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Integrating Living Values

Mobilizing Wolaita Community

Highlights

Legal Education of Children

New Media & Functional Education

Discovering Thoughts, Inventing Future

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The Need for Legal Education of Children in Bulgaria

By Vesela Mareva
Trakia University

Abstract- The necessity of changing the framework of the educational profile and the curriculum of the students is emphasized. The positive role and influence of law studying, as an appropriately presented training model, is emphasized.The need to study in the reforming national educational system of our country the main international, community and national normative acts related to the rights of children, parents and family, as well as the daily meeting of students with the norms of behavior in society of the current legal framework.

An attempt has been made to defend the idea of including a legal education module in the national educational framework for early childhood.

Keywords: right, children, education, school, educational framework.

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I. Introduction

The global economic and political crisis and the processes of uncontrolled breakdown of moral, family and personal values have a negative impact on the educational framework and the education of children. Influenced in a negative aspect by the length of the deepening crisis processes are also the parents of the children.

The family environment is respected by their reflection on the existing educational model, which is increasingly criticized and becoming useless for the social inclusion of young people.On the one hand, the family does not have a toolkit useful for adolescents in the process of their legal educational development, because they do not have the capacity and the ability to introduce and learn from children the legal norms related to their family, gender and social status. Families of vulnerable groups have no competence and education level to pass on to their children.

As Vassilev notes, ".... school is the blessed place in which the legal socialization of children can be further developed. It is the institution in which the child, in addition to his teachers and classmates, performs the rules and norms imposed by and in the educational system. "The current formal education model of the national education system does not offer an opportunity to study the legal norms and their social dimensions, and the environment in which the students develop and educate and depend on them.The state is a conductor and supporter of only the formal educational model the fundamental role in the implementation of the national educational framework, protected by the text of Article 53, paragraph 6 of the Constitution, which reads: "The State promotes education by creating and financing schools, assisting capable students and students, creates conditions for vocational training and retraining, and controls all types and grades of schools. "In such a social and educational environment, models of non-formal education are respected, moreover, they are ignored and have no degree of influence on the current education system.

Educational subjects and the overall curriculum located in our educational space do not provide opportunities to properly study, shape and level legal issues related to children's rights, social, family, and educational backgrounds, regardless of existing requirements. Thus, according Yankulova national educational system "does not fulfill the texts" of Appendix to Recommendation CM / Rec (2010) 7 whose Section I - General Provisions pt. 2 b. "B" is written: "Education on Human Rights" means education, training, awareness raising, information, practices and activities which aim, by providing the students with the knowledge, skills and understanding, and through the development of their relations and attitudes to enable students to contribute to the building and defense of a universal culture of human rights in society, with a view to promoting and protecting human rights and fundamental freedoms. " The niche in the national educational framework remains empty. Children continue to have no idea of their rights and obligations, and the current national education model does not apply the existing Council of Europe legal norms.

The aim of this paper is to attempt to address the problem of the lack of legal capacity in the educational space to properly study legal disciplines at the initial and subsequent levels of education.

Our postmodern society, the dynamics in communication and information processes, the introduction of electronics into education modules require knowledge and responsibilities that children unfortunately learn from either the street or the negative messages of the electronic network. Undoubtedly, the legal fact is that children are full holders of rights and obligations and, according to the meaning of Art. 53,

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para. 1 of the Constitution of the Republic of Bulgaria, not only they, but: "Everyone has the right to education".

An attempt to find an answer to the question of why it is useful to properly study law is equivalent to trying to find an answer to why math, native language or geography is needed. It is crucial for the children to have an idea of the legal system of the country they live in, their constitutional and legal rights, their constitutional and legal obligations, the rights and obligations of their parents, relations between people, people and nature , between people and institutions in the world in which they live, which are also the product of existing legal norms.

There are all the necessary social prerequisites and legal grounds for the idea of imposing legal education models as learning objects to find a place in our educational framework and there is no need for institutional persuasion in the presence of many legal acts to which our country is.

The lack of legal education of children necessitates a change in the perimeter of the educational framework and should be extended to include legal education in its scope, not only in order to fulfill the texts of the existing international norms, but also to increase social, general and legal culture and knowledge of students.

In our educational space there is no debate on the subject of the missing educational disciplines in our educational framework, related to the appropriate study of legal disciplines by the Bulgarian students. This fact changes in a negative aspect the educational profile of the Bulgarian pupil, because the lack of knowledge of the legal norms related to child growth is a sign of a crisis in the educational standards and in the whole educational system.

The Republic of Bulgaria is a member of the European Union, ratified the United Nations Convention on the Rights of the Child and has long since accepted it as a priority document of its national legal doctrine, allowing the legal education to become part of the national educational framework. This legal status is an instrument in support of the thesis of this analysis. Education is one of the basic, basic elements for shaping social inclusion and conscious civic behavior on the part of students and is the point in which we should look and analyze the gap in our educational space, which so far does not provide for school education) with legal focus.

Recommendation CM / Rec (2010) 7 on Education for Democratic Citizenship and Human Rights Education adopted at point 3. "Link between education for democratic citizenship and education on human rights" that: "Education for Democratic Citizenship and Education human rights are closely linked and mutually supportive. They differ in focus and scope, not in goals and practices. Education for Democratic Citizenship focuses mainly on democratic rights and responsibilities and active participation in civil, political, social, economic, legal and cultural spheres of society, while human rights education deals with a wider range of human rights and fundamental freedoms in every aspect of people's lives. "The European Commission for Democracy, right in its report "Child Rights Protection: International Standards and National Constitutions", proposes that the Council of Europe countries take concrete steps to incorporate the rights of the child into national cannabis models.

Educationally analyzed, these recommendations indicate the need to change the current educational model in our country and to rethink the possibilities of studying the legal norms as a condition necessary for the education and socialization of Bulgarian students.

The realities deriving from the rule of law, the norms advocating the action, inaction, crime, antisocial behavior, opportunities for active social inclusion, obligations towards the country, family, nature, school, administrative and judicial bodies with their functions remain unknown to the pupils. Due to their lack in the educational framework, students have no opportunity to get acquainted with them, their work, their meaning, their functions and their influence on their personality and society, to study them, to understand them and to adapt to their own behavior.

These realities from the existence of the national educational framework distort the way for a possible educational discussion and deprive society of a specialized analysis of the dangers to children and their behavior in the family environment, in the school environment, among friends and on the street. In the sense of Art. 53, para. 1 of our Constitution "Everyone has the right to education", and with this text the state guarantees the fulfillment of its obligation to respect children's rights in respect of their right to education.The subject of analysis in the present study is the restructuring of the educational model and the possibility in the state-guaranteed educational framework to find a place for the missing legal education, ie for the disciplines that would enrich the education system. Such action by the state would be predictable and would provide guarantees and an understanding of its attitude and care for the fulfillment of the essential part of the components representing the welfare state model.

In recent years, the national government has made efforts to align the existing educational framework with the requirements of the European Union and the requirements imposed by the Convention on the Rights of the Child to eliminate possible forms of discrimination by creating conditions for equal access to education. In this respect, it is about improving standards for children with special educational needs, but in the same way

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there is a need for debate and real steps to improve the educational standards and the study of legal disciplines in schools.The answer to the question of why it is necessary to study law in schools can be addressed in at least two aspects related to:

a) Legal culture

We adopt it as a model representing the child's harmonized behavior in the social environment built and imposed by the state and its understanding and attitude towards its regulatory boundaries.We can adopt legal culture as an element that supports the process of spiritual and educational growth of children as a guide to fostering their social relationships in the process of interacting with the environment. Legal culture has a broad spectrum of human knowledge, including legal awareness and legal knowledge. Student formation of legal culture implies a higher degree of respect for legal norms because it is related to the development of their mental and moral development. The postmodern legal culture has adopted different in nature and severity, but fundamental principles, related to the development of the democratic model of state political functioning, such as:

- The universal principle of freedom and equality;
- The principle of popular sovereignty and the power of the majority;
- The principle ofrepresentativeness.

This is the point that gives us reason to believe that the legal culture accumulated by the study of common and legal disciplines in schools could discipline child behavior and contribute to forming and strengthening the power of legislation.

The well-established social and legal activity of children, the use of legal knowledge of law and order have a positive impact on mass legal culture. The broad and real guarantee of studying and respecting children's personal rights and freedoms is one of the first and important signs of a legal culture.

b) Legal Awareness

The necessary missing element of the legal education and legal culture of the children would provide them with knowledge of the public and natural environment, moral norms, would create a sense of justice, responsibility, would bring them the knowledge to build their own position in the social and legal space. Among the arguments in support of this analytical conclusion is the fact that legal reality is inevitably reflected in the public and in the individual consciousness of the children, which is why we can accept legal consciousness as a form of public consciousness as a system of concepts and ideas important for legal regulation of public and private life.

The arguments presented would not be enough if the realities did not support them. In an attempt to prove the thesis, the present study presents the results of an empirical online survey conducted at the International Youth Center in Stara Zagora, Bulgaria.

The International Youth Center - Stara Zagora is built on a project of Stara Zagora Municipality and aims at social inclusion of children and young people at risk through informal educational methods. The International Youth Center works to increase the knowledge and skills of young people in different fields, to develop youth policies at local, regional and national level, and to develop an active civic position among young people. The Center works both locally and internationally, organizing forums, seminars and conferences to promote European values such as the rule of law, democracy, equality.

The present study was conducted among thirty youngsters, 12 of whom were aged 16-18, 11 - over 18, and 7 under 16.

In terms of gender distribution, 66.7% of the respondents are girls, and 33.3% or 10 are male - male. On the question "Would you support the idea in schools to learn the rights of children?", 83.3% of the respondents answered positively, 6.7% disagreed and 10% did not comment on the issue. Concerning the idea that a school discipline should be included in the study of the responsibilities and responsibilities of children related to the family and the family environment, 43.3% or a total of 13 respondents answered positively, 33.3% - negative, and 23 , 3% can not judge.

The results of the survey are complemented by the following opinions:

– According to 53.3% of the young people involved, it is necessary to study legal disciplines related to the legal and social status of the family and its social functions;
– 46.7% believe that they know their rights under the current legislation.

The analysis of the survey results presented in the survey (30 respondents, 10 m and 20 g) gives an idea of several main conclusions:

The first is: The respondents express their opinion in support of the thesis of the necessity of studying legal disciplines in the educational framework of the country;

The second is: The necessity of profiling the school legal disciplines related to children's personal rights as well as those that define their role in the family and family environment;

The main conclusion is that, despite the fact that over 45% of respondents believe they are aware of their rights, they are much more willing to study legal subjects found in the curriculum related to child behavior.

Children's rights are an integral part of the social, legal and political doctrines of democratic

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countries that have implemented their education policies in national schools. Their study is the main thesis of Recommendation No. R (85) 7, adopted by the Committee of Ministers on 14.05.1985, as well as the Supplement to Recommendation No. R (85) 7, where the following text is already written in point 1.: "Proposals for Human Rights Education at School. Human Rights in the School Program ". For our educational system, the necessary legal grounds for changing curricula and introducing legal disciplines are available. The full legal framework is finally ready for use by the changeover countries following the adoption of Recommendation 2006/962 / EC of the European Parliament and of the Council of 18.12.2006 on key competences for lifelong learning, OJ L 394 of 30.12.2006. 2006 and the Council of Europe's Charter of Democratic Citizenship and Human Rights Education adopted in the framework of Recommendation CM / Rec (2010) 7 of the Committee of Ministers of the European Union as a separate chapter on Education for Democratic Citizenship.

Designing and implementing the opportunities offered by these legal acts in our educational area would enrich national education policy. It is necessary to update the curricula and curricula and to draw up teaching aids for the implementation of a new legal education model aiming to have a lasting time effect in an attempt to restructure the educational system and with its influence to impose changes in the values and moral attitudes of the students.

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Teaching Methods: A New Societal Approach

By Dr. Barkha
PDM University

Abstract- The teacher plays a vital role in students' learning. I think main motive of the education should be to build the overall character and to bring the all-round development of the students. A sound education system is the prerequisite for the development of any nation. This is a well-known fact that our education system still relies on traditional methods and there is a need to combine the traditional teaching with modern teaching aids for a better and advanced education system. The main objective of this article is to focus on the analysis of teaching techniques, ranging from the use of the blackboard and chalk in old traditional classes, using slides and overhead projectors in the eighties and use of presentation software in the nineties, to the video, electronic board and network resources nowadays. Whether traditional or modern methods of teaching are adopted, the teacher has a desired outcome in mind. The main difference is in ensuring that learning is permanent and the student is able to draw connections between what is taught with the real world. The teacher's importance is not undermined whether one uses the conventional method of teaching or introduces technology in the classroom. There is no point in discussing that which teaching method is better than the other? Instead we should concentrate on providing the best education system to the students as it's the students who will run the nation in future. I think we can develop a better education system only if we will be able to combine both the traditional and modern teaching methods.

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TEACHINGMETHODSANEWSOCIETALAPPROACH

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I. Introduction

Which methods of teaching have our teachers used, and we grew up with? Which methods do we use nowadays? Has something changed? Can we, today, talk about "those traditional" and "these modern" approaches of teaching? What, in fact, we can name as "traditional" and "modern"? Is there a border where we can distinguish or separate one from another? All these questions show the big importance of knowing the terms: methodology, traditional, modern...Traditional method of teaching is "teacher-dominated interaction". Teaching is deeply teacher centered and teachers are the source of the knowledge, while learners are passive receivers that must memorize things. Modern method is "student centered" method based on "help learning to happen"-role, communication, interaction, helping students to explore method. These days, especially at private schools, we have great possibilities in what a teacher can do with the students, in terms of teaching methods and usage of all optional aids in the classroom. With this freedom in teaching we also have an enormous number of ideas to use. Since the time we spent with our students is very precious, teachers' crucial task should be: comparing, analyzing and evaluating the methods they use to motivate the students and to make learning as effective as possible. A teacher must be aware of all advantages and disadvantages in using all types of methodologies. There is no one best or worst method, or one method simply the best for everything and everybody. The central factor in the choice of methods is the learner's need and character. A teacher must be a good pedagog to see and understand all the students' individual abilities. Some methods work for one person well, but the same one might not work for another person at all. Understanding the student help you choose the way of teaching

Although mixed- and multiple-method research designs are currently gaining momentum and popularity, it is essential that researchers undertake a critical analysis of the process of mixing "mainstream" research designs with newer methods before commencing. In ethnography, not only are there multiple approaches to data collection, but each approach also spans the competing paradigms, thus making the term mainstream ambiguous because these mainstream techniques are reasonably different from one another. When critically appraising the combination of ethnography and auto ethnography, researchers must evaluate paradigmatic philosophies and methods of inquiry for commensurability and delineate the advantages and disadvantages of combining methods as they relate to each paradigm.

Much emphasis has been placed in the higher education literature, to the understanding of the manner and process of providing education. Specifically, the emphasis on using innovative teaching practices such as information and communication technologies, the internet as well as various computer programs, simulations, case studies on real and virtual work environments, have been investigated in an attempt to

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understand current demands and move the discipline forward. Despite the availability of the former teaching practices, students mainly prefer personalized teacher centered methods; they also recommend the aforementioned practices as ancillary tools to the traditional method, rather than key learning tools in the courses taken.

Till now we have studied that both modern and traditional teaching methods have their own pros and cons. So it will be beneficial for our education system to combine the advantages of traditional and modern teaching methods for effective teaching. Here main question arises that how we can combine both traditional and modern teaching methods for effective teaching? Let me explain this with following points Blackboard and LCD projectors can be used simultaneously in a classroom; for teaching complex mathematical equations teacher can use blackboard while theoretical subjects can be taught on a LCD projector with the help of slides. Practical subjects of basic sciences and engineering can also be taught best with the help of combination of both traditional and modern teaching methods. Teacher can explain the theory on a blackboard and for better understanding of the procedure of the experiment videos or animations can be used. There is also another aspect through which we can combine both traditional and modern teaching methods for better teaching. Teachers can teach the subject first through traditional methods and then can take the help of modern teaching methods for revising the subject. I think main motives of the education should be to build the overall character and to bring the all-round development of the students. There is no point in discussing that which teaching method is better than the other? Instead we should concentrate on providing the best education system to the students as it's the students who will run the nation in future. I think we can develop a better education system only if we will be able to combine both the traditional and modern teaching methods. . Various learning technologies (such as computer and multi-media resources) are increasingly being used in support of the learning process, presenting new challenges and opportunities for staff and students. A major resource being used more frequently is the World Wide Web (WWW).

The teacher's importance is not undermined whether one uses the conventional method of teaching or introduces technology in the classroom. The teacher plays a vital role in students' learning. No machine can take that place. But the teacher's role in the assessment is to encourage the student to develop his/her ideas more. The teacher should write a paragraph asking the student some interesting questions which challenge the student to think a little more carefully about his/her answer.

Education specialist Ramsden (1998, p. 355) asserts: "The picture of what encourages students to learn effectively at university is now almost complete." Anecdotal evidence and arguments based on theory are often provided to support such claims, but quantitative studies of the effects of one teaching method versus another are either not cited or are few in number. DeNeve and Heppner (1997), for example, found only 12 of the 175 studies identified in a 1992 through 1995 search for "active learning" in the Educational Resources Information Center (ERIC) data base made comparisons of active learning techniques with another teaching method.

II. Conclusion

Whether a particular education system is of high or low quality can be judged in terms of input, output and process. Until recently, however, much discussion of educational quality is centered on only system inputs in terms of the provision of teachers, teaching materials and other facilities, and on output in terms of students' achievement. However, due to financial constraints, the government has realized that improving the quality of education through improved input is more difficult. Thus, the government chose to improve quality of education by improving the teaching-learning process, which it assumed as cost-effective. This study thus, was aimed at finding out the extent to which the innovative approaches of teaching and learning are employed, to identify the factors that affect its implementation, and finally recommend better ways and means for further improvement. By employing a descriptive survey research method, the study found out that although the employment of innovative teaching and learning is emphasized in the policy, currently traditional lecture methods, in which teachers talk and students listen, dominate most classrooms. The common obstacles found are: the Ethiopian tradition of teaching and child upbringing, lack of institutional and learning resources, teachers' lack of expertise, inappropriate curricular materials for active learning and students' lack of prior experience to actively participate in the teaching and learning process.

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Language Diversity in Al Araj's "*The Disaster of the Seventh Night after the Thousand*"

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Abstract- The effectiveness of a literary text is firstly determined by its language and how it succeeds in conveying the author's message to his readers about the socio-cultural background of a given society in an imaginative way through the use of many narrative techniques. In fact, some writers tend even to employ different languages or varieties at both artistic and technical levels in order to provide realism. Thus, the main purpose of the current research paper is to explore language diversity and its effects on the literary text. In this regard, an investigation of Wasini Al Araj's "The Disaster of the Seventh Night after the Thousand" was made, when a thorough examination was held with the help of some approaches in sociolinguistics and literature. To this end, the findings revealed that Al Araj succeeded in bringing different languages and varieties within the novel. Stated differently, it was found that the use of linguistic diversity provides both historical and social accuracy and realises realism through the introduction of myths and oral tales.

Keywords: language use, linguistic diversity, realism, society, the disaster of the seventh night after the thousand.

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Language Diversity in Al Araj's "*The Disaster of the Seventh Night after the Thousand*"

Dr. Hanane Rabahi [α], Dr. Nadia Ghounane [σ] & Prof. Ilhem Serir Mortad [ρ]

Abstract- The effectiveness of a literary text is firstly determined by its language and how it succeeds in conveying the author's message to his readers about the socio-cultural background of a given society in an imaginative way through the use of many narrative techniques. In fact, some writers tend even to employ different languages or varieties at both artistic and technical levels in order to provide realism. Thus, the main purpose of the current research paper is to explore language diversity and its effects on the literary text. In this regard, an investigation of Wasini Al Araj's "*The Disaster of the Seventh Night after the Thousand*" was made, when a thorough examination was held with the help of some approaches in sociolinguistics and literature. To this end, the findings revealed that Al Araj succeeded in bringing different languages and varieties within the novel. Stated differently, it was found that the use of linguistic diversity provides both historical and social accuracy and realises realism through the introduction of myths and oral tales.

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I. Introduction

Language has taken a paramount position as a means of daily communication between human beings. It has also been recognised as an essential medium of literary traditions. Henceforth, it is of eminent importance to state that language is the first tool that defines the bases of the literary text. This means that the ideas and events of a given story are formed through a good literary discourse. In another way, language represents and reflects the traditions of a given society and makes it real, although it is represented in a fictional work.

In addition, exploring the use of sexual discourse has become an important ingredient in the field of sociolinguistics or linguistics on one hand, and discourse analysis on another. Indeed, from a sociolinguistic point of view, literature has been seen as a rich field to search not only the social construct of a given society, but also how this construct is rooted in its individuals' ideas, thereby how it is built in an imaginary work. Besides, what has enhanced scholars of this field is that a literary work represents also the norms, and traditions of these societies, which in return consider literature as a vital component that sheds light on its walls, and reflects the thoughts of its individuals at a given point in time.

More importantly, sociolinguists have also been attracted towards linguistic diversity in literary texts or the use of different languages which in term reflect cultural diversity of a given society. This means that the writer provides an account about the existing languages or varieties of the same language in his society's cultural traditions and represents in turn its cultural diversity.

Another important idea that should be added in this regard is that the literary text transmits an indirect message about a social conflict existing in a society on one hand and the linguistic and cultural diversity in addition to the folk tales, oral traditions and poems that the writer includes within his literary text to provide a limelight or to draw a panoramic picture about his society.

To this end, the choice embarking upon this research work sprang from the fact that Algerian literature is rich in literary traditions that employ many languages or varieties in novels such as the work of Wassini Al Araj, Rachid Boujadra and Assia Djabar. Hence, the current research paper attempts to shed light on how the linguistic diversity of some literary texts mainly has reflected some realities about the Algerian society. It also aims at identifying some linguistic and writing techniques adopted by Al Araj in the novel under scrutiny. It also implies to take into consideration some literary theories in resolving linguistic diversity in the novel. Herewith, the research work argues for a rational way that helps in analysing literary discourse and the use of different languages or varieties of the same language in literary texts from a sociolinguistic point of view. From the foregoing discussion, our research enquiries fall on the ensuing research questions which are presented as follows:

1. How does Al Araj represent linguistic diversity in his novel?
2. What are the reasons that push Al Araj to rely on language diversity in his novel?
3. What are the effects of employing linguistic diversity on a literary text?

Taking into consideration the above research questions, the following hypotheses can be put forward:

1. Language has taken an indelible position in the novel and Al Araj succeeds in presenting and organising language diversity. Hence, improving the

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literary discourse through the introduction of many languages has given the novel a unique literary technique.

2. Al Araj wants to introduce new literary techniques to the literary traditions of the Algerian novel in particular and Arabic literature in general.
3. Al Araj succeeds in improving the Algerian novel through introducing new narrative techniques inspired from "*Thousand and One Nights*".

Henceforth, the importance of this study lies on finding ways to explore language diversity in literary texts, especially those who reflect both language and cultural diversity.

II. Review of the Related Literature

a) A Linguistic Approach to Literary Discourse

Exploring the use of language in literature or literary language has attracted more scholarship especially in the fields of discourse analysis and sociolinguistics, even though many critics regard it as distinct and artificial. In contrast, many researchers see it as "emotional, rhetorical, rhythmical, deviant, aesthetic, expressive, symbolic, fictional and, therefore, sublime and superior to non-literary language" (Ghazala, 2014, p. 04). This fact opens the researchers' appetite to investigate the features that characterise literary discourse.

Admittedly, studying the quality of a literary language goes hand in hand with what is called 'genre', i.e., the structure of the literary text has also taken an eminent importance in exploring its language. This means that there are many components that build the literary text including culture which constitutes "the social reality in which the activities of all social participants are implicated" (Mial in Graesser, et al., 2003, p. 325). As a matter of fact, genre theory helps a lot in exploring the cultural components of a given society through its literary works. In other words, genre theory gives "a potentially rich resource for more precise empirical studies to literary reading" (Miall in Graesser et al., 2003, p. 324).

On the other side of the corner, using linguistic theories in investigating a literary discourse has raised much controversy among linguists. In this regard, Lodge (1984a) argues that a literary text cannot be explored from a linguistic point of view since linguistic theories are distinct from literary criticism. In the light of this idea, he states the following:

> The discipline of linguistics will never replace literary criticism, or radically change the bases of its claims to be a useful and meaningful form of human inquiry. It is the essential characteristic of modern linguistics that it claims to be a science. It is the essential characteristic of literature that it concerns values. And values are not amenable to scientific method.

In the light of this tight, the problem, that faces linguists, is how to study a literary text. Some said that it should be explored diachronically and others maintained that they have to take into account "the description of a literary system as a static pattern (synchronic studies)' (Jacobson, 1987, p. 16). Jacobson (1987), further, highlights that linguists are more aware about the structure of the literary text more than its content, i.e., "the important thing about literature is the way in which structure is organized to foreground the substantive elements of the text-in particular, phonology and syntax" (p. 17). Jacobson also states that researchers cannot separate a literary text from linguistic studies and adds that "literary analysis will need a change in linguistics. I insist on this kind of methodological relationship; literary semiotics cannot be considered as simply as followers and a parasitic linguistics" (p. 18). Jacobson claims that in studying a literary text, linguists forget its social aspects. In this vein, Fennell ad Bennett (1991) posit that "the limitations of linguistics can apply only to a narrow definition of the field, one which targets sentence-level grammar and largely ignores the social characteristics of language" (p. 371).

III. Approaches to Study Literary Text

a) Stylistics

According to Mills (1995a), stylistics deals with the use of language in literary texts through employing linguistics to explore the literary discourse. In fact, the mixture of linguistic theories and literary criticism leads to the emergence of linguistic stylistics which investigates the structure and linguistic features of the literary text. In this vein, Simpson (1993) highlights the following:

> A text is a linguistic construct and we process it as a linguistic construct before anything else. And the argument runs, if there is to be any serious attempt to engage with meaning of a particular text, then there must be some concomitant engagement with the language of a text. (p. 3)

Interestingly enough, one can add that linguistic rules help in analysing how the writer reproduces the language or how he mixes a set of varieties to build one language which represents the author's point of view about a given society. Hence, language of a literary text has an interpersonal and a textual function. These functions provide an overview about the writer's experience and his relationship with his characters.

Another important point that should be also added in this respect is that linguistic stylistics investigates how gender features and socio-cultural background affect and influence language use in a given society at a given period of time. It helps in analysing how the author approaches the use of language orthe different varieties of the same language

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in his characters' speech, their age, socio-cultural background or social class.

IV. Critical Discourse Analysis

This field of research is designed to analyse language in literary texts. It also tends to explore dialect use or language diversity in a given literary text. It attempts to study the text in relation to its socio-cultural background. It focuses on studying language of a given period of time in relation to the social happenings of the author's time. In the light of the previous idea, Simpson (1993) highlights the following:

> A critical linguistic analysis will seek to *interpret,* rather than simply *describe* the linguistic structures of texts […] This type of interpretation, extrapolating from textual analysis to questions of political bias encapsulates the critical linguistic method. From this perspective, texts are never regarded as neutral, value-free chunks of language; rather, they are viewed as embodiments of a host of institutional and political discursive practices. (p. 105-106)

Interestingly enough, one can state that critical discourse analysis explores the literary text in relation to society and language in addition to the social ideologies. It also investigates how society is constructed and how language proves its change through times.

V. Methodology

Thus far, this research work relies on a set of methods taken from literary criticism, sociolinguistics in order to explore linguistic diversity in Al Araj's "*The Disaster of the Seventh Night after the Thousand"* taking into account gender and the socio-cultural background of the characters.

Consequently, data were collected from chunks of speech from the characters' communication with each other. Then we shift towards analysing extracted features from the characters' speech, hoping that it may help in identifying the linguistic features that Al Araj adds to his novel.

VI. Results

The researchers had taken the most important points in relation to the research questions stated above. Hence, the analysis demonstrated that the novel introduces the reader to the writing techniques that characterise Al Araj's major works and his ambition towards the inclusion of new methods that may give birth to new literary texts.

Another important point that the findings proved is that the novel under scrutiny gives an overview about how Al Araj represents the socio-cultural background of the society under investigation through providing a critical view. Therefore, Al Araj's technique can be summarised as follows:

1. Al Araj gives an eminent place to language in his novel through concentrating on the narrator who takes the first position in revealing the beauty and importance of using language diversity in order to bring the novel to the modern literary traditions.
2. He also avoids chronological order in citing the social events within the story; as a matter of fact, the novel deserves to be a modern master piece.
3. The results also demonstrate that Al Araj was influenced with the traditional Arabic master piece '*Thousand and one Nights'*
4. The analysis shows that Al Araj introduces a variety of stories and makes them in one unique tale. Thereby, the introduction of many languages, periods of time, narrators and social background gives beauty to the novel's writing techniques.
5. The overuse of many languages and narrative techniques which give the novel a special position as a modern literary text because the set of languages are used as if they represent one discourse.

a) Language Diversity in "The Disaster of the Seventh Night after the Thousand"

Al Araj provides a diversity of languages starting with Arabic language in addition to sexual discourse, while Spanish language is present through poems. Besides, oral traditions have taken the lion-share in the novel. Al Araj introduces popular stories, poems and proverbs in addition religious language. However, it is impossible to site all languages; consequently, the researcher will concentrate on exploring dialectal Arabic and Quranic language.

b) Dialectal Arabic through Popular Songs

The novel under investigation is rich in the use of dialectal Arabic, although Al Araj employs Modern Standard Arabic. In fact, dialectal Arabic is utilised separately between the sentences of Standard Arabic. His aim is to evaluate the dialectal form of Arabic and introduce it to the literary discourse. Unlike many literary works, which tend to present language problems in employing dialectal Arabic, Al Araj's aim is to show that this diaglossic situation is flexible and dialectal Arabic can be also employed in literary discourse.

The use of dialectal Arabic is apparent in oral traditions mainly public proverbs. These proverbs give an overview about Algerian folk tales and proverbs. The central reason behind the introduction of oral traditions to literary discourse is to introduce the reader to Algerian culture. Another important feature which is apparent in the novel is the use of popular songs. The latter makes the literary text distinct to other classical writings. The following table will summarise the most important popular songs from the novel:

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Table 1: Popular songs representing language diversity

Popular Songs in Arabic	Translation in English	Page Number
غني يا عيني غني	Oh my eye sing	185
القلب صار وحيد	The heart becomes alone	185
اه يا وليد	Oh son!	185
شكون باعك في سوق العبيد	Who sold you in slave's market	185
إذا اتاك الزمن بضره	If the time hurts you	324
واشطح للقرد في ملكه	Dance for the monkey in his kingdom	324
وقل يا حسرة على ما مضى	And say Oh regret for the past	324

The song in table 1 reflects a real image about the social background of the characters and their sufferance under domination of the governors. Al Araj integrates these popular songs to Standard Arabic as they are a part of it; hence, providing a panoramic picture about the social problems existing in the story.

c) Dialectal Arabic through Popular Proverbs

Another essential ingredient that Al Araj attempts to integrate to Standard Arabic is the use of dialectal terms taken from the Algerian dialect. His endeavour is to shed light on the Algerian identity through presenting the dialect which has no value in the Algerian classical literary texts. The integration of the Algerian Arabic has made the novel in the list of modern works with special writing techniques. It also helps in making characters and events real; therefore, providing realism which is a component of eminent importance in fictitious works. The following table will present some examples extracted from the novel:

Table 2: Popular proverbs as a form of language diversity

Algerian Arabic	Translation in English	Page Number
دارها بينا ولد لحرام	He deceived us	262
هذا قالهم ارقدوا نغطيمكم	He said sleep I will cover you	466
دير روحك مهبول تشبع كسور	Make yourself a foul, you will eat for free	98

As it is revealed from the analysis, Al Araj tends to introduce the Algerian dialectal Arabic into the novel. What characterises the use of these expressions is that they are parts of the Algerian popular proverbs which constitute an indelible part of daily use in Algerian dialects.

d) Quranic Verses

The novel contains also verses from Quran. The main and central purpose of Al Araj is to enrich language use in the text since he insists on the use of linguistic diversity as a new technique that distinguishes the novel from the classical writings that insist on the use of Standard Arabic. Besides, he attempts to present religion to solve nowadays' issues; therefore, these Quranic verses have been integrated to the literary discourse of the novel in purpose. In fact, the introduction of these verses has a relation with the social and political events of the story. As a matter of fact, it is the events of this literary text that gives a new interpretation to these verses. This means that the story does not take from the cultural heritage, but it employs it to give a new meaning. The following table will introduce from verse employed in the novel:

Table 3: Quranic verses as a form of language diversity

Quranic Verses	Page Number
سيقوم الخلق بين يدي الله صفا، صفا و كل واحد يحمل كتابه من كان مؤمنا سيحمله يمينا ومن كان كافرا سيحمله يسارا.	312
وستصلون نارا ذات لهب و تصعدون جبال جهنم على وجوهكم	291

VII. Conclusion

It is of crucial importance to note that the findings of this research paper are just some recommendations and suggestions for researchers who are interested in exploring language diversity in literary works in general. It is also agreed that the study of linguistic diversity in literary texts helps fields of linguistics, sociolinguistics, discourse analysis and literary criticism with theories that explore the use of languages or varieties of the same language in the literary discourse. Besides, the researchers tried to investigate the use of dialectal Arabic through analysing extracts from popular songs and proverbs which have been integrated and modified depending on the themes being presented in the novel. Besides, the current research paper cannot take into account all the issues related to language diversity; henceforth, the researchers concentrated on the use of dialectal Arabic and the integration of Quranic verses which form a unique literacy discourse that makes the novel unique in its style and narrative techniques.

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Women in Asif Currimbhoy's Plays

By Anshika Panwar

*Introduction-*Among the most creative playwrights of the Post-colonial era, Asif Currimbhoy is one of the known personalities with his creative pen. He has written and published more than thirty plays. He reveals variety of themes with intelligent characterization in his plays. Social and political issues are the major themes represented by Currimbhoy in most of his plays. His plays are necessarily "Emotional Reaction" of what he feels and sees around him. His plays deal not only with wide ranging of thematic concerns but are also peopled with different characters.

Asif Currimbhoyg ives more importance to his women characters than the men characters. He shows his different perspective from the usual characterization of women. Women play a central role in Currimbhoy's plays. His female characters are mainly from the lower and middle classes: housewives, teachers, mistresses, daughters, slaves, and servants. Meserves comments thus: "In Asif's best plays the power of his women characters dominate the action… in retrospect one finds Asif Currimbhoy's women character, whether minor or major, stronger and more memorable than his men". (X-XI) His women characters are more courageous and powerful than men characters. Women in his plays protest against male chauvinism and colonized male minds. However in some of his plays the protest confines to the home with a silent protest.

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Women in Asif Currimbhoy's Plays

Anshika Panwar

I. Introduction

Among the most creative playwrights of the Post-colonial era, Asif Currimbhoy is one of the known personalities with his creative pen. He has written and published more than thirty plays. He reveals variety of themes with intelligent characterization in his plays. Social and political issues are the major themes represented by Currimbhoy in most of his plays. His plays are necessarily "Emotional Reaction" of what he feels and sees around him. His plays deal not only with wide ranging of thematic concerns but are also peopled with different characters.

Asif Currimbhoygives more importance to his women characters than the men characters. He shows his different perspective from the usual characterization of women. Women play a central role in Currimbhoy's plays. His female characters are mainly from the lower and middle classes: housewives, teachers, mistresses, daughters, slaves, and servants. Meserves comments thus: "In Asif's best plays the power of his women characters dominate the action… in retrospect one finds Asif Currimbhoy's women character, whether minor or major, stronger and more memorable than his men". (X-XI) His women characters are more courageous and powerful than men characters. Women in his plays protest against male chauvinism and colonized male minds. However in some of his plays the protest confines to the home with a silent protest. His female characters can be classified as submissive or conformist. It is remarkable to note that his each play is dominated by a particular set of female characters.

Being a prolific playwright of the Post Independent era, Currimbhoy did justice to his role. In his plays women try to create their own space for themselves. They don't want to bind themselves in the patriarchal set up of the society. His play "Darjeeling Tea?" represents British women characters who oppose their husbands and consider themselves superior to them. They call their husbands idiotic and illogical. For them their husbands are old fashioned and useless fellows.

Through the character of Jennie in Drajeeling Tea?. Currimbhoy presents the women of western culture, who have experienced queen like life in the initial years of the British occupation of India. She thinks that she is different from other women who always talk about their house and its problems. She is a planter's wife and she feels superior to the others and thinks that she is not destined to live or work like other women. She has all the modern ways of living and goes to club and there she does not like to talk about the house and its problems rather she always talks about fashion and beauty. She is a kind of women who wants to change the men's attitude towards women. Women is the best creation of God and they should not confine within the four walls of house. Currimbhoy also shows the polarized notions about family life which result in a direct encounter between wives and husbands as exemplified thus:

Jennie. (Stung for no apparent reason) Mac, I don't believe in occupying myself like other women do with the house and … and …(changes the word and says) … parties …

MAC. (Cautiously) Whether it is. I like to see you like this.

JENNIE. (again aggressive, self- conscious, nervous for no apparent reason) I mean … I am … somewhat different. Not fully realized … (absently) … as a woman … you might say.

MAC. (sharply) Nobody says it.

JENNIE. (equally sharp) But I feel it! I feel cut off from the other women who are all the time talking about the house and … And then I think I'm different. I was, of course. As a model in one of the … (saying with almost a bitter laugh) … leading fashion houses of London, I-I had to be different … Not that I regret it, of course. Unlike most women, I could always go back to modelling … you see, my hips … have remained slander … (22)

She always questions the existing social status of women. Through this questioning to her husband, she protests against the male chauvinism in her house and tries to move out of the conventional life which is designed for them by the society. She always talks about her glorious past of modelling, which had once recognized her identity as an upper class woman in London. She even goes to the developing a physical infatuation for Bunty. Through this she reveals a strong protest against her husband with whom she finds it difficult to get along. For her Mac is an idiotic, selfish and self-centered man who cannot accept a woman's freedom as explained thus:

Jennie: Nothing's changed, Mac, nothing's changed. You've gone on and on just the way you started, your own way, always your own way …

Mac: (defensively) I don't see anything wrong in that.

Jennie: You wouldn't. You're too much man to understand. Too much planter to see over the tea shrubs.

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Mac: You chose the way of life when you married me.
Jennie: I chose a man Mac, not a way of life.
Jennie: True. So like you to say it. Self- contained and self-righteous. (49)

When she says that she chose a man, not a way of life, she is protesting against male chauvinistic tendency. Through the character of Jennie and her strong verbal encounters Currimbhoy exposes the colonization of western women by western male colonizers.

In his play "OM" he shows a different outlook of female character. Through the character of sweeper he brought out the strong feminist voice. Sweeper questions men in general for taking their own decision without consulting women and treating her as an insignificant useless thing. According to her women's life is used for the benefit of men only. Throughout the life woman is always a part of man's life but she doesn't influence man and his decisions. She says that a woman's life is not destined to follow the rules of patriarchal society, where the men are the king of the world. In "OM", the muted voice of woman after her death is portrayed as a strong protest against patriarchy.

Through the character of Swetaketu, Currimbhoy again reveals the major role of women in men's life. He says that without woman, man cannot achieve anything neither in this world nor even in spiritual.

In the play "The Dissident M.L.A." Currimbhoy reveals another pattern of feminism linked with power politics. The play displays how the power hungry politicians treat woman as commodities. The play reveals how badly the politicians treat their wives as animals. "You? (angrily) Who the hell was cursing you, you cow?"(46). The statement reveals that a woman is always being treated as a milking cow for the selfish aims of man. Although she is his wife but he treats her callously and when she tries to give her suggestion or tries to interfere in his thoughts and asks him to lead a simple life with her, he shouts on her and says " Keep quiet", woman. You are disturbing my thoughts". (46) It reveals that woman hasno value and relevance in man's life. They are self-centered with an orthodox mentality. The play exposes the truth that women are thus victimized for the selfish motives of men.

In some of his plays he reveals the existence of a strong bond between husband and wife. He shows the woman's sacrifice for the sake of family. They support their family in every possible way and try to find solution to the problems encountered by men. In "The Clock", Henry's wife tries to console him and instils confidence in his mind thus:

MARY (V). If you don't make the target, does it mean you get fired from your job!

Henry: No, but it affects my increment, and my future.

MARY (V). Is that enough reason to resign? You could make it up next year.

Henry: fiercely turning to her). …I worry about deadlines and quotas and bigger and better salves drives … Do you know I was told the other day by the boss to fire one of my boys merely because he had failed to keep pace with the others and sold less… I guess he was just unlucky!

MARY (V). Did you firm him?
HENRY. I didn't have the heart to do it….
MARY (V). If I were to hire some help around the house, and the job was not done well, I would not think twice about getting rid of the person. (16-17)

Mary clearly expresses her protest against her husband's carelessness towards his professional life and his laxity in family affairs. She is concerned about her family and its financial conditions. She always questions her husband about the financial support that he should have given to his family. Through the actions of Mary, the only woman character of the play Currimbhoy reveals the silent protest of the woman for her family and also reveals her concern for the future of family. She insists her husband to be more supportive for the family and tries to maintain the house even at the expense of her own life.

Mary: You have got the kids to think of now.
Henry (Angrily): The kids! The kids! The kids! That's all you can think of…
Mary: Then why don't you earn more money? Everyone else does it. Everyone has to do it.
Henry: I'm trying my best.
Mary: Well, ain't good enough. You have been speaking about yourself all along but have you ever thought of me? Why I never ever bought that dress or that hat I desired. Why I never accepted invitation because we couldn't afford to reciprocate them. I deserve a break too, and every time you throw over a job it goes further and further.
Henry: It's not been easy for me to do it.
Mary: What do you know how tough it is to be without money? When you run out of money and do without cigarettes and whisky, you feel you've made one hell of a sacrifice. But you just tell me what you know about running a house?

Although Mary is a woman but she has sacrificed her life for her family and her useless husband's role seems to be relatively insignificant. Through her protest she reveals the idleness of her husband in the competitive world. She is more concerned than her husband about" running the house".

Yet another play "Goa" revolves around Senhora Miranda and her daughter Rose. Senhora is the most powerful lady of the play. Though a prostitute by profession but a very bold lady. She is a self-conscious woman and is fully aware of the effect she has created.

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She drives the lives of her daughter and her lover. Her description given by the author itself is an example of her personality. Senhora is a fashionable and fair looking woman of forty. Her fair color complexion makes her over confident and she ill-treats everyone. She is fond of new brand of whisky and new friends with wealthy background. Even she likes to enjoy sex with boyfriend of her daughter, Krishna. Her daughter Rose is full in her youth. She is black but still people want to meet her. Both Senhora and Rose are portrayed as a bold lady in Currimbhoy's play.

In his other plays Thorns on a Canvas, The Miracle Seed and Monsoon, Currimbhoy portrays his women characters on the same platform. Woman has become the center of discussion in most of his plays.Thus women characters in Asif Currimbhoy's plays are given more importance than men with a different perspective.Having different level of outlook on familial, political and social level Currimbhoy opposed the existing patriarchal system of the society.

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New Media and Functional Education in Secondary Schools in the Rural Communities

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Abstract- This study is designed to examine how new media use can aid functional education in rural communities. New media use has become a necessity as a result of current dynamism associated with communication. The objectives of the study were to examine the extent of use of new media and find out strategies that could enable effective use of the media in schools. The study adopted survey and multi stage sampling procedure. The study was carried out in Oyo State, Nigeria. Population of the study stood 3523 representing students and educational workers. The study hinged on Technological Determinism and Knowledge Gap theories. Findings show that use of new media in secondary schools in the rural communities of Oyo State, Nigeria are still at the lowest ebb. As such, vital steps that would enable effective use of the media needs to be in place. Recommendations include involving intervention through corporate social responsibilities in equipping schools with new media tools, engaging humanitarian/volunteer services and using adequate counselling services in schools as parameters toenable functional new media use in schools.

Keywords: *communication, ethics, new media, rural communities, secondary schools.*

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I. Introduction

Globalisation has made it imperative for new media use in every21st century human endeavour as tools and channels of communication. As such, use of new media in schools has become essential not just by the reason of provision of media tools but much more into making relevant and effective use of the media. School is an organisation esigned with primary aims of imparting knowledge, producing successful learners, promoting knowledge acquisition, developing professionals and also as platform of developing solid leaders that would promote functional values, enable societal development and foster lifelong learning. To achieve these aims, tools, facilities and infrastructure that would make the aims of imparting worthwhile must be in place because schooling is a journey of development. Gerver (2010) has stated that school:

> Should be a journey which helps our young to develop their interests and cultures responsibly, to see applications and development opportunities that take them beyond what they know, to inspire them to want to know more and most importantly, to use their experiences to make positive contributions to the global communities they are part of (p.16).

As a result of the importance of school in human and societal development, communication in school requires adequate attention because communication is a process of transmitting messages, interacting and generating meaning. Effective communication could drive learning process successfully and generate meaningful learning experience. Communication just like it is used in other human activities drive school activities especially when there is an involvement of effective media. Based on this, new media are now used in some schools as communication tools and channels to aid functional, qualitative and relevant school system. In line with this, effectiveness of the tools as channels of communication could go a long way in defining the success or failure of the communication transaction irrespective of a school location (rural or urban).

National Policy on Education (2004) section 9 (c) has noted that "education and training facilities shall continue to be expanded in response to societal needs and made progressively accessible to afford the individual a far more diversified choice"(p.3). In order to have diversified choice in the process of learning, every facet of the school system must continue to receive progressive attention in relation to facilities expansion. In line with this, National Policy on Education (2004) on national goals of education promised provision of "l and of bright opportunities for all citizens" (p.1). However, it is not certain that all citizens are currently benefitting from "a land of bright opportunities" as stated in the policy.

In as much as new media is vital in 21st century schools, strategies to guarantee effective use must be in place. Communication is an essential factor in schools, it serves as the wing on which the school activities thrive. Baran (2009) defined communication as "transmission of a message from a source to the receiver"(p.4). In the school system, if message transmitted without feedback, chaotic experience could set in. In line with this, Kochhar (2012) has noted that "feedback is the evaluation information about the act of learning" (p.28) because feedback will grade effectiveness of the message disseminated.

Based on various benefits of new media in schools, the use goes beyond provision of media in schools to the level of ensuring effective use. As such,

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participation, interaction, collaboration, content generation and blended learning serve as opportunities that would make new media use effective in schools. In line with this, Kim and Xie (2013) noted that "with these freely available collaborative websites, students can easily create and post their own images, video and text information and then share these with others. Such tools allow students and instructors to discuss in a more efficient way" (p.171) to support schools activities as a design enhancing performance. As a result, strategies to guarantee positive performance must be in place to aid learner's success, teacher's professional development and good collaborative practice. In line with this, Ojo (2017) has stated that "21st century school system requires relevant communication system that could enhance working relationships in schools by balancing efficiency with effectiveness" (p.63). As such, school activities are not just designed for efficiency, effective effort to drive the school system to success must be in place.

II. Statement of the Problem

Based on dynamism of global communication system and acceptance of new media as tools and channels of communication, the use of new media in secondary schools has become germane. National Policy on Education (2004) section 5 (30) has stated that "government shall provide necessary infrastructure and training for the integration of ICT in the school system in recognition of the role of ICT in advancing knowledge and skills in the modern world"(p.15). This was entrenched by National Information Technology (ICT) policy section 4 (6) that government shall "use appropriate and existing government structures (e.g., Post offices, schools, libraries) as platforms for extending ICT to rural communities". The stipulations are documentary evidence of the importance of digital education tools (new media) to the people irrespective of location (rural or urban). Provision of new media could serve as platform of enabling qualitative and functional education in the schools. However, use of new media in secondary schools in the rural communities seems to be at a toddling speed. Therefore, it is important to find out the extent of new media in schools and examine the effectiveness of new media as educational tools in relation to equitable opportunities. Selwyn (2016) has noted that "equitable approaches to digital education are concerned with ensuring that everyone gets whatever different things they might personally require to live life to the full"(p.49). As such, the concern of this study is to find out the extent of use of new media and identify strategies that could enable effective use in secondary schools in the rural communities.

III. Aim and Objectives of the Study

The aim of this study is to identify strategies on how new media could be used effectively in secondary schools in rural communities of Oyo State. The specific objectives were to:

1. Examine the extent of use of new media in secondary schools in the rural communities in Oyo State;
2. Identify strategies that could enable effective use in secondary schools in the rural communities;
3. Find out how various new media platforms could aid functional education in the rural communities.

IV. Research Questions

The following research questions will guide this study:

1. What is the extent of use of the new media in secondary schools in the rural communities in Oyo State?
2. What are the strategic factors that could enable effective use of new media in secondary schools in rural communities of Oyo State?
3. How can the various new media platforms aid functional education in the rural communities?

V. Conceptual Grounding/ Literature Review

The main aim of media in schools is to aid teaching/learning process. Enabling the use of new media in secondary schools in the rural communities could serve as means of providing relevant, qualitative and functional education system. Wessels (2010) has argued that:

The development of ICT in education involves not just implementing the technology but embedding ICT within a broad learning environment. This environment extends beyond the school to the socio-economic and cultural contexts of pupils and their families and aims to support people in learning at school age and beyond, to lifelong learning (p.97).

To effectively achieve Wessel (2010) argument, an effective media should be used for communication. The world is now one indivisible unit through the "global village" concept and as such, learning activities that would foster equal opportunities ought to be available in schools especially in relation to effective communication. Smith and Hull (2013) asserted that "curricula and pedagogies built around literacy's in this age must be designed for an ear characterized by access to democratization of tools, people and ideas in digital spaces "(p.80). Use of the new media in schools could enable effective working relationships as a result of speed, participation, interactivity and convergence features of the media.

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VI. Literature Review

a) Theoretical framework

The theories used in this study are Technological determinism and knowledge gap theories.

b) Technological Determinism Theory

Technological determinism is a theory developed by Veblen Torstein. Mc Quail (2013) has stated that "each technology has a bias to a particular communication forms, contents and uses"(p.103). New media are digital communication platforms associated with varied forms, vast content and diverse use influencing the society. In line with this, Croteau, Hoynes and Milan (2012) asserted that "we can think of technological determinism as an approach that identifies technology or technological developments as the causal element in the process of social change" (p.290). Croteau, Hoynes and Milan (2012) assertion was entrenched by Quan Haase (2013) that technological determinists have embraced the notion that technology controls and guides interaction and thought pattern of media users. In the process of engaging the various features of the media in activities, the society could be shaped.

Marshall McLuhan's position on technological determinism gave the theory a sound footing through concepts of "medium is the message", "hot and cool media", "global village" and "medium is the extension of human body". The concepts projected the "forms, contents and uses" of the media and impacton the society. For the "medium is the message", invention and application of technology could influence social change. On the part of "hot and cool" media, the new media are cool media, they enable participation and interaction. The "global village" concept encapsulated various parts of the world into one big village. This requires use of a communication media that could connect every part of the "village". Chandler and Munday (2011) on global village have stated that it is "a world that has been phenomenally shrunk by communication technologies and transport systems so that news and information spread across the planet and those with direct access to such technologies feel more interconnected"(p.176). Also, the concept of "medium as extension of human body" compared the human brain which has capacity of storing numerous information and ability to recall to the new media.

The theory is relevant to this study as a result of "forms, contents and uses" which gives opportunity to users to aid teaching and learning by harnessing the media features of speed, instant feedback, interactivity, and collaboration aid effective communication and in turn shapes the society.

c) Knowledge Gap Theory

Knowledge gap theory is the second theory supporting this study. Chandler and Munday (2011) have noted that "the use of this term is associated with the hypothesis, first proposed by the American communication Philip Tichenor" (p.232). As a result of the use of new media in the society, there is a remarkable difference between the "information rich" and the "information poor". Anae to, Onabajo and Osifeso (2008) have explained that "one of the problem facing the society is that the rich benefits of the internet might not be equally available to everyone" (p.189). The new media is an active media with participatory feature, instant feedback and access to vast information through a digital device connected to the internet. Availability or non-availability of the media would determine benefits that would be derived in the process of use. Reed (2014) observed that "interactive and participatory are generally cited as among the key components distinguishing Web 2.0 from the earlier Web"(p.43). The interactive and participatory features of the media will enhance users' performance and address issues that could generate knowledge gap. Mc Quail (2010) has noted that:

> There are two main aspects to the knowledge gap hypothesis: one concerning the general distribution of aggregate information in society between social classes, the other relating to specific subjects or topics on which some are better informed than others. As to the first gap, it is likely to have roots in fundamental social inequalities (p.489).

The theory is relevant to this study based on the knowledge rich and knowledge poor category of people found in the society. Digital divide could occur as a result of inequality. Provision of media tools could to an extent address knowledge gap.

VII. Conceptual Review

The following concepts were reviewed in this section:

a) The New Media

New media are digital based media, they make media content available without inhibition of time and geographical barriers. Die Petro (2013) has explained that "new media contrasted with conventional (or old) media, rely on a digital signal instead of an analog signal to communicate message. New media includes, websites, wikis, interactive forums, e-learning systems, software, hardware, mobile devices" (p.1). With the new media, communication transactions could now be done irrespective of distance, time and space with just a link to the Internet through a digital device. Soola (2003) noted that "Internet has become the authoritative "global people's network" for information communication. Its potentials for teleconferencing implies that it can be used to meet, discuss, teach, learn and share information on any subject matter"(p.24). Creativity is also associated with new media as aid in schools. Anaeto, Onabajo and Osifeso (2008) asserted that

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"technology can transform any environment, and in a communication sense, media technology can be both a channel and a message at the same time"(p.179). The new media are transforming the society as a result of flexibility of the media.

There are many captivating experiences that qualified new media in schools. Lievrouw and Livingstone (2010) noted that interactivity "distinguishes new media from earlier mass media channels and content is the pervasive sense of interactivity associated with newer channels, that is the selectivity and reach that media afford users in their 'choices of information' sources and interaction"(p.7). This was entrenched by Holmes and Gardner (2011) that "e-learning has potential to offer, at any time and place, richer resources than most traditional method of delivering learning and teaching"(p.52). The new technology's influence on the learning process introduced richer resources into the electronic based learning process. The media gives opportunity to the user to generate media content, consume media content and interact with others and the media. The convergence feature of media gives the various stand-alone traditional mass media opportunity of access through a single digital device connected to the Internet. However, with all the potential of the new media, equitable approaches to education are yet to find expression. Selwyn (2016) has noted that "equitable approaches to digital education are concerned with ensuring that everyone gets whatever different things they might personally require to live life to the full"(p.49).

b) New media and functional secondary school education in the rural communities

Scott (2014) has observed that "communication is not seen simply as a tool for achieving a particular objective, but as a means of empowering all members of the community" (p.49). The school as a learning community requires good communication system. New media are communication tools and channels that could guarantee practical and comprehensive education. National Policy on Education (2004) section 1 (4d) has stated that "there is need for functional education for the promotion of a progressive united Nigeria. To this end, schools need to be relevant, practical and comprehensive" (p.1). From the policy stipulation, it is clear through the term "united Nigeria" that there ought not to be disparity of any form in provision of education tools in schools whether in urban or rural communities because majority of the population are resident in rural communities. Moemeka (2012) has explained that rural area "is by far the largest in population and land area. It is inhabited by the majority of the people. In Nigeria for example, this segment accounts for about 80% of the population"(p137). However, education system in most of the schools in the rural communities cannot be termed equal with what is obtainable in the urban communities. Jones and Holmes (2011) noted that "nations and even the world as a whole can be divided into digital "haves" and "have nots" or differing qualitative level of access" (p.65). To address "digital divide" issues in schools, Selwyn (2016) suggested that "key concern here is making sure that people who are already disadvantaged are given…equitable forms of digital education including giving the most advantaged students their own technologies and involve training to use them" (p.49) Also, Claxton (2013) explained that "education has always been about developing those layers of mind. As Martin Luther says, education is at the root of development" (p.115). As such, education that will be relevant and functional requires activity. Ledwith (2012) has noted that:

> It is not possible for education to be neutral. It is either domesticating or liberating. In its domesticating form, the banking approach is used. The educator is seen as powerful and all-knowing, pouring information into the unquestioning minds of learners, who are perceived as malleable and controllable objects. The educator is active and the learner passive (p.100).

Education that could enable positive development in the 21st century learner ought to be education that has opportunities for the learner to be active in the learning process. New media through the aid of the Internet made this possible. Katz (2012) has stated that "the Internet is an essential element in 21st Century life for education, business and social interaction. The school has a duty to provide pupils with quality Internet access as part of their learning experience"(p.157). The question of how rural communities in Nigeria have benefitted is a product of a study like this bearing in mind that whatever is done in respect of media and communication in the school will have an impact on:

1. Teaching and learning process
2. Administration
3. Use of library
4. Public Relations
5. Examination
6. Professional development
7. Co curricula activities

c) School activities and the new media platforms

The school is a community with connected activities. The new media serve as converging point for various media platforms to provide quick and easy access to users with synchronous and asynchronous opportunities. Soola (2016) has observed that "Internet use has increased exponentially as the National Communications Commission as at Monday, November 2, 2015, reported that Internet use has reached 97 million among Nigerians"(p. 9). The use of media in schools could aid pedagogy. The following are some of the media platforms that could aid the learning process:

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1. Twitter is a new media platform that could be used for the dissemination of short messages that are less than 140 characters. The platform can be used for sending homework questions to students and it could also be a quick link to messages.
2. Podcast could grant access to teacher to teach without physical presence in class. It involves recording messages, distributing the recorded audio message on the Internet and downloading messages through a digital device. It could also aid students to record audio feedback of a lesson and forward the message to the teacher.
3. Wiki: Franklin and Than kachan (2013)explained that "wikis can foster interaction, collaboration, contribution, and problem solving by engaging large groups of people in the discussion of the problem at hand"(p.80). The use of wiki could aid school activities as a result of interaction.
4. Blogging: Blog is a repository platform, a facility that can be used for storing information. It is an online diary where information and experiences are kept by the blogger. The teacher could make use of blog in the learning process.
5. Skype: Skype could be of great assistance in communicating classwork and homework. DiePetro (2013) has noted that "Skype is a popular and free software tool that allows users with a web camera and a microphone to communicate via their computer to other people by voice, video, and instant messaging"(p.122).
6. Facebook: Facebook is a new media platform that prompts users to be part of the platform through the status bar asking "what's on your mind". The user as observed by Levinson (2013) uses the status bars "to tell the online world what you are thinking, doing or feeling. "What's on your mind?"the Facebook status prompts you"(p.18).
7. YouTube: YouTube is a video based platform designed to give users opportunity of having access to video messages. Pearce and Tan (2013) have observed that "students use the multimedia potential of YouTube to engage with new and diverse topics and apply their knowledge and understanding of new topics within and beyond the classroom"(p.135).
8. LinkedIn: The LinkedIn is a new media platform created for building professional connection and enhancing professional development.
9. Whatsapp: Itis an end to end instant message media platform that could be used for voice calls, video calls, text messages, group chat and document transactions. This could serve as a platform of connection for members of a class by servicing synchronous and asynchronous communication needs.
10. Email: Email is an online based activity involving sending private mail to a relevant electronic mail address. It gives opportunity of instant feedback, messages could be replied at a convenient time. Cole (2006) has stated that "communication tools such as email and chat have broken down the barriers of time and distance and provided low-cost forms of communication that are within the reach of millions of people"(p.92).
11. Virtual library: National Policy on Education (2004) section 11(101e) has noted that "the library is the heart of the education enterprise"(p.36). The virtual library is an Internet based site housing electronic books, online journals and other vital information that could aid educational advancement.

Devices used for accessing the Internet are equally important when considering the various new media platforms. The smart phone is a multi-purpose digital device that could be used for accessing the Internet. Smartphone has contributed tremendously to the exponential growth of the Internet.

d) New Media Ethics and Teaching-Learning Process

Ethics determine what could be termed "acceptable" or "unacceptable" in communities. Communities have codes, principles etc. guiding them. The new media are digital communities and as such require sound ethical practice for efficiency and effectiveness. Lattimore, Baskin, Heiman and Toth (2012) stated that "ethics is what is morally right or wrong in social conduct, usually as determined by standards of profession, organizations and individuals"(p.82). As a result of porous environment of new media, sound ethical practice could guide and guard especially in relation to responsible use of media by adolescents, teens and young adults. Livingstone (2012)asserted that "if children can discern good content from bad, use media to express themselves, and protect themselves from mediated harm, then the burden of regulation on the industry and government can be lifted"(p.203). The fear expressed by Livingstone (2012) in respect of children discerning good content from bad ones could guard the children from harm, cyber bullying, hostility, aggression, criminality and self-destruction was entrenched by Kirsh (2010) that it is repeated acts of "hostile aggression directed at another individual and can involve verbal (e.g., name calling and teasing) and/or relational (e.g., spreading rumors) aggression. Around 10% of adolescent experience cyberbullying each year. Given that 97% of adolescent use the Internet" (p.210).Also, content could introduce moral panic. As such, ethics of relativism could come to fore in defining what could be acceptable as ethos and culture in the schools. Fisher (2014) has stated that "ethos and school culture are…the outward expression of 'secret harmonies' of the school, those norms, beliefs and values that becomes the modes, standards and rules of operation"(p.143).

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e) *Strategies of enabling effective use of new media in schools in the rural communities*

Strategy is a term encapsulating what can be done intentionally through systematic action to achieve a purpose. In respect of the new media especially in relation to schools in the rural communities, strategies to achieve effectiveness must be in place. Connecting remotely, interactivity, collaboration, vast information and feedback must be put into consideration. Aside from what can be done with the media, what the media can do should also be considered in order to enable effective use. The most important factor that would be required in enabling effective use in secondary schools in the rural communities should be active involvement of government urgent intervention. Although Younie and Leask (2013) have observed that:

> Despite significant government funding for technology, it was not uniformly allocated and discrepancies varied widely among schools (and) this situation was exacerbated by the differing patterns of support in local authorities… Consequently different levels of funding led to disparities between schools and variation in the provision means that teachers and pupils in different schools /local authorities are working under different condition (p.29).

First, intervention will quicken addressing discrepancies and such could be done by schools involving help of organisations in carrying out corporate social responsibilities through provision of new media tools. Ajayi (2008)asserted that "the good corporate citizenship means an act of corporate clarity and compassion which enables profitable companies to cater for the needs of their neighbours resulting in influencing the feelings of such community towards an organisation" (p.122).

Second, steps to enable effective use of the media must come to the fore. Availability of new media tools without ability of effective use will jeopardize the importance of having the media in schools. As a result of this, guaranteeing effective use of the media needs be in place. Adequate training that could equip facilitators must be given credence to salvage the system. In cases, where the schools are in need of personnel, opportunity of voluntary service should be made open. The humanitarian service could go a long way in aiding schools.

Third, steps to guarantee E-safety of new media users should be given adequate attention. Many digital immigrants are skeptical in respect to issues surrounding media use. As a result of this, adequate steps that would address the issues should come to fore especially in relation to time of use and what is done with the media. The most important aspect of this is taking steps to do the right thing with the media at the right time. Fear and panic were expressed overtime in relation to beliefs about ills (cyberbullying, cybercrime, pornography, identity theft etc.) surrounding use of the media. As such, provision of sound counselling units could serve as means of promoting benefits of the media. Also, acceptable values and standard could be projected through various activities designed counsellorsas means of training users to value virtue above vice especially in relation to taking steps to ensure self-regulation. Many adults are skeptical about activities of the younger ones and as such could exercise fear. In taking steps to eliminate the panic, things should be done according to acceptable societal norms and practice. To achieve this, sound guidance and counselling onproper and acceptable use of the media should be promoted.

The study of Nygard (2013) on "Perforating School: Digital literacy in arts and craft class" was reviewed empirically. The study was carried out in the West Coast of Norway. The objectives of the study examined how social media and blogging could become part of curriculum, find out values and attitudes related to uses of literacy and technology and identify how activities and opinions on social media could be evaluated in the students". The study showcased the case study of a school where the researcher was formerly employed. As a result of this, the researcher adopted auto ethnographic approach in examining steps that could enable effective use of new media in the classroom. Observation and questionnaire were used as research instruments. The population of the school at the time of research was between 300-400 and twelve students in the third year of a non- vocational school and a teacher served as the sample of the study. Activities in the Arts and craft were observed and the teacher was interviewed.

The study aimed at taking critical approach in examining various classroom practices including literacy. Observation and interview focused on classroom practice in relation to new media use especially practical aspect of lesson. Findings of the study showed that new media could play important role in the current teaching/learning process but issue of disparity of opinion in relation to the media use between "digital natives" and "digital immigrants" stood as a factor hindering effective use of the media in other subjects. Findings also show that in comparison to other lessons, the Arts and Craft lectures were shorter with opportunities for practical on topics linked to the lecture. Furthermore, findings showed that the teacher (Anne) was able to use blog as tool of empowerment, organized activities and learning environment with set goals and time frames for activities. Using blog gave room to community and sharing. Blogging done based on students perspectives served as motivational factor. Nygard (2013) has stated that "technology plays an important role not alone but as a constantly changing set of socially situated tools for literacy, making sense of

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the world and of ourselves"(p.104).The researcher concluded that the Arts and Craft teacher's professional practice served as advantage in relation to digital literacy.

The study is related to this current study based on the introduction of new media use into teaching/learning process.

VIII. Methodology

The study hinged on survey. Interview and questionnaire were used as research instruments to find out how new media use could aid functional education in secondary schools in Oyo State rural communities. The population of the study stood at 3523 representing students and educational workers. The study adopted multi stage sampling technique involving stage 1: clustering the schools based on the thirty three local government areas. Stage two: randomly selecting three local government areas through lucky draw. Egbeda, Lagelu and Ona Ara local Government areas were randomly selected. Stage three: random selection of two schools each from the three local government areas: six schools were selected. They are Anglican Grammar School, Oyedeji and Anglican Grammar School, Kutayi (Lagelu Local Government Area), Idiito Community High School, Erunmu, and Community High School, Kumapayi (Egbeda Local Government Area), Ogbere Community High School, Ogbere and Amuloko Community High School, Amuloko (OnaAra Local Government Area).

Purposive sampling was used for the selection of classes. Junior Secondary 1 and 2 and Senior Secondary classes 1 and 2 were selected. Sample size of students stood at 341, this was based on Meyer's sample size selection (Stacks and Hocking, 1992, p.183). The schools had 3511 students at the time the study was carried out. Anglican Grammar School, Oyedeji (176 students), Anglican Grammar School, Kutayi (230 students), Idiito Community High School, Erunmu (850 students), Community High School, Kumapayi (869 students), Ogbere Community High School, Ogbere (551 students) and Amuloko Community High School, Amuloko (835 students). Each of the schools had 57 students responding to the questionnaire while one of the school had 56 students responding to the questionnaire. Simple percentage was used in calculating responses. Interview responses for educational workers were written and summarized. Twelve educational workers were interviewed bringing the total number of sample to 353.

IX. Questionnaire Analysis

Table 1: Analysis of questionnaire comprising ten questions administered on the students

S/N	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	New media necessary in a 21st century school?	248(73%)	44(13%)	14 (4%)	23 (7%)	12 (3%)
2.	Use of new media in secondary schools could aid school activities	252(74%)	48(14%)	10(3%)	21(6%)	10(3%)
3.	The extent of new media use in your school is adequate	4 (1%)	11 (3%)	24 (7%)	44 (13%)	258(76%)
4.	Counselling service in the schools will aid new media use.	252 (74%)	24 (7%)	44(13%)	11(3%)	10(3%)
5.	New media can aid homework performance	265(78%)	32(9%)	20(6%)	10(3%)	14(4%)
6.	Ethical measures and E-safety of new media users are necessary	236(69%)	48(14%)	32(9%)	13 (4%)	12(4%)
7.	Blogs, Twitter, Podcast can aid learning process	246(72%)	42(12%)	20 (6%)	25(7%)	8(2%)
8.	New media can enhance functional education in schools in rural areas	252(74%)	34(10%)	20(6%)	24(7%)	11(3%)
9.	New media can be used for all subjects	246(82%)	38(11%)	22(6%)	25(7%)	10(3%)
10.	There are factors hindering new media use in your school	278(82%)	32(9%)	10 (3%)	5(1%)	16(5%)

Source: Field Study, 2017

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The responses of students to questionnaire showed that effective use of new media should be enabled in rural communities for schools.

a) *Interview Presentation*

The interview schedule was designed based on the research questions. Three open ended questions were raised. Interviews were conducted to gather data on new media and functional education in rural communities. Twelve educational workers were interviewed. Responses shed light on the importance of new media in schools as vital 21st century media tools.

Interview Question One: What can you say about new media learning process in your school?

Responses to the interview showed that new media are currently not available for the teaching/ learning process in the schools that served as the sample for the study. This was established by the educational workers that responded to the interview questions. Although the media are not available in the schools but they believed that media provision could be used as education tools and channels of communication to enhance teaching/learning process. They also believed that if the media are in school, they could be used to facilitate beneficial learning experiences. Responses to the interview question projected the media as an admirable communication tool as a result of new media fascinating features. The interview respondents also believe that the media will make learning interesting and foster interaction. It was concluded that schools in the rural communities are not receiving the same attention as schools in the urban centres, As such, the extent of use of the new media in schools in the rural communities is very poor.

Interview Question Two: What are the strategies that could enable effective use of new media in secondary schools in the rural communities?

Some respondents agreed that with right strategies in place, effective use of new media in rural communities will be enabled. They explained that if the purpose of the media use in schools are made known to users through proper counselling, it will be difficult for users to subject the media to abuse. They explained that ethics should be given credence when it comes to the use of the media. As such, steps should be taken to develop ethical guidelines that could guarantee effective use of new media in schools. The media should be used in line with the dictate of the curriculum and opportunities should be given to practice during lessons. They also state that there should be collaboration between the facilitators and the learners to agree to terms that could enable effective use of the media. Also they suggested training so that new media can be used effectively in the teaching/ learning process to set pace for functional education that is relevant globally in the rural communities.

Interview Question Three: If the new media are available in schools, how can new the media platforms be used to aid functional education in the rural communities?

Majority agreed that if new media platforms are in place, they would aid the school activities and deliver functional education in the communities. However, some of the respondents disagreed and pointed to the fact that availability of platforms in class could lure students into illegal activities on the Internet. Some were of the opinion that YouTube, Facebook, Search engines and email will be useful in providing academic information. Whatsapp would have been a good platform of demonstrating use of media in class but it would not be possible since students are not allowed to bring smart phones to school.

The implications of the findings on secondary schools in the rural communities of Oyo State anchored on taking urgent steps by relevant stakeholders to address issues that could hinder effective use of new media in the schools as an avenue of enhancing professionalism, aiding working relationships in the schools and improving the students' general performance.

X. Discussion of Findings

Research Question One: What is the extent of use of the new media in secondary schools in the rural communities of Oyo State?

Responses from items 1, 2 and 3 answered to research question 1. Responses from the items pointed to the importance of new media in the 21st century schools. Use of new media is necessary in all schools irrespective of geographical location. Responses from items 1 on the questionnaire stating that "new media are necessary in 21st century school showed the importance of the media. 248(73%) respondents strongly agreed that new media is necessary, 44(13%) respondents agreed, 14(4%) of the respondents were neutral, 23 (7%) disagreed while 12 (3%) strongly disagreed. For item 2 on "the use of the new media could aid activities" 252(74%) of the respondents strongly agreed, 48 (14%) agreed to the new media aiding school activities, 10 (3%) of respondents were neutral, 21 (6%) of the respondents disagreed while 10(3%) strongly disagreed to new media aiding school activities aid. For item 3 on "the extent of use of new media are adequate in your school" got 4(1%) response strongly agreeing to the adequacy of new media in the school. 11(3%) of the respondents agreed, 24 (7%) were neutral, 44(13%) disagreed while majority totaling 258 (76%) strongly disagreed. From the findings, the new media tools are not adequately provided in the secondary schools in the rural communities. However, their importance cannot be underestimated based on the stipulation of National Policy on Education (2004) that "education and training facilities shall continue to be expanded in response to

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societal needs and made progressively accessible to afford the individual a far more diversified choice"(p.3). The global society is dynamic, as such system requires adequate communication system that is relevant. This in support of Katz (2012) that "Internet is an essential element in 21st century life for education" (p.157)

Research Question Two: What are the strategic factors that could enable effective use of new media in secondary schools in rural communities in Oyo State?

Items 4, 6, 9 and 10 responded to research to research question 2 issues. Item 4 on "counselling service in school will aid media use" got 252 (74%) respondents strongly agreeing, 24 (7%) respondents agreed to the importance of counselling as an aid to effective new media use, 44(13%) were neutral, 11(3%) disagreed to the importance of counselling while 10(3%) strongly disagreed to the importance of counselling as a factor that could aid effective new media use. For item 6 on "ethical measures and e-safety of new media use are necessary", 236(69%) respondents consented by strongly agreeing, 48 (14%) respondents agreed, 32 (9%) were neutral while 13(4%) disagreed and 12(4%) strongly disagreed to ethical measures and e-safety. For item 9 on "new media can be used for all subjects", as a strategic factor to enable effective use, 246(82%) strongly agreed, 38(11%) agreed, 22(6%) were neutral, 25(7%) disagreed while 10 (3%) strongly disagreed. For item 10 on the questionnaire on "there are factors hindering new media use in schools", 278(82%) strongly agreed, 32 (9%) agreed, 10 (3%) were neutral, 5(1%) disagreed while 16(5%) strongly disagreed. From the findings on item 10, the challenges could hinder effective use and as such, the challenges ought to be handled in relation to new media tools, users and contents. Smith and Hull (2013) has noted that "curricula and pedagogies built around literacies in this age must be designed for an ear characterized by access to democratization of tools, people and ideas in the digital spaces"(p.80). From the study findings on strategizing for effective use of the new media in secondary schools in the rural communities, people, tools and other vital factors that could aid effectiveness should be given credence.

Research Question Three: How can the various new media platforms aid functional education is secondary schools in the rural communities?

Responses from items 5, 7 and 8 addressed the issue raised by research question 3. Item 5 on "new media can aid homework" got 265(78%) respondents strongly agreed, 32(9%) agreed, 20(6%) were neutral, 10 (3%) disagreed while 14(4%) strongly disagreed to media aiding homework. From the findings, new media could serve to aid homework. Items 7 on Blogs, Twitter and Podcast aiding learning process got 246(72%) respondents strongly agreed, 42(12%) agreed, 20 (6%) were neutral 25 (7%) disagreed while 8(2%) strongly disagreed, From the responses from items 7, the impact of the new media platforms cannot be underrated in 21st century learning environment. As such, adequate steps ought to be taken in enabling provision of new media in the secondary schools in the rural communities. In line with this, Gerver (2010)'s statement that school "should be a journey which helps our young to develop interests and cultures responsibly, to see application and development opportunities that take them beyond what they want , to inspire them to know more"(p.16) should be considered by policy makers and education stakeholders. To enable this, new media should be available in schools irrespective of location to groom students that will be inspired to know more.

XI. Conclusion

The stipulations in the National Policy on Education (2004) and National Information Communication (ICT) Policy made it imperative that new media (ICT) should be made available in schools irrespective of geographical location of the school (urban or rural). The findings of the study revealed that adequate steps that could enable effective use of new media in secondary schools in the rural communities are not currently in place. As such, effective use has not come to the fore. Implicitly, there is indication that schools in the rural communities of Oyo State are not receiving adequate attention in agreement to stipulations in the National Policy on Education and ICT Policy. From the study, findings showed that new media could have positive influence on school activities. Therefore, it has become imperative to take steps of providing new media tools in the schools alongside relevant strategies that could empower effectiveness of use for school activities.

XII. Recommendations

Based on the findings of the study, enabling effective use of the new media in secondary schools in the rural communities has become an issue that requires urgent attention. In view of this, recommenddations include engaging organisation in corporate social responsibility effort as a means of equipping the schools with new media tools. Also, there should be a unit dedicated to counselling users in relation to E-safety and there should be training on media use for students and educational workers to enable effectiveness in relation to media use for relevant school activities.

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Integrating Living Values and Educating Street Children to Fight for Mainstreaming: A Sociological Study in Dhaka City

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Abstract- The street children who are known as the marginalized urban population in the developing countries, calls for mainstreaming or a social responsibility to engage actively with the prevention and change of the conditions that put these children at risk. This research paper is trying to find out what are the main phases to bring back our street children to the mainstream population along with proper care and nurture. It proposes working with services providers; supporting families and community participation; educating and forming alliance with public media; reforming legal and political framework; and empowering street children as the roles community psychologist can play in the mainstreaming process. It is further discussed that although these roles and strategies cannot be said to be the 'absolute antidote' to the street children phenomenon in Dhaka city, Bangladesh they can help to reduce the problem significantly. It is recommended that the concept of "small wins" should be adopted in the designing and implementation of intervention programs in order to overcome the plausible social, political, cultural and legal challenges that may arise in the process.

Keywords: *street children, mainstream, education.*

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Integrating Living Values and Educating Street Children to Fight for Mainstreaming: A Sociological Study in Dhaka City

Josinta Zinia

Abstract- The street children who are known as the marginalized urban population in the developing countries, calls for mainstreaming or a social responsibility to engage actively with the prevention and change of the conditions that put these children at risk. This research paper is trying to find out what are the main phases to bring back our street children to the mainstream population along with proper care and nurture. It proposes working with services providers; supporting families and community participation; educating and forming alliance with public media; reforming legal and political framework; and empowering street children as the roles community psychologist can play in the mainstreaming process. It is further discussed that although these roles and strategies cannot be said to be the 'absolute antidote' to the street children phenomenon in Dhaka city, Bangladesh they can help to reduce the problem significantly. It is recommended that the concept of "small wins" should be adopted in the designing and implementation of intervention programs in order to overcome the plausible social, political, cultural and legal challenges that may arise in the process.

Keywords: street children, mainstream, education.

I. Introduction

A country's future flourishing thoroughly relies upon its present surroundings provided for the youngsters to their well youth and helpful supporting since they are the primary profitable fortunes as human sources that can influence dreams and trust to work out of course. However simply solid and trained youths can have the ability to do in that capacity; others are chance. So every nation's to the exclusion of everything else require should be on youngsters' protection and guideline completely.

The United Nations comprehended this reality and made it an overall stress with the Convention on the Rights of the Child (UNCRC) in 1989. UNCRC, 1989 describes a youth under eighteen years of age as any individual and sets out their normal, political, budgetary, social, prosperity and social rights as human rights to appreciate. The countries that have checked and affirmed this settlement are obliged to act in like manner by making neighborhood authorization as per UNCRC.

A Seminar orchestrated by Dhaka Tribune in 2013 where it was specified that underprivileged road standard improvement programs by furnishing them with essential backings including sanctuary, training and human services, speakers at a class said yesterday. On the off chance that each well-off family approaches with such backings no kids would need to live on roads, they said and focused on the requirement for discovering the main drivers of being street children.

Street children are 'lost, stolen and vanishing' (Stephens, 1995: 8-9) and "victimized" (Hecht, 1998: 72-3) of their adolescence underneath 18 years of age —living, working, playing and considering the road who are denied of essential rights are the road children‖ (ARISE, 1999: 13). They might be sorted into road living kids, road working kids and youngsters at danger of going to the lanes (Ferguson, 2012). Like all other youngsters despite the fact that road kids have the essential rights to create, survive and flourish, they experience incalculable issues and their problems are stunning and shockingly a large portion of the general population in Bangladesh even don't —bat an eye at road kids dozing in the mid-evening sun‖ (Timmerman, 2012, p. 26). So now the time has come: [l]et their situation be known not let the inner voice of humankind revolt‖ (Agnelli, 1986, prelude). As indicated by Bangladesh Bureau of Statistics (BBS, 2003) among an aggregate youngster populace (5-17 years of age) of 42.39 million the aggregate number of working kids in urban zones of Bangladesh is evaluated 1.5 million. A large portion of these youngsters, beneath the age 18 years, living, working, playing and mulling over the boulevards and are denied of their fundamental rights (Black, 1993), for the most part known as 'road kids' and additionally "Tokai" (in Bengali, leftovers authority from junk) or Pathashishu' (in Bengali, road living kids) and they have turned into a typical sight in Dhaka and other huge urban areas of the nation (Mesbah-us-Saleheen and Huda, 2008). Road youngsters in Bangladesh have risen to be an unmistakable gathering as an immediate outcome of compelling neediness for the most part, which urges them to acquire a living (Moula, 2002) in any case and it additionally —threatens each privilege, denying offspring of the limits they require to survive, create and thrive‖ (Bellamy, 2004, p. 36).

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II. Objectives and Methodology

The essential target is to look at and decide the components identified with the street children wonder in Dhaka City. Likewise, this paper tries to lead a close examination of the city's street children and their life battles. This paper also tries to distinguish the supporting structures in the territory (schools, associations which give drop in focuses, professional preparing establishments, foundations giving therapeutic bolster, de dependence focus and so on). Here, both qualitative and quantitative methods are implemented by the researcher.

Table 1: Research Methodology

Type of design	Implementation	Priority	Integration	Theoretical perspective
Sequential explanatory	Quantitative followed by qualitative	Equal	Data interpretation	Evident

The visual model of the methodology for the successive illustrative blended strategies outline of this examination is introduced in the figure upward. Both quantitative and qualitative techniques are comparatively composed in this arrangement. A more diminutive quantitative part goes first in the gathering and is associated with reveal the reckoning vitality of the picked beyond and inside portions concerning street youths close by the subjective research which addresses the fundamental piece of data social event and examination in the investigation, focusing on through and through understandings of quantitative results. The eventual outcomes of the quantitative and subjective stages will be joined in the midst of the exchange of the consequences of the entire research.

III. Populations for this Study

Populaces of this study will be classified by sorts of variables. As free variables, NGOs and GOs and as reliant variables (and others that is specified beneath) scholarly premises will be chosen at a straightforward arbitrary examining (SRS) process as a fundamental inspecting system where a gathering of subjects (an example) for this study from a bigger gathering (a populace). Every person/road child is picked totally by chance and every individual from the populace has an equivalent shot of being incorporated into the specimen.

IV. Sample Size and Sampling Technique

Roscoe (1975) proposed the dependable guidelines for deciding sample estimate: test sizes bigger than 30 and under 500 are proper for generally look into. The sample measure estimation as take after:

Where,
n = sample size
z = the value on the z table at 95% confidence level =1.96
e = Sampling error at 5%
p = maximum variability of the population at 50%. i.e. (0.5)
q = 1-p = 0.5

Therefore,

$$n = \frac{.50 \times .50 \times (1.96)^2}{(.05)^2}$$

n = 384

The example measure estimation recommended that sample size ought to be 384. Be that as it may, overview explore is tedious. Researcher has constrained labor and money related help. Thinking about this, analyst determined survey sample 200. Other than survey, researcher chose convenient sample for qualitative findings.

Choice of Mixed Methods	Data Collection Tools	Sample Size (N)
Quantitative	Survey(Structured questionnaire)	200
Qualitative	Semi-structured interview (Interview guideline)	10
	Focus Group Discussion (FGD)	6
	Key Informant Interview (KII)	10

a) Establishing Credibility

The deduction for judging a subjective report changes from quantitative research. Beyond qualitative study, the scientist looks for authenticity, in view of intelligence, knowledge, and instrumental utility (Eisner, 1991) and dependability (Lincoln and Guba, 1985) through an arrangement of confirmation as opposed to through continuous legitimacy and unwavering quality measures. The incomparable nature of the subjective investigation inside a delegated setting blocks its being correctly reproduced in another unique situation. In any case, articulations about the scientist's positions – the focal presumptions, the choice of sources, the inclinations and estimations of the analyst – improve the investigation's odds of being reproduced in some other setting (Creswell, 2003). To approve the discoveries, I. e., decide the validity of the data and it matches reality (Merriam, 1988), four essential structures will be

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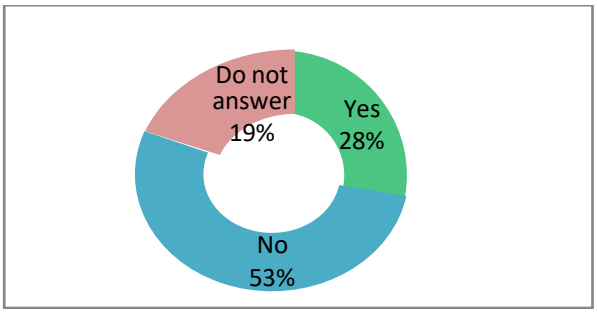
connected in the subjective period of the investigation: (1) triangulation – uniting distinctive wellsprings of data (interviews, archives, ancient rarities); (2) part checking – getting the input from the members on the precision of the distinguished classifications and topics; (3) giving rich, thick depiction to pass on the discoveries; and (4) outer review – asking a man outside the venture to lead a careful survey of the examination and report back (Creswell, 2003; Creswell and Miller, 2002).

b) Findings

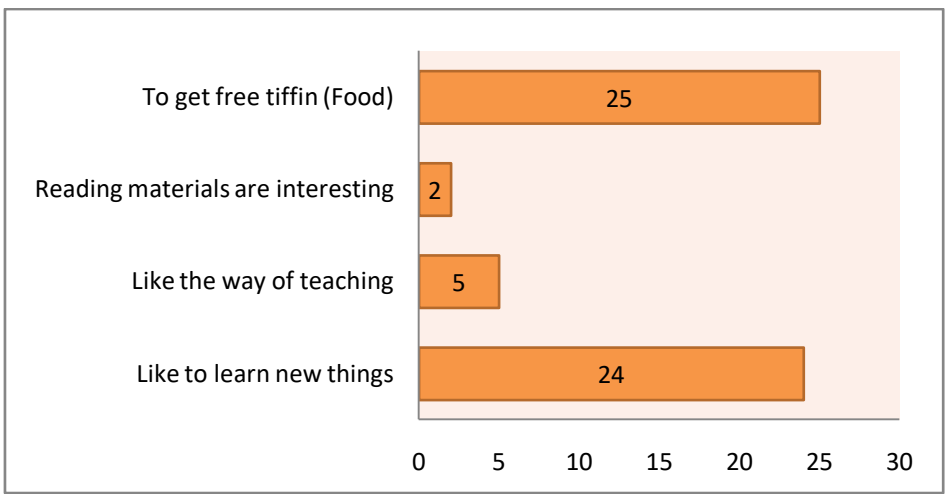
Street children constitute a standout amongst the most powerless and peripheral gatherings in Bangladesh. "Street Children" are basically the young men and young ladies for whom the lanes, vacant homes, badlands and so on., have moved toward becoming homes or potentially wellsprings of work, and who are insufficiently secured or regulated by mindful grown-ups. Government insights, in view of a study by the Bangladesh Institute of Development Studies, evaluate the quantity of road youngsters in Bangladesh to be around 380,000 — of whom 55% are in Dhaka city. Somewhat less than half of them (49.2%) are of the age aggregate < 10 years, while the rest of the fall in the age gathering of 11-19 years. Their sexual orientation arrangement is as per the following: young men 74.3%, while young ladies represent 25.7%. The above report gauges that by 2014 the quantity of such kids would surpass 930,000.



Source : Field Survey (2018)

Figure 1: Do you like to go to school?

The significant issues of Street Children are: Insecure life; physical and sexual manhandle by grown-ups of the prompt group; provocation by law upholding offices; no, or deficient, access to instructive establishments and medicinal services offices; and absence of conventional business opportunity. The part of suitable instruction for strengthening of youngsters — particularly the distraught gathering like the road or working children — has been unequivocally settled. Article 17 of the Constitution of Bangladesh perceives the privilege to instruction for all — including the burdened street child. The National Plan of Action for Children (2005-2010) likewise obviously underscores the dire requirement for "instruction and strengthening." Along a similar vein, the National Poverty Reduction Strategy of the nation accommodates training as a methods for "strengthening of distraught gatherings" — including street children.



Source : Field Survey (2018)

Figure 2: If yes,why?

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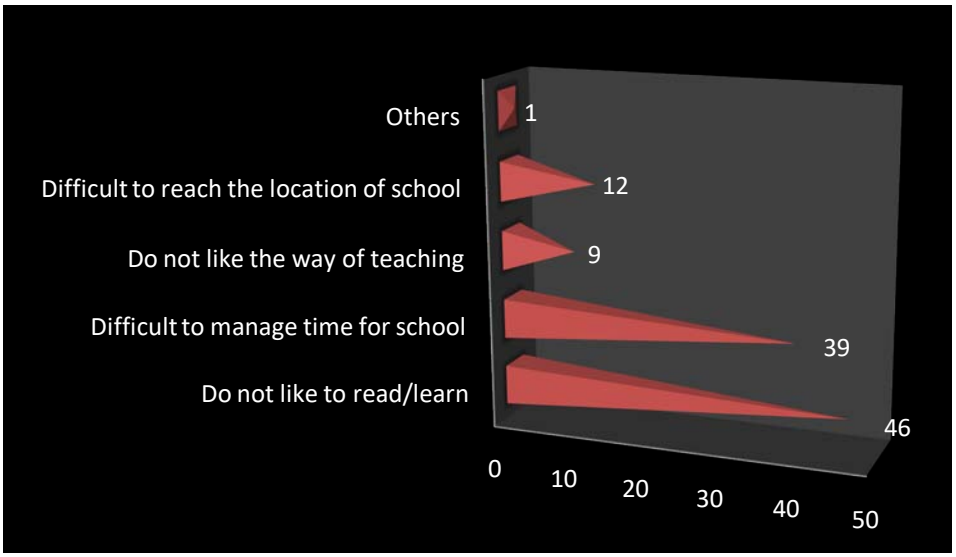
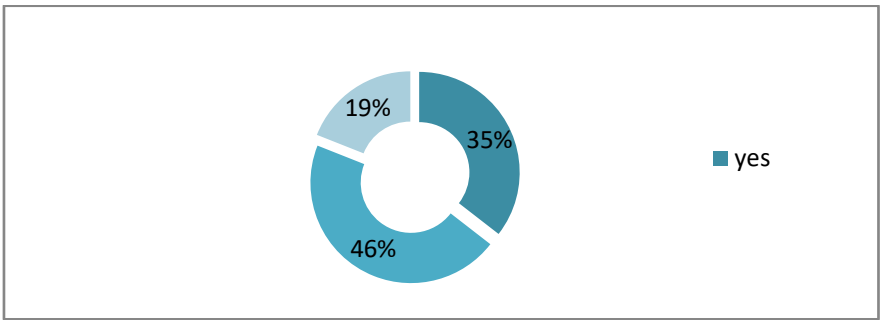


Source : Field Survey (2018)

Figure 3: If

Despite the above authority talk, and in spite of a developing acknowledgment of their helplessness and hindered status, there have been strikingly constrained endeavors to enhance the state of street children — particularly by furnishing them with proper essential instruction. It won't be a misrepresentation to take note of that this area of our general public has to a great extent stayed outside the fundamental ambit of formative mediations. Much to the alleviation of every one of the individuals who need, and aim, to see a superior future for our street children , there have been a couple of empowering, yet restricted, endeavors to teach them through *Open Air Schools* (OAS). These schools are overseen and directed by various national NGOs, for the most part in metropolitan urban communities.



Source : Field Survey (2018)

Figure 4: Is it important/necessary to attend school?

The schools are deliberately found, covering the city-section focuses or potentially working spots for road kids, for example, railroad, dispatch and transport terminals, commercial centers on riverbanks, occupied city markets, parks, and so on. The road school spots are ordinarily obtained (frequently free of cost) from the group or significant open experts. A commonplace school capacities for a few hours regular for up to six days seven days. School working hours are chosen so they don't meddle with the working hours of the kids. Preceding beginning of classes, the concerned staff (advancement laborers, educators) stroll around the neighboring zone to distinguish recently arrived youngsters and to welcome customary kids to classes.

The learning materials overwhelmingly center around different fundamental abilities related points. To refer to a normal case, the schools keep running by the NGO *Aparajeyo Bangladesh* utilize an open learning bundle that incorporates the accompanying themes: Life abilities, tyke rights, kid work, insurance from sexual manhandle and abuse (counting trafficking), making dreams, being careful in the city, managing the police, and HIV/AIDS/STI counteractive action. The thought is to make an instructive establishment among the focused on kids by mixing educational and down to earth fundamental abilities. In light of my current experience and communications with various such schools (and the key partners including school staff, youngsters, delegates of the encompassing neighborhood groups),

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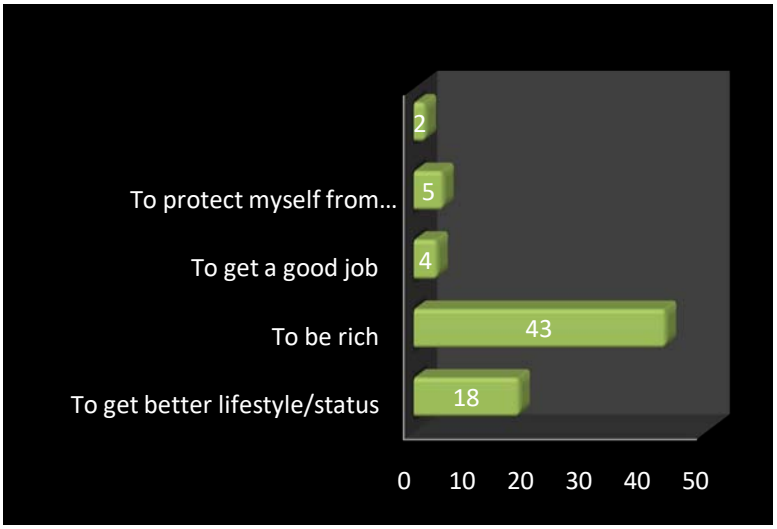
various issues can be recognized in regards to the substance and direct of the fundamental abilities preparing and limit advancement sessions conferred in the schools.



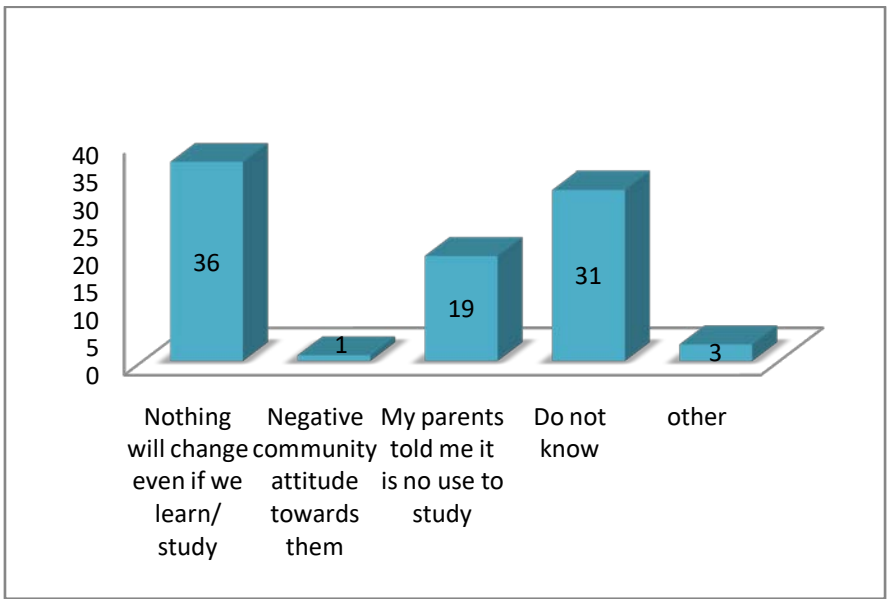
Source : Field Survey (2018)

Figure 5: If yes, why?

The blended age gatherings of children make it troublesome for the instructors to react to age-particular needs, development and inquiries. For extremely minor children (matured 6 to 10), for instance, sessions on genuinely specialized themes (e.g. sexual mishandle, arsenic sullying, legitimate issues of kid trafficking) are not effortlessly fathomable. The season of the preparation (2 to 3 hours including the ideal opportunity for compatibility building) is viewed as deficient by generally teachers.

A few phrasings and specialized languages utilized as a part of the instructional courses are not effortlessly agreeable to childrens' understanding.

The schools keep running on absolute minimum coordination and offices, and do not have any insurance from climate changes in the blustery and winter seasons.



Source : Field Survey (2018)

Figure 6: If No, why?[N=90]

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Being a developing country, today's Bangladesh has been accomplished a few accomplishment in a training, wellbeing, and monetary parts. Yet at the same time we are attempting to defeat some social-related issue. Still finished populace is issue of our nation. Rustic neediness, catastrophic event, Lack of employment position, are the stamp issue in our nation. Agreeing these social turmoil country individuals are moved to urban zone, make ghetto what's more, increment the road youngsters, these kids are grow up with negligence, and denied. Each tyke has requested that they are growing up with adoration. To determine this issue need to underline the neediness annihilation program. Basically, street children are coming from the poor family additionally extend and guarantee the correct execution of the social wellbeing system program. Bangladesh government can present the new program for recovery of the street children.

V. Discussions and Recommendations

The investigation was guided at the focal factual division Dhaka, capital of Bangladesh which has around 18.89 million populaces on the zone of 306.4 km^2. This territory is decided for the examination keeping in mind the end goal to influence the revealing of street children to child as a focal body of the state to help a definitive condition evaluation of Bangladeshi street children all in all to help taking mediation to update their continuous instructive, wellbeing and economic wellbeing helping distinctive financial and statistical forms. The government needs to take resolvable offer to evade the hunger extent in relationship with the economic wellbeing and vagrancy. Children have some essential rights including nourishments, safe houses, medicinal services and training. So it is the general public's duty to guarantee a sufficient medicinal services and nutritious soundness to all the rustic and urban children and additionally populace regardless of cast, ideology, salary, sexual orientation and religion. The instruction level of the children is wanted to enhance since the discoveries demonstrate that more elevated amount of training effect sly affects better wellbeing status. The enormous level of destitute children was observed to be the hunger gainers by dint of needed access to safe drinking water, insufficient nutritious nourishments, absence of cleanliness practices and safe house. These discoveries are steady with the consequences of few examinations led in different nations. Lack of healthy sustenance status reflects conceivable decision to guarantee physiological necessities heading out multidimensional existing detestations in the general public to shape neediness and social weight in the nation. The absence of supplements utilization in the body will meddle the development and improvement, wellbeing and healthful care and physical and mental exercises and help to happen ailments.

The growing number of street children concerns in creating nations and the gravest single danger to worldwide general wellbeing, socio-cultural advance and the foremost child mortality. The present study discoveries uncovered that absence of education, health and social security on multi-dimensional rudder having linkages to social, monetary and demographic conditions. The destitute street kids are at high hazard for youth lack of healthy sustenance, wounds and substance abuse because of various variables. These kids are in physical, psychological, social and spiritual health hazards and they are under control off various social and mental savageries and mishandle. In spite of the fact that a scope of association is working helpfully to lessen road youngsters and to advance restoration for them, the help isn't sufficient. The best possible instruction emerges as an exceptionally huge affecting element for diminishing viciousness and sickness commonness in the street adolescents. Subsequently, the national and global approach creators should center on this factor to ensure that road children ought to have great instructive access and sustenance and cleanliness rehearses. Future research ought to broaden this pilot learn at the national and global levels and explore about other noteworthy variables which may have immediate and puzzling impacts of vagrancy and different components contributing damages throughout their life.

VI. Conclusion

The present danger of mushrooming of various classes of burdened, deserted, defenseless, penniless road living, working and playing kids in the urban areas has represented an extraordinary risk to humankind and child rights. Bangladesh has resolved to accomplish thousand years' improvement objectives by 2015 which is still on procedure which incorporate decrease destitution, lack of healthy sustenance, and persevere instruction for all children. Street Children are the effect of destitution and presence of adolescence neediness is the marker intergenerational transmission of destitution. Government needs to give appropriate thoughtfulness regarding address the issues of street children through planning and executing street children centered improvement software engineers like supporting street children family, specialized curriculum and professional preparing for the street children and so on. In this way, Social mindfulness and crusade on children rights could assemble basic mindfulness among the general population to bolster street children. Alongside government national and universal NGOs and youngster rights association ought to think of instruction, wellbeing, insurance and advancement software engineers to enhance the states of street children. In any case, it advocates that mandatory essential training act ought to be executed entirely for each and every children; thusly government ought to set up accessible

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private schools for nothing of educational cost expense and law authorization organization could guarantee the arrangement in field.

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The Importance of Mobilizing Wolaita Community to Participate in Wolaita Language Standardization Issue in Wolaita Zone, Southern Ethiopia

By Markos Mathewos Alaro
Wolaita Sodo University

Abstract- The main objective of the study was to find out the importance of mobilizing Wolaita community to participate in Wolaita language standardization issue. The research participants were purposively selected 22 individuals from Boditi town, Humbo wereda and two sectors from Wolaita zone level office. Questionnaire and in-depth interview were used as instruments for data collection. Both qualitative and quantitative data analysis methods were employed to find results. Hence, the findings showed that there were many significances of mobilizing the community to participate in Wolaita language standardization issue. The main importances were that the culture and language of Wolaita will develop, almost all people use similar and standardized language in all areas of Wolaita Zone. Transmitting mobilizing messages to the community through mass media like Wolaita FM radio 99.9 and affixing different placards were some of techniques to mobilize the people. Hence, it was recommended that the stake holders like Zone and wereda culture, tourism and government communication affairs department together with other government sectors should design possible strategies that enable them to mobilize the people to participate in Wolaita language standardization issue.

Keywords: community, mobilizing, importance, standardization, wolaita language.

GJHSS-G Classification: FOR Code: 200399



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I. Introduction

Language is a powerful means of communication which has enabled us to be more developed in comparison to other creatures so far found in the world. It is the principal means used by human beings to communicate with one another. It is that divine gift for human being, 'species specific to man' that has enabled us to enjoy the pleasure available in the world. Languages are also social phenomenon and do not necessarily have clear edges that would make them easy to identify and define. Our identity lies in the culture we follow. One of the most powerful forms of symbolization and central feature of all human culture is language. Moreover, it is a part of culture which is a system of symbolic verbal and sometimes written representation learned within a particular culture (Appelbaum & Chambliss, 1995).

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Language standardization is the process by which a vernacular in a community becomes the standard language (SL) form. This carries implicit elements of prestige (whereby the SL vernacular is valued more highly than others), stability, and common usage. Alternative variations are either eliminated and/or stigmatized. Language and language standardization is also a topic which opens up a whole array of political, social and cultural issues for learners to examine as a part of, and as a vehicle for, their language learning. Standardization typically involves a fixed orthography, codification in authoritative grammars and dictionaries and public acceptance of these standards. Language standardization is still to be achieved and remains an ongoing process for countries like Ethiopia, where most of the existing languages did not have a literacy tradition, but have only recently obtained access to writing. The history of the large international languages is full of evidences on how difficult, controversial and even painful sometimes this process is, particularly with respect to the means used to achieve it. Needless to say that the societies shifting now from a predominantly oral system to a written one cannot afford to borrow the same lengthy way.

According to Wolff (2000:332) one of the major concerns of language planning is language standardization, especially in Africa. Language standardization is a means, in 'language development,' selection and promotion of variants with in a language. Similarly, Nyombe (2001) said the issue of standardization in Africa is a question of development of African languages as modern vehicles of education, administration and literacy expansion. He describes by referring Abdulaziz(1991), the development of indigenous African languages is vital for the future material and political development of the continent. He reason out, to be advanced politically, economically, educationally and culturally, women and men of the rural Africa should be involved. This mass involvement can be realized only using their language as a medium and through their language. Oyetade(2001:20) also explained the need for standardization by referring its contribution in the development of a nation. He said the

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standardization is essential to facilitate communication, enhance unification, simplify teaching, and serve a political purpose etc. Generally, to use the languages in development of a country standardization is highly essential and to achieve all these, Wolaita language speaking community, particularly the officials should provide due attention for Wolaita language standardization. Thus, the main focus of the study was the importance of mobilizing Wolaita community to participate in Wolaita language standardization issue. The main rationale for conducting this study was that some stakeholders like Wolaita Sodo university intellectuals tried their best to standardize Wolaita language but, still it was not standardized as people use different words to express the same thing both in writing and speaking and hence the researcher sought to inform that mobilizing the Wolaita language speaking community to participate in Wolaita language standardization issue might have its own contribution to homogenize Wolaita language in all areas of Wolaita Zone.

Standardization is essential to extend and enhance languages like Wolaita to increase its involvement both nationally and internationally. Standardized language plays great role to enhance culture and identify of a particular society. To implement effective communication, enhance unification and facilitate effective teaching and to keep the ongoing development of Wolaita language and culture in general standardization is essential and to bring this in to effect all Wolaita language speaking community should be mobilized to participate in Wolaita language standardization issue.

Few researches were carried out with regard to standardization; but only one research was conducted in Wolaita language standardization .Thus, this study emphasize on the importance of mobilizing Wolaita community to participate in wolaita language standardization issue to fill this gap. Thus, it attempts to answer the following research questions.

1. What are the significances of mobilizing Wolaita community to participate in Wolaita language standardization issue?
2. What are the methods of mobilizing Wolaita community to participate in Wolaita language standardization issue?
3. Who should take more accountability regarding Wolaita language standardization issue?

a) Objectives of the study

The main objectives of the study was finding out the importance of mobilizing Wolaita community to participate in Wolaita language standardization issue. Specific objectives of the study were the following :

1. To find the significance of mobilizing Wolaita community to participate in Wolaita language standardization issue.
2. To identify the methods of mobilizing Wolaita community to participate in Wolaita language standardization issue.
3. To sort the more responsible bodies regarding Wolaita language standardization issue.

II. Methodology

a) The research design

The main focus of the study was the importance of mobilizing Wolaita community to participate in Wolaita language standardization issue. Thus, in this study descriptive research design was used. This is because the descriptive research design attempts to describe, explain and interpret conditions of the present (Kothari, 2004; Keith, 2000) .The main reason for using descriptive research design was that it is appropriate to identify and analyze the importance of mobilizing Wolaita community to participate in Wolaita language standardization issue. The nature of the research also allowed using this research design.

b) Place of research

The research was conducted in Wolaita Zone which is one of thirteen zones found in SNNPR, Ethiopia.It has twelve Woredas and three town administrations. Among these, one town administrations i.e.,Boditi town and one wereda which was Humbo were purposely selected for the study. In addition, selected sectors in Wolaita Zone level administration offices and Wolaita Sodo University were purposively selected. The reason for selecting this town and wereda,Wolaita Sodo University and Zone level administration offices was that these places are rich enough to obtain sufficient data for the study.

c) Research Participants

The research was conducted among indigenous Wolaita language speaking community. The researcher participated the research subjects from both Wolaita Zone level and town administration government sectors as well as wereda offices to obtain rich data for investigation. Thus, Wolaita zone culture, tourism and government communication affairs department culture and language experts and zone education department language experts and Wolaita sodo university language and culture scholars were involved in the study. Wereda and town administration culture, tourism and government communication affairs office culture and language experts as well as education bureau experts of both settings were involved so as to obtain adequate information for study. In addition, four Wolaita language teachers from both Humbo Tebela and Boditi secondary schools and four educated elders from Humbo Wereda and Bodoti town were involved in study.

d) Sample size and Sampling Technique

The study indicated that the total size of the research participants were 22. In order to get this

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population size, the researcher used purposive sampling techniques because it helps the researcher to meet the research participants that can provide rich information to the study. The researcher purposively participated two Wolaita zone culture, tourism and government communication affairs office experts and two Wolaita zone education department experts in study. The researcher also took two wereda and two town administration culture, tourism and communication affairs office experts and four education experts from both research places using purposive sampling technique. This sampling technique enabled the researcher to get well informed researcher participants who could provide sufficient data to the study. In addition, two Wolaita sodo university scholars and four secondary school Wolaita language teachers from wereda and town administration as well as four educated elders were purposely selected for the study.

e) Data Collection tools

The researcher used two research tools to collect the data. These were questionnaire and in- depth interview.

i. *Questionnaire*

A Likert scale which is commonly involved in research that employs questionnaire was used. The reason for selecting a likert scale questionnaire was that it was suitable to explore importance of mobilizing Wolaita community to participate in Wolaita language standardization issue. Thus, the questionnaire was dispatched to Humbo wereda and Boditi town administration secondary school teachers as well as both Humbo wereda and Boditi town administration education experts and Wolaita zone education office experts and Wolaita sodo university language experts and Wolaita Zone Culture, tourism and government affairs office. All the rest participants involved in interview. The rationale for using many participants in questionnaire and less number of participants in interview was that the interview data took more time than questionnaire which was only choosing one answer from the given alternatives but interview took more time to provide responses. The total number of research subjects involved in questionnaires were 14.

ii. *In-depth interview*

According to Babbie and Mouton (2001), in-depth interviews are basic individual interviews frequently used for data gathering within the qualitative approach. What makes them unique and different from other types of interviews is that they are open so as to allow the subject of the study to speak for him/ her, rather than to provide the respondent with a battery of predetermined hypothesis-based questions. Therefore, in-depth interview research methods enabled the researcher to study the issue in detail and to come up with depth information so as to meet the general as well as the specific objectives of the research. Using in depth interview, the researcher gathered key information regarding the importance of mobilizing Wolaita community to participate in Wolaita language standardization issue. The in-depth interview incurporates, four subjects from wereda and town administration culture, tourism and government communication affairs office and four educated elders from the two research settings. Thus, the total number of participants in depth interview were 8.

f) Methods of data analysis

Data analysis entails the process of bringing order, structure and meaning to the mass of collected data (De Vos 2005). Leedy et al. (2002) state that the central task during data analysis is to identify common themes in people's descriptions of their experiences in order to ultimately provide a general description of the phenomenon as seen through the eyes of people with firsthand experience. The collected data were analyzed in qualitative and quantitative approaches. The qualitative information obtained from the in depth interview was analyzed qualitatively in the form of narration. Hence, the researchers analyzed the qualitative data by carefully encoding responses get from interview in to words/ text form. The analysis of data was under taken on the basis of research objectives. Thus, during analysis priority were given to a quantitative data i.e. questionnaire which was analyzed first and then an interview data were analyzed qualitatively and the data were triangulated with the result of the questionnaire. The quantitative data were analyzed in tables which were categorized under various titles in their relationship.

III. Results and Discussion

Table 1: What are the significances of mobilizing Wolaita community to participate in Wolaita language standardization issue?

No.	Items	SA	A	UD	D	SD
		f %	f %	f %	f %	f %
1.1	Almost all Wolaita people use similar and standardized language in all areas of Wolaita zone.	4 40	3 30	1 10	1 10	1 10
1.2	The popularity of Wolaita language will increase both nationally and internationally	5 50	4 40	1 10	-	-

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1.3	Almost all Wolaita people contribute their own share to standardize Wolaita language.	3 30	4 40	3 30	-	-
1.4	The attitude of the society will improve concern Wolaita language	4 40	3 30	1 10	2 20	-
1.5	The culture and language of Wolaita will develop	5 50	3 30	-	1 10	1 10
1.6	Many writers will be more motivated to write books and conduct researches	5 50	4 40	-	1 10	-
1.7	The interest of the society to use Wolaita language as a working language in all government sectors will increase	4 40	2 20	3 20	1 10	1 10
1.8	All Wolaita people will proud of their identity and accept that Wolaita language is equal with all other world languages	4 40	3 30	2 20	1 10	-

f=frequency %=percentage SA: Strongly Agree =5 AG: Agree =4 UD: Undecided=3

DS: Disagree=2 SD: Strongly Disagree=1

With regard to the significance of mobilizing Wolaita community to participate in Wolaita standardization issue in table-1 item 1.1, the majority of the respondents about 40% strongly agreed that almost all Wolaita people use similar and standardized language in all areas of Wolaita zone. For the same item, about 30% agreed that almost all Wolaita people use similar and standardized language in all areas of Wolaita zone. Next to this about 10% said that they are undecided to say anything regarding that item. Moreover, 10% of the respondents replied that they disagreed on the above item and again 10% replied that they strongly disagreed on the item 1.1, in table-1. Majority of the respondents in interview data also assured that almost all Wolaita people use similar and standardized language in all areas of Wolaita zone. Some of them said the following:

If effective mobilization is done to motivate the people to participate in Wolaita language standardization, Iam sure that majority of the community will use standardized Wolaita language, but to do this all stakeholders should play their own role ruthlessly. Fana FM radio 99.9 and Wogeta FM radio 96.6 should effectively play their own role by mobilizing the people stop using mixed language and to use homogenized language all over Wolaita Zone. They should encourage people to take initiative regarding standardization issue(AP). From the above interview data, we can understand three key points. The first one is that majority of the community will use similar language if they are motivated. Secondly, to ensure the standardization of Wolaita language all stake holders ruthlessly should contribute their own effort. Thirdly Fana FM radio 99.9 and Wogeta FM radio 96.6 should effectively play their own role to mobilize the whole community their radio airline.

Therefore, according to the data provided by interview and questionnaire, one can assume that almost all people use the same language in all areas of Wolaita zone and this was one of the significances of mobilizing Wolaita community to participate in Wolaita language standardization issue.

As shown in table-1,item 1.2, the majority of respondents about 50% responded that the popularity of Wolaita language will increase both nationally and internationally as importance of mobilizing Wolaita community to participate in Wolaita language standardization issue. For the same item, about 40% simply agreed that the increment of the popularity of Wolaita language is the significance of mobilizing the people and 10% did not decide anything regarding the item. No one replied saying disagree and strongly disagree for the item. For this item, the interview respondents gave almost the same response. For instance, two participants said as follows: *it is good to activate Wolaita people to participate in standardization issue because it enhances the fame and the identity of the people in our country and in the world(P1&P8).*

Thus, based on the above analysis of questionnaire and interview, one can conclude that the popularity of Wolaita language will increase both nationally and internationally if people are mobilized to participate in Wolaita language standardization issue.

As can be seen from table-1 item 1.3, the majority of the research participants i.e. 40% quite agreed on statement that says almost all Wolaita people contribute their own share to standardize Wolaita language in condition that they are mobilized and encouraged to participate in Wolaita language standardization issue. Similarly, about 30% of the respondents strongly agreed on the same statement if the people are motivated to participate in Wolaita language standardization issue and 30% did not decide anything for same item. From this answer we can see that people were moderate in their response i.e simply agreed in above statement. The data found from the interview relatively supported the statement in item 1.3. For example, three of the respondents said that the following: *the people can contribute a lot of share in language standardization, but for all these, the concerned bodies like Wolaita zone culture, tourism ,and government affairs office should encourage and motivate the people to effectively participate in language standardization. People should be mobilized to use mass media and social media.* From this interview data, we

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can understand two key points: firstly, for the people to contribute their own share, the concerned bodies should motivate and mobilize the people to participate in standardization issue. Secondly, using mass media and social media is important to mobilize the people to participate in language standardization issue.

Based on the data found from interview and questionnaire, we can assume that almost all Wolaita people contribute their own share to standardize Wolaita language if they are properly mobilized to participate in language standardization issue.

As shown in table-1 item 1.4, about 40 % of the participants replied that the attitude of the society will improve concern Wolaita language if they are mobilized to participate in Wolaita language standardization issue. For similar item, about 30% replied that the attitude of the society will improve provided that they are motivated to involve in language standardization affair and 10% of the respondents did not decide anything for this item. Again 20% of the respondents disagreed that the attitude of the society will improve if they are motivated to involve in Wolaita language standardization issue and no one replied saying strongly agree for the above item. Thus, from the interview data we can see that the majority of the responded replied saying agreed and this shows that the respondents are moderate in their response regarding the item. The data collected from the interview also assured the information found from questionnaire. Some of the interview participants replied *that mobilizing the people to participate in Wolaita language standardization issue improves their attitude and feelings concerning Wolaita language. They also said that the people start themselves to use similar languages to express something, but firstly for all these due motivation should be done by stakeholders.* From the interview data, one can understand that mobilizing the people to participate in Wolaita language standardization issue improves their attitude regarding Wolaita language. Besides to this, the important thing should be done primarily to improve the attitude of the people and to show the way the people to start themselves standardizing their language is that stake holders should mobilize the people first of all.

Therefore, based on the above questionnaire and interview data, one can guess that the attitude of the society will improve concern Wolaita language in circumstance that people are motivated to participate in Wolaita language standardization issue.

In table 1.item 1.5, majority of the respondents about 50% strongly agreed that the culture and language of Wolaita will develop more if Wolaita community are mobilized to participate in Wolaita language standardization issue. For the same item, about 30% agreed that the culture and language of Wolaita will develop more if people are mobilized to involve in standardization issue. on the other hand, 10 % replied that they disagreed on the above item and again 10% strongly disagreed on the above statement. The interview participants assured the information found from questionnaires. They said as follows: *With no doubt, the culture and language as well as the identity of the people will increase more if we motivate the people to engage in language standardization. More efforts should be done by officials to mobilize the people(P9&10).*

Based on the above questionnaire and interview, one can assume that the culture and language as well as the identity of the people will increase more in condition that we motivate the people to engage in language standardization issue.

As one can see from table-1, item 1.6, majority of the respondents about 50% strongly agreed in statement that says many writers will be more motivated to write books and conduct researches if they are mobilized to involve in Wolaita language standardization issue. Again about 40% of the respondents simply agreed on the same statement and no one chose the option undecided as can be seen from the table. Again 10% of the participants disagreed on the statement that says many writers will be more motivated to write books and conduct researches in condition that they are motivated to participate in Wolaita language standardization. Similarly, the interview data supported the information found from questionnaire. Some of them said the following: *mobilizing the community to participate in language standardization is very important for the progress of various literatures of Wolaita language and it arouses many writers and researchers to contribute different books and research outcome to the society. It is also significant to publicize Wolaita language and culture to the outside World(AP).* From the above interview data, we can understand that mobilizing the community is essential for the advancement of Wolaita language literature and it encourages many writers to write books and researchers to conduct various researches. This view also plays a great role to advertize Wolaita language and culture to outside World. Therefore, based on the data found from the questionnaire and interview, it is possible to conclude that many writers will be more motivated to write books and conduct researches if they are mobilized to involve in Wolaita language standardization issue.

As shown in table-1,item 1.7 majority of the respondents about 40% of the respondents strongly agreed that the interest of the society to use Wolaita language as a working language in all government sectors will increase and about 20% quite agreed on this statement. For the same statement, about 20% did not decide anything. Again 10% of the respondents disagreed on statement which says the interest of the society to use Wolaita language as a working language in all government sectors will increase and similarly 10% strongly disagreed on that statement. The interview data quite proved the data found from questionnaire. Let us

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see some of the replies. *I am sure that almost all people in Wolaita zone use Wolita language as a working language if relevant mobilization are made to participate the society in Wolaita language standardization issue, but for all this due efforts should be done the Wolaita officials and intellectuals (P9&P10).*

This interview data shows that officials and intellectuals should play more roles to mobilize the people to involve in language standardization issue. Thus, according to data found from the interview and questionnaire, we can conclude that the interest of the society to use Wolaita language as a working language in all government sectors will increase if people are properly mobilized to participate in Wolaita language standardization issue.

Again in item 1.8, a lot of respondents about 40% responded that all Wolaita people will proud of their identity and accept that Wolaita language is equal with all other world languages. For the same item, about 30% of the respondents quite agreed on that all Wolaita people will proud of their identity and accept that Wolaita language is equal with all other world languages and 20 % of the respondents did not decide their answer. Again 10% of the respondents disagreed on the same statement. The interview data shows relatively different result. Look some of it. *It is difficult to say that all Wolaita people will proud of their identity and accept that Wolaita language is equal with all other world languages. It takes much time and efforts to bring this in to effect. As to me only some peoples may do this because for many years the people of Wolaita were the victim of others identity and the culture and to change this circumstances may take time and may happen gradually (p3&p5).*

From the above data, we can see that it takes much time to for the people to proud in their identity and to accept Wolaita language as equal with that of other world language. According to the information, it may happen gradually. Thus, based on the analysis of the data collected by both tools, one can comparatively guess that people may gradually proud of their identity and accept their language as equal with other languages in the world.

Table-2: What are the methods to mobilize Wolaita community to participate in Wolaita language standardization issue?

No	Items	SA	A	UD	D	SD
		f %	f %	f %	f %	f %
2.1	Transmitting mobilizing messages to the community through mass media like Wolaita FM radio 99.9 and Wogeta FM radio 96.6	9 64.3	4 28.57	-	-	1 7.15
2.2	Affixing different posters related to Wolaita language standardization in different areas of Wolaita Zone.	5 35.7	3 21.43	4 28.57	2 14.28	-
2.3	Establishing conferences with Wolaita people in different areas and discussing with them to find suggestions about language standardization	5 35.7	4 28.57	3 21.43	2 14.28	-
2.4	Writing different books and dictionaries in Wolaita language and distributing it to the society to read.	4 28.57	4 28.57	3 21.43	2 14.28	1 7.15
2.5	Providing continuous training for some of the representatives of the people including teachers about language standardization.	6 42.9	5 35.7	3 21.43	-	-
2.6	Strengthening Wolaita language instruction in primary and secondary schools as well as in higher institutions	7 50	2 14.28	3 21.43	2 14.28	-
2.7	Using local elders as reference for some difficult terms	6 42.9	4 28.57	3 21.43	1 7.15	-

f=frequency %=percentage SA: Strongly Agree =5 AG: Agree =4 UD: Undecided=3
DS: Disagree=2 SD: Strongly Disagree=1

As can be seen from table-2,statement 2.1, majority of participants about 64.3% replied that transmitting messages to the community through mass media like Wolaita FM radio 99.9 and Wogeta FM radio 96.6 is one of the methods of mobilizing the community to participate in Wolaita language standardization issue. Again 28.57% replied as they agreed in the same statement above and 7.15% strongly disagreed on the statement that transmitting messages to the community through mass media like Wolaita FM radio 99.9 and

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Wogeta FM radio 96.6 is one of the methods of mobilizing the community to participate in Wolaita language standardization issue. The interview data also supported the information found from questionnaire. Some of the respondents said this: *In order to properly mobilize the people to involve in Wolaita language standardization, the concerned bodies should use different mass medias that can convey the encouraging messages to the community. It is clear that when people are mobilized they are more interested to involve in language standardization issue.* This interview data also assures that using Various media is essential way to mobilize the people to engage in Wolaita language standardization issue.

Therefore, based on the above data found from questionnaire and interview , we can conclude that transmitting mobilizing messages to the community through mass media like Wolaita FM radio 99.9 and Wogeta FM radio 96.6 is one of the techniques to participate the community in Wolaita language standardization issue.

Again in statement 2.2., a lot of respondents about 35.7% strongly agreed that affixing different posters related to Wolaita language standardization in different areas of Wolaita Zone is opossible way to mobilize the people to participate in Wolaita language standardization issue. Moreover,21.43% of the participants agreed that the same statement in 2.2 is one of the methods to mobilize the people to participate in Wolaita language standardization issue. Again 28.57% of the respondents decided nothing regarding affixing different posters related to Wolaita language standardization in different areas of Wolaita Zone and 14.28% disagreed about the same statement in 2.2. When relate this with interview many respondents agreed in statement above. They said as follows*: posting different placards in relation to Wolaita language standardization issue is a vital technique to encourage the community to involve in Wolaita language standardization issue. Dispatching different posters from primary schools to secondary schools also essential way to mobilize the whole school community including students and teachers to participate in Wolaita language standardization issue.* This interview data shows that posting different placards to various areas of Wolaita zone and dispatching it to primary and secondary schools is one of the possible ways of mobilizing the community to involve in language standardization issue.

Thus, according to the information obtained from interview and the questionnaire, it is possible to generalize that affixing different placards related to Wolaita language standardization in different areas of Wolaita Zone is and in all schools is one of the vital techniques to mobilize the people to participate in Wolaita language standardization issue.

As shown in table 2, item 2.3, the majority of the respondents about 35.7% strongly agreed that establishing conferences with Wolaita people in different areas and discussing with them to find suggestions about language standardization is possible ways of mobilizing the community to engage in Wolaita language standardization issue. Again 28.57% of the respondents quite agreed the statement. For the same testimonial in table 2 item 2.3, about 21.43% of the research subjects did not decide anything and 14.28% disagreed that establishing conferences with Wolaita people in different areas and discussing with them to find suggestions about language standardization as methods to mobilize Wolaita community to participate in Wolaita language standardization issue. The data found from interview supported the data found from a likert scale questionnaire. Many of the respondents said this: *as much as possible the concerned government officials and other stakeholders should launch consistent conferences with the people and discuss with them about the importance of mobilizing Wolaita community to participate in Wolaita language standardization issue and about ways of standardizing Wolaita language. The stakeholders should establish forums and make panel discussion with the communities in various kebeles of Wolaita Zone.* This interview data also proves that launching consistent conferences with the people and making panel discussion with the communities in various kebeles is a good method to mobilize the people.

Hence, based on the data found from interview and questionnaire one can assume that establishing conferences with Wolaita people in different areas and discussing with them to find suggestions about language standardization and establishing panel discussion forum with community in different kebeles is means of mobilizing the community to engage in Wolaita language standardization issue.

When come to table-2 statement 2.4, relatively a large number of the respondents i.e.,28.57% strongly agreed that writing different books and dictionaries in Wolaita language and distributing it to the society to read is one of the techniques to mobilize the community to participate in Wolaita language standardization issue and similarly 28.57% of the community normally agreed in that statement. Again 21.43% of the respondents agreed that writing different books and dictionaries is essential to motivate the people to participate in Wolaita language standardization issue. Furthermore, about 14.28% of the respondents answered as they disagreed in the statement in 2.4 and 7.15% strongly disagreed on this item. The interview data relatively supported the statement above. Many respondents said that *without any doubt if books and comprehensive dictionaries are written in Wolaita language and distributed to the society, it will really mobilize the society to participate in Wolaita language standardization issue. The society also should be encouraged to read different materials written in Wolaita language.* This interview data also shows that

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writing different materials in Wolaita language and motivating the community to read it is important to mobilize the society to participate in Wolaita language standardization issue.

According to the whole data found from both interview and questionnaire, we can summarize that writing different books and dictionaries in Wolaita language and distributing it to the society to read is one of the techniques to mobilize the community to participate in Wolaita language standardization issue.

As shown from table2, item 2.5, the majority of the respondents i.e., about 42.9% strongly agreed that providing continuous training for some of the representatives of the people including teachers about language standardization is one of the methods to mobilize the people to involve in language standardization issue. Again 35.7% of the respondents replied as they normally agreed in the same statement i.e. providing continuous training for some of the representatives of the people including teachers about language standardization is one of the methods to mobilize the people to involve in language standardization issue. Next tothis, 21.43% of the participants undecided their response about the item in 2.5. The interview participants also replied as follows: *most of the time providing consistent training to the society through mass media or in face to face is not practicable in Wolaita zone regarding language standardization and this by itself impedes people participation in Wolaita language standardization issue. Awareness creation forum should be established to encourage the people to involve in language standardization issue.* This also indicates that providing training either face to face or through mass media is one of the possible ways of mobilizing Wolaita Community to participate in Wolaita language standardization issue.

As a result, according to the data found from interview and focus questionnaire , one can guess that providing continuous training for some of the representatives of the people including teachers about language standardization is one of the methods to mobilize the people to involve in language standardization issue.

The statement 2.6, in table 2 clearly points out that 50% of the respondents strongly agreed that strengthening Wolaita language instruction in primary and secondary schools as well as in higher institutions is one of the vital methods to mobilize the society to participate in Wolaita language standardization issue. Again, some number of the respondents i.e., about 14.28% normally agreed in the same statement and 21.43% did not decide anything regarding the item in 2.6 and 14.28% disagreed instatement which says strengthening wolaita language instruction in primary and secondary schools as well as in higher institutions. The interview data also supported the data found from questionnaire. They said as follows: *The officials and the whole community should stretch their hand and strongly work in issue of strengthening Wolaita language instruction from lower primary schools up to higher institution because it is the main source and ways for mobilizing the community to involve in language standardization issue and standardize our language. More orientations and especial support should be given to the teachers and other targeted personalities to involve more in mobilization issue. Transmitting Wolaita language instructions in radio also plays great role in mobilizing the society to involve in language standardization issue.* From this interview data, we can understand that strengthening Wolaita language education from lower primary schools up to higher institution is vital to mobilize the society to involve in language standardization issue.

Therefore, from the data found from interview and questionnaire we can conclude that strengthening Wolaita language instruction in primary and secondary schools as well as in higher institutions and providing especial support to the teachers and other targeted personalities is one of the techniques of mobilizing the community to involve in Wolaita language standardization issue.

Lastly, from table 2, item 2.7, many participants about 42.9% replied as they strongly agreed in statement that says suggesting people to use local elders as reference for some difficult terms is one of ways of mobilizing Wolaita community to participate in language standardization issue. Again,28.57% of the participants relatively agreed in this statement and 21.43% of the respondents undecided their response regarding the item. Besides, only 7.15% of the research subjects disagreed in this statement. Let us see the interview data. *As to me it is essential to suggest for the people to use local elders as reference for difficult terms and this is a very important method to mobilize the people to participate in Wolaita language standardization issue.*

According to the data found from interview and questionnaire one can conclude that suggesting people to use local elders as reference for some difficult terms is one of the possible methods to mobilize the community to participate in language standardization issue.

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Table 3: . Whom do you think will take more responsibility with regard to Wolaita language standardization issue?

No	Items	SA	A	UD	D	SD
		f %	f %	f %	f %	f %
3.1	Wolaita zone and wereda culture, tourism and government communication affairs office.	8 57.1	5 35.71	-	-	1 7.14
3.2	SNNPR culture and tourism office	5	7	2	-	-
3.3	South education bureau, Wolaita zone and Wereda education bureau	9 64.3	5 35.71	-	-	-
3.4	Wolaita Sodo university language scholars and Secondary & primary school teachers	7 50	4 28.57	2 14.3	1 7.14	-
3.5	Educated elders	8 57.1	2 14.3	3 21.43	1 7.14	-

f=frequency %=percentage SA: Strongly Agree =5 AG: Agree =4 UD: Undecided=3
DS: Disagree=2 SD: Strongly Disagree=1

As shown in table-3 item 3.1, the majority of the respondents i.e., about 57.1% strongly agreed that Wolaita zone and wereda culture, tourism and government communication affairs office take more responsibility regarding Wolaita language standardization issue. For the same item, about 35.71% agreed that aforementioned government sectors like Wolaita zone culture, tourism and government communication affairs office should take more responsibility regarding Wolaita language standardization issue and about 7.14% strongly disagreed in that idea.

Many of the research subjects in interview supported the data found from questionnaire: *many government sectors should take responsibility regarding Wolaita language standardization issue. Government sectors like Wolaita zone culture and tourism office as well as all wereda culture, tourism and government communication office should take more accountability regarding Wolaita language standardization issue. Zone and wereda education office also should take responsibility about Wolaita language standardization issue.* This interview data shows that many government sectors like Wolaita zone and Wereda culture, tourism and government communication bureau as well as education offices in all weredas and Wolaita zone should take responsibility regarding Wolaita language standardization issue.

According to the data obtained from the interview and questionnaire, one can guess that Wolaita zone and wereda culture, tourism and government communication affairs office as well as Zone and wereda education office also should take responsibility about Wolaita language standardization issue and about 35.71% strongly agreed in that idea.

In table 3. item 3.2, the majority participants about 50% normally agreed that SNNPR, culture and tourism office should take more responsibilities regarding Wolaita language standardization issue. Next to this, about 35.71% strongly agreed in this statement and 14.3 % of the research subjects did not decide anything regarding the item. The interview data also put forward similar responses: *culture and tourism office in southern Ethiopia has to take more responsibility regarding Wolaita language standardization issue because the issue language and culture is more of their work.*

Thus, based on the result of the above interview and questionnaire, it is possible to assume that culture and tourism office of southern Ethiopia should take more responsibility concerning Wolaita language standardization issue.

As we can see from item 3.3. a lot of research informants about 64.3% strongly agreed that South education bureau, Wolaita zone and Wereda education bureau are more responsible concerning Wolaita language standardization issue. Again, about 35.71% of the respondents normally agreed regarding this statement and no one said anything regarding other scales. The data found from interview also assured this :*as the responsibility of Wolaita Zone and Wereda education offices is to administer all the education issues including languages, they should take relevant responsibility regarding Wolaita language standardization issue.* This interview data also shows that South education bureau, Wolaita zone and Wereda education bureau should take relevant responsibility for Wolaita language standardization issue.

Therefore, based on results found from the interview and questionnaire, one can assume that South education bureau, Wolaita zone and Wereda education bureau, are one of those who should take more responsibility regarding Wolaita language standardization issues.

As can be seen from item 3.4 in table 3, a lot of respondents i.e., about 50% strongly agreed that Wolaita Sodo university language scholars as well as both secondary and primary school teachers should take more responsibility regarding Wolaita language standardization issue. Again, 28.57% of the participants

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also quite agreed in this statement and 14.3% did not decide their response about this statement. Besides to this, 7.14% of the research subjects disagreed in the same item. Similarly. the interview data also proved this idea: *we expect many things from language scholars of Wolaita Sodo university and Arbaminch college of teachers education as wella as teachers from both secondary schools and primary schools about Wolaita language standardization issue. We expect many things especially from Wolaita sodo university language scholars. They should help us in research and community service concerning Wolaita language standardization issue.* From this we can see that a lot of responsibilities put on Wolaita Sodo University and arbaminch college of teacher education professionals and primary and secondary schools regarding Wolaita language standardization issue.

According to the data found from interview and questionnaire, we can conclude that professionals from Wolaita Sodo university and Arbaminch college of teachers education as wella as teachers from both secondary schools and primary schools should play more roles and take more responsibility regarding Wolaita language standardization issue.

Finally, in table 3 item 3.5, the majority of informants about 57.1% strongly agreed that educated elders should take more responsibility regarding Wolaita language standardization issue. Next to this, few respondents about 14.3% simply agreed in this statement and 21.43% of the participants did not decide their response. Besides to this, few respondents i.e.,7.14 % replied as they disagreed in statement which says educated elders should take more responsibility regarding Wolaita language standardization issue. The interview participants also replied that *educated elders can play more roles and should take more responsibility pertaining to Wolaita language standardization issue.*

Hence the data found from questionnaire and interview, it is possible to generalize that educated elders should take more responsibility with regard to Wolaita language standardization issue.

IV. Concussions and Recommendations

a) Concussions

Based on the results and discussions of the study, the following conclusions were made.

- The study indicated that almost all people use the same language in all areas of Wolaita zone as one of the significances of mobilizing Wolaita community to participate in Wolaita language standardization issue. The finding also disclosed that popularity of Wolaita language will increase both nationally and internationally if people are mobilized to participate in Wolaita language standardization issue.
- The research showed that almost all Wolaita people contribute their own share to standardize Wolaita language if they are properly mobilized to participate in language standardization issue. The attitude of the society will also improve concerning Wolaita language in circumstance that people are motivated to participate in Wolaita language standardization issue.
- The study also generalizes that culture and language as well as the identity of the people will increase in condition that we motivate the people to engage in language standardization issue. Many writers will be more motivated to write books and conduct researches if they are mobilized to involve in Wolaita language standardization issue.
- The study concluded that the interest of the society to use Wolaita language as a working language in all government sectors will increase if people are properly mobilized to participate in Wolaita language standardization issue. The people may gradually proud of their identity and accept their language as equal with other languages in the world due to mobilizing them.
- The study shows that transmitting mobilizing messages to the community through mass media like Wolaita FM radio 99.9 and Wogeta FM radio 96.6 is one of the techniques to participate the community in Wolaita language standardization issue. Affixing different placards related to Wolaita language standardization in different areas of Wolaita Zone is and in all schools is one of the vital techniques to mobilize the people to participate in Wolaita language standardization issue.
- The findings also proved that establishing conferences with Wolaita people in different areas and discussing with them to find suggestions about language standardization and establishing panel discussion forum with community in different kebeles is one of means of mobilizing the community to engage in Wolaita language standardization issue.
- According to the findings writing different books and dictionaries in Wolaita language and distributing it to the society to read is one of the techniques to mobilize the community to participate in Wolaita language standardization issue. Providing continuous training for some of the representatives of the people including teachers about language standardization is also one of the methods to mobilize the people to involve in language standardization issue.
- As can be seen from the findings strengthening Wolaita language instruction in primary and secondary schools as well as in higher institutions and providing especial support to the teachers and other targeted personalities is one of the techniques of mobilizing the community to involve in Wolaita language standardization issue. Suggesting people to use local elders as reference for some difficult

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terms is one of the possible methods to mobilize the community to participate in language standardization issue.

- The study also disclosed that Wolaita zone and wereda culture, tourism and government communication affairs office as well as culture and tourism office of southern Ethiopia should take more responsibility concerning Wolaita language standardization issue.
- The study also assured that South education bureau, Wolaita zone and Wereda education bureau, are one of those who should take more responsibility regarding Wolaita language standardization issue.
- The findings indicated that professionals from Wolaita Sodo university and Arbaminch college of teachers education as wella as teachers from both secondary schools and primary schools should play more roles and take more responsibility regarding Wolaita language standardization issue. The study also proved that educated elders should take more responsibility with regard to Wolaita language standardization issue.

b) Recommendations

Based on the discussions and conclusions made above, the following recommendations are forwarded:

The stake holders like Zone and wereda culture, tourism and government communication affairs department together with other government sectors should design possible strategies that enable them to mobilize the people to participate in Wolaita language standardization issue.

- The mass media like Wolaita FM radio 99.9 and Wogeta FM radio 96.6 transmission centre should play due role to distribute messages to the community to participate in Wolaita language standardization issue.
- The stake holders should establish conferences and panel discussion forum with the community in different kebeles to mobilize the people to participate in language standardization issue.
- The people should use local elders as reference for new and difficult terms. The officials should strengthen Wolaita language instruction in primary and secondary schools as well as in higher institutions to mobilize the people to participate in Wolaita language standardization issue.
- All Wolaita Zone and wereda culture and tourism and government communication affairs office should play their own role and take responsibility regarding Wolaita language standardization issue.
- South education bureau and all education bureaus of Wolaita zone should take responsibility regarding Wolaita language standardization issue and contribute what is expected from them.
- Scholars of Wolaita Sodo university and Arbaminch college of teacher education professionals and secondary and primary school teachers should take more responsibility regarding Wolaita language standardization issue and contribute what is expected from them . Educated elders also should contribute their own role regarding Wolaita language standardization issue and contribute their role.

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FELLOWS

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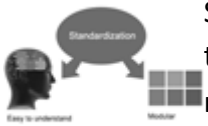

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Institutional Fellow of Open Association of Research Society (USA) - OARS (USA)

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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.





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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.

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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.

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- 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.
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- • 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 :

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- 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.

"

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Acknowledgments

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- Author name in font size of 11 in one column.
- Abstract: font size 9 with the word "Abstract" in bold italics.
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- 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.

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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.

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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.

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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.

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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.

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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.

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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.

If you desire, you may place your figures and tables properly within the text of your results section.

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.

The Administration Rules

Administration Rules to Be Strictly Followed before Submitting Your Research Paper to Global Journals Inc.

Please read the following rules and regulations carefully before submitting your research paper to Global Journals Inc. to avoid rejection.

Segment draft and final research paper: You have to strictly follow the template of a research paper, failing which your paper may get rejected. You are expected to write each part of the paper wholly on your own. The peer reviewers need to identify your own perspective of the concepts in your own terms. Please do not extract straight from any other source, and do not rephrase someone else's analysis. Do not allow anyone else to proofread your manuscript.

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Please note that following table is only a Grading of "Paper Compilation" and not on "Performed/Stated Research" whose grading solely depends on Individual Assigned Peer Reviewer and Editorial Board Member. These can be available only on request and after decision of Paper. This report will be the property of Global Journals

Topics	Grades		
	A-B	**C-D**	**E-F**
Abstract	Clear and concise with appropriate content, Correct format. 200 words or below	Unclear summary and no specific data, Incorrect form Above 200 words	No specific data with ambiguous information Above 250 words
Introduction	Containing all background details with clear goal and appropriate details, flow specification, no grammar and spelling mistake, well organized sentence and paragraph, reference cited	Unclear and confusing data, appropriate format, grammar and spelling errors with unorganized matter	Out of place depth and content, hazy format
Methods and Procedures	Clear and to the point with well arranged paragraph, precision and accuracy of facts and figures, well organized subheads	Difficult to comprehend with embarrassed text, too much explanation but completed	Incorrect and unorganized structure with hazy meaning
Result	Well organized, Clear and specific, Correct units with precision, correct data, well structuring of paragraph, no grammar and spelling mistake	Complete and embarrassed text, difficult to comprehend	Irregular format with wrong facts and figures
Discussion	Well organized, meaningful specification, sound conclusion, logical and concise explanation, highly structured paragraph reference cited	Wordy, unclear conclusion, spurious	Conclusion is not cited, unorganized, difficult to comprehend
References	Complete and correct format, well organized	Beside the point, Incomplete	Wrong format and structuring

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