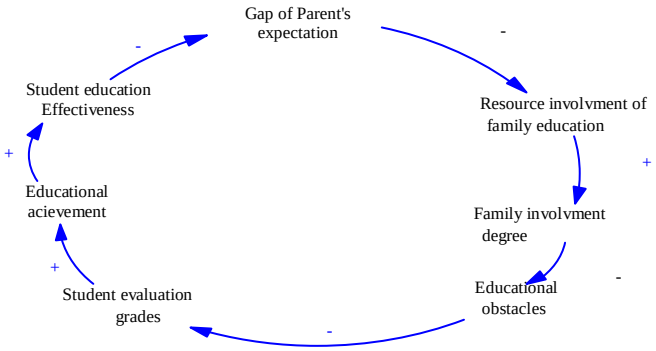


*Figure 2:* Cause-and-effect chain diagram of relevant factors affecting home environment and student's education effectiveness

Study habits of students may be relevant to the prediction of grades because it is possible that student's education effectiveness may be related to their study habits. That is, students with poor study habits may have difficulty in learning than those students with better study habits. The importance of the relationship between education effectiveness, instructor ratings and study habits has not been determined [Middleton (1979)]. Study skills and learning approaches include, for example, time management, using information resources, taking class notes, communicating with teachers, preparing for and taking examination, and several other learning strategies. The research shows a significant correlation between such learning behaviour and approaches and education effectiveness. This study develops the cause-and-effect chain diagram of relevant factors affecting Study habits and education effectiveness, as shown in Figure 3

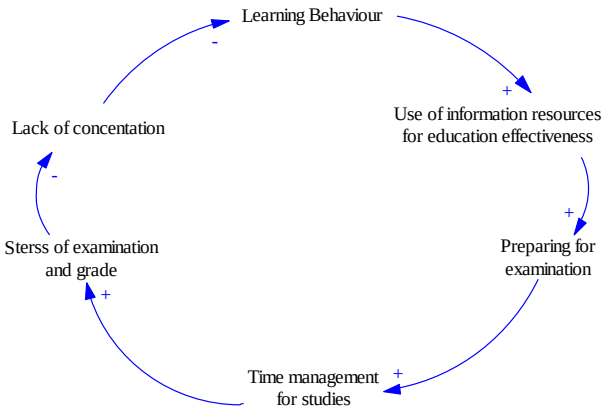


*Figure 3:* Cause-and-effect chain diagram of relevant factors affecting Study habits and education effectiveness

The scientific activities implemented by Institutions' are mainly instructed by science and technology subject teachers. The success of such activities and the performance of students are subject to the intention and involvement of instructors. The higher the Professor's intention to hold activities is, the better the students' performance we receive.

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In this way, students' learning motivation can be triggered and enhanced, and their education effectiveness can also be improved. Another very important factor in establishing high Education effectiveness at a college is the degree to which students establish close and supportive personal and professional relationships with faculty and other significant people on campus which can be easily developed during implementation of scientific activities.

This study develops the cause-and-effect chain diagram of relevant factors affecting Institutions' implementation of scientific activities and learning effectiveness, as shown in Figure 4.

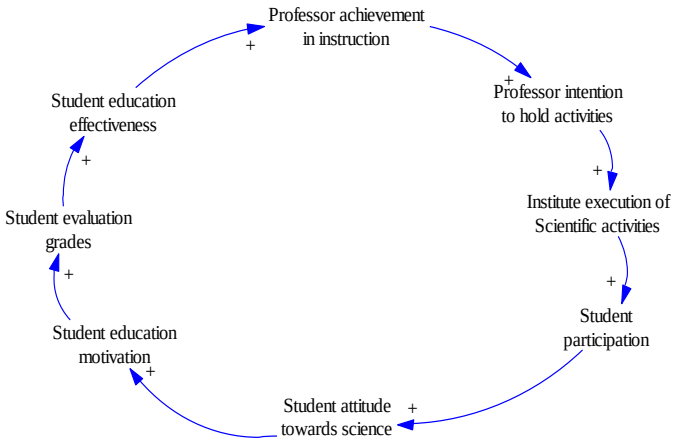


*Figure 4:* Cause-and-effect chain diagram of relevant factors affecting Institutions' execution of scientific activities and learning effectiveness

Based on the four cause-and-effect chain diagrams above, this study develops the cause-and-effect chain diagram of relevant factors affecting the education effectiveness of science and technology, as shown in Figure 5

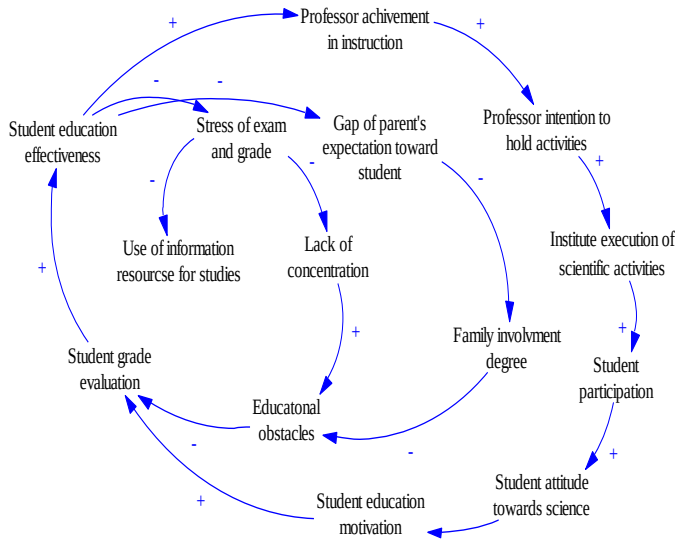


*Figure 5*

## IV. System Dynamics and Models

This study developed the system dynamics model based on the cause-and-effect chain diagrams, which are discussed as follows. In the learning field of science and technology, professor need sufficient teaching enthusiasm to encourage themselves to change teaching method and strategies and further trigger students' education motivation and improve their learning intention. This study develops the system dynamics model of the relationship between Professor teaching method and educational effectiveness, as shown in Figure 6.

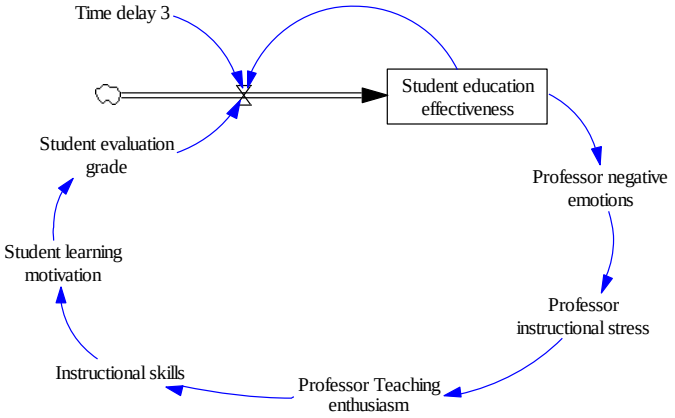


*Figure 6:* System dynamics model of Professor teaching enthusiasm and students' education effectiveness

Parents' educational attitude toward the learning of various subjects will affect students' education condition. During family involvement in student's education, other factors will intervene with the education of science and technology. This study develops the system dynamics model of the relationship between family involvement and education effectiveness, as shown in Figure 7.

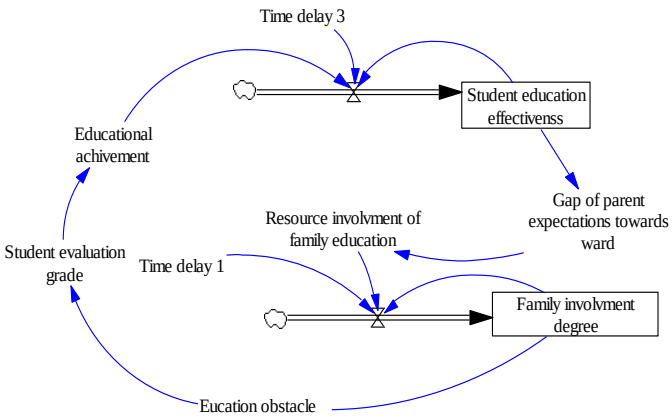


*Figure 7:* System dynamics model of Home environment and students' education effectiveness.

According to Fagbemi (2001), the degree of education depends on the amount of time the student is actively engaged in learning. The time spent on studying helps students to retain the materials learnt, which will



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eventually boost the students‟ performance outcome during tests or examinations. This study develops the system dynamics model of the relationship between Study habits and education effectiveness, as shown in

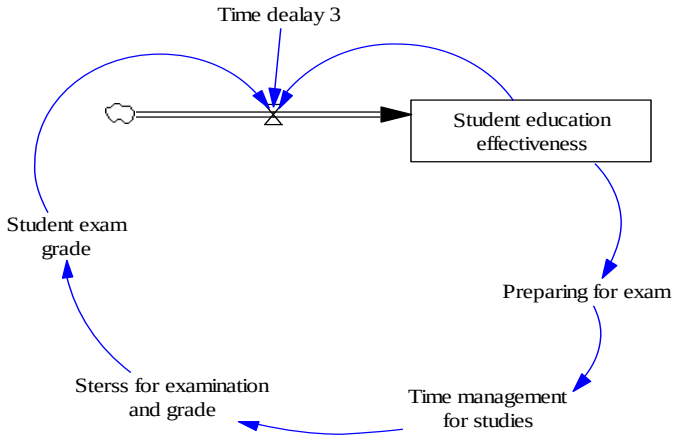


*Figure 8:* System dynamics model of Study habits and students' education effectiveness.

Institute execution or participation in scientific activities has a significant effect on students' education motivation and education effectiveness. Therefore, Professor intention to hold or cooperate with activities affects students' scientific attitude and education effectiveness. This study develops the system dynamic model of the relationship between Institute execution of scientific activities and education effectiveness, as shown in Figure 9.

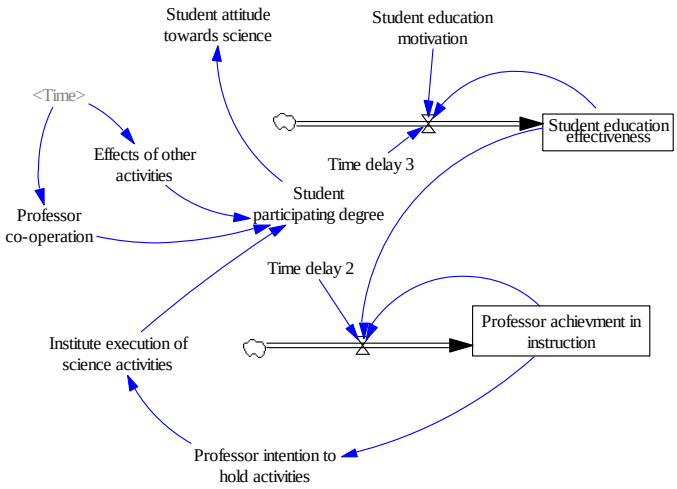


*Figure 9:* System dynamics model of Institute execution of scientific activities and students' education effectiveness

Based on the four system dynamics models above, this study integrated the four sub-models to develop the system dynamics model of science and technology, as shown in Figure 10.

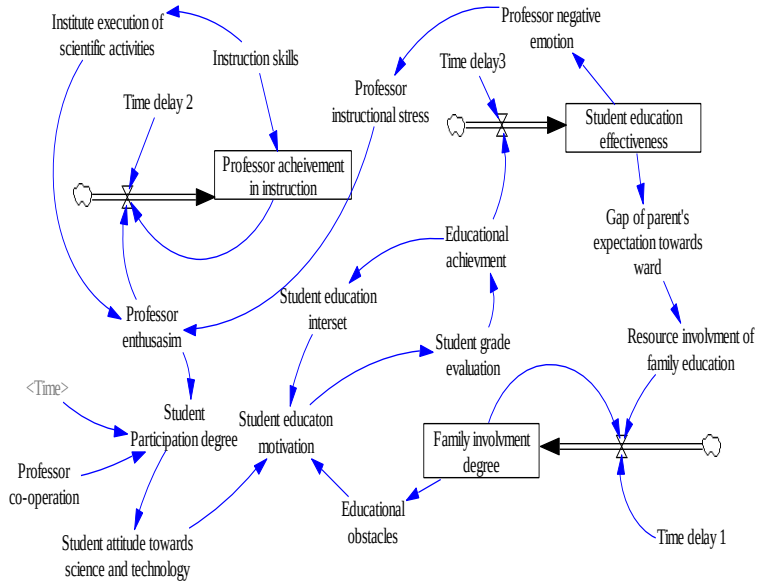


*Figure 10:* System dynamics model of education science and technology.

## V. Results

Based on the developed system dynamic model, this study performed simulation to investigate the relationship among Professors' teaching enthusiasm, home environment ,study habits and Institute's execution of scientific activities and student education effectiveness. (1) Home environment and students' education effectiveness: the simulation of this system mainly investigated the relationship between home environment and education effectiveness. According to the simulation results, in the short term, there is a steady increase, as well as ups and downs, in, home environment and so is education effectiveness. In the long term, there is a highly positive correlation between them. In other words, the Positive the home environment is, the higher the students' education effectiveness is, as shown in Figure 11



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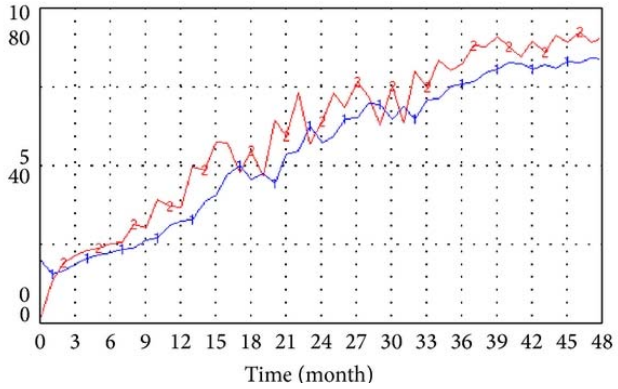


*Figure 11:* Graph of Home environment (1) and students' education effectiveness (3).

(2)Students' education effectiveness and Professors' teaching enthusiasm: the simulation of this system mainly investigates the relationship between students' education effectiveness and Professors' teaching enthusiasm. The results showed that there is a positive correlation between students' education effectiveness and Professor' teaching enthusiasm. The higher the teaching enthusiasm is, the higher the students' learning effectiveness is, as shown in Figure 12.

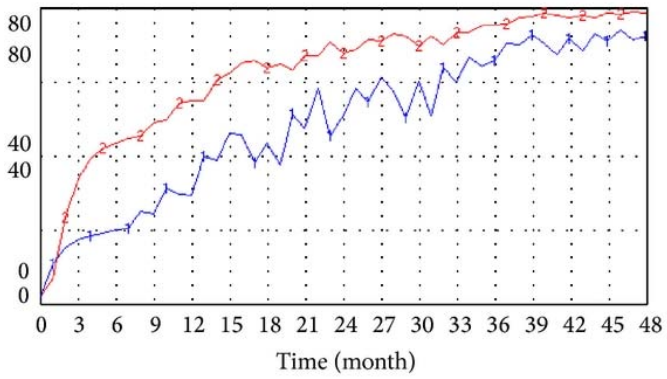


*Figure 12:* Graph of Professors' teaching enthusiasm (1)and students' education effectiveness(2).

(3)Effect of Study habits on students' education interest: the simulation of this system mainly investigates the relationship between Study habits and students' learning interest.Good study habits like taking proper lecture notes, revision, concentration can arouse student education effectiveness in science and technology subjects. The use of different study habits can immediately arouse students' interest, as shown in Figure 13.

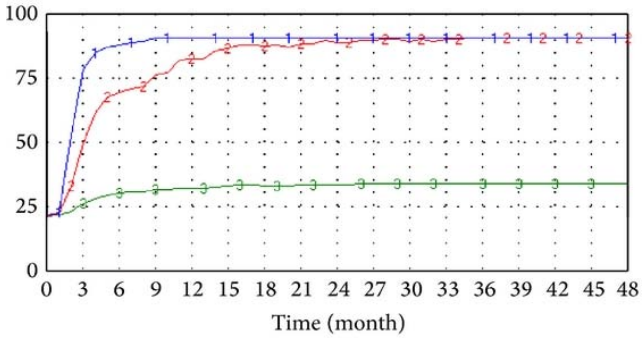


*Figure 13:* Graph and students' education effectiveness with of bad study habits (3), average study habits (2) and good study habits (1).

## VI. Conclusions

This study verified that there is a highly positive correlation between Home environment students' education effectiveness. In other words, family plays an important role in students' education, and the role of parents is particularly important. The learning of science and technology in Institute is different from the School level. Instead, it is the integration of learning approaches of various fields. Higher family involvement, lower obstacles encountered in the field of science and technology, and parents willing to help ward can further improve their education effectiveness.

This study also verified that there is a positive correlation between students' education effectiveness and Professor teaching enthusiasm. Professor can handle their teaching content and teaching method to obtain a sense of achievement from the gradual progress in education effectiveness of students. Their sense of achievement is usually higher than students' education effectiveness. Under such an atmosphere, students' education effectiveness will be better as well.

Study habits and education approaches include, for example, time management, using information resources, taking class notes, communicating with teachers, preparing for and taking examination, and several other learning strategies help education effectiveness. Good study habits elevate exam grade as well as students' education effectiveness. Compare to students with poor study habits.

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# Implementation of Embedded Student Day Book based on Biometric by using Raspberry PI

By Naga Sucharitha Gavini & Nagaraju Sonti
*Vignans Lara Institute of Technology And Sciences*

*Abstract-* Students play an important role in building one's nation, hence it is mandatory to have a glance on student attendance. Generic methods is based on paper method which may create errors which is further modified to RFID in which each student has unique QR code for scanning, though this doesn't create errors any student possessing card can misinterpret other's attendance in their absence. All these limitations can be overcome in the proposed system where the aadhaar number of student is linked to scratch card. Only the card bearer can enroll student attendance as it works on thumb impression. Not only attending classes ensures responsibilities of student, the complete academic information, along with his personal details will be stored and there will be no misinterpretation as aadhaar is unique.

*Keywords: radio frequency identification (RFID), biometric system, attendance management system, authentication.*

*GJHSS-G Classification: FOR Code: 139999*

IMPLEMENTATIONOFEMBEDDEDSTUDENTDAYBOOKBASEDONBIOMETRICBYUSINGRASPBERRYPI

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# Implementation of Embedded Student Day Book based on Biometric by using Raspberry PI

Naga Sucharitha Gavini [α] & Nagaraju Sonti [σ]

*Abstract-* Students play an important role in building one's nation, hence it is mandatory to have a glance on student attendance. Generic methods is based on paper method which may create errors which is further modified to RFID in which each student has unique QR code for scanning, though this doesn't create errors any student possessing card can misinterpret other's attendance in their absence. All these limitations can be overcome in the proposed system where the aadhaar number of student is linked to scratch card. Only the card bearer can enroll student attendance as it works on thumb impression. Not only attending classes ensures responsibilities of student, the complete academic information, along with his personal details will be stored and there will be no misinterpretation as aadhaar is unique.

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## I. Introduction

Mostly, in universities and colleges attendance are taken by calling students names, while, in others, passing attendance sheet, where student are asked to sign just next to their names. Both methods have disadvantages in the first case, for instance, lecturers with large class may find hassle to check all of these students by names and it might take precious time of each lesson; in second case, some students may unintentionally or deliberately sign another student's name or manual signing of attendance by students are troublesome and may distract teacher from teaching. This paper based student attendance registration cause loss of time for students and the teachers and lack student attendance authentication. Therefore, it is essential for educational institutions to have solutions that simplify and increase the speed of data collection and boost the lectures efficiency. Technological enhancements can useful tools to help in the development of new attendance systems to eliminate the disadvantages of the manual methods while improving its advantages during which by using latest technology like biometric and RFID Technology.

In this paper, an application for attendance management is developed for managing the records of attendance of group of people belonging to an organization. Group of people can either be the students of a college or employees of an organization. For attending attendance, user makes contact with the attendance reader and after finding a valid card, user insert finger for biometric authentication. Apart from being used for multiple applications like net banking to pay the fee online, and for checking personal information.

Using this technology, the method of attendance is based on RFID card used to store data on the card that consists of the user's information. All that data is encrypted into the card which is used as a key to access and record when the user arrived. For providing security to the user's information, data will be displayed on the screen only if their biometric matches with database. The reason of the development of biometric system is to take student attendance more efficiently. The listing of students will be automatic, quicker and more security intensive than current methods of registration.

## II. Results and Discussion

The proposed system has Relay to provide communication between Biometric module and RFID Reader. Raspberry pi is a development board which communicates between computer and other peripherals. To retrieve the data from the server, MYSQL and PHP is used.

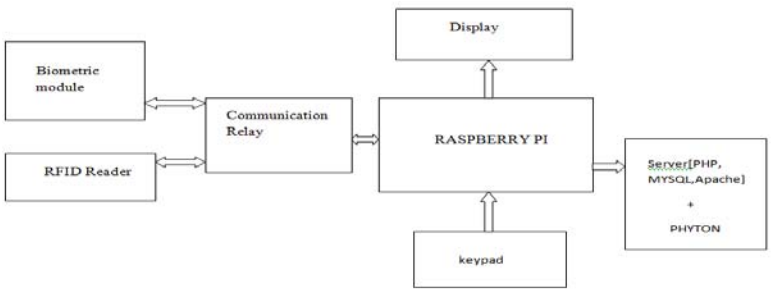


*Fig.1:* Block diagram of proposed system

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*a) Working of proposed system*

RF reader scans the QR code of student and displays attendance, fee particulars, academic details and personal information as four icons. If the student have any fee pending then corresponding link will be enabled and redirected it to net banking to pay the fee and also personal information along with academic details will also be displayed. If any student wants to take attendance then the particular student can give their thumb impression then after the successful attendance will be displayed on monitor screen and same will be sent to their corresponding guardian.

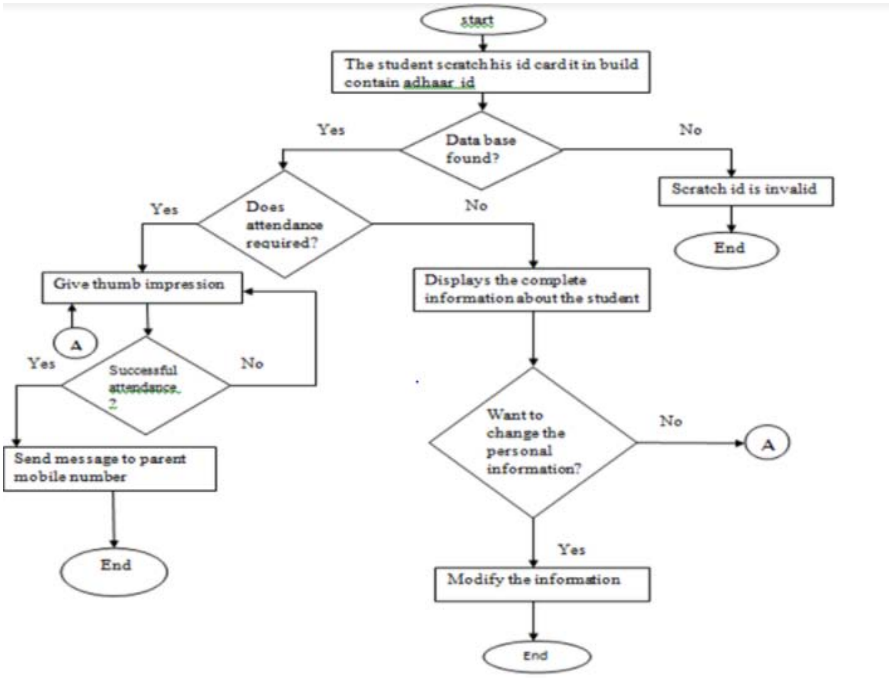


*Fig. 2:* Flow chart of the system

The above flow chart clearly explains the operation in fig2. When student scratch, their matrix card in built contain aadhaar number, if student details is available in database then displays four icons as attendance, fee particulars, academic qualifications, personal details. Whether student details are not available in database then displays students matrix card is invalid and end the process.

*b) Experimental Results of proposed syste*

The software development tools used in this are server (PHP), MYSQL and PYTHON for working of my project. The PYTHON IDE combines project management, make facilities, source code editing, problem debugging and complete simulation in one powerful environment that provides a seamless embedded project development environment. The PYTHON IDE is the easiest way for most developers to create embedded applications, which allows us to easily access the features of RASPBERRY PI development board.

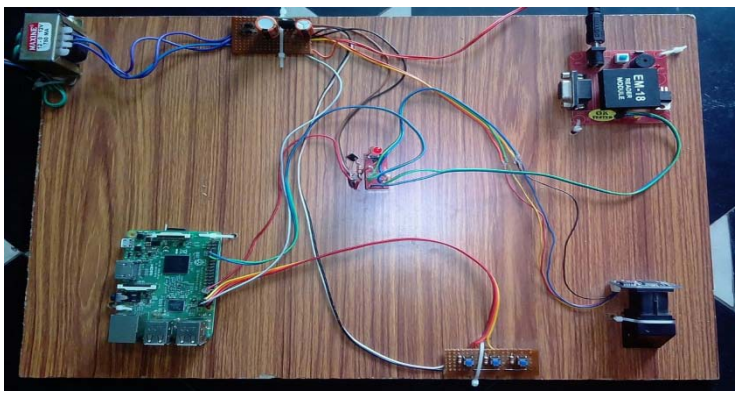

*Fig. 3:* Proposed system hardware



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The following are the results of my project.

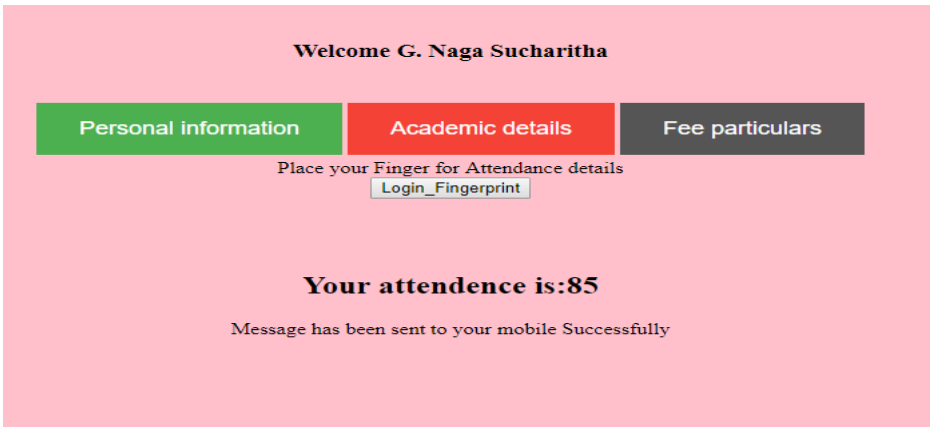
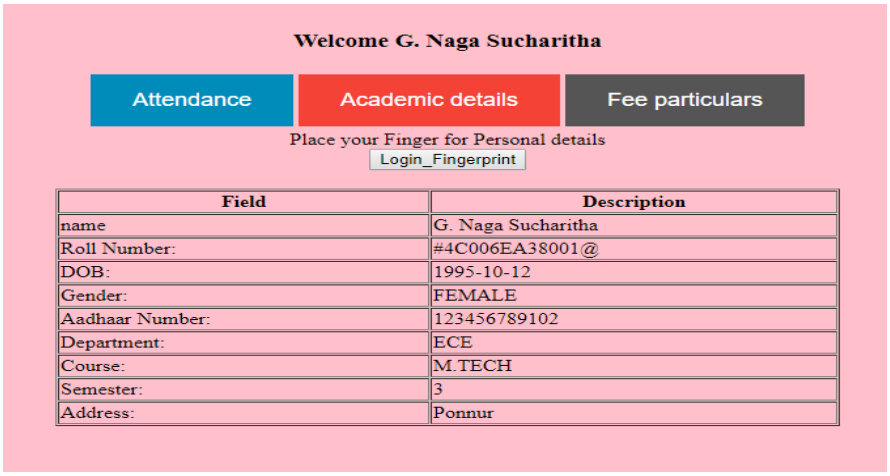


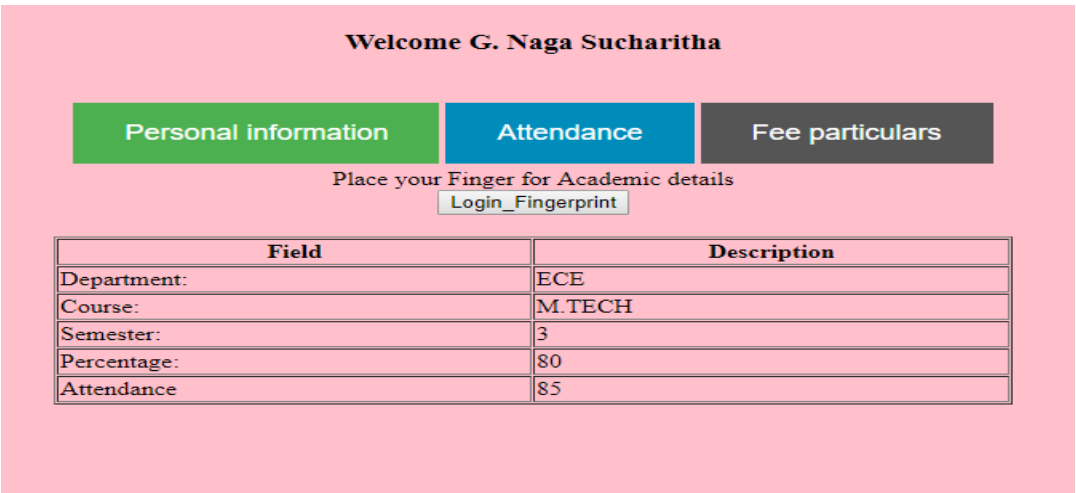

*Fig. 4:* Represents a window that is displayed when student selects the attendance module




| Field | Description |
|---|---|
| name | G. Naga Sucharitha |
| Roll Number: | #4C006EA38001@ |
| DOB: | 1995-10-12 |
| Gender: | FEMALE |
| Aadhaar Number: | 123456789102 |
| Department: | ECE |
| Course: | M.TECH |
| Semester: | 3 |
| Address: | Ponnur |

*Fig. 5:* Represents a window when student selects personal information module

In this, development project kit is connected to a personal computer (PC)/Laptop. In my project a system file (application) is being used in PC and if we open browser window for receiving HTML documents from a web server or from local storage is displayed as shown in fig1. By using this system, student can easily access then check their details and also sent details to their corresponding guardians, by specifying the particular mobile number of the parents.




| Field | Description |
|---|---|
| Department: | ECE |
| Course: | M.TECH |
| Semester: | 3 |
| Percentage: | 80 |
| Attendance | 85 |

*Fig. 6:* Represents a window that is displayed when student selects the academic details module



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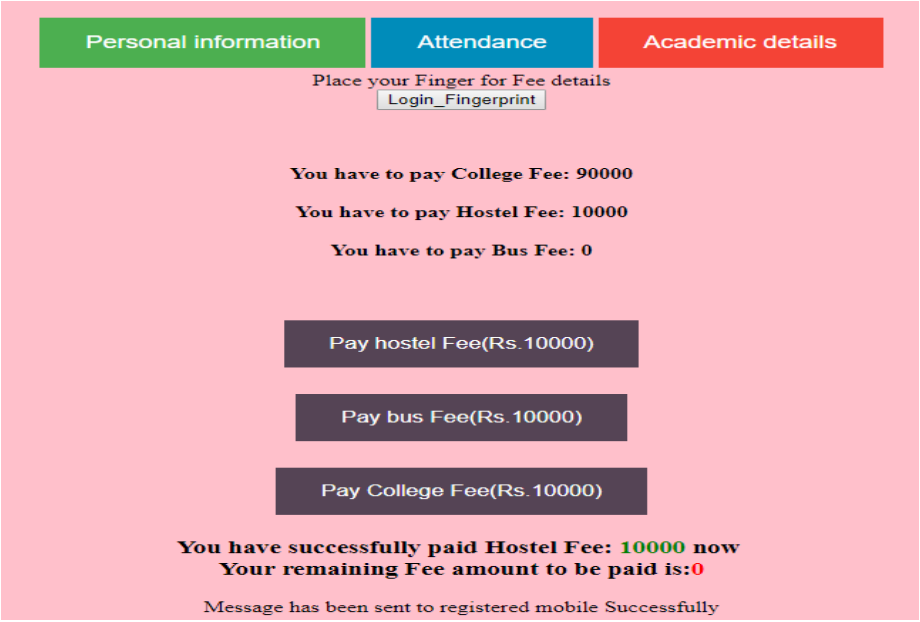


*Fig. 7:* Represents a window that is displayed when student selects the fee particulars module

In this, development project kit is connected to a personal computer (PC)/Laptop. In my project a system file (application) is being used in PC and if we open browser window for receiving HTML documents from a web server or from local storage is displayed as shown in fig1. By using this system, student can easily access then check their details and also sent details to their corresponding guardians, by specifying the particular mobile number of the parents.

The SMS alerts are received by parents in the following way.

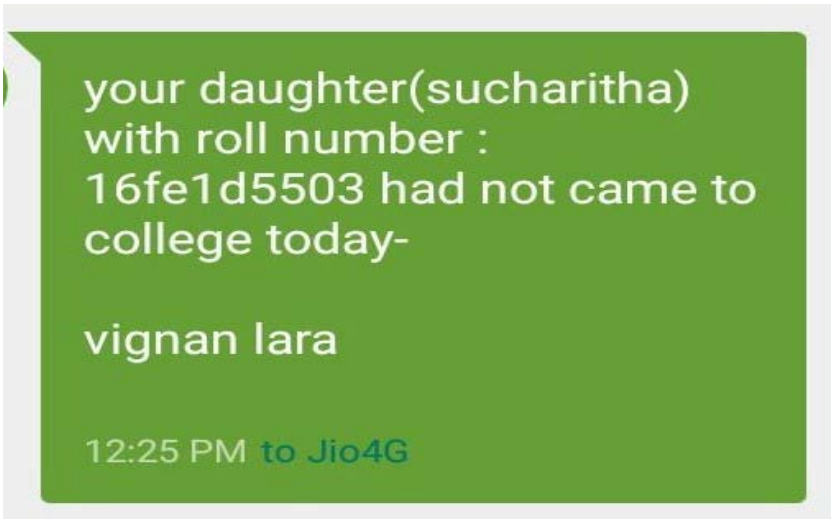


*Fig. 8:* Represent show an SMS is received to the parents when student not present to college

## III. Conclusion

We conclude that with the advancement of this technology and with the increasing demands of the people new procedures are been developed. It will be really beneficial for the students as well as the professors of the respective universities and colleges as with the advancement of this technology they can utilize their lectures in a best manner. Therefore, we can conclude that in future, we can consider this system as a good option in near future to meet the growing requirements of the generation in effective manner. The system is very easy to use. Users are directed as what step to take next by providing them with timely information displayed on their phones. Accidental touching of tags which may result in an unnecessary trigger is avoided since users need to deliberately connect to the terminal via biometric module first before the tag application is activated. The system requires minimal initial calibration to initialize which tag is used as Entry tag or Exit tag. The system is very useful in school environment, work places and any organization that



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requires strict authenticated and authorized users to be at the premises.

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# Historical Overview of Language Politics in Post- Colonial India

By Ilyas khan & Ahbab Ali khan
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*Abstract-* One of the main political issues in Indian politics is connected to language problem. After India's independence the government decided that the official language of India will be Hindi. In this paper, I have attempted to take a look at study of politics of languages in late colonial India. A set of languages used by political operators in the Indian scenario where the diverse political scenarios play a vital role in the linguistic matters viz, organization of languages, language policies and planning, minority and majority languages. The motive of this paper is to present the historical overview of language politics in India and its impact on the documentation and organization of languages. How the political concern influences the up gradation and degradation of the status of a language. It further illustrates how the government policies used for the development of majority languages, causing a threat to minority languages.

*Keywords: historical linguistic, language politics, language policy and planning, language documentation, minority and majority language.*

*GJHSS-G Classification: FOR Code: 200399*




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# Historical Overview of Language Politics in Post-Colonial India

Ilyas Khan [α] & Ahbab Ali khan [σ]

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## I. Introduction

After India's independence the government decided that the official language of India will be Hindi. India is the home to the Indo-Aryan and Dravidian language families, two of the world's largest. Hindi belongs to the family of Aryan languages. India is one of the multilingual nations in the world today. Languages of the Austro-Asiatic and Tibeto-Burman language families are also spoken in India, though by relatively few people compared to speakers of the other two families. This multitude of languages reflects India's lengthy and diverse history. During the last few thousand years, the Indian sub-continent has been both united under various empires as well as fragment into many small kingdoms. This has helped spread many common linguistic features among Indian languages without allowing any particular language to become overwhelmingly dominant. Having attained independence from the British in 1947, Indian leaders chose Hindi as the official language of India in the hope that it would facilitate regional communication and encourage national unity. They were aware of many of the difficulties inherent with instating a single language in India's multilingual environment, and they accordingly laid out a clear time-line and plan for introducing Hindi and phasing English out. Despite this planning, Hindi and English today still share their status as official languages. This is due to many unseen obstacles in addition to tactical errors made by some of the promoters of Hindi. Urdu speakers were more curious to take Urdu as the official language of India. Before the independence, Urdu was the official language in India. Except Britishers, people used to communicate in Urdu. Mahatma Gandhi used the term "Hindustani" to solve the language problem. Hindus were not in favour of Urdu and Muslims in Hindi as a national language. Although Urdu and Hindi are the same languages with different names. After independence, Hindi and English used as official languages. These errors led to forceful counteractions by groups who felt that Hindi was being imposed upon them.

This situation insists me for the analysis of political and social aspects of language planning and promotion as overview of it. English is useful as such and it really does not take an overwhelming hold in Indian general social life except for those in the educated classes. Many Indians feel that English is no longer a foreign language-they have made it very much their own. Regarding Hindi, they indicated that regardless of its status as a national language, people communicate with whichever language or mixture of languages they are most comfortable with. The point is that there is a great deal of opposition to Hindi by the Urdu speaker as well as the other southern language speaker. Unable to synthesize the divergent viewpoints I had been exposed to from my various observations, I decided to make the historical overview of language politics in postcolonial India, so that I could answer some of the questions on my mind. What are the issues behind the language policy and planning? Why was it so strongly criticized in India? Why not India can function effectively with a common regional language? How important was the language politics to Indians? And finally, what will happen in the future?

The information I have gathered to answer these and other questions have been obtained from literary, Internet, and other sources. These sources were extremely helpful for understanding the history and theoretical background of the language issue. The India news servers on the Internet provided very current information; however, much of it was only tangentially related to the topic.

## II. Position of Languages in India

As mentioned above, India is the home of the Indo-Aryan and Dravidian language families. It also

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contains speakers of two other language families, Austro-Asiatic and Tibeto-Burman. Given in the Atlas of World Languages (Moseley and Asher 1994, p.207. Even though the Tibeto-Burman family has the fewest speakers, it boasts the largest number of languages. However, one should be aware of the fact that the number of languages which are recognized changes after each census. This is partly because of the difficulty of deciding whether something is a dialect of another language or a related to it. Such questions have provided the basis for many scholarly debates on the relationships among languages in India. In 1961, over 190 languages were listed, which was a paring down of the 1,652 mother tongue languages names submitted by census takers. Many of these reductions affected languages which could claim only a low number of speakers-some as few as one or two. Later, many languages were subsumed under Hindi, and other language groups were consolidated, which ultimately decreased the number of recognized languages to 175 in 1971 and to 145 in 1981. Despite this still quite a large number, the speakers of the eighteen scheduled languages recognized by the Constitution of India represent 95.6 percent of the population.

- Indo- Aryan - 491,086,116 74.3%
  Dravidian - 157,836,723 23.9%
  Austro-Asiatic - 7,705,011 1.2%
  Tibeto-Burman - 4,071,401 0.6%

Language documented from a documentary linguistics perspective. It aims "to provide a comprehensive record of the linguistic practices characteristic of a given speech community." which aims to describe a language's abstract system of structures sand rules in the form of a grammar or dictionary. New technologies permit better recordings, with better descriptions, all of which can be housed in digital archives, like Ailla or Paradisec, and be made available to the speakers with little effort.

The Indian census takes the widest possible definition of "Hindi" as the broad variety. The native speakers of Hindi so defined are 41% of Indians. English is recorded as the native language of 226,449 Indians in the 2001 census. English is the second "language of the Union" besides Hindi.

Eight scheduled languages of the Indian constitution are as follows:

Hindi, Bengali, Telugu, Marathi, Tamil, Urdu, Gujrati, Kannada, Malayalam, Odia, Sindhi, Nepali, Punjabi, Sinhalese Assamese. Maithili, Bhili, Santali Kashmiri. Gondi Konkani, Dogri, Khandeshi, Kurukh, Meitei, Tulu, Bodo, Khasi, Mundari and Ho.

Thirteen languages account for more than 1% of Indian population each, and between themselves for over 95%; all of them are "scheduled languages of the constitution."

Scheduled languages spoken by less than 1% of Indians are Santali (0.64%), Manipuri (0.14%), Bodo(0.13%), Dogri (0.01%, spoken in Jammu and Kashmir). The largest language that is not "scheduled" is Bhili(0.95%), followed by Gondi (0.27%), Tulu (0.17%) and Kurukh (0.099%).




*Fig. 1:* The names of each state in the script of the dominant language of that state

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## III. Language Politics, Policy and Planning

Mahatma Gandhi and other secular political leader prefer Hindustani should be our national language. Having gained independence from the British in 1947, the leaders of the new Indian nation recognized the opportunity to unite the many regions of India with a common, universal language. Mahatma Gandhi felt that this was essential to the emergence of India as a *self-proclaimed* nation. He pointed out five requirements for any language to be accepted as the national language:

- It should be easy to learn for government officials.
- It should be capable of serving as a medium of religious, economic, and political intercourse throughout India.
- It should be the speech of the majority of the inhabitants of India.
- It should be easy to learn for the whole of the country.
- In choosing this language, considerations of temporary or passing interests should not count. (Das Gupta 1970, p.109).

The task of the Indian government was an important but difficult one-not only because choosing the link language was a controversial task, also because it would be difficult to get the public to accept any particular language. Starting years before independence, Gandhi tirelessly supported Hindustani, which is a kind of compromise between Hindi and Urdu, as the best choice for a national language. However, after the partition and the subsequent emigration of millions of Muslims, Hindu leaders in Congress felt little need for Gandhi's concessions to the Muslims. They accordingly focused on Hindi and left Urdu and Hindustani to their own fates. Though it did not have an assured dominance over the other languages in India, Hindi seemed the clearest choice from the beginning. English, despite its prominence and somewhat even distribution throughout the nation, was unacceptable for several reasons. As the language of the colonial power which had just been ousted, English was to many a "symbol of slavery" (Nayar 1967, p.12). According to Ralph Fasold (1988, p. 182), "the former colonial language is an absolutely atrocious choice as a national language. Nothing could be a worse symbol of a new nation's self-awareness than the language of a country from which it had just achieved independence." More importantly, a foreign tongue such as English would not contribute to the national identity in the way that an indigenous one could.

English also had few speakers-only about one percent of India's population. Hindi claimed the greatest number of speakers of all the Indian languages and it was closely related to several of the other most widely spoken ones. Though it was unrelated to the south Indian languages, it was also thought that Hindi would not be entirely foreign to south Indians because of the strong Sanskrit influence it shared with the four main Dravidian languages. Whether or not this thinking was correct, Hindi was chosen as the official language amidst Prime Minister Jawaharlal Nehru's assurance that it would never be imposed on people in non-Hindi areas.

The Indian constitution, in 1950, declared Hindi in Devanagari script to be the official language of the union. Unless Parliament decided otherwise, the use of English for official purposes was to cease 15 years after the constitution came into effect, i.e., on 26 January 1965. The prospect of the changeover, however, led to much alarm in the non Hindi-speaking areas of India, especially Dravidian-speaking states whose languages were not related to Hindi at all. As a result, Parliament enacted the Official Languages Act, 1963 which provided for the continued use of English for official purposes along with Hindi, even after 1965. In late 1964, an attempt was made to expressly provide for an end to the use of English, but it was met with protests from states such as Maharashtra, Tamil Nadu, Punjab, West Bengal, Karnataka, Puducherry and Andhra Pradesh. Some of these protests also turned violent. As a result, the proposal was dropped, and the Act itself was amended in 1967 to provide that the use of English would not be ended until a resolution to that effect was passed by the legislature of every state that had not adopted Hindi as its official language, and by each house of the Indian Parliament.

The position was thus that the Union government continues to use English in addition to Hindi for its official purposes as a "subsidiary official language," but is also required to prepare and execute a programme to progressively increase its use of Hindi. The exact extent to which, and the areas in which, the Union government uses Hindi and English, respectively, is determined by the provisions of the Constitution, the Official Languages Act, 1963, the Official Languages Rules, 1976, and statutory instruments made by the Department of Official Language under these laws.

Various steps have been taken by the Indian government to implement the use and familiarisation of Hindi extensively. Dakshina Bharat Hindi Prachar Sabha headquartered at Chennai was formed to spread Hindi in South Indian states. Regional Hindi implementation offices at Bengaluru, Thiruvananthapuram, Mumbai, Kolkata, Guwahati, Bhopal, Delhi and Ghaziabad have been established to monitor the implementation of Hindi in Central government offices and PSUs. Annual targets are set by the Department of Official Language regarding the amount of correspondence being carried out in Hindi. A Parliament Committee on Official Language constituted in 1976 periodically reviews the progress in the use of Hindi and submits a report to the President. The governmental body which makes policy



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decisions and established guidelines for promotion of Hindi is the Kendriya Hindi Samiti (est. 1967). In every city that has more than ten central Government offices, a Town Official Language Implementation Committee is established and cash awards are given to government employees who write books in Hindi. All Central government offices and PSUs are to establish Hindi Cells for implementation of Hindi in their offices. Recently, the Modi government announced plans to promote Hindi in government offices in Southern and Northeast India.

## IV. Minority and Majority Languages in India

A majority language is usually spoken by a majority of the population in a country or in a region of a country. In a multilingual society, the majority language is generally considered the high status language, also called the dominant language or killer language. In India, Hindi considered as a majority language that is spoken by 41% people and other languages are minority language. Urdu, Tamil, Telugu, and Malayalam etc, these languages are minority languages. Regularly uses of majority languages causes to minority language and sometime resulting total loss of minority language. Government should maintain the status of minority languages along with majority languages.

## V. Conclusion

India is a multilingual country where linguistic diversity found. Politicisation of languages has been since the independence. People have agitated for long time to get status as a national language. Many times Indian government try to find solutions but they couldn't. They solve the language problem to make official language that is Hindi along with English.

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# Analyzing Taboo Language among Female Students in North Gaza Governorate

By Dr. Nashaat M. ElMassri & Dr. Ahmed Maher M. Al Nakhalah
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*Abstract-* This study aims to analyze the taboo language among female students in Al-Quds Open University in North Gaza Strip as it represents the community of North Gaza Governorate. The study investigated the data semantically and structurally. Semantically, the study divided the analysis intoswearingand religions words (S.W.R), death and disease, sex, animal, and others. The latter, on the other hand, was subdivided into one word, phrase, and clause.

The researchers interviewed some female students in the mentioned area and asked them about the most frequent taboo words and sometimes hear a word among females then approached them and asked about the meaning of that particular expression. After collecting the data, the researchers analyzed them in an analysis card, specially designed for this purpose, structurally and semantically.

*Keywords:* *AL quds open university, north gaza governorate, connotative, denotative, taboo words, taboo language, girls.*

*GJHSS-G Classification:* *FOR Code: 200399*




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The results indicate that the semantic field expressing sex was used more frequently while the (death and disease) items were the least once compared with other semantic analysis. On the other hand, the (N.ph) structure was used more frequently among the study community and the (V.ph) indicates the least one. In addition to that, the study shows that the study community tends to use taboo words connotatively rather than denotatively.

The researchers recommend that more studies should be carried in the field of sociolinguistics, as it does not receive much attention among the Palestinian scholars.

*Keywords: AL quds open university, north gaza governorate, connotative, denotative, taboo words, taboo language, girls.*

## I. Introduction

Language is a system of conventional spoken or written symbols by means which human beings as members of social group and participant in its cultural express themselves the coherence of language includes communication, play imaginative, expressive, and emotional release. (Crystal, 2017).

Sociolinguistics is concerned with how languages use interacts, or is affected by, social factors such as gender, ethnicity, age or social class, for instance. Sociolinguists are interested in how we speak differently in various social context, and how we may use specific functions of language to convey social meaning or aspects of our identity. Sociolinguistics teaches us about real-life attitudes and social situations (Coulmas, F. (2013).

Language has several types, taboo language is one of these types, which has its expressions and words that are used to describe sex, our body's functions, and those used to insult other people among other purposes (Allan and Burridge,2006).

Taboo is a "ban" or inhibition resulting from social custom or aversion (the American heritage dictionary of the English language, 2000). Taboo words are sanctioned or restricted on both institutional and individual levels under the assumption that some harm will occur if a taboo is spoken. The exact nature of injury to befall the speaker-listener or society has never been entirely clear (Heins, M. /2007): McEnery, 2006).

Surprisingly, no one has established how a child acquires taboos word. Certainly, no one is born with knowledge of taboo words. We learn about taboo through the socialization of speech practices, which creates an oral or folk knowledge of swearing etiquette new.

## II. Taboo Words Varieties

### a) A-Bodily Excretions

In any language, people tend to avoid using and mentioning certain expressions. In fact, except tears, all the words concerning bodily excretions are believed taboo. Although, sometimes speakers of a language seem to use some euphemisms to replace words such "move the bowels" and "pass water," which are considered inelegant, with "answer the call of nature" and"do one's needs." We ask where the "rest roomis", although we do not intend to have a rest. "Powder room" "loo," and "john" are other ways to say "toilet."

### b) Death and Disease

The fear of death carries into fear of words having to do with death and certain diseases. Many people believe words have relations with what they symbolize, therefore "If anything should happen to me" means "when I die." Instead of saying, "die," they use substitute expressions such as "pass away," "go to his reward," "answer the call of God," "go home," "to have a better place," "depart," and "go west." Some serious diseases are also taboo topics. Cancer is said in a roundabout way as "Big C" or "terminally ill." So is the case with the disease of mental disorder and intelligence deficiency. Their euphemistic sayings may be "He is not all there." "She is a little eccentric / a little confused."

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c) *Sex*

According to Deng (1989, p.93), words having to do with anatomy and sex, and words even vaguely suggesting anatomical or sexual matters, have remarkable connotations, especially in American culture. Ladies of the nineteenth century could not bring themselves to say "breast" or "leg", not even of chicken, so they replaced such words with terms "white meat" and "dark meat". It was thought inelegant to speak of "going to bed," and "to retire" was used instead.

English-speaking countries tend to be freer and more tolerant on this in recent years. People, particularly younger ones, feel at liberty than they once did to talk about sex-related subjects. Masturbation, impotence, sexual activities of various kinds, and human sex organs are more likely to be talked or written about than they were 15 or 20 years ago.

d) *Swear Words*

Swear words, i.e., cursing and swearing, are a remarkable variety of linguistic forms. There are the complex and sophisticated expressions that occur in religious, legal, and other formal contexts. At the same time, there are many daily examples of taboo language that express such emotions as hatred, frustration, and surprise. English examples range from the mild such as heck and dash, to the harshest one, fuck.

In these social contexts, swearing can become a dominant linguistic feature, with sentences often containing taboo words. Sex, excretion, and supernatural power are some sources of swear words. In the one hand, half of the words refer to body parts and functions that societies consider taboo, such as "ball," and other four-letter words. Another half deals with the names of gods, devils, etc. like God, Dear Lord, by the holy sacrament, Heavens, Hell.

e) *Animal Abuse*

(Calling a person by the name of an animal) such as "bitch,""cow,"…etc.

f) *Discriminatory Language*

In recent times, many people have a growing tendency to be sensitive to the terms sexist language and racist language.

## III. Taboo Words Meaning

The connotations of a language expression are pragmatic effects that arise from encyclopedic knowledge about its denotation (or reference) and from experiences, beliefs, and prejudices about the contexts in which the expression is typically used. The connotation of a language expression is distinct from its sense, denotation, and reference Keith (2007).

(Allan, 1991) claims that a word which is homonymous with a taboo term will convert into a taboo meaning only. Mainly profane language and sexually marked vocabulary cause pejoration of its homonyms. He adds that obscure words are distinctive because they have a special location in the brain.

a) *Taboo words reasons, motivations for their use*

People tend to use or not use taboo words depend on the conversational goals of the speaker. Swearing is like using the horn on your car, which can signify some emotions (e.g., anger, frustration, joy, surprise). Our control over swearing ranges from the spontaneous forms (e.g., habitual epithets),over which we seem to have little control, to the reflective forms (e.g. new obscene joke), where we take time to think about what to say (van Lancker, 1987).

Taboo words can achieve a variety of personal and interpersonal outcome that may be positive, negative, or inconsequential regarding their impact on others, although some might argue all uses of taboo words are harmful to some degree. We do more than just say swear words: there are specific categories of use that fall under the rubric of swearing (see Jay. 1992. 2000: McEnery, 2006:Montagu,1967:Sagarin, 1962). Besides literal or denotative uses (We Fucked), the primary use of swearing is for emotional connotation, which occurs in the form of epithets or as insults directed toward others. These are offensive emotional outbursts of single words or phrases used to express the speaker's frustration, anger, or surprise (Holy shit? Fuck me? ).

(Jay, 1992, 2000) links Two- thirds of our swearing data to personal and interpersonal expressions of anger and frustration, which seem to be the main reason for swearing. Insulting forms of taboo word usage include name-calling and put-downs (asshole, bitch) and cursing or wishing harm on someone (e.g., fuck off, eat shit and die). Taboo words are a defining feature of sexual harassment, blasphemy, obscene phone calls, discrimination, hate speech and verbal abuse categories.

People use taboo words in jokes and humor, social commentary, sex talk, storytelling, in–group slang and self–deprecation or ironic sarcasm in order to promote social harmony or cohesion to achieve positive social outcome(also see Clark, 1996: jay, 2000: Zoglin, 2008). A positive outcome is also achieved when a speaker replaces physical violence with speech or feels a sense of relief or catharsis after swearing, although there is scant evidence to this (Jay et al, 2006).

## IV. Methodology

This research is a descriptive and analytical as it depends on the analysis and the description of taboo words used by female students in (Q.O.U) in North Gaza Governorate. This paper concentrated only on the Palestinian taboo words and tried to investigate the differences or similarities between the structure and the meaning of the taboo words in the mentioned place.



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*a) Data Collection*

The researchers interviewed some female students in the mentioned area and asked them about the most frequent taboo words. Sometimes, when the researchers heard a word among females, they approached them and asked about the meaning of that particular expression. The researchers determined three days to collect the data.

*b) Data Analysis*

The researchers analyzed the collected taboo words among female students in (QOU). The researchers designed an analysis card that suits the research objectives. A group of specialists arbitrated the analysis card, which was modified accordingly. The data was analyzed structurally i.e. word, verb phrase, noun phrase and clause and semantically i.e. Swearing Words (SWR), sex, death and disease or animal. Any item, which does not fit into one of the previous fields, was categorized into others. In addition to the above semantic field classifications, the researchers classified the data according to their meaning i.e. whether the item provides connotative and/or denotative meaning.

## V. Findings and Discussions

The study collected 76 taboo items used among girls at Al Quds Open University. The following part will provide the findings and discuss each of them in details. To begin with, the researchers will discuss the structural analysis first, then present the semantic analysis.

*a) The Structural Analysis*

The study collected 76 items exemplifying taboo words among female student sat Al Quds Open University as presented in figure No. (1). These items are analyzed according to their structure i.e. word, verb phrase (VP), noun phrase (NP) or clause.

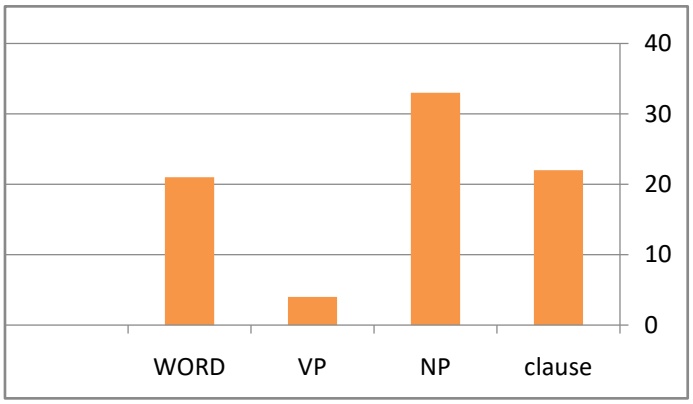


*Figure 1:* Provides the number of the collected taboo words among the study community classified structurally

*b) Word*

The Study collected 21 word expressions used among female student sat Al Quds Open University. Below are some examples that show the item, its English translation, and transliteration.

*Table 1:* Examples of the one-syllable word and their English translation and transliteration

| No. | Item | Eng. Translation | Transliteration |
|---|---|---|---|
| 1 | كدابة | Liar | Kadaba |
| 2 | حرامية | Thief | Hramia |
| 3 | نصابة | Swindler | Nasaba |
| 4 | سافلة | Bugger | Safla |
| 5 | همجية | Uncivilized-barbaric | Hamajea |

*c) Noun Phrases*

The Study collected 33 expressions used as Noun Phrases among female student sat Al Quds Open University. Below are some examples that show the item, its English translation, and transliteration of the expressions used as Noun Phrases.

*Table 2:* Examples of the Noun Phrases and their English translation and transliteration

| No. | Item | Eng. Translation | Transliteration |
|---|---|---|---|
| 1 | سيئة السلوك | Behaves badly | Sayeatasolok |
| 2 | ما ابشعها | So ugly | Ma abshaaha |
| 3 | من تحت لتحت | Steal glimpses | Men tahetlatahet |
| 4 | بدري عليكي | You are Early ! | Badryaliky |
| 5 | عديمة الاصل | From a bad family | Adematalasel |



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*d) Verb Phrases*

The Study collected four expressions used as Verb Phrases among female student sat Al Quds Open University. Below are some examples that show the item, its English translation, and transliteration of the expressions used as Verb Phrases.

*Table 3:* Examples of the Verb Phrases and their English translation and transliteration

| No. | Item | Eng. Translation | Transliteration |
|---|---|---|---|
| 1 | طير عن وجهي | Get lost | Teer anwaghe |
| 2 | الله يلعنك | God damn you | Alahylanak |
| 3 | طز فيكي | Screw you | Tozfiky |
| 4 | اخرسي | Shut up | Ekhrasy |

*e) Clause*

The Study collected 22expressions used as Clause among female student sat Al Quds Open University. Below are some examples that show the item, its English translation, and transliteration of the expressions used as Clauses.

*Table 4:* Examples of the Clause and their English translation and transliteration

| No. | Item | Eng. Translation | Transliteration |
|---|---|---|---|
| 1 | وجع يوجعك | May Sufferings hurts you | Wagayojeak |
| 2 | بفقع عينيكي | I'll Burst your eyes | Bafakeainaky |
| 3 | طق راسك في الحيط | Hit your head on the wall | Tokrasakfilhaet |
| 4 | مش فاضي لك | I don't have time for you | Mesh fatylak |
| 5 | على ايشايفة حالك | Why are you so arrogant | Ala ishshayfahalek |

*f) The Semantic Field*

The study collected 76 items exemplifying taboo words among female student sat Al Quds Open University as presented in figure No. (2). These items are analyzed according to their semantic field i.e. Swearing Words (SWR), sex, death and disease or animal. Any item, which does not fit into one of the previous fields, was categorized into others.

Semantic Field (figure 2)

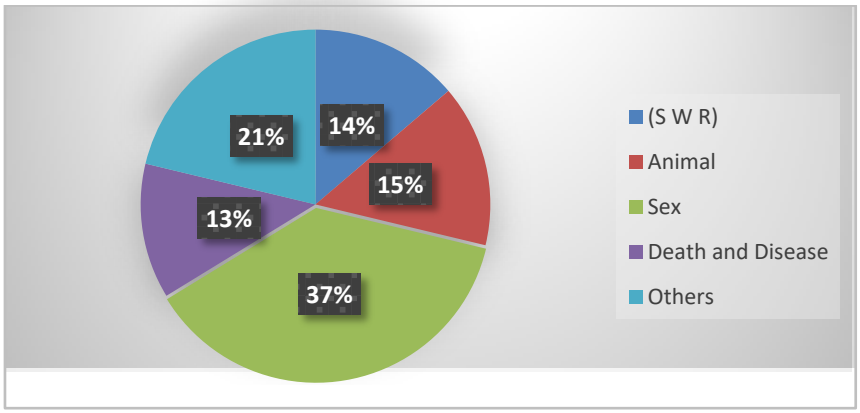


*Figure 2:* The number of collected taboo words among the study community classified semantically

i. *Swearing and Religions Words(SWR)*

The Study collected 11 expressions used as Swearing Words among female student sat Al Quds Open University. Below are some examples that show the item, its English translation, and transliteration of the expressions used as Swearing Word.

*Table 5:* Examples of the SWR and their English translation and transliteration

| No. | Item | Eng. Translation | Transliteration |
|---|---|---|---|
| 1 | جتك داهية | Go to hell | Gatakdahya |
| 2 | روحي في ستين داهية | Go to sixty hells | Rohy fi steendahya |
| 3 | داهية تاخدك | May Disaster take you | Dahyatakhdek |
| 4 | الله ياخدك | May God take you | Alahyakhdak |
| 5 | الله يلعنك | God damn you | Alahyilanik |



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ii. *Animal*

The Study collected 12 expressions used as Animal Abuse among female studentsat Al Quds Open University. Below are some examples that show the item, its English translation, and transliteration of the expressions used as animal abuse.

*Table 6:* examples of the Animal Abuse and their English translation and transliteration

| No. | Item | Eng. Translation | Transliteration |
|---|---|---|---|
| 1 | خنزيرة | Pig | Khenzera |
| 2 | حيوانة | Animal | Hayawana |
| 3 | يا وجه العنز | Goaty face | Yawaghalanz |
| 4 | يا كلب | You dog | Yakalb |
| 5 | بنت الكلب | Daughter of a dog | Bent elkalb |

iii. *Sex*

The Study collected 30 expressions referring to Sex among female studentsat Al Quds Open University. Below are some examples that show the item, its English translation, and transliteration of the expressions referring to sex.

*Table 7:* Examples of the expressions referring to sex and their English translation and transliteration

| No. | Item | Eng. Translation | Transliteration |
|---|---|---|---|
| 1 | يا بنت الحرام | O, you bastard | Ya bent alharam |
| 2 | لوطي | Gay | Loty |
| 3 | يا بنت الزنا | you bastard | Ya bent alzena |
| 4 | بنت القواد | Daughter of a pimp | Bent elkawad |
| 5 | يا عرصة | You pimp | Yaarsa |

## VI. Death and Disease

The Study collected 10 expressions used as Death and Disease among girls at Al Quds Open University. Below are some examples that show the item, its English translation, and transliteration of the expressions used as Death and Disease.

*Table 8:* Examples of the Death and Disease their English translation and transliteration

| No. | Item | Eng. Translation | Transliteration |
|---|---|---|---|
| 1 | وجع يوجعك | May Sufferings hurt you | Wajayojeak |
| 2 | بفقع عينيكي | I'll Burst your eyes | Bafakeainaky |
| 3 | المرض اللي ما بيتسمى | The unnamed disease (Cancer) | Elmaradely ma ytsama |
| 4 | يقطع عمرك | May your life be broken | Yktaomrak |
| 5 | العمى | Blindness | Alama |

*a) Others*

The Study collected 17 expressions classified as others.Below are some examples that shows the item, its English translation, and transliteration of the expressions classified as others.

*Table 9:* Examples of expressions classified as otherstheir English translation and transliteration

| No. | Item | Eng. Translation | Transliteration |
|---|---|---|---|
| 1 | قبيحة جدا | So ugly | Kabihagedan |
| 2 | من تحت لتحت | Steal glimpses | Men tahetlatahet |
| 3 | بدري عليكي | You are Early! | Badryaliky |
| 4 | عديمة الاصل | From a bad family | Adimatalasel |
| 5 | كدابة | Liar | Kedaba |

*b) Semantic Meaning*

The study collected 76 items exemplifying taboo words among female studentsat Al Quds Open University as presented in figure No. (2). These items are analyzed according to their semantic meaning i.e. whether the item provides connotative or denotative meaning as presented in figure (3).



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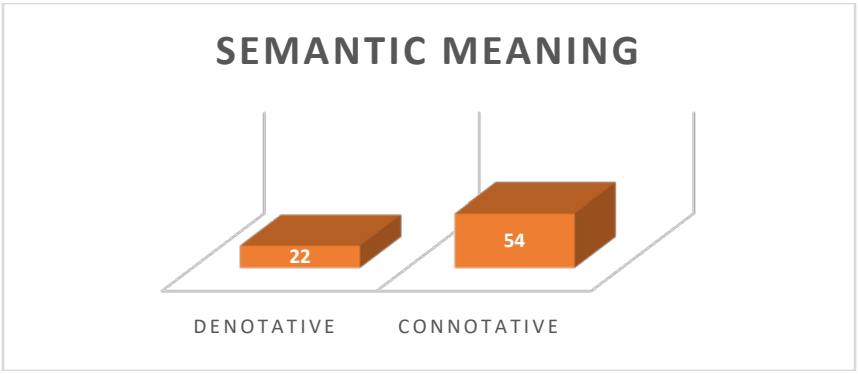


*Figure 3:* Denotative and connotative meaning in the collected data

i. *Denotative meaning*

The Study collected 22 expressions used denotatively. The table below provides some examples that shows the item, its English translation, and transliteration of the expressions used denotatively.

*Table 10:* Examples of the items used denotatively their English translation and transliteration

| No. | Item | Eng. Translation | Transliteration |
|---|---|---|---|
| 1 | حرامية | Thief | Hramea |
| 2 | قليلة الادب | Shameless | Aleelataladab |
| 3 | بدري عليكي | You are Early! | Badryaliky |
| 4 | كدابة | Liar | Kedaba |

ii. *Connotative meaning*

The Study collected 54 expressions used connotatively. The table below provides some examples that show the item, its English translation, and transliteration of the expressions used connotatively.

*Table 11:* Examples of the items used connotatively their English translation and transliteration

| No. | Item | Eng. Translation | Transliteration |
|---|---|---|---|
| 1 | حرامية | Thief | Hramea |
| 2 | قليلة الادب | Shameless | Aleelataladab |
| 3 | بدري عليكي | You are Early! | Badryaliky |
| 4 | كدابة | Liar | Kedaba |

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## Appendices

### Analysis Card

| No. | Items | Eng. Translation | Transliteration | Semantic Meaning | | Structure | | | | Semantic Field | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Denotative | Connotative | Clause | N. phrase | V. phrase | One Syllable Word | S.W.R | Animal | Sex | Death and Disease | Others |
| 1. | وجع يوجعك | May Sufferings hurt you | Wajaa yogeak | ☐ | | ☐ | | | | | | | ☐ | |
| 2. | بفقع عيونك | I'll Burst your eyes | Bafagea eyonak | | ☐ | ☐ | | | | | | | ☐ | |
| 3. | سلوكها سيئ | Behaves Badly | Selokha saya | ☐ | | | ☐ | | | | | ☐ | | |
| 4. | ما ابشعها | So ugly | Ma abshaaha | | ☐ | | ☐ | | | | | | | ☐ |
| 5. | قط راسك في الحيط | Hit your head on the wall | Tod rasak fel het | | ☐ | ☐ | | | | | | | ☐ | |
| 6. | من تحت لتحت | Steal glimpses | Men tahet latahet | | ☐ | | ☐ | | | | | | | ☐ |
| 7. | بدري عليك | You are early! | Badry alaky | ☐ | | | ☐ | | | | | | | ☐ |
| 8. | عديمة الاصل | From a bad family | Ademat alasel | | ☐ | | ☐ | | | | | | | ☐ |
| 9. | كذابة | Liar | Kadaba | ☐ | | | | | ☐ | | | | | ☐ |
| 10. | حرامية | Thief | Hramea | ☐ | | | | | ☐ | | | | | ☐ |
| 11. | نصابة | Swindler | Nasaba | | ☐ | | | | ☐ | | | | | ☐ |
| 12. | سافلة | Bugger | Safla | ☐ | | | | | ☐ | | | ☐ | | |
| 13. | همجية | barbaric | Hamajea | | ☐ | | | | ☐ | | | | | ☐ |
| 14. | حلي عني | Get lost | Heli Anni | ☐ | | | | ☐ | | | | | | ☐ |
| 15. | حمقاء | Fatuous | Hamkaa | ☐ | | | | | ☐ | | | | | ☐ |
| 16. | هكيرة | Bastard | Hakera | | ☐ | | ☐ | | | | | ☐ | | |
| 17. | خنزيرة | Pig | Khanzera | | ☐ | | | | ☐ | | ☐ | | | |
| 18. | رذيلة | Vice | Razila | | ☐ | | | | ☐ | | | ☐ | | |
| 19. | مش فاضي لك | I don't have time for you | Mish fady lak | | ☐ | ☐ | | | | | | | | ☐ |
| 20. | علا ايش شايفة حالك | Why are you such egocentric! | Ala esh shayfa halek | | ☐ | ☐ | | | | | | | | ☐ |
| 21. | بدها ضرب بسبعين حذاء | She needs to be hit with sixty shoes | bidha darb besteen gazma | | ☐ | | ☐ | | | | | | ☐ | |
| 22. | قطك داهية | Go to hell | Gatak dahya | | ☐ | ☐ | | | | ☐ | | | | |
| 23. | روحي في سبعين داهية | Go to sixty hells | Rohy fe steen dahya | | ☐ | ☐ | | | | ☐ | | | | |
| 24. | داهية تاخذك | May disaster takes you | Dahya takhdak | | ☐ | ☐ | | | | ☐ | | | | |
| 25. | بهيمة | Animal | Ibhema | | ☐ | | | | ☐ | | ☐ | | | |
| 26. | حيوانة | Animal | Hayawana | | ☐ | | | | ☐ | | ☐ | | | |
| 27. | هبلة | Foolish | Habla | ☐ | | | | | ☐ | | | | | ☐ |
| 28. | عبيطة | Simple-minded | Abeta | ☐ | | | | | ☐ | | | | | ☐ |
| 29. | بلا اخلاق | Shameless | Aleel aladab | ☐ | | | | | ☐ | | | ☐ | | |



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| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 30. | وَحْخة | Impolite | wekha | ☐ | | | | | ☐ | | | ☐ | | |
| 31. | سيئة الخلق | Vixen | Sayat alkhalk | ☐ | | | | | ☐ | | | ☐ | | |
| 32. | كفاك ضرع لبرو | Get lost | Warina ard ktafak | | ☐ | ☐ | | | | | | | | ☐ |
| 33. | مين مفكرة حالك؟ | Who do you think you are? | Men mfakra halek | | ☐ | ☐ | | | | | | | | ☐ |
| 34. | يا وجه الغنز | Goat face | Ya wagh alanz | | ☐ | | ☐ | | | | ☐ | | | |
| 35. | الله ياخدك | May God take you | Alah yakhdak | | ☐ | ☐ | | | | ☐ | | | | |
| 36. | انتي بتغضبيني | You are making me angry | Anty togdebany | ☐ | | ☐ | | | | ☐ | | | | |
| 37. | المرض اللي ما بتسماش بيجيبك | The unnamed disease (cancer) | Elmarad eli ma betsama | | ☐ | | | | ☐ | | | | ☐ | |
| 38. | بنت الشرموطة | Daughter of a whore | Ya bent alsharmota | | ☐ | | ☐ | | | | | ☐ | | |
| 39. | اشرف واحد فيهم عرصة | The noblest of them is a bastard | Ashraf wahad fihom arsahom | | ☐ | | ☐ | | | | | ☐ | | |
| 40. | الله يلعنك | God damn you | Alah ylanak | ☐ | | | | ☐ | | ☐ | | | | |
| 41. | انتي كلبتي | You are my dog | Inty kalebty | | ☐ | | ☐ | | | | ☐ | | | |
| 42. | شرموطة | You bitch | Ya sharmota | | ☐ | | ☐ | | | | | ☐ | | |
| 43. | كلبة | You dog | Ya kalb | | ☐ | | ☐ | | | | ☐ | | | |
| 44. | طز فيك | Screw you | Toz feky | | ☐ | | | ☐ | | | | ☐ | | |
| 45. | كولي خرا | Eat shit | Koly khara | | ☐ | ☐ | | | | | | ☐ | | |
| 46. | خرا | You shit | Ya khara | | ☐ | | ☐ | | | | | ☐ | | |
| 47. | يلعن ابو عرص امك | Damn the bitchiness of your mom | Ylan abo taris omak | | ☐ | ☐ | | | | | | ☐ | | |
| 48. | بنت الكحبة | Daughter of the bitch | Ya bent elkahba | | ☐ | | ☐ | | | | | ☐ | | |
| 49. | بنت الخنزير | daughter of a big | Ya bent elkhanzeer | | ☐ | | ☐ | | | | ☐ | | | |
| 50. | بنت الحرام | you bastard | Ya bent elharam | | ☐ | | ☐ | | | | | ☐ | | |
| 51. | لوطي | Gay | Loty | | ☐ | | | | ☐ | | | ☐ | | |
| 52. | بنت حمار | Daughter of an donkey | Bent hmar | | ☐ | | ☐ | | | | ☐ | | | |
| 53. | واطية | Of a low origin | Ya watya | | ☐ | | ☐ | | | | | ☐ | | |
| 54. | اخرص | Shut up | Ekhrasy | ☐ | | | | ☐ | | | | | | ☐ |
| 55. | امك شرموطة | Your mom is a slut | Omak sharmota | | ☐ | | ☐ | | | | | ☐ | | |
| 56. | نيدون | You low level person | Ya nawary | | ☐ | | ☐ | | | | | ☐ | | |
| 57. | بنت الدعارة | You daughter of a slut | Ya bent eldaara | | ☐ | | ☐ | | | | | ☐ | | |
| 58. | بنت الجحش | You daugther of an ass | Ya bent eljahsh | | ☐ | | ☐ | | | | ☐ | | | |
| 59. | عرصة | You pimp | Ya arsa | | ☐ | | ☐ | | | | | ☐ | | |
| 60. | قداوة | Pimp | Gawada | | ☐ | | | | ☐ | | | ☐ | | |
| 61. | بنت الكلب | Daughter on dogs | Bent elkalb | | ☐ | | ☐ | | | | ☐ | | | |
| 62. | بشخ عالى امك | I piss on your mom | Bashokh ala omak | | ☐ | ☐ | | | | | | | | |
| 63. | بشخ عليك | I piss on you | Bashokh alik | | ☐ | ☐ | | | | | | ☐ | | |
| 64. | ديوس | Boobs | Dayoos | ☐ | | | | | ☐ | | | ☐ | | |
| 65. | بنت الداوة | Daughter of a pimp | Bent alkawad | | ☐ | | | | | | | ☐ | | |



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| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 66. | بنت الزنا | You bastard | Ya bent elzena | | ☐ | | | | | | | ☐ | | |
| 66. | عرصة | Cuckold | Arsa | | ☐ | | ☐ | | | | | ☐ | | |
| 66. | عقلها ضارب | crazy | Aklha dareb | ☐ | | | ☐ | | | | | | ☐ | |
| 66. | طز فيك | Screw you | Toz fiki | | ☐ | | ☐ | | | | | ☐ | | |
| 67. | اطفحي بسم الهاري | Eat burning poison | Itfahy besam elhary | | ☐ | ☐ | | | | | | | ☐ | |
| 67. | العما | Blindness | Elama | | ☐ | | | | ☐ | | | | ☐ | |
| 67. | الله لا يعطيكي العافية | May God not give you health | Alah la yeateky elafya | | ☐ | ☐ | | | | ☐ | | | ☐ | |
| 67. | يقطع عمرك | May your die of a sudden | Ykta omrek | ☐ | | ☐ | | | | | | | ☐ | |
| 67. | يخرب بيتك | May god destroy your house | Yekhreb batek | ☐ | | ☐ | | | | ☐ | | | | |
| 67. | يلعن ابو امك | Curse your (maternal) grandfather | Yelan abo omak | ☐ | | ☐ | | | | ☐ | | | | |
| 66. | يلعن ابوكي | My god curse your father | Ylan abooky | ☐ | | ☐ | | | | ☐ | | | | |



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# Relationships among Perceptual Learning Styles Preferences and Academic Achievement of Students at Woldia College of Teachers Education, Ethiopia

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*Abstract-* The study was conducted to examine if there are significant relationships among perceptual learning styles preferences and academic achievement of students. A sample size of 283 participants among 972 first year students at Woldia College of teachers' education, Ethiopia in 2016/2017were selected using stratified and simple random sampling techniques. The study employed quantitative approach which followed a correlational design involving two instruments to collect data for the study: Questionnaires (perceptual learning styles inventory related to auditory, visual and kinesthetic learning styles)and document analysis. Pearson product moment correlation coefficient and independent samples t-test were used to analyze data. The Pearson correlation analysis reported a significant positive relationship between students' perceptual learning styles preferences and academic achievement. The independent samples t-test result indicated that there was statistically significant difference between male and female students mean scores in kinesthetic learning style. In other words, male students mean score ($M=2.7671$, $p<0.05$) was significantly higher than female students did ($M=2.6034$, $p<0.05$) in using kinesthetic learning style. However, there was no statistically significant difference between male and female students mean scores in visual and audio learning styles.

*Keywords:* *Perceptual learning styles preferences, sex, academic achievement.*

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*Keywords: Perceptual learning styles preferences, sex, academic achievement.*

## I. Introduction

Recognizing the students' learning style may very well aid the teachers in becoming more sensitive to students' differences in the class room, thus promoting enhancement to teaching practices that best suit the students learning styles. As stated by Cuthbert (2005), awareness of learning styles is vital for allowing adjustment in the educators' pedagogical approaches. Garth-Johnson and Price(2000) pointed out that learners' unique learning style and their academic achievements are powerfully related. Lethman (2011) also stated that learners' individual characteristics and their learning styles need to be taken into consideration during instruction. Perceptual learning styles are as an individual's preferred model for perceiving, organizing, and retaining information.

Perceptual learning preferences styles are also equip students on how to motivate to learn, determine and dwell on their strengths and interests (Cauresma, 2008). Moreover, Kolb(1984) and Honey and Wing *et al (*1992) describe perceptual learning style as an individual preferred or habitual ways of processing and transforming knowledge. On the other hand, Keefe (1987) emphasizes perceptual learning styles as cognitive, affective, and psychological traits that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Furthermore, Dunn and Dunn (1986) hold that each individual's concentration on mental processes, internalization and retain of new and difficult information stem from his specific perceptual learning style.

Bill(1998) concluded that knowing the perceptual learning style of the students can be beneficial in several ways. The instructor can orient his lecture toward those students with the modal learning style keeping in mind that some students may be at disadvantage. By varying the explanations, the instructor can reach a larger proportion of the students. Knowing the perceptual learning styles can also be very helpful when working on an individual basis with the students. Students should know their perceptual learning styles in order to make better use of their study time.

Turnbull (2009, p24) refers to the Coffield Review (2004), a systematic review of learning styles and pedagogy in post-16 learning which identified 71 models of learning styles and characterized 13 of those as major models. She also makes reference to Hargreaves (2005) who suggests that there is now a range of different languages in the consideration of learning styles:

- Activists theorist, pragmatists, reflectors
- Divergers, convergers, assimilators, accommodators
- Verbalizers, imagers, analytics, wholists

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- Analysts, changers, realists
- Visual, auditory, kinesthetic

The most popular of the learning styles categorization is the last one – visual, auditory, tactile/kinesthetic but remember they are not fixed categories. Everyone uses a range of learning styles therefore teacher educators need to encourage trainee teachers to in turn encourage their students to develop flexibility in thinking and behavior.

As a model VAK provides a useful framework for helping us reflect about how we think and learn and it is therefore a popular and widespread tool. The model suggests that we receive information through our senses – what we see, hear, feel, taste and smell, that is we construct our thoughts: by generating pictures (Visual), by hearing sounds (Auditory), by means of physical sensations and feelings (Kinesthetic) and by a combination of all three which will be unique to us.

In the Ethiopian context, little has been done to examine the relationships among perceptual learning styles preferences and students' academic achievement. Students do not know their most preferred perceptual learning style for better academic achievement. This showed that students do not consider and use their perceptual learning styles in doing their learning activities. The present study specifically assesses the relationships among perceptual learning styles preferences and students' academic achievement in Woldia College of teachers' education, Ethiopia. Though, learning style has been defined by various scholars, the present study focuses on different perceptual learning styles as visual learners, auditory learners, and tactile learners. With the overall intent of investigating if there are relationships among perceptual learning styles preferences and academic achievement of students, the present study attempts to answer the following research questions.

1. Is there a significant relationship between perceptual learning styles preferences and academic achievement of students?
2. Is there a significant difference between male and female students in perceptual learning styles preferences?

## II. Materials and Methods

*a) Population, samples, and sampling*

The population of this study were freshman regular diploma students of Woldia College of Teacher Education, Ethiopia (N=972, *M=615*and *F=357*) in 2016/2017 academic year. From this population, 179 male and 104 female (totally= 283) students were selected as source of information using sampling determination formula of (Yamane, 1967:886, cited in Israel, 2009) i.e., n= $\frac{N}{1+N(e)2}$, where ***n*** is the sample size, ***N*** is the population size, and ***e*** is the level of precision. To do so, stratified random sampling as well as probability proportional to size techniques was used. Their stream (department) and sex were considered as two strata. The following table depicts samples selected in the above mentioned sampling techniques.

*Table 1:* Summary of the Sample Size by Stream and Sex

| Stream(Department) | Population | | | Sample | | |
|---|---|---|---|---|---|---|
| | Male | Female | Total | Male | Female | Total |
| New Modality | 562 | 262 | 824 | 164 | 76 | 240 |
| Special Needs | 53 | 16 | 69 | 15 | 5 | 20 |
| Kindergarten(KG) | 0 | 79 | 79 | 0 | 23 | 23 |
| Total | 615 | 357 | 972 | 179 | 104 | 283 |

*Source: WCTE Registrar office*

*b) Tools of data collection*

Perceptual learning styles inventory developed by Dunn and Dunn (1996) was used as data collecting instrument. The instrument is composed of 36 items intended to determine the perceptual strengths related to the visual, auditory, and kinesthetic learning styles practiced by students. The learning styles inventory was modified considering the context of Ethiopian students. For each statement the numerical values 1, 2, 3, 4, and 5 were given *almost never*, *rarely*, *sometimes*, *often*, and *almost always* respectively. In order to minimize language barrier on the part of respondents, in the present study the items in all the questionnaires were originally prepared in English and then translated into Amharic. Forward and backward translation procedures were followed in the translation. And also, the academic year of 2016/2017 first semester average academic achievement scores of participants were taken from the registrar office of the college.

*c) Validation and Piloting of the instruments*

Before they were administered for data collection the scales were evaluated for ambiguity and content validity by two psychology instructors of Woldia College of Teachers education. Then based on their evaluations the statements in the scales were modified and the final scales were developed and administered to 30selected students. The Cronbach alpha reliability indices for visual learning styles, auditory learning style and tactile/kinesthetic learning style, respectively were .75, .82, .79 which are all satisfactory.



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## III. Data Collection Procedures

Before administering the finalized forms of the questionnaires a short orientation was given to two data collectors on how to conduct the questionnaire survey. After they were informed about the purpose of the study and how to complete the questionnaire, respondents agreed to fill the questionnaire. Data were collected in January 2017 and during the administration clarifications were made on any question raised by respondents.

## IV. Methods of Data Analysis

Pearson product moment correlation was computed to examine the interrelationship between learning styles preferences and academic achievement. Independent samples t-test was used to examine sex differences in learning styles preferences.

## V. Results and Discussion

*a) Results*

i. *The relationship between perceptual learning styles preferences and academic achievement*

The first objective of this study was to examine the relationship learning styles preferences and academic achievement. Thus, Pearson product moment correlation coefficient was computed to examine the relationships between perceptual learning styles preferences and academic achievement while independent samples t-test was conducted to examine sex differences among perceptual learning styles preferences. The results are presented in Tables 2 and 3 below.

*Table 2:* Correlation between perceptual learning styles preferences and students' academic achievement

| Variables | Mean | SD | Pearson Correlation coefficients | | | |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 1. Visual Learning style | 3.15 | .55 | 1 | | | |
| 2. Auditory Learning style | 3.12 | .48 | .579* | 1 | | |
| 3. Kinestetic Learning style | 2.65 | .56 | .508* | .514* | 1 | |
| 4. Academic achievement | 2.72 | .38 | .222* | .428* | .239* | 1 |

**p< .05 (2-tailed)*

As shown in table 2 the relationship between perceptual learning style preferences and academic achievement scores of students is positive and significant at 0.05. Thisalso shows that those students who use auditory learning style preferences (r=.428) are more successful in their academic achievement scores compared with those students who use visual (r=.222) and kinesthetic (r=.239) learning style preferences. Table 2 also has shown that there was significant relationship between visual, auditory and kinesthetic learning style preferences.

*Table 3:* Independent samples t–test comparing male and female students onperceptual learning styles preferences

| Variables | Male (*N*=179) | | Female (*N*=104) | | T | Df | Sig (2tailed) |
|---|---|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | | | |
| VLS | 3.2067 | .53358 | 3.1373 | .56443 | 1.038 | 282 | .300 |
| ALS | 3.1238 | .46833 | 3.1049 | .48663 | 0.324 | 282 | .746 |
| KLS | 2.7671 | .54031 | 2.6034 | .58924 | 2.392 | 282 | .017 |

As shown in table 3 the independent t-test analysis revealed that there is statistically significant difference between male and female students mean scores in kinesthetic learning style. In other words, male students mean score(M=2.7671, p<0.05) is significantly higher than female students did (M=2.6034, p<0.05) in using kinesthetic learning style. This result implies that male students are better in daily practicing of kinesthetic learning style than female students. However, there is no statistically significant difference between male and female students mean scores in visual and audio learning styles.

## VI. Discussion

This study investigated the relationship between students' perceptual learning style preferences and their academic achievements at Woldia College of teachers' education, Ethiopia. In the current study, there was positive and significant relationship between perceptual (visual, auditory and kinesthetic) learning style preferences and academic achievement scores of students. And also there was significant positive relationships among the perceptual learning style preferences (visual, auditory and kinesthetic) revealing that respondents used perceptual learning preferences interdependently in their learning tasks. It is therefore, helpful to encourage students to identify and understand their perceptual learning styles. Adjustments can then be made to accommodate the students' varied needs. In line with this study, a study conducted by Alkhasawneh et al (2008) found that students with



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multimodal sensory preferences performed better in a nursing course.

There are few studies that compared students' learning preferences with academic achievement using the VARK inventory. In contrast to this study, their finding reported no relationship between learning style preference and academic achievement For instance, a study conducted in India by Urval R.P.*etal* (2014) among undergraduate medical students found no statistical association between learning style preferences and academic performance based on grades. Similar results in another two studies (Dobson J (2009), Dobson J (2010) concerning students in physiology classes also found no association between learning styles, and course scores.

Perceptual learning style is the manner in which a learner perceives, interacts with, and responds to the learning environment. This process of acquiring information involves the elements of perceptual modalities such as visual, auditory and kinesthetic. Keef (1987) stated that the perceptual modality lies with the cognitive domain of learning styles and that perceptual response is both cognitive and affective in the sense that preferred response is a biased initial reaction to information. They involve educating methods, particular to an individual that are presumed to allow that individual to learn best. Most people prefer an identifiable method of interacting with, taking in, and processing stimuli or information.

The process of acquiring information through perceptual modalities (visual, audio and kinesthetic) is more likely different across sex (Rao, 2001). This research finding also supported that male students are significantly better than female students in use of kinesthetic learning style.

If we compare this result with other studies, there are consistent results regarding the relationship between learning styles and gender. Dobson (2009) demonstrated significant differences between learning styles and gender among students in physiological classes. Choudhary et al (2011) also found the same results among first-year medical students. Contrary to this study, Alkhasawneh et al (2008) did not find any differences between gender and learning styles, nor did in another study Dobson (2010).

However, difficult it is to accommodate the gender diversity of learning preferences of students' teachers can minimize the gap through inclusive classroom instruction.

## VII. Conclusion and Recommendation

From the findings of the present study, one may possibly conclude the following. There was positive and significant relationship between perceptual (visual, auditory and kinesthetic) learning style preferences and academic achievement scores of students. Males students have shown significantly higher mean scores than female students in using kinesthetic learning style preferences. Teachers are expected to use variety of teaching methodology that can accommodate individual differences in the learning process. School counselors are expected to arrange individual and group counseling sessions, orientation and short term training program to raise students' awareness on perceptual learning style preferences for better academic achievement. Large scale studies are also recommended to further investigate on the influences of learning styles on the teaching-learning process.

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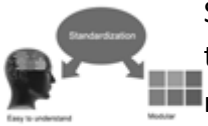


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The Global Journals Incorporation (USA) at its discretion can also refer double blind peer reviewed paper at their end to the board for the verification and to get recommendation for final stage of acceptance of publication.





The IBOARS can organize symposium/seminar/conference in their country on behalf of Global Journals Incorporation (USA)-OARS (USA). The terms and conditions can be discussed separately.

The Board can also play vital role by exploring and giving valuable suggestions regarding the Standards of "Open Association of Research Society, U.S.A (OARS)" so that proper amendment can take place for the benefit of entire research community. We shall provide details of particular standard only on receipt of request from the Board.




The board members can also join us as Individual Fellow with 40% discount on total fees applicable to Individual Fellow. They will be entitled to avail all the benefits as declared. Please visit Individual Fellow-sub menu of GlobalJournals.org to have more relevant details.

We shall provide you intimation regarding launching of e-version of journal of your stream time to time. This may be utilized in your library for the enrichment of knowledge of your students as well as it can also be helpful for the concerned faculty members.




After nomination of your institution as "Institutional Fellow" and constantly functioning successfully for one year, we can consider giving recognition to your institute to function as Regional/Zonal office on our behalf.
The board can also take up the additional allied activities for betterment after our consultation.

**The following entitlements are applicable to individual Fellows:**




Open Association of Research Society, U.S.A (OARS) By-laws states that an individual Fellow may use the designations as applicable, or the corresponding initials. The Credentials of individual Fellow and Associate designations signify that the individual has gained knowledge of the fundamental concepts. One is magnanimous and proficient in an expertise course covering the professional code of conduct, and follows recognized standards of practice.

Open Association of Research Society (US)/ Global Journals Incorporation (USA), as described in Corporate Statements, are educational, research publishing and professional membership organizations. Achieving our individual Fellow or Associate status is based mainly on meeting stated educational research requirements.



Disbursement of 40% Royalty earned through Global Journals : Researcher = 50%, Peer Reviewer = 37.50%, Institution = 12.50% E.g. Out of 40%, the 20% benefit should be passed on to researcher, 15 % benefit towards remuneration should be given to a reviewer and remaining 5% is to be retained by the institution.

We shall provide print version of 12 issues of any three journals [as per your requirement] out of our 38 journals worth $ 2376 USD.

**Other:**

**The individual Fellow and Associate designations accredited by Open Association of Research Society (US) credentials signify guarantees following achievements:**

- The professional accredited with Fellow honor, is entitled to various benefits viz. name, fame, honor, regular flow of income, secured bright future, social status etc.

- In addition to above, if one is single author, then entitled to 40% discount on publishing research paper and can get 10%discount if one is co-author or main author among group of authors.
- The Fellow can organize symposium/seminar/conference on behalf of Global Journals Incorporation (USA) and he/she can also attend the same organized by other institutes on behalf of Global Journals.
- The Fellow can become member of Editorial Board Member after completing 3yrs.
- The Fellow can earn 60% of sales proceeds from the sale of reference/review books/literature/publishing of research paper.
- Fellow can also join as paid peer reviewer and earn 15% remuneration of author charges and can also get an opportunity to join as member of the Editorial Board of Global Journals Incorporation (USA)
- • This individual has learned the basic methods of applying those concepts and techniques to common challenging situations. This individual has further demonstrated an in–depth understanding of the application of suitable techniques to a particular area of research practice.

**Note :**

"

- In future, if the board feels the necessity to change any board member, the same can be done with the consent of the chairperson along with anyone board member without our approval.
- In case, the chairperson needs to be replaced then consent of 2/3rd board members are required and they are also required to jointly pass the resolution copy of which should be sent to us. In such case, it will be compulsory to obtain our approval before replacement.
- In case of "Difference of Opinion [if any]" among the Board members, our decision will be final and binding to everyone.

"

# Preferred Author Guidelines

**We accept the manuscript submissions in any standard (generic) format.**

We typeset manuscripts using advanced typesetting tools like Adobe In Design, CorelDraw, TeXnicCenter, and TeXStudio. We usually recommend authors submit their research using any standard format they are comfortable with, and let Global Journals do the rest.

Alternatively, you can download our basic template from https://globaljournals.org/Template.zip

Authors should submit their complete paper/article, including text illustrations, graphics, conclusions, artwork, and tables. Authors who are not able to submit manuscript using the form above can email the manuscript department at submit@globaljournals.org or get in touch with chiefeditor@globaljournals.org if they wish to send the abstract before submission.

## Before and during Submission

Authors must ensure the information provided during the submission of a paper is authentic. Please go through the following checklist before submitting:

1. Authors must go through the complete author guideline and understand and *agree to Global Journals' ethics and code of conduct,* along with author responsibilities.
2. Authors must accept the privacy policy, terms, and conditions of Global Journals.
3. Ensure corresponding author's email address and postal address are accurate and reachable.
4. Manuscript to be submitted must include keywords, an abstract, a paper title, co-author(s') names and details (email address, name, phone number, and institution), figures and illustrations in vector format including appropriate captions, tables, including titles and footnotes, a conclusion, results, acknowledgments and references.
5. Authors should submit paper in a ZIP archive if any supplementary files are required along with the paper.
6. Proper permissions must be acquired for the use of any copyrighted material.
7. Manuscript submitted *must not have been submitted or published elsewhere* and all authors must be aware of the submission.

**Declaration of Conflicts of Interest**

It is required for authors to declare all financial, institutional, and personal relationships with other individuals and organizations that could influence (bias) their research.

## Policy on Plagiarism

Plagiarism is not acceptable in Global Journals submissions at all.

Plagiarized content will not be considered for publication. We reserve the right to inform authors' institutions about plagiarism detected either before or after publication. If plagiarism is identified, we will follow COPE guidelines:

Authors are solely responsible for all the plagiarism that is found. The author must not fabricate, falsify or plagiarize existing research data. The following, if copied, will be considered plagiarism:

- Words (language)
- Ideas
- Findings
- Writings
- Diagrams
- Graphs
- Illustrations
- Lectures

- Printed material
- Graphic representations
- Computer programs
- Electronic material
- Any other original work

## Authorship Policies

Global Journals follows the definition of authorship set up by the Open Association of Research Society, USA. According to its guidelines, authorship criteria must be based on:

1. Substantial contributions to the conception and acquisition of data, analysis, and interpretation of findings.
2. Drafting the paper and revising it critically regarding important academic content.
3. Final approval of the version of the paper to be published.

**Changes in Authorship**

The corresponding author should mention the name and complete details of all co-authors during submission and in manuscript. We support addition, rearrangement, manipulation, and deletions in authors list till the early view publication of the journal. We expect that corresponding author will notify all co-authors of submission. We follow COPE guidelines for changes in authorship.

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**Appealing Decisions**

Unless specified in the notification, the Editorial Board's decision on publication of the paper is final and cannot be appealed before making the major change in the manuscript.

**Acknowledgments**

Contributors to the research other than authors credited should be mentioned in Acknowledgments. The source of funding for the research can be included. Suppliers of resources may be mentioned along with their addresses.

**Declaration of funding sources**

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## Preparing your Manuscript

Authors can submit papers and articles in an acceptable file format: MS Word (doc, docx), LaTeX (.tex, .zip or .rar including all of your files), Adobe PDF (.pdf), rich text format (.rtf), simple text document (.txt), Open Document Text (.odt), and Apple Pages (.pages). Our professional layout editors will format the entire paper according to our official guidelines. This is one of the highlights of publishing with Global Journals—authors should not be concerned about the formatting of their paper. Global Journals accepts articles and manuscripts in every major language, be it Spanish, Chinese, Japanese, Portuguese, Russian, French, German, Dutch, Italian, Greek, or any other national language, but the title, subtitle, and abstract should be in English. This will facilitate indexing and the pre-peer review process.

The following is the official style and template developed for publication of a research paper. Authors are not required to follow this style during the submission of the paper. It is just for reference purposes.

***Manuscript Style Instruction (Optional)***

- Microsoft Word Document Setting Instructions.
- Font type of all text should be Swis721 Lt BT.
- Page size: 8.27" x 11'", left margin: 0.65, right margin: 0.65, bottom margin: 0.75.
- Paper title should be in one column of font size 24.
- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
- Main text: font size 10 with two justified columns.
- Two columns with equal column width of 3.38 and spacing of 0.2.
- First character must be three lines drop-capped.
- The paragraph before spacing of 1 pt and after of 0 pt.
- Line spacing of 1 pt.
- Large images must be in one column.
- The names of first main headings (Heading 1) must be in Roman font, capital letters, and font size of 10.
- The names of second main headings (Heading 2) must not include numbers and must be in italics with a font size of 10.

***Structure and Format of Manuscript***

The recommended size of an original research paper is under 15,000 words and review papers under 7,000 words. Research articles should be less than 10,000 words. Research papers are usually longer than review papers. Review papers are reports of significant research (typically less than 7,000 words, including tables, figures, and references)

A research paper must include:

a) A title which should be relevant to the theme of the paper.
b) A summary, known as an abstract (less than 150 words), containing the major results and conclusions.
c) Up to 10 keywords that precisely identify the paper's subject, purpose, and focus.
d) An introduction, giving fundamental background objectives.
e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition, sources of information must be given, and numerical methods must be specified by reference.
f) Results which should be presented concisely by well-designed tables and figures.
g) Suitable statistical data should also be given.
h) All data must have been gathered with attention to numerical detail in the planning stage.

Design has been recognized to be essential to experiments for a considerable time, and the editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned unrefereed.

i) Discussion should cover implications and consequences and not just recapitulate the results; conclusions should also be summarized.
j) There should be brief acknowledgments.
k) There ought to be references in the conventional format. Global Journals recommends APA format.

Authors should carefully consider the preparation of papers to ensure that they communicate effectively. Papers are much more likely to be accepted if they are carefully designed and laid out, contain few or no errors, are summarizing, and follow instructions. They will also be published with much fewer delays than those that require much technical and editorial correction.

The Editorial Board reserves the right to make literary corrections and suggestions to improve brevity.



## Format Structure

***It is necessary that authors take care in submitting a manuscript that is written in simple language and adheres to published guidelines.***

All manuscripts submitted to Global Journals should include:

**Title**

The title page must carry an informative title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) where the work was carried out.

**Author details**

The full postal address of any related author(s) must be specified.

**Abstract**

The abstract is the foundation of the research paper. It should be clear and concise and must contain the objective of the paper and inferences drawn. It is advised to not include big mathematical equations or complicated jargon.

Many researchers searching for information online will use search engines such as Google, Yahoo or others. By optimizing your paper for search engines, you will amplify the chance of someone finding it. In turn, this will make it more likely to be viewed and cited in further works. Global Journals has compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

**Keywords**

A major lynchpin of research work for the writing of research papers is the keyword search, which one will employ to find both library and internet resources. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining, and indexing.

One must be persistent and creative in using keywords. An effective keyword search requires a strategy: planning of a list of possible keywords and phrases to try.

Choice of the main keywords is the first tool of writing a research paper. Research paper writing is an art. Keyword search should be as strategic as possible.

One should start brainstorming lists of potential keywords before even beginning searching. Think about the most important concepts related to research work. Ask, “What words would a source have to include to be truly valuable in a research paper?” Then consider synonyms for the important words.

It may take the discovery of only one important paper to steer in the right keyword direction because, in most databases, the keywords under which a research paper is abstracted are listed with the paper.

**Numerical Methods**

Numerical methods used should be transparent and, where appropriate, supported by references.

**Abbreviations**

Authors must list all the abbreviations used in the paper at the end of the paper or in a separate table before using them.

**Formulas and equations**

Authors are advised to submit any mathematical equation using either MathJax, KaTeX, or LaTeX, or in a very high-quality image.

**Tables, Figures, and Figure Legends**

Tables: Tables should be cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g., Table 4, a self-explanatory caption, and be on a separate sheet. Authors must submit tables in an editable format and not as images. References to these tables (if any) must be mentioned accurately.

**Figures**

Figures are supposed to be submitted as separate files. Always include a citation in the text for each figure using Arabic numbers, e.g., Fig. 4. Artwork must be submitted online in vector electronic form or by emailing it.

## Preparation of Eletronic Figures for Publication

Although low-quality images are sufficient for review purposes, print publication requires high-quality images to prevent the final product being blurred or fuzzy. Submit (possibly by e-mail) EPS (line art) or TIFF (halftone/ photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Avoid using pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings). Please give the data for figures in black and white or submit a Color Work Agreement form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

For scanned images, the scanning resolution at final image size ought to be as follows to ensure good reproduction: line art: >650 dpi; halftones (including gel photographs): >350 dpi; figures containing both halftone and line images: >650 dpi.

Color charges: Authors are advised to pay the full cost for the reproduction of their color artwork. Hence, please note that if there is color artwork in your manuscript when it is accepted for publication, we would require you to complete and return a Color Work Agreement form before your paper can be published. Also, you can email your editor to remove the color fee after acceptance of the paper.

## Tips for writing a good quality Social Science Research Paper

Techniques for writing a good quality homan social science research paper:

***1. Choosing the topic***: In most cases, the topic is selected by the interests of the author, but it can also be suggested by the guides. You can have several topics, and then judge which you are most comfortable with. This may be done by asking several questions of yourself, like "Will I be able to carry out a search in this area? Will I find all necessary resources to accomplish the search? Will I be able to find all information in this field area?" If the answer to this type of question is "yes," then you ought to choose that topic. In most cases, you may have to conduct surveys and visit several places. Also, you might have to do a lot of work to find all the rises and falls of the various data on that subject. Sometimes, detailed information plays a vital role, instead of short information. Evaluators are human: The first thing to remember is that evaluators are also human beings. They are not only meant for rejecting a paper. They are here to evaluate your paper. So present your best aspect.

***2. Think like evaluators:*** If you are in confusion or getting demotivated because your paper may not be accepted by the evaluators, then think, and try to evaluate your paper like an evaluator. Try to understand what an evaluator wants in your research paper, and you will automatically have your answer. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

***3. Ask your guides:*** If you are having any difficulty with your research, then do not hesitate to share your difficulty with your guide (if you have one). They will surely help you out and resolve your doubts. If you can't clarify what exactly you require for your work, then ask your supervisor to help you with an alternative. He or she might also provide you with a list of essential readings.

***4. Use of computer is recommended:*** As you are doing research in the field of homan social science then this point is quite obvious. Use right software: Always use good quality software packages. If you are not capable of judging good software, then you can lose the quality of your paper unknowingly. There are various programs available to help you which you can get through the internet.

***5. Use the internet for help:*** An excellent start for your paper is using Google. It is a wondrous search engine, where you can have your doubts resolved. You may also read some answers for the frequent question of how to write your research paper or find a model research paper. You can download books from the internet. If you have all the required books, place importance on reading, selecting, and analyzing the specified information. Then sketch out your research paper. Use big pictures: You may use encyclopedias like Wikipedia to get pictures with the best resolution. At Global Journals, you should strictly follow here.



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***6. Bookmarks are useful:*** When you read any book or magazine, you generally use bookmarks, right? It is a good habit which helps to not lose your continuity. You should always use bookmarks while searching on the internet also, which will make your search easier.

***7. Revise what you wrote:*** When you write anything, always read it, summarize it, and then finalize it.

***8. Make every effort:*** Make every effort to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in the introduction—what is the need for a particular research paper. Polish your work with good writing skills and always give an evaluator what he wants. Make backups: When you are going to do any important thing like making a research paper, you should always have backup copies of it either on your computer or on paper. This protects you from losing any portion of your important data.

***9. Produce good diagrams of your own:*** Always try to include good charts or diagrams in your paper to improve quality. Using several unnecessary diagrams will degrade the quality of your paper by creating a hodgepodge. So always try to include diagrams which were made by you to improve the readability of your paper. Use of direct quotes: When you do research relevant to literature, history, or current affairs, then use of quotes becomes essential, but if the study is relevant to science, use of quotes is not preferable.

***10. Use proper verb tense:*** Use proper verb tenses in your paper. Use past tense to present those events that have happened. Use present tense to indicate events that are going on. Use future tense to indicate events that will happen in the future. Use of wrong tenses will confuse the evaluator. Avoid sentences that are incomplete.

***11. Pick a good study spot:*** Always try to pick a spot for your research which is quiet. Not every spot is good for studying.

***12. Know what you know:*** Always try to know what you know by making objectives, otherwise you will be confused and unable to achieve your target.

***13. Use good grammar:*** Always use good grammar and words that will have a positive impact on the evaluator; use of good vocabulary does not mean using tough words which the evaluator has to find in a dictionary. Do not fragment sentences. Eliminate one-word sentences. Do not ever use a big word when a smaller one would suffice.

Verbs have to be in agreement with their subjects. In a research paper, do not start sentences with conjunctions or finish them with prepositions. When writing formally, it is advisable to never split an infinitive because someone will (wrongly) complain. Avoid clichés like a disease. Always shun irritating alliteration. Use language which is simple and straightforward. Put together a neat summary.

***14. Arrangement of information:*** Each section of the main body should start with an opening sentence, and there should be a changeover at the end of the section. Give only valid and powerful arguments for your topic. You may also maintain your arguments with records.

***15. Never start at the last minute:*** Always allow enough time for research work. Leaving everything to the last minute will degrade your paper and spoil your work.

***16. Multitasking in research is not good:*** Doing several things at the same time is a bad habit in the case of research activity. Research is an area where everything has a particular time slot. Divide your research work into parts, and do a particular part in a particular time slot.

***17. Never copy others' work:*** Never copy others' work and give it your name because if the evaluator has seen it anywhere, you will be in trouble. Take proper rest and food: No matter how many hours you spend on your research activity, if you are not taking care of your health, then all your efforts will have been in vain. For quality research, take proper rest and food.

***18. Go to seminars:*** Attend seminars if the topic is relevant to your research area. Utilize all your resources.
Refresh your mind after intervals: Try to give your mind a rest by listening to soft music or sleeping in intervals. This will also improve your memory. Acquire colleagues: Always try to acquire colleagues. No matter how sharp you are, if you acquire colleagues, they can give you ideas which will be helpful to your research.

***19. Think technically:*** Always think technically. If anything happens, search for its reasons, benefits, and demerits. Think and then print: When you go to print your paper, check that tables are not split, headings are not detached from their descriptions, and page sequence is maintained.

***20. Adding unnecessary information:*** Do not add unnecessary information like "I have used MS Excel to draw graphs." Irrelevant and inappropriate material is superfluous. Foreign terminology and phrases are not apropos. One should never take a broad view. Analogy is like feathers on a snake. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Never oversimplify: When adding material to your research paper, never go for oversimplification; this will definitely irritate the evaluator. Be specific. Never use rhythmic redundancies. Contractions shouldn't be used in a research paper. Comparisons are as terrible as clichés. Give up ampersands, abbreviations, and so on. Remove commas that are not necessary. Parenthetical words should be between brackets or commas. Understatement is always the best way to put forward earth-shaking thoughts. Give a detailed literary review.

***21. Report concluded results:*** Use concluded results. From raw data, filter the results, and then conclude your studies based on measurements and observations taken. An appropriate number of decimal places should be used. Parenthetical remarks are prohibited here. Proofread carefully at the final stage. At the end, give an outline to your arguments. Spot perspectives of further study of the subject. Justify your conclusion at the bottom sufficiently, which will probably include examples.

***22. Upon conclusion:*** Once you have concluded your research, the next most important step is to present your findings. Presentation is extremely important as it is the definite medium though which your research is going to be in print for the rest of the crowd. Care should be taken to categorize your thoughts well and present them in a logical and neat manner. A good quality research paper format is essential because it serves to highlight your research paper and bring to light all necessary aspects of your research.

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## Informal Guidelines of Research Paper Writing

***Key points to remember:***

- Submit all work in its final form.
- Write your paper in the form which is presented in the guidelines using the template.
- Please note the criteria peer reviewers will use for grading the final paper.

**Final points:**

One purpose of organizing a research paper is to let people interpret your efforts selectively. The journal requires the following sections, submitted in the order listed, with each section starting on a new page:

*The introduction:* This will be compiled from reference matter and reflect the design processes or outline of basis that directed you to make a study. As you carry out the process of study, the method and process section will be constructed like that. The results segment will show related statistics in nearly sequential order and direct reviewers to similar intellectual paths throughout the data that you gathered to carry out your study.

**The discussion section:**

This will provide understanding of the data and projections as to the implications of the results. The use of good quality references throughout the paper will give the effort trustworthiness by representing an alertness to prior workings.

Writing a research paper is not an easy job, no matter how trouble-free the actual research or concept. Practice, excellent preparation, and controlled record-keeping are the only means to make straightforward progression.

**General style:**

Specific editorial column necessities for compliance of a manuscript will always take over from directions in these general guidelines.

**To make a paper clear:** Adhere to recommended page limits.



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*Mistakes to avoid:*

- Insertion of a title at the foot of a page with subsequent text on the next page.
- Separating a table, chart, or figure—confine each to a single page.
- Submitting a manuscript with pages out of sequence.
- In every section of your document, use standard writing style, including articles ("a" and "the").
- Keep paying attention to the topic of the paper.
- Use paragraphs to split each significant point (excluding the abstract).
- Align the primary line of each section.
- Present your points in sound order.
- Use present tense to report well-accepted matters.
- Use past tense to describe specific results.
- Do not use familiar wording; don't address the reviewer directly. Don't use slang or superlatives.
- Avoid use of extra pictures—include only those figures essential to presenting results.

**Title page:**

Choose a revealing title. It should be short and include the name(s) and address(es) of all authors. It should not have acronyms or abbreviations or exceed two printed lines.

**Abstract:** This summary should be two hundred words or less. It should clearly and briefly explain the key findings reported in the manuscript and must have precise statistics. It should not have acronyms or abbreviations. It should be logical in itself. Do not cite references at this point.

An abstract is a brief, distinct paragraph summary of finished work or work in development. In a minute or less, a reviewer can be taught the foundation behind the study, common approaches to the problem, relevant results, and significant conclusions or new questions.

Write your summary when your paper is completed because how can you write the summary of anything which is not yet written? Wealth of terminology is very essential in abstract. Use comprehensive sentences, and do not sacrifice readability for brevity; you can maintain it succinctly by phrasing sentences so that they provide more than a lone rationale. The author can at this moment go straight to shortening the outcome. Sum up the study with the subsequent elements in any summary. Try to limit the initial two items to no more than one line each.

*Reason for writing the article—theory, overall issue, purpose.*

- Fundamental goal.
- To-the-point depiction of the research.
- Consequences, including definite statistics—if the consequences are quantitative in nature, account for this; results of any numerical analysis should be reported. Significant conclusions or questions that emerge from the research.

**Approach:**

- Single section and succinct.
- An outline of the job done is always written in past tense.
- Concentrate on shortening results—limit background information to a verdict or two.
- Exact spelling, clarity of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else.

**Introduction:**

The introduction should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable of comprehending and calculating the purpose of your study without having to refer to other works. The basis for the study should be offered. Give the most important references, but avoid making a comprehensive appraisal of the topic. Describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will give no attention to your results. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here.

*The following approach can create a valuable beginning:*

- Explain the value (significance) of the study.
- Defend the model—why did you employ this particular system or method? What is its compensation? Remark upon its appropriateness from an abstract point of view as well as pointing out sensible reasons for using it.
- Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- Briefly explain the study's tentative purpose and how it meets the declared objectives.

**Approach:**

Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done. Sort out your thoughts; manufacture one key point for every section. If you make the four points listed above, you will need at least four paragraphs. Present surrounding information only when it is necessary to support a situation. The reviewer does not desire to read everything you know about a topic. Shape the theory specifically—do not take a broad view.

As always, give awareness to spelling, simplicity, and correctness of sentences and phrases.

**Procedures (methods and materials):**

This part is supposed to be the easiest to carve if you have good skills. A soundly written procedures segment allows a capable scientist to replicate your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order, but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt to give the least amount of information that would permit another capable scientist to replicate your outcome, but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section.

When a technique is used that has been well-described in another section, mention the specific item describing the way, but draw the basic principle while stating the situation. The purpose is to show all particular resources and broad procedures so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step-by-step report of the whole thing you did, nor is a methods section a set of orders.

**Materials:**

*Materials may be reported in part of a section or else they may be recognized along with your measures.*

**Methods:**

- Report the method and not the particulars of each process that engaged the same methodology.
- Describe the method entirely.
- To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- Simplify—detail how procedures were completed, not how they were performed on a particular day.
- If well-known procedures were used, account for the procedure by name, possibly with a reference, and that's all.

**Approach:**

It is embarrassing to use vigorous voice when documenting methods without using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result, when writing up the methods, most authors use third person passive voice.

Use standard style in this and every other part of the paper—avoid familiar lists, and use full sentences.

**What to keep away from:**

- Resources and methods are not a set of information.
- Skip all descriptive information and surroundings—save it for the argument.
- Leave out information that is immaterial to a third party.



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**Results:**

The principle of a results segment is to present and demonstrate your conclusion. Create this part as entirely objective details of the outcome, and save all understanding for the discussion.

The page length of this segment is set by the sum and types of data to be reported. Use statistics and tables, if suitable, to present consequences most efficiently.

You must clearly differentiate material which would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matters should not be submitted at all except if requested by the instructor.

**Content:**

- Sum up your conclusions in text and demonstrate them, if suitable, with figures and tables.
- In the manuscript, explain each of your consequences, and point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation of an exacting study.
- Explain results of control experiments and give remarks that are not accessible in a prescribed figure or table, if appropriate.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or manuscript.

**What to stay away from:**

- Do not discuss or infer your outcome, report surrounding information, or try to explain anything.
- Do not include raw data or intermediate calculations in a research manuscript.
- Do not present similar data more than once.
- A manuscript should complement any figures or tables, not duplicate information.
- Never confuse figures with tables—there is a difference.

**Approach:**

As always, use past tense when you submit your results, and put the whole thing in a reasonable order.

Put figures and tables, appropriately numbered, in order at the end of the report.

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**Figures and tables:**

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

**Discussion:**

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."

Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- Give details of all of your remarks as much as possible, focusing on mechanisms.
- Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

**Approach:**

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

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| ***References*** | Complete and correct format, well organized | Beside the point, Incomplete | Wrong format and structuring |

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