Online ISSN : 2249-460X
Print ISSN : 0975-587X
DOI : 10.17406/GJHSS

Global Journal

of Human Social Sciences: G

Linguistics & Education



A Philosophical Assessment

Grapho-Phonological Features

Highlights

Street children in Kinshasa

Non-Possessiveness in Teaching

Discovering Thoughts, Inventing Future

VOLUME 20 ISSUE 5 VERSION 1.0

© 2001-2020 by Global Journal of Human Social Sciences, USA

Volume 20 Issue 33 was originally issued as G5

Global Journal of Human-Social Science: G
Linguistics & Education

Global Journal of Human-Social Science: G
Linguistics & Education

Volume 20 Issue 5 (Ver. 1.0)

Open Association of Research Society

© Global Journal of Human Social Sciences. 2020.

All rights reserved.

This is a special issue published in version 1.0 of "Global Journal of Human Social Sciences." By Global Journals Inc.

All articles are open access articles distributed under "Global Journal of Human Social Sciences"

Reading License, which permits restricted use. Entire contents are copyright by of "Global Journal of Human Social Sciences" unless otherwise noted on specific articles.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without written permission.

The opinions and statements made in this book are those of the authors concerned. Ultraculture has not verified and neither confirms nor denies any of the foregoing and no warranty or fitness is implied.

Engage with the contents herein at your own risk.

The use of this journal, and the terms and conditions for our providing information, is governed by our Disclaimer, Terms and Conditions and Privacy Policy given on our website http://globaljournals.us/terms-and-condition/menu-id-1463/

By referring / using / reading / any type of association / referencing this journal, this signifies and you acknowledge that you have read them and that you accept and will be bound by the terms thereof.

All information, journals, this journal, activities undertaken, materials, services and our website, terms and conditions, privacy policy, and this journal is subject to change anytime without any prior notice.

Incorporation No.: 0423089
License No.: 42125/022010/1186
Registration No.: 430374
Import-Export Code: 1109007027
Employer Identification Number (EIN):
USA Tax ID: 98-0673427

Global Journals Inc.

*(A Delaware USA Incorporation with "Good Standing"; **Reg. Number: 0423089**)*

Sponsors: Open Association of Research Society
Open Scientific Standards

Publisher's Headquarters office

Global Journals® Headquarters
945th Concord Streets,
Framingham Massachusetts Pin: 01701,
United States of America
USA Toll Free: +001-888-839-7392
USA Toll Free Fax: +001-888-839-7392

Offset Typesetting

Global Journals Incorporated
2nd, Lansdowne, Lansdowne Rd., Croydon-Surrey,
Pin: CR9 2ER, United Kingdom

Packaging & Continental Dispatching

Global Journals Pvt Ltd
E-3130 Sudama Nagar, Near Gopur Square,
Indore, M.P., Pin:452009, India

Find a correspondence nodal officer near you

To find nodal officer of your country, please email us at *local@globaljournals.org*

eContacts

Press Inquiries: *press@globaljournals.org*
Investor Inquiries: *investors@globaljournals.org*
Technical Support: *technology@globaljournals.org*
Media & Releases: *media@globaljournals.org*

Pricing (Excluding Air Parcel Charges):

Yearly Subscription (Personal & Institutional)
250 USD (B/W) & 350 USD (Color)

Editorial Board

Global Journal of Human-Social Science

Dr. Heying Jenny Zhan

B.A., M.A., Ph.D. Sociology, University of Kansas, USA Department of Sociology Georgia State University, United States

Dr. Prasad V Bidarkota

Ph.D., Department of Economics Florida International University United States

Dr. Alis Puteh

Ph.D. (Edu.Policy) UUM Sintok, Kedah, Malaysia M.Ed (Curr. & Inst.) University of Houston, United States

Dr. Bruce Cronin

B.A., M.A., Ph.D. in Political Science, Columbia University Professor, City College of New York, United States

Dr. Hamada Hassanein

Ph.D, MA in Linguistics, BA & Education in English, Department of English, Faculty of Education, Mansoura University, Mansoura, Egypt

Dr. Asuncin Lpez-Varela

BA, MA (Hons), Ph.D. (Hons) Facultad de Filolog?a. Universidad Complutense Madrid 29040 Madrid Spain

Dr. Faisal G. Khamis

Ph.D in Statistics, Faculty of Economics & Administrative Sciences / AL-Zaytoonah University of Jordan, Jordan

Dr. Adrian Armstrong

BSc Geography, LSE, 1970 Ph.D. Geography (Geomorphology) Kings College London 1980 Ordained Priest, Church of England 1988 Taunton, Somerset, United Kingdom

Dr. Gisela Steins

Ph.D. Psychology, University of Bielefeld, Germany Professor, General and Social Psychology, University of Duisburg-Essen, Germany

Dr. Stephen E. Haggerty

Ph.D. Geology & Geophysics, University of London Associate Professor University of Massachusetts, United States

Dr. Helmut Digel

Ph.D. University of Tbingen, Germany Honorary President of German Athletic Federation (DLV), Germany

Dr. Tanyawat Khampa

Ph.d in Candidate (Social Development), MA. in Social Development, BS. in Sociology and Anthropology, Naresuan University, Thailand

Dr. Gomez-Piqueras, Pedro

Ph.D in Sport Sciences, University Castilla La Mancha, Spain

Dr. Mohammed Nasser Al-Suqri

Ph.D., M.S., B.A in Library and Information Management, Sultan Qaboos University, Oman

Dr. Giaime Berti

Ph.D. School of Economics and Management University of Florence, Italy

Dr. Valerie Zawilski

Associate Professor, Ph.D., University of Toronto MA - Ontario Institute for Studies in Education, Canada

Dr. Edward C. Hoang

Ph.D., Department of Economics, University of Colorado United States

Dr. Intakhab Alam Khan

Ph.D. in Doctorate of Philosophy in Education, King Abdul Aziz University, Saudi Arabia

Dr. Kaneko Mamoru

Ph.D., Tokyo Institute of Technology Structural Engineering Faculty of Political Science and Economics, Waseda University, Tokyo, Japan

Dr. Joaquin Linne

Ph. D in Social Sciences, University of Buenos Aires, Argentina

Dr. Hugo Nami

Ph.D.in Anthropological Sciences, Universidad of Buenos Aires, Argentina, University of Buenos Aires, Argentina

Dr. Luisa dall'Acqua

Ph.D. in Sociology (Decisional Risk sector), Master MU2, College Teacher, in Philosophy (Italy), Edu-Research Group, Zrich/Lugano

Dr. Vesna Stankovic Pejnovic

Ph. D. Philosophy Zagreb, Croatia Rusveltova, Skopje Macedonia

Dr. Raymond K. H. Chan

Ph.D., Sociology, University of Essex, UK Associate Professor City University of Hong Kong, China

Dr. Tao Yang

Ohio State University M.S. Kansas State University B.E. Zhejiang University, China

Mr. Rahul Bhanubhai Chauhan

B.com., M.com., MBA, PhD (Pursuing), Assistant Professor, Parul Institute of Business Administration,
Parul University, Baroda, India

Dr. Rita Mano

Ph.D. Rand Corporation and University of California, Los Angeles, USA Dep. of Human Services, University of Haifa Israel

Dr. Cosimo Magazzino

Aggregate Professor, Roma Tre University Rome, 00145, Italy

Dr. S.R. Adlin Asha Johnson

Ph.D, M. Phil., M. A., B. A in English Literature, Bharathiar University, Coimbatore, India

Dr. Thierry Feuillet

Ph.D in Geomorphology, Master's Degree in Geomorphology, University of Nantes, France

Contents of the Issue

i. Copyright Notice
ii. Editorial Board Members
iii. Chief Author and Dean
iv. Contents of the Issue

1. Not Only What is Written Counts! Touchscreen Enhancing Our Cognition and Language. *1-11*
2. Enfants de la Rue a Kinshasa: Shege ou Chegue ?. *13-16*
3. A Philosophical Assessment of Non- Possessiveness in Teaching and Learning. *17-20*
4. Grapho-Phonological Features in Qumashah Al-Ulayan's *Uyunu Qadhrah* (Dirty Eyes). *21-27*

v. Fellows
vi. Auxiliary Memberships
vii. Preferred Author Guidelines
viii. Index

Volume 20 Issue 33
Originally issued as G5



Global Journal of human-social science: G
Linguistics & Education
Volume 20 Issue 5 Version 1.0 Year 2020
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Not Only What is Written Counts! Touchscreen Enhancing Our Cognition and Language

By Marcelo Bairral

Federal Rural University of Rio de Janeiro (UFRRJ)

Abstract- By bringing contributions from cognitive science and neuroscience, this article enhances the gestures approach including, manipulations on mobile devices as a new way of communicating and thinking. The paper reflects on the cognitive and linguistic implications that smartphones or tablets can bring to learning in general and mathematical education in particular. Both thinking and mathematics are dynamic. Through two examples from daily life, I advocate the need to understand the development of mathematical thinking as a conjunction of touchscreen, gesture, speech, dragging, writing, pictorial-register, etc. Taking into account the context of production, this bundle has a significant role in the linguistic-cognitive spectrum of humans.

Keywords: *smartphone, tablets, language, cognition, mathematics education.*

GJHSS-G Classification: *FOR Code: 200399*



Strictly as per the compliance and regulations of:



© 2020. Marcelo Bairral. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Not Only What is Written Counts! Touchscreen Enhancing Our Cognition and Language

Marcelo Bairral

Abstract- **By bringing contributions from cognitive science and neuroscience, this article enhances the gestures approach including, manipulations on mobile devices as a new way of communicating and thinking. The paper reflects on the cognitive and linguistic implications that smartphones or tablets can bring to learning in general and mathematical education in particular. Both thinking and mathematics are dynamic. Through two examples from daily life, I advocate the need to understand the development of mathematical thinking as a conjunction of touchscreen, gesture, speech, dragging, writing, pictorial-register, etc. Taking into account the context of production, this bundle has a significant role in the linguistic-cognitive spectrum of humans.**

Keywords: smartphone, tablets, language, cognition, mathematics education.

I. Introduction

Mobile devices with touchscreen (MDT), tablets, and smartphones have been taking an increasingly important role in the lives of individuals, teaching and learning, and also in research processes. As tablets and particularly smartphones are extensions of our bodies, we have come to perform activities in our lives, which we would not have done without them. These are the types of situations that have stimulated me in my research group on mathematics education.

The history of humankind is continuously creating technologies, and these technologies, synergistically, keep re-dimensioning us. Our minds, bodies and physical environment work in constant synergy. In the physical spaces we move through, we deal with technological, cognitive, cultural resources. Among those resources, devices such as smartphones or tablets provide, together with their mobility, - which they share with other artifacts, like cordless telephones, for instance -, a convergence of media in a single device, and ubiquity (the possibility to surf different spaces thanks to their connectivity).

In a previous article (Bairral, 2019)[2] I illustrate six dimensions (contemporaneity, socio-technology, neurocognitive, perceptive-affective, discourse-communicative, political-pedagogical) that can be considered when MDT comes into play in teaching, learning or research in STEM[3]. In this article, I consider the cognitive and linguistic contributions that smartphones or tablets can bestow upon learning in general and mathematical teaching in particular. Specifically, the aim of this paper is in part to enhance the gestures approach proposed by McNeill (McNeill, 1995, 2002), adding the different forms of manipulation[4] in our communicative spectrum. I am presenting some singularities of MDT. I am also determining some peculiarities of screen touching and providing illustrations with two daily situations (video assistant referee and rotating movements) that have inspired the reflections that follow.

Some intertwined principles that substantiate the ideas developed in this article are: *i)* manipulations on screen represent a new form of language manifestation and have come to integrate our embodied cognition; *ii)*acknowledging that a new way of communication and interaction implies assuming our body as a motor and propeller of our thinking, in constant symbiosis and reconfiguration with the environment; *iii)* since human actions, as well as mathematical concepts, are multimodal in their development and understanding, we need to consider the conjunction of gesture + speech + construction-on-the-screen + dragging + touchscreen + pictorial-register + movement-with-the-device etc. as a way of thinking; and *iv)*the changing ways in which body and MDT interact should transform teaching, learning, and research processes.

II. Body-Extension Technologies: Some Singularities of MDT

Progress in digital mobile technologies has changed the way to be in the world of the living and, consequently, to learn, to teach, and to do research. Social-technology arises with technology. For instance, we have moved from a communicative logic that is centralized and directed from one to all to a dynamic logic where the device works from every user's handling. In other words, we move from a vertical to a horizontal

Author: Senior professor at Federal Rural University of Rio de Janeiro (UFRRJ). e-mail: mbairral@ufrrj.br

[1] www.gepeticem.ufrrj.br

[2] From a research project granted by National Council for Scientific and Technological Development (CNPq, Brazil).

[3] Science, Technology, Engineering, and Mathematics.

[4] Whenever I refer generically to touchscreen manipulations, I include 1) different ways of touching the screen (single or double click, dragging, zooming, etc.), 2) handling the device itself, 3) from it, or, 4) possible gestures that can coexist in the interactive and discursive scenario, as illustrated in Figure 2.

© 2020 Global Journals

and spreading way to look for information, interact, and deal with the device.

Unlike conventional or early cellphones, smartphones have become sensorial and perceptive extension of our body. With our smartphones, we perform a set of activities, i.e., instant sharing of information, production of various contents, application downloads, which would not have been possible with a mobile phone without connection or media integration. As they are extensions of our bodies, MDT runs through us, and we run through them. With them, we consciously or unconsciously build our ways of being, of moving, and not necessarily within our physical bodily dimension.

The singularity of mobility with touching must be taken into account because our brain keeps adjusting to what is being offered to it (Damásio, 2010), and interfaces with touching on the screen are bringing new configurations to the brain. We must see our body as the mind that understands our thinking, our feeling, and our acting (Damásio, 2004). If the body and the brain interact intensely between each other, the organism that they constitute interacts in a similar way with the surrounding environment, and we can measure their relations by the movement of the organism and the sensorial equipment (Damásio, 1996).

Anatomic changes in our brain take place all along our lives, fostering capacities, abilities and the personality itself that an individual forges and develops (Mora, 2017). Our minds, our bodies, and the physical environment work in a constant synergy (Moore-Russo & Viglietti, 2014). Physical space (like the classroom) includes different apparatus or systems (technological, cognitive, cultural, etc.) with which we deal. Their entrance into our life (and body) alters our way of being in the world (IHDE, 2002). The way we take possession of technologies is in constant interaction with the environment. In other words, technology affects it, which in turn reacts with or over technology (Maturana & Varela, 2001). Our physical medium also reconfigures itself.

Convergence and ubiquity arise thanks to the progress in digital technologies, particularly due to the possibility of network connection. Both convergence and ubiquity transform, dialectically, the individuals as well as their community. An application, designed for an individual user, is constantly being remodeled, based on the users' performing needs and demands. Therefore, the interaction that will be helping this reconfiguration is not only of the human individual with the machine, but of the human with other humans, and not necessarily with the device itself, but with the different spaces frequented by the individuals. Somehow, our subjectivity travels between the individual and the collective, and the borders are flimsy.

MDT is also forms of memory, our expanded memory. How many telephone numbers do we currently have to memorize? Does it make sense to store such data? Of the great amount of information (written, visual, pictorial, etc.) that circulates on the Internet, which types are important to keep stored? Never mind! We know how to locate it! But we do need to develop varied forms of processing and analyzing content, we need to build interactive procedures, and we need to construct argumentative practices in our life with others.

Although memory is one of the aims of study in the field of neuroscience and mathematics learning, I would like to focus on the importance of images and some reconfigurations in our cognition and communication with the MDT. Just as binoculars brought a new dimension to our way of seeing, gestures reveal a new realm of the mind: the imagery of language (McNeill, 1995), i.e., those linguistics aspects that refer to signs born from visual images.

Mobile devices come to insert another imagery spectrum in our interactions: the manipulations we do when we interact with a device or a person, both close and far. In the example below, I am showing an example of a gesture that, although not performed with a MDT, has come to exist in our daily midst thanks to technological advances.

III. Images, Gestures, and Simulations

Strongly impregnated by MDT in human life (and body!), interaction widens its spectrum and becomes a communicative action materialized in various discursive modes among humans and humans or humans and nonhumans. In our personal and professional activities, we often interact in different ways. When I touch the smartphone screen, I interact with the device. If there is some kind of reaction, there is interaction, in this case, human-device. Nevertheless, with the progress of digital technologies and the imagistic potential there is a set of shared actions, experiences that are simulated and interpreted collectively. Those actions are typically situated, and the contextual character of experience in the environment reflects itself in the situated aspect of the representations that underlie simulation (Barsalou, 2009).

As the brain is the captive audience in our body, there is a flow of images (visual, auditory, olfactory, gustatory, etc.) which we trigger when we mobilize objects from outside the brain towards its interior and, when we reconstruct objects from memory, from inside towards the outside. This flow, which we can represent pictorially, but which can also include words and abstract symbols (not represented with simple images), can be called thought (Damásio, 2005). This neuroscientist also emphasizes:

> The enhancement of minds through feelings and subjectivities, through image-based memory and through the capacity to link them into narratives that

© 2020 Global Journals

> are likely to have started as non-verbal sequences, as in a film, but which have ended up, after the emergence of verbal languages, combining verbal and non-verbal elements (Damásio, 2018, p. 87-88).

Any symbol we may conceive is an image. It is our mind's currency. It is not static, and it does not refer solely to visual imagery (Damásio, 2005). This author relevantly points out that it is not possible to conceive cultural minds without the production of images, affection and reasoning –the main partakers in cultural processes. Cultural minds require the generation of images (Damásio, 2018).

In the case of mathematical thinking, we need to consider that a concurrence of gesture + speech + construction-on-the-screen + dragging + touches + pictorial-register + movement-with-the-device + movement-with-the-body compose, with the same relevance, the linguistic-cognitive spectrum of the subject (Bairral, 2017). Through this flow of images, our brain builds various mappings, and interaction becomes increasingly crucial in our learning process. Although manifestations through images are commonly difficult to be captured or analyzed synchronically, we cannot value only written registers, as often occurs in traditional teaching practices in mathematics.

All this pictorial flow, also made of words and abstract non-visual-image related symbols, can be called thought (Damásio, 2010). This imagery enhancing has come to include the capacity to invent and produce intelligent creations, which Damásio (2018) calls creative intelligence. To those interested in football, here is an example from the Video Assistant Referee (VAR).



Source: Google Picture

Figure 1: Referee gesturing

There is an image flow associated with a rectangular shape, supposedly a screen. The referee (the simulator[5]), mimicking a rectangular screen, is asking to see the video. As a simulated action (Barsalou, 2009), this gesture represents a specific instance of a category (the use of VAR in a football game).Still, it may also represent groups of individuals in a more generic manner. In other words, many additional simulators develop to typify properties, relations, events, and mental states relevant to VAR (e.g., screen, flat, shape, area, going back and forward in time, winning or losing, etc.).

In this case, we have an iconic gesture (McNeill, 1995)[6]. As the referee's expression bears a direct relation to what he requests. It is also worth noting that this new gestural simulation becomes integrated into our neurobiological spectrum and, as such, becomes a re-enactment of perceptual, motor, and introspective states acquired through our experiences with our surroundings, our bodies, our minds (Barsalou, 2009).

In this scenario of visual imagery Hostetter and Alibali (2008) highlight that it may involve simulated action when the simulated perception or its features are closely tied to action. For instance, an image of a rectangle likely implies the simulation of the actions typically performed with a rectangular shape (video screen). Some signs are strongly related to handling because the perception of the characters depends on action (e.g., hands and body referee movements), or because the feature determines the actions that are afforded by the object (e.g., some specific position on the soccer field).

It is also stimulating to interpret how the referee gestures to mimic the rectangular representation. He starts with both hands at one point (usually mimicking an upper center point on the screen), and after covering the distance or the sides of this imaginary rectangle, he finishes at the symmetrical opposite (lower side)[7]. We are therefore dealing with interpretation, elaboration, and memory of images, mental processes that "carry with

[5] According to Barsalou (2009), a simulator is a distributed system throughout the brain's feature and association areas that accumulate and integrate modal content processed for the category. Simulation constitutes a form of computation throughout diverse forms of cognition. It is the re-enactment of perceptual, motor, and introspective states acquired during experience with the world, body, and mind. There are multi-modal ways to express simulation. A simple computational mechanism in the brain supports a broad spectrum of processes from perception to social cognition.

[6] Type of gesture in the narrative realm of discourse. A pictorial gesture that represents an event or concrete object, in this case, a screen, a rectangular shape. It is a form of communication that bears a direct relationship with the context. In this particular example of the referee at the soccer game, this gesture means requesting the reviewing of the scene.

[7] See the stretch from 2:14 – 2:19 in the video available at https://www.youtube.com/watch?v=pp431Y1Eqf0Access: 11 Jun. 2019

© 2020 Global Journals

them a specific mark, a unique impression, indicating that who is building and remembering something is yourself and not anybody else" (Marques, 2018).

To those who are unfamiliar with the practices of soccer, let me mention that at some given moment, the supporters' brains have registered this kind of record. Those registers can later be evoked with the appropriate stimuli. For instance, you are in a restaurant sitting near a TV that is broadcasting a soccer game. Undoubtedly, if VAR was needed while you were watching TV, your brain mapped[8] this image in device space. Somehow, you can recall this performance of VAR later on.

Simulations produce inferences and predictions about a category's perceived instances using the pattern completion inference mechanism. When simulations of events occur over time, they may often only include a small subset of the mapped points within the temporal sequence, rather than being a complete re-enactment of all dots (Barsalou, 2009). Through this magnetic flow, our brain builds various mappings, and interaction comes to be increasingly paramount in our learning process, as we can keep the mental processes that involve reasoning and creativity, even when we are engaged in something else (Damásio, 2010).

Based on Damásio, Marques stresses that "what we store in the device space are mechanisms that allow the summoning and reconstruction of a given object" and its transformation to be made available in the image space, "but which does not allow us to obtain a detailed description of it (Marques, 2018). The multiplicity of maps that our mind has access to ultimately makes us unaware of *unfocused*[9] images, those images that, although they are associated with thought, are evoked outside of the mainstream of thinking, a shaping of images that apparently do not show any direct relationship with the object with which the interaction is taking place at the moment. An instance of this would be the images of having to get my car at the repair shop when I am writing an article about mathematics teaching. In other words, while acting, further actions occur in parallel, but your mind is not focused on those parallels that commonly occur (Marques, 2018).

Although the example of VAR has no direct relationship with MDT, it serves to illustrate the constant synergy among body, physical environment, and technologies. Not only the gesture referring to the rectangular shape, but the referee's addressing a specific place and specific people to request the VAR constitute a creative process that generates new images, concepts and they come to take part in people's cultural span and, consequently, they reconfigure Mathematics. How about the manipulations we do with a smartphone, that is, the touching we do on its screen or the handling and various movements we do with it and with our body?

IV. Touching *on* the Screen, - *With* the Screen, or *from* the Screen

An MDT's mobility, ubiquity, and convergence imply a new comprehension and interaction between person-environment and all the knowledge building, from simple to complex, from nonverbal imagery to verbal and literary expressions, according to Damásio (2005), "depending on the capacity to map what happens along time, *within*[10] our organism, around our organism, for and with our organism, one thing after the other, causing something else, infinitely" (p. 243).

Touching on the screen generates a network of varied movements, combining themselves, often forming a multifaceted symbolic system (Bairral, 2017). Ubiquity and mobility in a tablet or smartphone imply a better understanding and interaction subject-environment, and, in this sense, the expansive dimension of technology in the process of conceptual holding is still more in demand. Although the possibility to interact with the device by touching the screen is not recent (e.g., ATMs), the mobility, the types of sensitivity and performance offered by some machines are new, and have made an impression on us. Screen touches on mobile interfaces are not cognitively the same as mouse clicks (Arzarello, Bairral, & Dané, 2014).

Some touches that we make on the screen can be related to gestures (make a zoom, double touch, flick, for instance). Others are not limited to specific gestures (McNeill, 1995) and they open up a whole new agenda for research about manipulation, either originating from it, or directly operating on it. They constitute the expression or simulation of some mental process. Although they belong to a realm of the language that materializes in images (not necessarily sounds), these manifestations do not restrict themselves to gestures or kinetic expressions. Gestures, touches, and other ways of manipulation *on*, *with* or *from* the screen express thought, and they must be considered as one integrated and dialectic system (McNeill, 2002).

[8] According to Damásio (2005) the relationship between mental images and the brain assumes an *image space* (where sensorial images of all kinds explicitly occur, including manifest mental contents that central conscience allows us to know) and a *device space* (where device memories contain records of implicit knowledge, based on which we can build images through evoking, generate movements and facilitate the processing of images).

[9] The concept of *unfocused images* refers to the shaping of images, which do not show any direct relationship with the object with which the interaction is taking place at the moment.

[10] Italics in the original.

© 2020 Global Journals

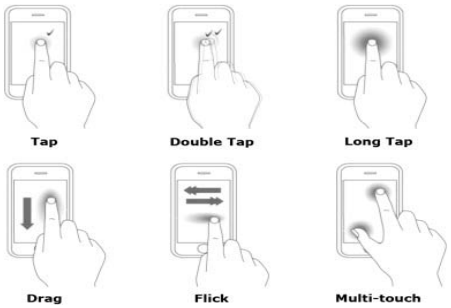
In agreement with McNeill (2002), we believe that conjunction *gesture+speech+construction-on-screen+trackings*[11]*-on-screen+touching+gesture+speech+registering-some-record* make up a person's cognitive-linguistic spectrum. I understand it is extremely relevant to consider and value this joint production. There are communicative situations in which the subject limits itself to speech, or writing, or screen manipulation, for instance. We must see this combination in an inherently unstable dialectic (McNeill, 2002). Instability, the author stresses, implies stillness, but being still is also a new beginning. Dialectic (instability, stillness, restarting) makes learning highly likely with a mobile device.

Touches on-screen form another language. Therefore, they possess particularities and implications regarding our thinking. Just as usual gestures (pointing, thumbs up, etc.) that we use to communicate, the manipulations on the screen of a mobile device constitute a way to make thought visible and materialize it in a communicative act, fostering interaction.

Screen touches form a set of inputs and outputs with the fingers and thumbs that provoke immediate feedbacks on the device screen (Arzarello et al., 2014). Although the reaction (in/out) on the screen may have a device performance, we must remember that our organism does not only capture information from surroundings. On the contrary, "it builds a world, by specifying which configurations from the environment are disturbances, and which changes they trigger in the organism" (Maturana & Varela, 2001, p. 188). What we have, then, is a world of meaning being built and not determined a machine, but by interpreting, unsettling, (re)actions, affections, etc. from the people involved. We are dealing with a performing scene that engenders subjectivities, not a MDT performance or isolated observations.

Touchscreen manipulations are human actions, embodied, simulated (Hostetter & Alibali, 2008), cultural and multimodal, which also reveal the learners' thoughts and possess particularities. Let's have a look at that.

Chart 1: Particularities and similarities between gestures and touchscreen

Gestures (McNeill, 1995, 2002)	Manipulation on screen (Arzarello et al., 2014; Bairral, 2017)[12]
	
– They are part of the speaker's discourse. – They are not external to speech. – They are not fixed, but loose, and they reveal idiosyncrasies in our image-related thought.	– They are not always accompanied by speech. – They are done with the screen or from it. – They are varying movements, often combined, and they constitute a multifaceted symbolic system.
• They convey images and symbols, they are not mere secondary supporting movements • They are contextually situated and they are endowed with intentionality • *Gestures+manipulations+words+sentences+phrases+various_records+software constructions* constitute a unique linguistic system. • They cannot be wholly expressed in kinesthetic terms. • They simulate actions, intentions. • Combined with socially and cognitively situated aspects, they are incorporated into our thinking.	

[11] According to Choi (2008) quoted by (Park, Lee, & Kim, 2011) there are six basic input types by finger action on a touchscreen user interface: tap, double tap, long tap (hold), drag, flick and multi-touch. We first took those inputs into account and carried out our research focusing on mathematical thinking.

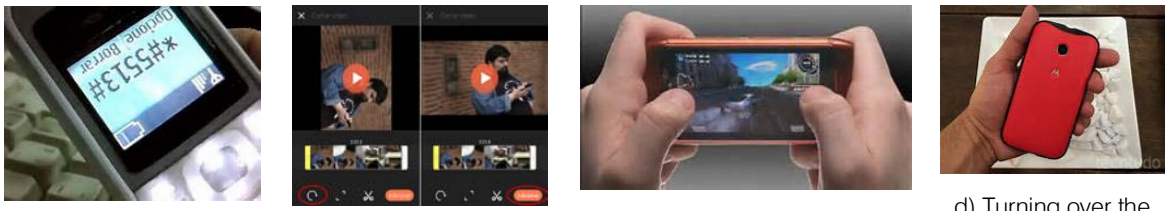
[12] The tracks allowed from dynamic geometric environments like GeoGebra are not touches. Still, they are equally for conceptual understanding and thinking.

© 2020 Global Journals

The manipulations that we perform on screen have various communicative intentions, which also have particularities related to the cultural context in which they are produced. Although the performance or reaction to touch is related to the quality of the device, the initial manipulation or input, and the response to it do not vary in terms of intentionality and interpretation. For instance, when I observe a person from a distance sliding their finger towards the right or left, I can interpret that they are changing the content of the screen. In other words, the observer can infer the type of response that the user wishes through the kind of screen handling.

As the referee's gestures, touching the screen can be done through specific movements, situated and intentional. Some touches on the screen, as the six ones illustrated in Chart 1, also simulate the user's actions and intentions (Hostetter & Alibali, 2008). Another observer can interpret and infer such handlings. Relations among screen touching and gestures are also conditioned to the performance of the device that is being used. They are contingent on current configurations of sensory perceptions (Sinclair & de Freitas, 2014).

If there is one type of manipulation that we perform most often with our smartphones, it is rotating. Every rotation is oriented (Kruger, Carpendale, Scott, & Tang, 2005). We turn the screen to better visualize some image or video. We move the device to connect the charger, for instance. Sometimes, among other gyrating actions that we perform, we turn our bodies with the smartphone to share or interact with our interlocutor. You can find some examples of these actions in Figure 2.



a) Turning the device

b) Rotating the screen

c) Playing, turning around

d) Turning over the device in order to clean, replace cover, batteries, etc.

Source: Author's elaboration with images from Google Pictures

Figure 2: Some rotating actions that we perform with our *smartphone*

The act of turning involves orienting. Many devices require other objects to be turned or transported. Studies of kinetic movements show that gyrating and moving are inseparable in the real world, and researchers, as Kruger et al. (2005) stress three advantages of interaction in these actions: understanding, coordination, and communication.

Although the rotating movements we perform in our daily lives (turning the body when practicing some sport or dancing, visualizing a printed map, etc.), may not necessarily be the same as the ones with MDT, the latter have come to include a new spatial, sensorial and cognitive configuration in our current actions. According to Hostetter & Alibali (2008), it is relevant to understand plan movements, text, and create mental images by utilizing the same perception and action mechanisms that we use for interacting with the world. Thus, we accomplish language processing and mental imagery through simulations that activate or re-instantiate perception and action states.

In this respect, Damásio (2005) also reminds us that when we evoke an object, we do not retrieve only sensorial data. We recover motor and emotional information as well. We do not only evoke the sensorial characteristics of a real object but the past exchanges and reactions we had with that object.

When approaching our conceptual understandings, which are situated, Barsalou (2009) comments that they are not necessarily conscious. In fact, according to this author, they are more unconscious than otherwise. These re-enactments can happen through perception, memory, conceptualization, understanding along conscious (re)organizations. She adds that when these (re)enactments reach awareness, they can be seen as composed mental images, as imagination is typically a conscious deed.

Therefore, rotation and translation or directed shifting[11], with or without a smartphone, are materialized and frequently occur in our daily lives, and, although they can be done without an explicit mathematic cognition or awareness on the part of the performer, these movements represent simulations (Barsalou, 2009).We can analyze them from a mathematics point of view.

Although some screen touching manipulations seem to click and to drag movements (as we do in software like GeoGebra or program controls), they present differences in terms of orientation, as illustrated in Figure 3.

[13] Along a segment, a vector.

© 2020 Global Journals



Source: Google Pictures

Figure 3: Image rotation through icon control

The possibility of handling more than one finger has been inciting, as we believe that simultaneous movement of several elements (angles, sides, etc.) in a figure –through isolated or combined touches- can bring forth changes in the construction of mathematics knowledge. In Figure 3, we have an example of manipulation *with* the screen, or rather, *with* the device and, sometimes, *with* the body.

Different studies we have undertaken (Assis, 2020; Assis & Bairral, 2019; Bairral, Arzarello, & Assis, 2017) have allowed us to capture, map and analyze in detail some screen touches and some mathematics actions involved in rotating movements and with specific mathematics tasks. Chart 2 illustrates the mapping of our observations.

Chart 2: Mapping of touchscreen (Assis, 2020)

Manipulation		Touches	Action
----------			Pausing, analysis, reflection observation, negotiating
Touching	Simple		Selecting some element in the construction or touching on a working area
	Simple and fixed		Selecting some element and time to analyze
	Double		Selecting some hidden tool (but not keeping it fixed)
Dragging	Upwards		Selecting an element or construction and dragging it upwards
	Downwards		Selecting an element or construction and dragging it downwards
	to the left		Selecting an element or construction and dragging to the left
	to the right		Selecting an element or construction and dragging it to the right
	Expanding		*Zoom out* to have a better view of the construction
	Reducing		*Zoom in* to have a better view of the construction area, the construction itself as a whole or other related elements
Rotation	With one finger		Free rotation

© 2020 Global Journals

				Anticlockwise rotation
				Clockwise rotation
	Two fingers	One fixed and one moving		Fixing one finger (or thumb) and rotating clockwise with another finger
				Fixing one finger (or thumb) and rotating anticlockwise with another finger
		Moving both		Selecting using two fingers and anticlockwise rotating
				Selecting using two fingers and clockwise rotation

In this mapping, we can consider the (isolated or articulated) performance of touches. As an embodied process, screen touches combine productively to generate infinite conceptual combinations (Barsalou, 2009). Didactically, identifying the type of touch and its particularity in the development of mathematical reasoning is important due to the type of task which has to be designed according to the teacher's aims. In other words, teachers need to be aware of the singularity of each kind of touch when proposing tasks that aim to trigger the students' intrinsic motivation to work into mathematics activities that enhance findings, reflections, and the development of mathematical thinking in its various aspects (Bairral et al., 2017).

Like gestures, touchscreen also occur as the result of simulated action and sensory perception, which are the bases of mental imagery and language production (Hostetteer & Alibali, 2008). Taking into account the performance, i.e., the speed of the response from the device, when we execute manipulations on MDT only as touches on screen (Chart 2), it depends on three factors: *space,* that is, the area on which the touch is being performed or can be performed; *sustained action* of movement, with possible combinations of different types of touches; and *simultaneous* movement of several elements on the screen (Assis; Bairral, 2019).

In the same way that simultaneous screen touches of points on the screen brings about implications of an epistemological order, it also makes our cognitive structures more complex, for example, through the simultaneous motion of various elements (e.g., angles, sides, area, etc.) in a figure. Another issue that we need to consider is the way using an MDT allows alterations on the task design. (Bairral et al. 2017).

V. Concluding Remarks

Acknowledging that different technologies contribute differently to our way of living, communicating, and learning, in this article, I have tried to enhance the gestures approach by bringing contributions from cognitive science and neuroscience. Therefore, I advocate that manipulations on or with the screen constitute a new and challenging way of language manifestation and become a part of our embodied cognition (Bairral, 2019).

I focused on-screen touching. Although the possibility to touch the screen is not new in itself, mobility, ubiquity, and the type of sensitivity and performance offered by MDT are recent, and they have affected us. The changes they have brought about are part of human development, and that involves creation and innovation. Therefore, screen touching actions are not a minor help to our thinking process. They are leading actors and, in fact, they effectively materialize, together with other forms of language, our thinking, and our communication.

I hope I have convinced you that touchscreen actions are a new field of language and cognition manifestation. Gestures, touching, and other forms of manipulation *on*, *with* or *from* the screen express some kind of thought, and we should consider them all as a single dynamic and dialectic system (McNeill, 2002). They are new and different movements that we do with our hands, fingers, or body and that come to compose and transform our flow of images, interaction, thinking, and existence.

Considering the dialectic in the triad instability, rest, and restarting, when a subject manipulates a mobile device in mathematical tasks, it is substantial to look the conjunction (*gestures+touches+tracks+ writing+construction_on_screen*) in the construction of mathematical knowledge, without prioritizing one of them, namely writing. In other circumstances, we may prefer different forms of records, including writing and constructions on software, which will lead us to other types of knowledge.

The presence of MDT, like any other new technology, brings a number of challenges, fears,

© 2020 Global Journals

insecurity, unsettling, and controversies. I decided simply to propose some insights which can be promising for the enrichment in our way of thinking and interacting. I shall leave the task of judging on its being good, bad, favorable, useful, etc. onto the reader.

The reader may be wondering what the two examples that I have shown here (VAR and rotation movements) have to do with mathematics. They are not cases often used; that is, they are not among the prescribed contents of didactic manuals. Nevertheless, if we understand that mathematics is a human construction and, therefore, it evolves and recreates itself, we have a process of meaning into play. Nowadays, the great challenge is to produce new mathematical concepts and powerful strategies of thinking. Dynamic and inventive processes should move us. We are much more than prescribed contents, procedures, routines, or formulae.

Writing this article at a time when the world is going through such critical moments concerning public biological, social, and emotional health has not been easy. Research in the field of Humanities is necessary, contrary to what some world leaders advocate. Every life matters! This article is my homage to those who defend life by producing knowledge as, with and for Humans and not only as Machines.

References Références Referencias

1. Arzarello, F., Bairral, M., & Dané, C. (2014). Moving from dragging to touchscreen: geometrical learning with geometric dynamic software. *Teaching Mathematics and its Applications, 33*(1), 39-51. doi:10.1093/teamat/hru002
2. Assis, A., & Bairral, M. (2019). Using touchscreen devices to improve plane transformation in high school classroom *International Journal for Research in Mathematics Education (RIPEM), 9*(1), 45-60.
3. Assis, A. R. de. (2020). *Alunos do Ensino Médio realizando toques em telas e aplicando isometrias com GeoGebra.*[High School students performing touchscreens and applying is ometries with Geo Gebra]. Doctoral Thesisin Education.Seropédica, Rio de Janeiro: UFRRJ/PPGEduc.
4. Bairral, M., Arzarello, F., & Assis, A. (2017). Domains of manipulation in touchscreen devices and some didactic, cognitive and epistemological implications for improving geometric thinking. In G. Aldon, F. Hitt, L. Bazzini, & U. Gellert (Eds.), *Mathematics and technology: a C.I.E.A.E.M source book* (pp. 113-142). Hamburg, Germany: Springer.
5. Bairral, M. A. (2017). As Manipulações em Tela Compondo a Dimensão Corporificada da Cognição Matemática [The Manipulations on Screen Composing the Embodiment Dimension of the Mathematical Cognition]. *Jornal Internacional de Estudos em Educação Matemática (JIEEM), 10*(2), 104-111.
6. Bairral, M. A. (2019). Dimensions to be considered in Teaching, Learning and Research with Mobile Devices with Touchscreen. *Acta Scientiae, 21*(2), 93-109. doi:10.17648/acta.scientiae.v21iss2id5040
7. Barsalou, L. W. (2009). Simulation, situated conceptualization, and prediction. *Philosophical Transactions of the Royal Society of London: Biological Sciences*(364), 1281-1289. doi:10.1098/rstb.2008.0319
8. Damásio, A. R. (1996). *O erro de Descartes: emoção, razão e o cérebro humano* [*Descartes' Error: Emotion, Reason and the Human Brain*] (V. G. Segurado, Trans.). São Paulo: Companhia das Letras.
9. Damásio, A. R. (2004). *Em busca de Espinosa: prazer e dor na ciência dos sentimentos*[*Looking for Spinoza: joy, sorrow and the feeling brain*] (L. T. Motta, Trans.). São Paulo: Companhia das Letras.
10. Damásio, A. R. (2005). *O mistério da consciência: do corpo e das emoções ao conhecimento de si* [*The feeling of whathappens: Bodyandemotion in themakingofconsciousness*](L. T. Motta, Trans. 9 ed.). São Paulo: Companhia Das Letras.
11. Damásio, A. R. (2010). *O livro da consciência: A construção do cérebro consciente*[*Self Comes to Mind: Constructing the Conscious Brain*] (L. O. Santos, Trans.). Porto: Temas e Debates.
12. Damásio, A. R. (2018). *A Estranha Ordem das Coisas. As Origens Biológicas dos Sentimentos e da Cultura* [*The Strange Order of Things: Life, Feeling, and Making of Cultures*] (L. T. Motta, Trans.). São Paulo: Companhia das Letras.
13. Hostetter, A. B., & Alibali, M. W. (2008). Visible embodiment: Gestures as simulated action. *Psychonomic Bulletin & Review, 15*(3), 495-514.
14. Ihde, D. (2002). *Bodies in Technology*. Minneapolis - London: University of Minnesota Press.
15. Kruger, R., Carpendale, S., Scott, S. D., & Tang, A. (2005). *Fluid Integration of Rotation and Translation.* Paper presented at the Proceedings of the ACM Conference on Human Factors in Computing Systems (CHI)'05, April 2-7, 2005, Portland, Oregon, USA, pp. 601-610.
16. Marques, W. (2018). *Multinumeramentos em smartphones de alunos do Ensino Médio sob telas da neurociência* [Multinumeracy on High School students' smartphones under neuroscience screens]. Doctoral Thesis in Education. Seropédica, Rio de Janeiro: UFRRJ/PPGEduc.
17. Maturana, H. R., & Varela, F. J. (2001). *A árvore do conhecimento: as bases biológicas da compreensão humana* [The tree of knowledge: the biological bases of human understanding] (H.

© 2020 Global Journals

Mariotti & L. Diskin, Trans.9 ed.). São Paulo: Palas Athena.
18. McNeill, D. (1995). *Hand and mind: What Gestures reveal about Thought*. Chicago and London: The University of Chicago press.
19. McNeill, D. (2002). Gesture and Language Dialectic. *Acta Linguistica Hafniesia*, 1-25.
20. Moore-Russo, D., & Viglietti, J. M. (2014). Embodied cognition across dimensions of gestures. Considering Teachers' responses to Three-Dimensional Tasks. In L. Edwards, F. Ferrara, & D. Moore-Russo (Eds.), *Emerging perspectives on gesture and embodiment in mathematics* (pp. 137-227). New York: Information Age Publishing.
21. Mora, F. (2017). *Cómo funciona el cerebro* [How the brain works] (5 ed.). Madrid: Alianza.
22. Park, D., Lee, J., & Kim, S. (2011). Investigating the affective quality of interactivity by motion feedback in mobile touchscreen user interfaces. *International Journal of Human-Computer Studies, 69*(12), 839-853. doi:10.1016/j.bbr.2011.03.031
23. Sinclair, N., & de Freitas, E. (2014). The haptic nature of gesture: Rethinking gesture with new multitouch digital technologies. *Gesture, 14*(3), 351-374. doi:10.1075/gest.14.3.04sin

© 2020 Global Journals

Global Journal of human-social science: G
Linguistics & Education
Volume 20 Issue 5 Version 1.0 Year 2020
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Enfants de la Rue Kinshasa: Shege ou Chegue ?

By Florentin Azia Dimbu, Oasis Kodila Tedika, Alphonse-Marie Bitulu Shambuy & Janine Kimboko Mpesi

Université Pédagogique Nationale

Abstract- What is the origin of the word ¨Chegue¨, designating the street children of Kinshasa ? Probably from the revolutionary Che Guevara, icon and idol of young people concerned with freedom and solidarity. Several points of resemblance exist between these street children and young and this leader.

Keywords: *kinshasa, street children, chegue, shegue, che guevara.*

GJHSS-G Classification: *FOR Code: 139999*



Strictly as per the compliance and regulations of:

© 2020. Florentin Azia Dimbu, Oasis Kodila Tedika, Alphonse-Marie Bitulu Shambuy & Janine Kimboko Mpesi. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Enfants de la Rue à Kinshasa: Shege ou Chegue ?

Florentin Azia Dimbu [α], Oasis Kodila Tedika [σ], Alphonse-Marie Bitulu Shambuy [ρ] & Janine Kimboko Mpesi [ω]

Résumé- **Quelle est l'origine du mot Chegue, désignant les enfants de la rue de Kinshasa ? Probablement du révolutionnaire Che Guevara, idôle des jeunes épris de liberté et solidarité. Plusieurs points de ressemblance existent entre ces enfants et jeunes de la rue et ce leader.**

Mots clés : Kinshasa, enfants de la rue(EDR), chegue, shege, Che Guevara.

Abstract- **What is the origin of the word ¨Chegue¨, designating the street children of Kinshasa ? Probably from the revolutionary Che Guevara, icon and idol of young people concerned with freedom and solidarity. Several points of resemblance exist between these street children and young and this leader.**

Keywords: kinshasa, street children, chegue, shegue, che guevara.

I. Introduction

Depuis l'aube de 1980, les enfants de la rue (EDR) se confirment comme un mal résiduel des mégapoles. Il convient d'en cerner les contours pour gérer ce phénomène et y apporter des solutions idoines.

Ce texte scrute le mot « chegue » en allant aux sources, une démarche permettant de mieux percevoir le concept et l'individu. Plus on le connaîtra mieux vaudra le contact à établir avec lui, afin de mettre à profit les éléments de sa personnalité cachée. Ne pas approcher le « chegue » ou le traiter de peste sociale, afin de mieux l'éliminer reviendrait à se priver d'une énergie utile au nom des idées préconçues. Le recours à l'étymologie et autres significations devient nécessaire.

Un peu partout, les enfants de la rue portent différentes étiquettes. Rwanda, « *Abana badafite kivuriri* » (sans soutien), les enfants « délaissés » (Sibomana, 1992, 18). En kinyarwanda: « *Abasaligoma* » (voyous, sales gamins), « *Utubandi* » (les petits bandits), « *Abana b'inzererezi* » (les enfants vagabonds), « *Inkaritasi* » (dépendant de la charité), « *Amatofa* » (révoltés, récalcitrants).

Burundi : *Batimbayi* (increvables) *Mayibobo* (vauriens), *Birobezo* (mendiants obstinés). Ouganda : *Masikini* (mendiants dormant dans la rue). République Centrafricaine : *Godolet* (enfants de rue), Kenya *: Chokora* (vivant de la poubelle). Cameroun : «*nangaboko* » (*dort n'importe où*) (Pirot, 2004, 45). Chez les Baoulés : « *akposuba* » (« *appartiennent à la rue* ») (Salmon-Marchat, 2004, 114). Mauritanie : « *Hassaniya* » (« *fils de p…* ») (Combier, 1994, 37). Colombie : ñero (enfant de la rue) (Merienne Sierra, 1995, 90).

Philippe Gaberan les traite des « *enfants chauves-souris* », « *c'est-à-dire des êtres mutants, n'appartenant ni à aujourd'hui ni à demain, n'étant ni du ciel ni de la terre, parce qu'ayant souffert d'un amour concédé à contretemps* » (2003, 13).

Toutes ces appellations sont péjoratives et de nature à les « *déshumaniser* ». Ils ne sont pas perçus comme des humains, ou s'ils les sont, ils sont privés de caractéristiques humaines, et ont pour géniteur, des infrahumains. Aussi, ces appellations sont-elles « *souvent des raccourcis qui satisfont le sens du pathétique* » (Douville, 2004, 1), mais n'en disent que médiocrement sur leur univers. Comment manifester de la sympathie et en même temps de la répulsion envers les « chegue » ? A cause de ce manque pressenti et qu'on voudrait bien combler, on les prend en pitié ; à cause des apparences méchantes et redoutables, on les répugne. Quelle ambiguïté !

La RD Congo et Congo-Brazzaville retiennent deux surnoms: phaseur[1] *et chegue.*

Le versant *chegue* pose problème sur le plan sémantique. Il est diversement écrit dans la presse profane et scientifique: « shege», « chegue ». Nous optons pour la dernière graphie. Les sections suivantes justifient ce choix. Dans la deuxième section, nous en présentons l'origine. La troisième section démontre l'insuffisance de la graphie shege au profit de chegue. L'avant dernière section ajoute le parallèle entre enfants de la rue et Che Guevara. Ce qui enrichit davantage notre argumentaire avant la conclusion.

II. Origine

L'étiquette collée à ces enfants tant à Kinshasa qu'à Brazzaville est floue comme l'origine d'un mythe. Tout serait parti de l'album *Kaokokorobo* du Congolais Shungu Wembadio, dit Papa Wemba, en 1996 (Bensignor, 2010).

Author α: Université Pédagogique Nationale (RD Congo). e-mail: florentin.azia@upn.ac.cd
Author σ: Université de Kinshasa. e-mail:oasiskodila@yahoo.fr
Author ρ: e-mail: almabit@gmail.com
Author Ω: Institut de Recherche en Sciences de la Santé. e-mail: jkimboko@yahoo.fr

1 Eux-mêmes préfèrent s'appeler « *Teba* », c'est-à-dire « *Pourriture* ».

© 2020 Global Journals

Mais d'où vient ce concept ainsi popularisé ? L'origine est incertaine. Trois étymologies s'affrontent au point de s'exclure. La première est de Tshikala (2000), qui le dérive de Schengen, espace européen caractérisé entre autres par l'abolition des frontières et la libre circulation des citoyens, d'un Etat à un autre. Ainsi, *shege* invoquerait, dans l'imaginaire congolais, le migrant clandestin en Occident (Kasongo Maloba Tshikala et Ngoy Fiama Bitambile, 2013 ; Assogba Yao, 2011; Kasongo Maloba Tshikala et Kinable, 2010 ; Kahola et Kakudji, 2004).

Camille Dugrand (2013) part de l'hypothèse selon laquelle shégué serait lié à un terme de la langue haoussa qui signifie « bâtard » et qui serait apparu après les déboires des migrants ouest-africains avec ces enfants.

La troisième origine que nous soutenons et partageons avec Filip De Boeck et Marie-Françoise Plissart (2005), postule que *chegue* serait une contraction et une apocope de Che Guevara. Cette étymologie vraisemblable plonge ses racines dans 'Che' – se lit 'tche' « surnom de Guevara, une interjection pour une personne que l'on tutoie' ; une manie des Argentins pour héler autrui, et leurs voisins latino-américains les surnomment les 'Che' (Bouchard, 2004, 3). Avec le temps, ce terme désignera le seul Ernesto Guevara, très connu pour son mercenariat international. L'écriture du concept semble bien poser problème.

III. Quand L'orthographe Pose Probleme

Dans la littérature, seul Tshikala K.B. a donné une certaine charge sémantique ou esquisse de définition de « shege » dont est née une école. Toutefois, est-il correct de retenir l'orthographe « shege » ? Ce concept ainsi défini est très limité et devrait être discuté.

En effet, dans son papier « *Kinshasa. Anomie, ambiance et violence* » (Tshikala, 1997), à la suite de Maricel Merienne Siera (1995), reprend une taxinomie dite « classement populaire » par Bernard Pirot (2004), fondée sur les tranches d'âge en trois groupes : « *moineaux* » (4-7 ans), « *bana shege* » (8-12 ans) et « *bana imbwa* »[2] (13-17 ans).

En 2000, Tshikala K.B. nuance sa description, étoffant par là son contenu lexico-sémantique. C'est : « *un emprunt culturel. Dérivé du nom Schengen, … dans l'imaginaire urbain congolais, la condition du migrant clandestin en Occident et au pays. La trajectoire de l'échec social contenue dans le trope shege est trompeuse puisque ce terme est un concept culturel. Cette appellation – qui désignait en 1993 un phaseur, enfant de la rue, désœuvré, drogué et sans abri – a, par la suite, été étendue aux jeunes Kinois nés après l'indépendance. Ce trope est, à lui seul, un résumé de l'urbanité kinoise faite d'ambiance (musique, alcool et sexualité facile) et de mobilité géographique. …, mais le shege de Matonge (…), en dépit des multiples variantes et évolutions, peut être considéré comme une figure unificatrice de la crise. … figure de la contestation populaire du pouvoir des riches et des puissants. Epicurien, le shege est un « viveur » des temps de crise dont les actes (« kobenda kopo » et « s'ambiancer ») restent subordonnés à l'argent illégalement gagné*. » (Tshikala K. Biaya, 2000, 20).

Plusieurs observations s'imposent à l'esprit dans le sens de l'enrichissement. D'abord, la nomenclature de 1997 ne se justifie plus vu l'article de 2000 à cause de la chronologie du vocable. Comment fixer l'origine à 1997 alors que la réalité date de 1993 jointe au concept ? Comment expliquer cette méprise pour un enfant de moins de 12 ans ? Appliquer le concept *shege* à une tranche d'âge, devient problématique, car les autres termes proches dont « moineaux » n'en demeurent pas moins innocents et n'échappent pas aux critiques.

En RD Congo, c'est de 1961 à 1966, que les premiers signes des « enfants de la rue » pointent à la suite des guerres *mulelistes*. Le gouvernement congolais déversa sur Kinshasa nombre d'orphelins, victimes, en provenance de l'intérieur ensanglanté. La contagion de leur mode de vie atteindra les enfants non orphelins, avec d'autres mobiles : principalement l'essor de la musique. Apparaissent les « *ngembo* », chauve-souris, ces jeunes qui, ne pouvant accéder aux salles de concert, ni payer les billets d'entrée au stade lors de grandes rencontres de football ou autres, se contentent de grimper aux murs ou aux arbres alentours. Et les musiciens de les inviter à trancher : « *bangembo bana bo-juger* » (Rochereau, …).

L'année 1979 donne naissance aux « moineaux » sur les campus universitaires de Kinshasa, avec la période de vaches grasses pour les étudiants bénéficiant d'une bourse d'études consistante, d'une bonne restauration et de la gratuité de transport. Des enfants désœuvrés sont engagés par des étudiants comme domestiques et se fixent sur les Campus. Vient la période de vaches maigres, ces « moineaux » prirent de l'envol, habitués à la débrouille et à l'évolution en dehors du toit; dans les rues de Kinshasa (Azia Dimbu, 2013).

L'âge de 4-7 ans attribué aux moineaux paraît peu justifiable, si l'on s'en tient à leur exploitation par les milieux universitaires.

Revenons à l'orthographe. La grammaire des langues congolaises autorise le *SH* pour désigner le son

[2] Littéralement, « banashege » sont les enfants de ScHEnGEn (l'accord des pays européens), en référence aux jeunes congolais refoulés d'Europe ; « bana imbwa », « enfants des chiens » (et non chiots). Ainsi pour dire « *pas de parents, pas de logis, ils mènent une vie errante à la recherche de quoi vivre, et leurs jeux sont violents* », proches des chiots sans mère.

© 2020 Global Journals

[ʃ]. Il est normal que [ʃege] s'écrive shege. Cependant, *Shege* est avant tout employé dans le milieu kinois, où le mélange de cultures a engendré une civilisation hybride. Les langues congolaises ont intégré les emprunts français, anglo-saxons, voire portugais et espagnols. Quand un Kinois parle de « prince », il ne désigne pas un fils de roi mais une artère « asphaltée » ; son « palais » n'a rien à voir avec une somptueuse demeure, mais simplement un domicile. Autrement dit, la grammaire kinoise n'a pas de règle stricte d'application à cause des emprunts constants vite africanisés.

La préférence pour Chegue obéit à cette logique : la graphie semble plus proche du français, langue officielle où [ʃ] s'écrit *CH*, Simple analogie ! Acculturation oblige, le Kinois francise mots et réalités de son vécu, même ses propres noms[3].

Au lieu de *shege* on retient *chegue* ; contraction de Che Guevara. Par inculturation, les initiales forment le mot-valise CheGue. On a collé ce surnom aux enfants de la rue afin de les identifier à ce dernier en ne considérant que son côté révolutionnaire.

Quoique de façon caricaturale, ces enfants sont réellement vaillants et « *révolutionnaires* » à l'image de Che Guevara. La littérature scientifique tend à le confirmer (Azia Dimbu, 2016).

Ce phénomène a pris de l'ampleur autour de 1990. La datation tshikalienne et plusieurs autres le prouvent. Cette situation n'a pas laissé les observateurs indifférents (cf. chanson populaire congolaise[4] avec le slogan « *Che, Chegue ! …*[5] »).

Dans une interview du 28 août 2009, le musicien argue « *encourager, …, les enfants de la rue à ne pas désespérer …. Car la chance peut sourire à tout le monde et n'importe quand. Le soleil brille pour tout le monde. Il y a possibilité pour eux de s'en sortir*[6]*. En les traitant de Chegue, c'était pour moi une façon de les consoler et les encourager afin d'aller de l'avant.* »

Che n'était pas autant connu, malgré son incursion dans la révolution contre le pouvoir mobutien. La chanson et ses slogans l'ont vulgarisé et mis à la portée de tout le monde au fil des années. En témoigne son effigie sur t-shirts vendus comme de petits pains et portés par des milliers de jeunes à travers le monde. Aujourd'hui, les effigies de Che Guevara décorent véhicules et façades de bâtiments à Kinshasa : concours des circonstances[7]. L'artiste musicien ressemble à un propagandiste.

Remonter le temps pour trouver la paternité de cette appellation semble difficile ou impossible. L'effort a exhumé des rapprochements entre le héros légendaire et les enfants de la rue.

IV. Che Guevara et Les Enfants de La Rue

Che Guevara ou Le Che signifie l'Argentin Ernesto Guevara, un médecin, né le 14 juin 1928 à Rosario de Santa Fé (Viviane Bouchard, 2004). Aîné de cinq enfants, il a connu une enfance difficile secouée par l'asthme qui l'accompagnera toute sa vie. Il réussit comme athlète, joueur d'échecs et surtout de rugby, avec un style de jeu agressif.

Il se fait remarquer par ses opinions radicales et un goût très prononcé pour l'aventure : devenir soldat de Francesco Pizarro. Il apprend de sa mère le français. La poésie et la littérature l'attirent : Pablo Neruda, Jacques London, Emilio Salgari, Jules Verne, Sigmund Freud, Bertrand Russell. Il écrira des poèmes et sortit Médecin le 31 juillet 1952 de la Faculté de Médecine à Buenos-Aires.

Il voyage beaucoup et fait un constat amer : la pauvreté est le lot de la grande majorité. Il met de côté la médecine pour se consacrer au salut des populations dans la misère due à la mauvaise gestion des ressources naturelles. La révolution armée est sa seule façon d'y mettre un terme.

Il décide de s'installer au Guatemala pour son éducation politique par le marxisme. Il analyse les réformes de Jacobo Arbenz Guzman. Il lie l'amitié avec les révolutionnaires cubains de Fidel et Raoul Castro dans le « *Mouvement du 26 juillet* », qui renverseront Fulgencio Batista à La Havane en 1959. Che devient citoyen cubain avec plusieurs postes importants dont celui du Ministre de l'Industrie.

Janvier 1965, il visite plusieurs pays victimes de la Guerre Froide : Chine, Mali, Congo-Brazzaville, Ghana, Guinée, Dahomey (Bénin), Egypte, Algérie, Tanzanie.

De retour à La Havane en mars 1965, il se détache des responsabilités publiques pour unir son destin à celui des pauvres du monde (Maurel, 2011). Le 1er avril 1965, il va à l'Est de la RD Congo donner un coup de pouce à la rébellion de Laurent-Désiré Kabila, contre le pouvoir impérialiste de Joseph-Désiré Mobutu. Cette révolution réussira le 17 mai 1997, trente ans après l'exécution du Che.

[3] Le nom Tedika : les ancêtres parlaient de Ntedika. Les parents ont francisé en éludant le N. On écrit Tedika. Cette tendance se propage. L'inverse ramène au lingala les mots français : restorant à la place de restaurant, emboutiyage à la place d'embouteillage, etc. Joseph devient Zezefu, Alphonse : Ndolofunso.

[4] Papa Wemba: « *Kao kokokorobo* », Album Kao kokokorobo : « *Dieu Tout puissant* », 1996.

[5] « Che Guevara, la chance est gratuite »

[6] Il a envoyé un EDR appelé Chinois en Europe.

[7] La révolution de l'AFDL, avec Laurent-Désiré Kabila, était bouillante à l'Est de la RD Congo où Che a vécu. Les milices nombreuses utilisent ses méthodes et les « kuluna » trouvent leur émule en lui. Cette chanson confine aux faits politiques : LD Kabila fut un proche de Che.

© 2020 Global Journals

Les conséquences du passage du Che à l'Est sont remarquables : les milices innombrables y naissent, sèment terreur et désolation, répandant son idéologie à travers ceux qui l'ont connu ou s'identifient à lui.

Le 07 novembre 1966, il arrive dans la jungle de la Bolivie pour monter une guérilla, dénommée, Armée de Libération Nationale, sans compter avec la non-adhésion de la paysannerie populaire et la désertion des éléments de sa troupe. Capturé par l'armée bolivienne, entraînée et guidée par la CIA le 08 octobre 1967, il est exécuté sommairement le jour d'après à La Higuera (Bouchard, 2004), laissant cinq orphelins de ses deux unions.

Sa réputation a continué sa pérégrination jusqu'à Kinshasa L'influence du milieu aidant, les modifications culturelles ont engendré des émules qui ont, certes, hérité quelque chose du fondateur de la lignée, mais l'ont conformé à leur propre goût.

Les EDR de Kinshasa, connus pour leur violence érigée en comportement permanent et mode d'accès à la possession, usent de leurs muscles et de leur intelligence, s'organisent pour acquérir les biens désirés, au bénéfice de la peur qu'ils sèment dans l'entourage. Les gangs ainsi formés sont dénommés « kuluna » et portent les noms évocateurs de leur principal promoteur ou de leur attribut le plus caractéristique.

L'on comprend ainsi l'origine de la dénomination leur collée qui permet de relever certains points de rapprochement avec le Che. L'inventaire de sa personnalité peut davantage convaincre.

a) Solidarité à la misère des faibles

La vocation guerrière du Che lui vient de sa compassion pour les déshérités. Il s'est oublié au nom de la solidarité : renoncément aux sécurités d'un emploi stable au Gouvernement et il a sacrifié sa vie de famille. Authentique esprit de fraternité à l'égard de ses ennemis, prisonniers de guerre et ses geôliers qu'il soignait humainement (Maurel, 2011 ; Bouchard, 2004).

Alors que l'on déplore l'effritement de la solidarité dans la société africaine (Yao Assogba, 2013 ; Mulumba Tshondo, 2003), les chegues font preuve de collaboration et d'un sens de partage. Jamais ils n'abandonnent un des leurs en difficulté et ils s'offrent le sauver. Plusieurs anecdotes l'illustrent. Lorsque l'un d'entre eux est arrêté par les forces de l'ordre ou attaqué, les autres accourent de partout, même en petits groupes.

Ils se montrent solidaires avec le nécessiteux. Une fille de la rue à terme a été reçue en consultation prénatale dans la maternité du Centre de Médecine Mixte et d'Anémie SS (CMMASS) à Kinshasa, Yolo-Sud, accompagnée de ses compères pour la garder. Matin, midi et soir, des équipes se sont relayées pour le réconfort moral et matériel. Ils ont poursuivi le manège dans la famille et pris soin du nouveau-né.

Les chegues développent une réelle adaptabilité pour survivre et sortir de leur situation. Traités d'inconscients ou insensés, ils donnent la preuve qu'ensemble, ils sont plus forts et plus redoutables.

A la suite du Che et sans le savoir, certains sont devenus chegues par solidarité, mais le demeurent tant que leurs familles ou amis ne sont pas sortis de la misère. Dans la quête des variables de la descente dans la rue, relevons que les chegues se comptent parmi les sacrifiés bénévoles et jouent au héros de la famille. Ils prennent le risque au nom de tout le monde, d'où leur agressivité à défendre les plus faibles.

b) Sens précoce d'indépendance

Les tenants du mot-valise découlant du Che font « *… allusion à l'esprit indépendant et à la rudesse des jeunes de la rue* » (Human Rights Watch, 2006, 16). Démissionner est une preuve du goût prononcé d'indépendance ; qui ne se réfugie pas derrière le statut social et le prestige ou ses relations.

Que des jeunes quittent le toit parental très tôt est un signe d'indépendance précoce. Le chegue refuse de regagner les milieux fermés et les sécurités de la famille puisque voulant jouir de sa liberté, de son indépendance.

c) Goût de l'aventure et mobilité

La mobilité caractérise les enfants de la rue (Nkouika ; Dugrand, 2013). Elle fausse tout recensement et recherche. L'indépendance s'accompagne de mobilité constante et du goût d'aventure prononcé. La curiosité et la crainte de se laisser identifier poussent à changer de milieu et tenter de nouveaux modes de vie au gré des vagues !

La motivation de Che est imbue d'aventurisme, avec son lot de curiosité et d'insatisfaction. N'avait-il pas un défi personnel à relever à courir monts et vallons ?

d) Discours franc et direct

Che traitait directement ses contrats. Sa capture en Bolivie, tient de cette témérité. Son franc-parler lui attirait la sympathie.

Ceux qui approchent les chegues découvrent que leur langage frise l'indécence et blesse la pudeur : ils appellent chaque chose par son nom. Peut-être que leur bas niveau d'études influe sur ce degré élémentaire de la communication. Ils ne recourent pas à des tournures imagées ni à des figures de style bourrées de pittoresques. A la limite, ils gardent un silence de mépris.

e) Vaillance

Le courage du Che se révèle un trait dominant. Opter pour la révolution armée et courir le monde à la rescousse des opprimés dénotent d'un courage hors pair, alors que ses collaborateurs font défection, Le Che décide de la guérilla en Bolivie même avec son Armée de Libération Nationale diminuée. Sa détermination à

© 2020 Global Journals

affronter l'inconnu en dépit des difficultés évidentes est redoutée. On doit vite l'exécuter, car c'est un intrépide téméraire.

Les enfants de la rue ne méritent pas moins d'égards. Ils sont courageux et vaillants, intrépides et hardis. Ils affrontent la vie que bien des adultes n'osent pas. Ils n'ont pas de temps à gaspiller. Il faut bouger, foncer, chercher, travailler ; bref, il faut du courage pour survivre seul dans les rues d'une mégapole.

f) Agressivité excessive

Le Che s'attache à la violence. Dans la lettre d'adieu à sa mère, il écrit : « *je crois en la lutte armée comme unique solution pour les peuples qui luttent pour se libérer, et je suis cohérent avec mes croyances* » (Maurel, 2011, 329). Il avait la gâchette facile. Sa façon de combattre les inégalités socioéconomiques relève d'une propension à l'agressivité.

Les enfants de la rue de Kinshasa n'en sont pas encore arrivés à cet écueil. Ils affichent de la force en rendant tous les services qu'on leur demande ; défendre leurs intérêts communs ou individuels. Ils ne calculent pas les risques ; n'envisagent pas de perdre. Ils se surestiment et n'arrivent à vaincre qu'en déployant une forte violence. Ils se limitent pourtant à des armes blanches pour compléter leurs forces physiques.

A ce titre, les « chegues » ne s'identifient que partiellement à Che. Même au rugby, son style est qualifié de brutal et violent. La violence des « chegue » ressemble à un simple réflexe d'autodéfense pour une personne menacée et mal aimée (Lucchini, 1998). Kahola Tabu souligne : « *Les enfants de la rue réagissent à cette mise au ban de la société par la violence et une agressivité permanentes contre les membres d'une société qui les abandonne à leur sort*. » (2008, 27-28).

Autant Che a terrorisé le monde dans les années 1960, autant le chegue insécurise et met mal à l'aise gouvernants et population. En 2006, à la suite d'une altercation avec un vendeur, les chegues avaient investi les alentours du Marché Central de Kinshasa et paralysé les activités. Personne n'avait réussi ni à les contenir ni à les repousser ; pas même les forces de l'ordre.

g) Résilience

On parle de la résilience de l'enfant en situation de rue (Lucchini, 1998). Plusieurs auteurs ont tenté de définir ce concept : « *… la possibilité de se développer de manière normale, malgré des épreuves, des traumatismes et des conditions de vie initiale difficile et douloureuses* » (Valleur et Matysiak, 2006 : 252).

Che et les enfants de la rue en sont le produit. C'est en elle qu'ils puisent leurs forces et ressources, réapprennent à (sur)vivre après de dures épreuves.

De santé fragile, Che a failli trépasser dans l'enfance, mais il se lançait dans d'âpres combats en pleines périodes de crises aiguës.

Les « chegues », fidèles imitateurs inconscients, subissent régulièrement des traitements humiliants : arrêtés de façon peu respectueuse de la dignité humaine, ils sont bastonnés, insultés et plusieurs témoignent d'avoir subi des sévisses corporelles (les mégots de cigarettes écrasés sur leurs visages, piétinés dans les véhicules de ratissage où ils sont couchés à même la carrosserie, les coups de crosses leur sont assénés).

Les enfants de la rue sont victimes de viols, d'agressions sexuelles et d'accusations de sorcellerie qui entraînent bastonnade, violence physique et verbale, rejet, exclusion, etc. Beaucoup de filles de la rue ont été victimes de viols et agressions collectifs répétés (Human Right Watch, 2006, 37). Après leur relaxation ou leur escapade, ils retournent dans la rue poursuivre leur combat, comme si le stress, les traumatismes ne sont pas leur partage.

Ces enfants sont d'une rudesse admirable. Non seulement ils endurent les souffrances avec philosophie, mais ils ne gardent en mémoire que quelques vagues souvenirs. ils ne renoncent pas à la vie de rue, mais, ils usent de prudence et hardiesse.

V. Conclusion

Le prétexte de l'orthographe du mot ¨chegue¨ a permis de découvrir certains traits de personnalité desdits jeunes. Un exercice périlleux naviguant entre la linguistique et la psychosociologie. A ce jour, aucune académie n'a pris soin de définir le concept et en fixer la graphie.

Notre quête ressemble à une recherche sur l'identité véritable de l'EDR appelé chegue, dans le milieu kinois. On ne peut se contenter de propos évasifs sans précision. Le nom participe de l'identité d'un individu. Pour bien parler de l'EDR, il convient de savoir le nommer, le distinguer des autres catégories sociales auxquelles il s'apparente sans s'y réduire.

L'analyse a prouvé que le concept *shege* de Tshikala n'est pas adapté. Il devrait laisser place à « chegue », terminologie plus élastique.

Par une démarche psychosociale, nous avons découvert un artiste musicien qui a beaucoup contribué à l'adoption du terme et sa vulgarisation à Kinshasa et en RD Congo. L'influence de Che Guevara a apporté du sien dans l'imaginaire de l'artiste Shungu Wembadio qui n'a pas tiré une conclusion sur l'origine. Il a profité de la mode répandue pour mettre à l'honneur une frange importante de la jeunesse négligée alors qu'elle détenait des atouts majeurs pour s'en sortir dans la vie. Pourquoi ne pas les encourager et leur donner l'espoir de réussir ? Ce sont ces atouts que possédait Che Guevara. L'inventaire de sa personnalité en a révélé quelques-uns, afin de suggérer une graphie cohérente et logique.

Cette réflexion n'impose rien de plus qu'une approche du phénomène qui, au demeurant, pourrait

© 2020 Global Journals

améliorer l'image du Chegue et son intégration dans le processus de développement de la société. Toutes les couches sociales comportent une part d'énergie pour un équilibre stable. Faute de quoi, les rejetés font payer à tout le monde, innocents y compris, le prix de leur mépris.

References Références Referencias

1. AssogbaYao (2011), Insertion des jeunes exclus en Afrique. Université du Québec en Outaouais (UQO). Alliance de recherche université-communauté (ARUC-ISDC), Axe 1 Développement social, Série: Recherches, numéro 39, mai 2011.
2. Azia Dimbu, F.et al. (2016), « Stress, une variable explicative du phénomène enfants de la rue à Kinshasa », *Presses de l'Université Pédagogique Nationale,* n°066a, janvier – Mars, 287-292.
3. Azia Dimbu, F. (2013), « Les enfants de la rue à Kinshasa», *Congo-Afrique*, 471-472, 57-69.
4. Bensignor, F. (2010), « « Papa Wemba ». Retour d'une grande voix », *Hommes et Migrations*, 4(1286-1287), 296-301.
5. Bouchard, V. (2004), *Che Guevara, un héros en question*, Les Editions Québec Amérique INC, Québec.
6. Combier, A. (1994), *Les enfants de la rue en Mauritanie*, L'Harmattan, Paris.
7. De Boeck, F. et Plissart, M.-F. (2005), *Kinshasa, reçu de la ville invisible*, La Renaissance du livre, Bruxelles.
8. Douville, O. (2004), « Enfants et adolescents en danger dans la rue à Bamako (Mali). Questions cliniques et anthropologiques à partir d'une pratique », *Psychopathologie africaine*, Vol.XXXII, n°1.
9. Dugrand, C. (2013), « Enquêter auprès des enfants de la rue : le cas des « Shégués » », Compte rendu de la douzième séance du séminaire CEE-CERI, Sciences Po. Les sciences sociales en question : controverses épistémologiques et méthodologiques.
10. Gaberan, P. (2003), *Eduquer les enfants sans repères, Enquête sur la politique de l'éducation*, ESF, Issy-Les-Moulineaux.
11. Human Right Watch (2006), *Quel avenir? Les enfants de la rue de la République démocratique du Congo*, Vol. 18, N°2(A).
12. Kahola Tabu, O. (2008), « La violence quotidienne des enfants de la rue : Bourreaux et victimes à Lubumbashi », *Bulletin de l'APAD*, 27-28, http://apad.revues.org/3043, pc le 17 avril 2017.
13. Kahola, O. et Kakudji, A. (2004), « Les enfants des rues à Lubumbashi. », Kahumba Lufunda (ed.), *Approche de la criminalité dans la ville de Lubumbashi*, Rapport des recherches effectuées durant la 9e session des travaux de l'Observatoire Août 2003.
14. Kasongo Maloba Tshikala, P. et Kinable, J. (2010), « Enfants de la rue, phénomène pluriel et complexe à Lubumbashi, RDC», Actes du colloque international francophone « Complexité 2010. » La pensée complexe : défis et opportunités pour l'éducation, la recherche et les organisations – Lille (France), mercredi 31 mars et jeudi 01 avril.
15. Kasongo Maloba Tshikala, P. et Ngoy Fiama Bitambile, B. (2013), « Du récit de vie à l'entretien narratif chez les jeunes de la rue à Lubumbashi », *Recherche Qualitative*, Hors-Série, N°15, 478-496.
16. Lucchini, R. (1998), « L'enfant de la rue : réalité complexe et discours inducteurs », *Déviance et société*, Vol.22, N°4, 347-366. Doi: 10.3406/ds.1998.1669
17. Maguet, F. (2010), « Le portrait de Che Guevara », Gradhiva (En ligne), 11/2010, http://gradhiva.revues.org/1696, pc le 14 juin 2014.
18. Maurel, C. (2011), *Che Guevara, entre mythe et réalité*, Ellipses, Paris.
19. Merienne Sierra, M. (1995), *Violence et Tendresse. Les enfants de la rue à Bogota*, L'Harmattan, Paris.
20. Mulamba Tshondo, J. (2003) « *Phénomène enfant de la rue à Kinshasa. Expression de l'atomisation de la solidarité africaine* », Mémoire inédit de D.E.S., Université de Kinshasa, Kinshasa.
21. Nkouika, G. (s.d.), *Les déterminants du phénomène enfants de la rue à Brazzaville*, Communication inédite faite dans le cadre de l'Union pour l'Etude et la Recherche sur la Population (UERPOD), Brazzaville.
22. Pirot, B. (2004), *Enfants des rues d'Afrique Centrale*, Karthala, Paris.
23. Salmon-Marchat, L. (2004), *Les enfants de la rue à Abidjan*, L'Harmattan, Paris.
24. Sibomana, R. (1992), « *Le scoutisme et les enfants de la rue* », *Enda Tiers-Monde*, Jeunesse Action, Novembre.
25. Tshikala K. Biaya (1997), « Kinshasa : anomie, ambiance et violence », in Georges Hérault et Pius Adesanmi (sous la dir.), *Jeunes, culture de la rue et violence urbaine en Afrique*, Ibadan, IFRA.
26. Tshikala K. Biaya (2000), « Jeunes et culture de la rue en Afrique urbaine (Addis-Abeba, Dakar et Kinshasa) », *Politiques africaines*, n°80, décembre.
27. Valleur, M. et Matysiak, J.-C. (2006), *Les pathologies de l'excès. Sexe, alcool, drogues, jeux… Les dérives de nos passions*, JC Lattès, Paris.

© 2020 Global Journals

Global Journal of human-social science: G
Linguistics & Education
Volume 20 Issue 5 Version 1.0 Year 2020
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

A Philosophical Assessment of Non- Possessiveness in Teaching and Learning

By Kumar Neeraj Sachdev

Abstract- Education involves teaching and learning to gather information, improve knowledge, and develop skills. Corresponding value-oriented conduct is required to give a meaningful orientation to such a process. The object of value-oriented conduct as a subject matter of education ethics is to seek the development of a human being as a being capable of understanding, sympathy, and communication with all members of the human race. However, with time, it has been observed that an overemphasis on material interests has created the new uncivilized educated man because material interests and educational interests in such a process of education do not coincide in a meaningful way. Instead, material interests tend to dominate the whole idea of education itself. Given this, I shall be assessing the relevance of non-possessiveness (Aparigraha), which is characterized to be a virtue in Jainism, in education and learning to arrive at a resolution of this problem of the overriding character of material interests to suggest that the purpose of education is to enable a human being to live an informed and enlightened life.

Keywords: education, teaching, learning, value-oriented conduct, education ethics, educational interests, material interests, non-possessiveness, jainism, enlightened life.

GJHSS-G Classification: FOR Code: 930299



Strictly as per the compliance and regulations of:

© 2020. Kumar Neeraj Sachdev. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

A Philosophical Assessment of Non-Possessiveness in Teaching and Learning

Kumar Neeraj Sachdev

Abstract- Education involves teaching and learning to gather information, improve knowledge, and develop skills. Corresponding value-oriented conduct is required to give a meaningful orientation to such a process. The object of value-oriented conduct as a subject matter of education ethics is to seek the development of a human being as a being capable of understanding, sympathy, and communication with all members of the human race. However, with time, it has been observed that an overemphasis on material interests has created the new uncivilized educated man because material interests and educational interests in such a process of education do not coincide in a meaningful way. Instead, material interests tend to dominate the whole idea of education itself. Given this, I shall be assessing the relevance of non-possessiveness (Aparigraha), which is characterized to be a virtue in Jainism, in education and learning to arrive at a resolution of this problem of the overriding character of material interests to suggest that the purpose of education is to enable a human being to live an informed and enlightened life.

Keyterms: education, teaching, learning, value-oriented conduct, education ethics, educational interests, material interests, non-possessiveness, jainism, enlightened life.

I. Introductory Remarks

I present and discuss in the paper a perspective of education about teaching and learning with a focus upon a few philosophical nuances of education ethics in value-oriented conduct of educators and students. I explore the idea that the object of value-oriented conduct as subject-matter of education ethics is the growth of a human being as a being capable of sympathy and communication with all members of the human race. In the analysis of this idea, I bring to the fore, first, the inevitable co-existence of educational interests and materials interests, and second, the problem of an overemphasis on material interests in the current practices of education. I present some arguments through a philosophical analysis of a virtue of non-possessiveness (Aparigraha) in Jainism to propose a resolution of this problem of the overriding character of material interests to live an informed and enlightened human life.

Author: Associate Professor of Philosophy, Department of Humanities and Social Sciences, Birla Institute of Technology and Science (BITS), Pilani Campus, Pilani – 333 031, Rajasthan, India.
e-mail: kns@pilani.bits-pilani.ac.in

II. A Philosophical Perspective of Education

The term education connotes its broad meaning in conveying the idea of "to bring up." It means to impart knowledge and skills and, even more important to bring up or develop in the student those habits and attitudes with which he may successfully face the future. Moulder informs that the aim of education is "to provide people with the ideas, methods, and habits of mind which they need to evaluate their society; to appreciate everything which makes their lives and the lives of others worth living, and to reject everything which dehumanizes them and the other members of their society." (1975, p. 71) In other words, it represents the idea of leading the man as a student in the acquisition of knowledge, information, and skill by the values or qualities cherished in a society, a nation, or the world. (Gisbert, 2010, p. 199) I may quote in this regard: "to be a good citizen, especially under forms of government that vest considerable power in their citizens, one must exhibit certain traits. Many of these traits are moral in character, such as justice, equality, and respect." (Fenstermacher et el, 2009, p. 15) On a broad note, "The need to establish common values and benchmarks for all countries alike, and to promote ethical principles and standards to guide scientific progress and technological development, is becoming increasingly acute…" (Have, 2008, p. 57).

However, Moulder goes on to point out a bigger perspective of education. It appears in his characterization even though as a rival perspective, but I shall be arguing for this to be complementary to other perspectives. He says, "…there is nothing to be gained from a university education except an opportunity to try to understand what is involved in having been born a human being." (1975, p. 71).

The comprehensive perspective of education about teaching and learning thus encompasses three ends, first, to be able to earn one's livelihood, second, to be able to understand and contribute in the functioning of one's society and nation, and third, to be able to grow as a human being who is capable of sympathy and communication with all members of the human race. It happens most often that the process of education gets limited to the first end or the most second end. With the result, the process instead of helping a human being to develop his faculties to

© 2020 Global Journals

perfection and seek the highest form of happiness in the contemplation of truth, goodness, and beauty, spoils him to become an uncivilized education man. (Gisbert, 2010, pp. 200-203).

It depends upon the older generation of human beings whether to entertain the idea of education from a narrow perspective as to equip students with the intellectual tools needed for earning a livelihood for himself and his inner circle of other human beings or from a broad perspective, to educate the members of community to become enlightened individuals, who in turn not only operate the government in a democratic society but develop faculties to get connected with other human beings as human beings (Rowan and Zinaich, 2003, p. 407).

In this endeavor, there is a need to understand that since, education is a process of teaching, training and learning to collect information, improve knowledge and develop skills; corresponding value-oriented conduct of both educators and students is required to give a meaningful orientation to such a process. Unlike earlier simple societies, education has become formal and entrusted to agencies and institutions, which bring in the need to work for credentials such as certificates and degrees. In this changing scenario, educators and students are expected to show value-oriented conduct in the areas of education and learning. The reason being, educators can play various roles when dealing with students such as teachers, mentors, advisors, counselors, and perhaps even employers. The teacher expects students to listen, read, reflect, question, research, and do other things to learn. It is worthy of note regarding teaching and learning that the aim of higher education is development and protection of students' autonomy or self-chosen identity that is an achievement that may require insight, inventiveness (originality, creativity, imagination), and strength. (Joel J. Kupperman, 2003, pp. 433-441).

a) A Compulsive Co-existence of Educational Interests and Material Interests

Education most often than not and almost everywhere has been appearing to be merely an occupational activity, and as consequence, educators are restricting themselves to conceive it as a narrow cultural pursuit meant to serve material interests. There is hardly evidence to see that it is helping a human being to become a man capable of connecting with others as a man in the world irrespective of biological, social, economic, or other differences. It is enabling a human being, instead, to learn and train in the use of scientific method for material gains, for example, and not to receive the holistic scientific education as such. The scientific or, for that matter, any other form of education such as engineering, business, or liberal arts is to serve all the three ends mentioned above. (Gisbert, 2010, pp. 201-205).

Material interests and educational interests are necessary for a society but they may not coincide. The fact of the matter is that an overemphasis on material interests has created the new uncivilized educated man. With the result, the educators are succeeding in producing specialists with an infinite variety of credentials in their fields such as doctors, engineers, business administrators, who work hard in pursuit of high salaries or general material gains. They are trained to remember but not to understand; disposed to doubt but not really to admire or believe. (Ibid) Nussbaum emphasizes the point of concern in this regard.

We are pursuing the possessions that protect, please, and comfort us – what Tagore called our material "covering." But we seem to be forgetting about the soul, about what it is for thought to open out of the soul and connect person to world in a rich, subtle, and complicated manner; about what it is to approach another person as a soul, rather than as a mere useful instrument or an obstacle to one's own plans; about what it is to talk as someone who has a soul to someone else whom one sees as similarly deep and complex. (2016, p. 6).

Given the above, there is a need to discuss and bring about change in education, especially teaching and learning or, more specifically, the way educators are teaching, and students are learning. I propose to take into account the relevance of ethics of Jainism in general and the virtue of non-possessiveness (Aparigraha), in particular in the analysis of conflicting educational interests and material interests. Jainism is an ancient philosophical school of thought wherein many thinkers propose an idea of a good life that is precisely aimed at not only maintaining non-violent stance in life but keeping material interests in check and thereby controlling negative emotions of greed, anger and jealousy and avoiding attachments with material things, places or persons (http://www.ejainism.com/aparigraha.html). It is an apparent claim that controlling negative emotions and avoiding attachments ought to be learned and practiced early in life during one's stage of education itself, or else they grip one's whole life all through. To elaborate, I propose to build a meaningful relationship between education and ethics of Jainism in the following section.

b) A Characterization of Education through Ethics of Jainism

Earlier elders trained the young in a broad spectrum of knowledge such as literature, history, philosophy, religion, and mathematics. Both educators and students hardly experienced the clash between education and utility because the focus was on a broad and non-materialistic track of learning conceived of as an act of acquiring information, knowledge, and skill and not just confined to compartmentalizing information,

© 2020 Global Journals

knowledge or skill to align with some occupational activity (Gisbert, 2010, p. 205).

The compartmentalizing of information, knowledge, or skill may occur in the human mind itself, which implies a human being happens to utilize the information, knowledge, or expertise for material gains as and when required. Still, it does not affect his way of life as such. A teacher, for example, teaches his students the virtue-theoretic approach of Jainism to earn a living for himself in the workplace. Still, he does not make use of the virtue-theoretic learning in his way of life, which amounts to intellectual comprehension of truth but not practical realization of truth - the basis of teaching and learning. It may be noted in this regard that thinkers of Jainism, or for that matter any other Indian philosophical school of thought advocate practical realization of truth.

Jainism is an ancient system of Indian philosophical thought, which students learn about as a part of their exposure in philosophy and religion. However, it has lost quite a bit of its appeal in the current practices of education, which focuses upon specializations in various occupational fields. It has a historical background, though. It flourished along with other systems, namely Upanishads and Buddhism, in the sixth century BC. Like Buddhism, it has assumed an independent status implying thereby that its followers don't accept the authority of Vedas. Be that as it may, many overlapping ideas are easy to locate and discuss in all the systems of Indian philosophy. The claim of all is common and straight: humans are suffering because of their proximity and attachment to matter, and the solution lies in knowing the ways and means to get a release from this proximity and attachment and be in eternal peace. The meaning of matter includes gross like parts of the human body, sweets or books, and subtle like thoughts, judgments, or feelings (S. Radhakrishnan, 1989; C.D. Sharma, 1960; R. Puligandla, 1997). These insights are relevant in the practices of education because both educators and students need to understand and practice detachment to matter.

The word Jainism derives from Jina – the liberated soul, one who has conquered his desires and passions and dwells in tranquility, knowledge, and power. A human being may resolve to become a Jina provided one is prepared to acquire and live through the right faith, knowledge, and conduct. Right faith lies in the constitution of a belief system that acknowledges the real existence of the universe and the self and to know the real nature without doubt and error is the right knowledge. Jainism is well known for its theory with a strong emphasis on relativity of knowledge as it shows through seven-fold judgment. On a metaphysical level, it is an assertion of many-ness of reality. The students learn to overcome their attachment to thoughts, judgments, or feelings through their understanding and realization of many-ness of reality. (S. Radhakrishnan, 1989; C.D. Sharma, 1960; R. Puligandla, 1997).

In continuation, I emphasize that educators and students in their understanding of five virtues advocated in Jainism, namely non-violence, truth, non-stealing, self-restraint, and non-possessiveness, may learn about the importance of right conduct to live a good life. In particular, they may get to learn that the virtue of non-possessiveness also carries the meaning of non-attachment to worldly things; the practice of five virtues differs in rigor for monks and laypersons, and they are significant to follow anyway.

c) *An Assessment of Non-Possessiveness in Education and Learning*

Educators and students in cultivation of five virtues as mentioned above need to pay attention to non-possessiveness (Aparigraha) in particular because in a variety of acts of teaching and learning they require this virtue to keep their interest alive in the holistic gains of education such as information, knowledge, and skill while maintaining a distance from material interests. Non-possessiveness (Aparigraha) is a purposive disposition. A person cultivates the tendency to control one's passions and practice austerity regarding the possession of worldly objects. If, for example, it is possible for him to live with five shirts, then there is no point in accumulating fifty shirts. Or else, in a more academic domain, a student ought to be disposed to choose his internship or job by his interest and the academic discipline and not by pay packages offered by the recruiting company. And the pay packages that anyway aim at material interests must not create a sense of dependence in the life of a person. The dependence occurs when one tends to seek comfort in material possessions for himself or the people around him. Non-possessiveness (Aparigraha) thus is a vow or his resolve to cultivate this virtuous disposition to gradually minimize the worldly attachment in terms of lowering down the intensity of love or hate for pleasing or displeasing objects of senses.

It is true that non-possessiveness (Aparigraha) is one among five virtues or vows that the teachers of Jainism ask their students to follow but if we look closely into the other four, namely non-violence, truth, non-stealing, and self-restraint we may see that non-possessiveness (Aparigraha) is a fundamental tendency of right conduct that supports the cultivation of other virtues to understand and practice detachment to matter.

The reference to non-possessiveness (Aparigraha) in practice form is not confined to Jainism alone. It is a well-regarded virtue in other systems of philosophy and religion as well. Aristotle, in his Nicomachean Ethics, discusses the need to cultivate self-restraint or temperance to control one's natural desires for pleasant things. He maintains that a

© 2020 Global Journals

temperate man doesn't feel distressed by the absence of such an object. The possessor of this virtue holds a mean position – he enjoys neither the excess nor the deficiency of it. (Aristotle, 1976, pp. 75-81).

And if we look into the life and writings of Mahatama Gandhi, he happens to be a strong supporter and an able exemplar of non-possessiveness (Aparigraha). His life was a life of austerities and numerous experiments that he conducted in his own life to improve the condition of his self, which aim at the control of passions and worldly attachments. (Gandhi, 1940).

d) A View of Non-Possessiveness Overcoming Material Interests

It appears to be clear from the reference to non-possessiveness (Aparigraha) in the above section that an educator or a student may cultivate this virtue of non-possessiveness (Aparigraha) to overcome the overriding character of material interests particularly when they appear to come in the way of educational pursuits. The reason being a person possessing the virtue of non-possessiveness (Aparigraha) will be appropriately disposed to distinguish learning pursuits from material interests and thereby appreciate the holistic benefits of the former that are learning pursuits. For him, learning interests will serve all three ends as mentioned above and not merely the first end to earn one's livelihood or, in other words, as a means to accumulate material possessions.

Furthermore, he will not be treating education as a commodity that can be bought or sold in the market for material gains. Since there is a strong possibility that an overwhelming focus on material interests in education will influence the educator or the student to treat education as a commodity that one uses to realize the first narrowly conceived end, that is to earn one's livelihood. And in cultivation of the virtue of non-possessiveness (Aparigraha), an educator or a student will be treating education as an opportunity to learn to gain the holistic benefits of information, knowledge or skill to live a meaningful human life and not merely a commodity to sell in the market for maximum material gains.

III. Concluding Remarks

Education is needed to live an enlightened human life. Ethical considerations in education bring to the fore the importance of balance between educational pursuits and material interests of a human being in a society. The nature and purpose of non-possessiveness (Aparigraha) are indicative of the fact that non-possessiveness (Aparigraha) is a cardinal virtue in the Indian conception of virtue ethics. It assumes importance in the present materialistic world. Since the materialistic world characterizes a judgment of accumulation of gross objects; the practice of non-possessiveness (Aparigraha) helps an educator or a student to appreciate the holistic benefits of teaching and learning and to live a life of level-headedness. It is a virtue that an educator or a student cultivates to control his passions of love and hate for the pleasing and displeasing objects of senses to live a life of virtuous conduct to realize all the three ends of education. In particular, he cultivates this disposition to live through the third end; that is to say, he would be able to grow as a human being who is capable of sympathy and communication with all members of human community.

Notes and References

1. Aristotle (1976). The Nicomachean Ethics. Translated by J.A.K. Thomson. Penguin Books.
2. Fenstermacher, G., Osguthorpe, R., & Sanger, M. (2009). Teaching Morally and Teaching Morality. Teacher Education Quarterly, 36(3), 7-19.
3. Gandhi, M.K. (1940). An Autobiography or The Story of My Experiments with Truth, Translated from Gujarati by Mahadev Desai, Ahmedabad: Navajeevan Publishing House.
4. Gisbert, P. (2010), Fundamentals of Sociology, Hyderabad, India: Orient Blackswan Impression, (Orient Longman Private Limited, Third Revised Edition, 1973).
5. Have, H. (2008). Unesco's Ethics Education Programme. Journal of Medical Ethics, 34(1), 57-59.
6. Kupperman, Joel J. (2003). Autonomy and the Very Limited Role of Advocacy in the Classroom. Ethics for the Professions. Edited by John Rowan, and Samuel Zinaich, Jr., Belmont, CA, and USA: Wadsworth, 433-441.
7. Moulder, J. (1975). Philosophy, Education and the University. Theoria: A Journal of Social and Political Theory. No. 44, 65-76.
8. Nussbaum, Martha C. (2016). Not for Profit: Why Democracy Needs the Humanities. Princeton and Oxford: Princeton University Press.
9. Puligandla, R. (1997). Jainism. Fundamentals of Indian Philosophy. New Delhi: D.K. Print World (P) Ltd. 23-36.
10. Radhakrishnan S. (1989). The Pluralistic Realism of the Jainas. Indian Philosophy, Vol. I, New Delhi: Oxford University Press, Paperback Edition.
11. Rowan, John, and Zinaich, Jr., Samuel (2003). Ethics for the Professions. Belmont, CA, and USA: Wadsworth.
12. Sharma, C.D. (1960). Jainism. Critical Survey of Indian Philosophy, New Delhi: Motilal Banarasidas, 48-68.
13. http://www.ejainism.com/aparigraha.html

© 2020 Global Journals

Global Journal of human-social science: G
Linguistics & Education
Volume 20 Issue 5 Version 1.0 Year 2020
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Grapho-Phonological Features in Qumashah Al-Ulayan's *Uyunu Qadhrah* (Dirty Eyes)

By Akewula Adams Olufemi

University of Ibadan

Abstract- This paper examines the linguistics features of Qumāshah al-ulayān's text 'Uyūnu al-Qadhrah (Dirty Eyes) and how these linguistics features enhance meaning achievement. The paper argues that stylistics is a bridge between literary criticism and linguistics. This study, therefore, applies the insights and techniques of general linguistics to investigate the stylistic value of graphological and phonological devices as semantic signifiers in the text. The study deploys M.A.K Halliday's Systemic Functional model as the analytical tool to examine the use of graphology such as punctuations and paragraphing. Phonological devices like repetition, alliteration and rhyme in the text are also examined. The study posits that, at level of language study, graphological and phonological structure play a vital role in encoding the meaning and aesthetics of Qumashāh al Ulayān's text.

GJHSS-G Classification: FOR Code: 200408



Strictly as per the compliance and regulations of:

© 2020. Akewula Adams Olufemi. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 3.0 Unported License http://creativecommons.org/licenses/by-nc/3.0/), permitting all non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Grapho-Phonological Features in Qumashah Al-Ulayan's *Uyunu Qadhrah* (Dirty Eyes)

Akewula Adams Olufemi

Abstract- This paper examines the linguistics features of Qumāshah al-ulayān's text 'Uyūnu al-Qadhrah (Dirty Eyes) and how these linguistics features enhance meaning achievement. The paper argues that stylistics is a bridge between literary criticism and linguistics. This study, therefore, applies the insights and techniques of general linguistics to investigate the stylistic value of graphological and phonological devices as semantic signifiers in the text. The study deploys M.A.K Halliday's Systemic Functional model as the analytical tool to examine the use of graphology such as punctuations and paragraphing. Phonological devices like repetition, alliteration and rhyme in the text are also examined. The study posits that, at level of language study, graphological and phonological structure play a vital role in encoding the meaning and aesthetics of Qumashāh al Ulayān's text.

I. Introduction

Stylistics and literary criticism are very important concepts in the field of textual analysis. Stylistics in the literal sense means the application of linguistic principles and methods to the study of literary and non-literary texts. Widdowson (quoted in Oladosu 2003:217) sees stylistics as the "Study of literary discourse from a linguistic orientation". He explains further its relationship with language, linguistics, literary criticism and with literature both as a subject and as a discipline.

Leech (1970:119) in his opinion relates linguistic description with critical interpretations. He explains three characteristics of literary criticism which represent different dimensions of meaning. These are cohesion, foregrounding and cohesion of foregrounding. M.A.K Halliday (quoted in Adebayo Lawal (2003:31) defines linguistic stylistics as "the description of literary texts by methods derived from general linguistic theory and within the framework of a description of language in question and comparison of such texts with others by the same and different genres".

It is quite obvious that stylistic draws insights from linguistics, which is concerned with how language is used in a text. It tries to describe and later goes on to provide an objective interpretation of texts. Therefore, style is seen as a systematic study of literary work; the meeting ground between literature and linguistics.

It should be noted that style does not occur in vacuum: it has meaning when language is used for proper activation. Babajide (2000:125) observes that a person's style is informed and shaped by the aggregate of his social and political background, religious inclination, cultural values, experience, educational attainment, geographical location, and exposure. Ogunsiji (2010:133) also explains style as "the manner of expression, execution or realization of thoughts through spoken or written language". He expatiates further that style is often analysed in terms of the distinctive expression peculiar to a speaker, writer or author, or that which is characteristic of a particular period in a given setting. Stylistics studies language in a given text and draws significantly from linguistics. The study of style is essentially a kind of description based on verifiable linguistic structures and their distribution in a text. Lawal Adebayo (2003:29-30) listed six levels of stylistics (linguistics) analysis which are: Graphological level, Phonological level, Morphological level, Syntactic level, Lexico-semantic level and Discoursal level.

The application of the linguistics to literature is our primary concern in this study because stylistics is the meeting point of literature and linguistics. We therefore, explore how linguistic resources are mobilized in the text, *Uyūnu al-Qadhrat* to project meanings and effects by relating linguistic forms to their artistic functions. It is also our aim to exhibit the literary text of Arab female writer from Arab land (Saudi Arabia). The kind of stylistic analysis intended in the study of al-Ulayān's text sets out to explore graphological and phonological levels of linguistics.

II. Theoretical Framework

This study focuses on a functional use of language. We shall adopt M. A. K. Halliday's systemic functional grammar as the theoretical model for the analysis. The interest of this grammar is not only in describing the structure of language, but also in explaining the properties of discourse and its functions. It revolves around the work of J.R. Firth in general and M.A.K. Halliday in particular. In Hallidayan (1971) perception, a formal feature is stylistic if it has a particular meaning, effect or value. This notion emphasizes how language functions in texts and the nexus between language and what it is used for, or to achieve. The critical point here is that, whatever linguistic resource that is worth describing must be put to use, in the sense that the description and interpretation are necessarily based on the situational variables that prompted its use. In Systemic Functional Grammar,

Author: Department of Arabic and Islamic Studies, University of Ibadan. e-mails: akewula.adams@dlc.ui.edu.ng, olufemiadams2gmail.com

© 2020 Global Journals

language structure is analyzed along semantic, phonological, lexical and grammatical lines. Language function, on the other hand, is examined from three angles: ideational, interpersonal and textual meaninigs. These are referred to as the metafunctions of language.

In embarking on this research, our study will serve to show that linguistics can offer precise tools for the literary analyst, and can be used to meet the conditions of accuracy, sensitivity to linguistic patterns and clarity of expositions.

III. Marginalisation of ARAB Women Literature

It is in literature, more than in any other domain, that Arab women have an identity, a recognisable voice, a long history recorded, of excellence. Yet, even though feminist movements, women's studies departments, and women's presses in the west have unearthed an impressive heritage of women's writings, such an undertaking has barely begun in the Arab World. Most Arab literary critics are men, and they have ignored, misinterpreted, or marginalised women literary writers. Like African critics, they have for the most part dominated the scholarly tradition that controls both the canon for society. Thus, Arab women writers can enter this field as honorary men or are criticized for writing specifically for their own sex and within the tradition of their women's culture.

The trivialisation of Arab women's writings, therefore, has been undertaken largely under the pretext that their scope and imagination are limited. Arab literary critics often repeat and reinforce each other's judgements about Arab women's writings, which, they claim, fail to extend the boundaries of home, children, marriage, and love and thus do not explore the social and political paradigms of their countries. The limited scope of that criticism reflects critics' misperception of the value of the topics that these women writers have addressed.

In tune with this argument, which informs the bulk of the criticism of Arab women's writings, the phrase women's literature remains a largely pejorative term. This negative, narrow view may serve to explain why many Arab women literary writers continue to resist the classification of their literary work as women's literature. Latifat al-Zayyāt (quoted in Ashanti 2006:10), a pioneering Egyptian writer, critic, and educator states that she has always rejected the term women's literature because in both Arab and other literary criticism the term suggests "a lack of creativity and a depreciation of women's literary productivities". Al-Zayyāt stresses, however that this popular understanding of the term cannot be based on a thorough examination of Arab women's literature. Rather it is simply a prejudgement made on the basis of the gender of the author and not of the written text". Candid about her role as an innovator, al-Zayyat reveals, "I have always refused to distinguish between men's and women's writings despite my deep sense that men and women write quite differently" (Ashanti 2006: 11). Her stance was dictated by the fear that such a terminology would only help to keep women in second place in literature as they had been kept in a second place in life. It had constantly been surprised by some women literary writers who seemed to disparage their literary contributions, and perhaps even their own existence by insisting that they are not women writers but simply writers.(Ashanti 2006:16).

Another question worthy of an answer is: why Saudi Arabia literary writer? Saudi Arabia in this twenty-first century seems to be suited to literary criticism and linguistic analysis studies. It provides an excellent opportunity for examining the effects of language on literary writings such as poetry, short stories, novels and drama. In relation to women, however, Saudi Arabia has developed a reputation for being more restrictive of women's mobility and public activity than other Arab societies. Our claim is that many women in this society participate in the creation of culture by acquiring a powerful device, such as poetry, fiction, while remaining physically invisible.

IV. A Short Biography of the Author

Qumashāh al-ulayān (born in 1961 in Riyadh, capital city of Saudi Arabia) is a prolific writer and journalist. She gained her degree at the King Saud University, Riyadh where she obtained a bachelor degree in chemistry (1983). She was engaged as an instructor and student adviser, and also as a journalist for the Kuwait Magazine; *al-Majalis al-Kuwaitiyya.* Qumashah, a novelist per excellence, is a member of women charity organisation of Gulf Society, Saudi Arabia Society for Culture and Art, United Arab Scholars in Syria, Editorial staff of *fawasil* magazine in Saudi Arabia and she is currently editor in chief of *hayatuna as-sihiyat.* She is a story writer who has many publications to her credit both at the local and at the international levels.

Qumashāh al-Ulayān may rightly be considered as one of the most important Saudi Arabia women novelists in the twentieth-century. As a feminist, she has mastered the sociological novels, both thematically and artistically. She has been a prolific writer since the publication of her first short story *kullu 'al-'usra* (All the Family) published in United Arab Emirates.

Her works include: *Khata'u fi hayāti* (Mistake of my Life) 1992. Two collection of stories: *al-zawjatu al-adhrā'i* (The Virgin Wife) 1993, *Dumu'u fi laylati al-zafāf* (Tears of the wedlock' night) 1997, and four novels: *'Uyūnu 'alā Samā'i* (Eyes on the Sky) 1999. *Bukā'u tahta al- matar* (Weeping under the Rain) 2000. *'Unthā al-ankabūt* (The Female Spider) 2000 and *'Uyūnu al-*

© 2020 Global Journals

qadhrat (The Dirty Eyes) 2002. Today she is one of the few Saudi Arabia novelists that are known in most Arab countries and beyond.

a) Synopsis of the Novel

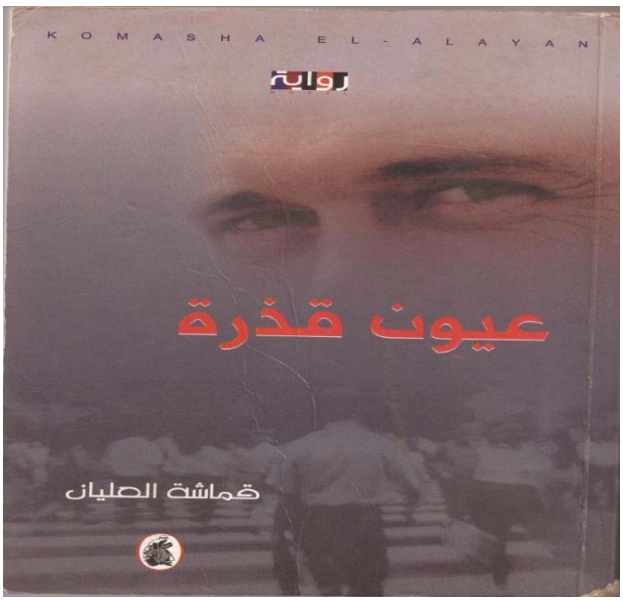
In her novel, *Uyunu al-Qadhrat*, Saudi writer Qumashah forays into the corners commonly overlooked or even deliberately ignored by other Saudi women writers and this enhances the literary value of the text. The novel mirrors the live of the Arab people outside the Arab lands, particularly in western world.

Events take place in Saudi Arabia and London. People fluctuate between Saudi and London absorbing the impact of both places. The heroine and hero in the story are siblings of the same parents. Faysal is a student in one of the universities in UK, though the writer does not mention the name of the institution. There he studies for four days and works for twenty hours in a week. During the course of his study in London, he meets a young Lebanese Arab girl, Kate. They work together in the same restaurant at the city of London. Sarah, a young lady of twenty and an undergraduate student at King Saud University Riyadh, visits her brother Faysal on summer holiday. After few weeks of her arrival in London, She fell in love with a young man, Robbery who takes her out every weekend. Sarah gets pregnant without her knowing it. On getting back to Saudi Arabia, she tells her cousin, Laylā, who is also expecting Faysal to be her husband when he returns from school. This was arranged by the two families before he left Saudi to London. Not later than a month after the arrival of Sarah, her suitor, Abd al-Azīz comes to ask for the wedding day and the bride price. The issue of arranged marriage is a common phenomenon in Arab land especially in Saudi Arabia.

Sārah and Laylā are troubled by this unwanted pregnancy days and nights. They look for solutions all around the city of Riyadh. According to the narrator, Kate is also pregnant for Faysal in London. What will Sarah and Laylā do, as all their efforts to terminate the pregnancy proved abortive? Faysal is preparing to come back home to see his family. What will he tell his parents about his girl friend's pregnancy? This is an abomination in the kingdom of Saudi Arabia, where Shariah, as a law, is being practiced.

In al- Ulayān's novel, the topics of love, marriage, divorce, disappointment, patriarchy and sexuality are of great significance. Her novel deals with the subjects of women as victims of brutal sexual exploitation. In this regard, her use of language is important in that she makes use of very explicit vocabulary in her depictions. The taboo of sexuality is presented in a forthright manner that often verges on the crude. Al-Ulayān's purpose is not always to achieve absolute authenticity. However, the heroine named in her title comes very much to the fore, while the plot within which she is placed sometimes seems contrived. By using the technique of first person narrative, al-ulayān manages to depict effectively the acute suffering of her hero and heroine, who are often young ones. Theoreticians of narrative suggest that the use of a first-person narrative is of existential relevance to the first-person narrator (Sabry 2007:65). Within such a narrative framework the reader is directly confronted with this existential relevance. In her story she assigns a central role of social ills among the young ones mostly within the context of a discussion of the problems facing the Kingdom (Saudi Arabia). One may conclude that Al-Ulayan's literary contribution goes hand in hand with the apparent changes in women's status as far as literary creativity in Kingdom of Saudi Arabia is concerned.

b) Textual Analysis of the Text



© 2020 Global Journals

c) **السمات الرمزية** *Graphological Features*

Graphological simply means the study of graphic signs in a particular language (Chris Baldick, 1990:93). According to Babajide (2000:131) he explains that "graphological analysis is concerned with the description of the physical appearance of the literary text-visual devices used". These include Punctuation Marks, capitalisation, italicisation, spelling, hyphenation, understanding, paragraphing. The use of any of the above listed devices shows the point of emphasis of the author. According to Pink and Thomas (1979) "there is no rigid system of punctuation universally used". They maintain that even though certain rules are generally observed, practice varies with different writers. A writer can then deviate from what a lot of other writers may call the norm. However, it is safe to give some uses of the punctuation marks to achieve meaningful and effective writing.

d) **الترقيمات** *(Punctuation Marks)*

i) **النقطة***Full-stop (.):* It occurs at the end of all sentences except direct question or exclamation. This appears several times in the text and serves the function of marking the end of sentences. The following examples are recorded in the text.

The food is delicious.	الطعام جميل جدا.(124)
I know Robbery very well.	(138) أناأعرف روبير جيدا

ii) **الفاصلة** *Comma (,):* This is used to separate words, phrases or clauses in sentences. There are instances of comma in the text. Examples of this are given below:

(149) كلّ إنسان يتحدث عن نفسه، أنا ابتعت لها الهدية منذ أيّام، لأنني أعرف يوم ميلادها السنوي

Everyone is talking about him/herself, I bought the gift for her few days ago, because I know her date of birth.

iii) **التأثر** *Dots (…):* Dots are also employed as another significant graphological device to indicate ellipsis and serve to achieve economy of space. The dots occur many times in the text. Two instances out of many that are found in the text are as follows:

Sarah, you are so beautiful …	(163)... أنت جميلة جدا يا سارة
I don't know … as regards the situation …	(177).. لا أدرى ... حسب الظروف

In this text under study, dots are used to perform dialogic and authorial functions. The examples above occur in a dialogue between two characters in the story.

iv) **علامة الإستفهام***Question Mark (?):* Prominent among the places where a question mark is employed in the text is where it serves the conventional purpose of ending a direct question thus standing at sentence boundaries. These are the instances.

How are you?	(12) كيف حالك ؟
My love, what's wrong with you?	(133) ما بك يا حبيبتي ؟
Sarah, what's your opinion?	(141) ما رأيك يا سارة ؟
What do you prefer?	(126)؟ماذا تفضلّين

Questions are always directed to the female folk in the text because women hardly ask questions or challenge the authorities of men. Al- Ulayān exhibits this device to show the women subjugation in her story.

vi) **النقطتان** *Colon (:):* One other prominent punctuation device frequently used is the colon. It appears several times in the text. It is employed to introduce character's speech. Instances of this in our text are the following.

© 2020 Global Journals

He smiled and said: the most important is that you are quickly recovered (149) ابتسم قائلاً: المهم أن تشفى يا سارة

I rose up and said: Faysal, I don't have much time to stay in London (148) تنهدت قائلة: لا أملك وقتًا كثيرًا في لندن يا فيصل

vi) **علامة التعجب** *Exclamation (!):* This is also another graphological device employed in the text to show the strong emotion of the characters. It appears in several places in the text. Examples of this are as follows

Oh Lord, you are so beautiful! (125) يا الله ما أجملك!

Perhaps to all Arabs living in London! (57) وربما إلى كل الأخوة العرب الموجودين في لندن!

vii) **علامة التنصيص** *Quotation Mark (" "):* This also appears in the text and it is used words or phrases quoted from someone. It is also used to indicate borrowed words.

I shook my head to say "Yes" (8) هزَزْتُ رَأسِي بـ " نعم "

e) **حذف النقطة***Omission of the Full Stop*

In our text, the omission of the full-stop where it should be is observable in the word of Sarah while she is in saloon.

(125) وقفت أتأمل شعرى ووجهى في المرأة الكبيرة في جزء الصّالون

I stood in a corner of the salon looking at my hair and face in the big mirror

f) **حذف علامة الاستفهام***Omission of the Question Mark*

Are you going to dance with me (158) هلْ تَرْقُصين مَعى

How is London (186) كَيْفَ لُنْدنُ

The omissions of the full stop and question mark in the above sentences are deviations from the norm indicating the style of Al-Ulayān in her text. This could be the speed with which the speakers utter their statements on those various occasions.

g) **الفقرة***Paragraphing*

This is another graphological device explored by the author in her text. The maturity of Al-Ulayan and what she writes determine the length of each paragraph. We record 1,516 paragraphs in the text. There are short and long paragraphs exhibits in the story. The shortest paragraph in the story is a sentence and longest of them all contains a whole page. The instance of the shortest paragraph is mentioned below.

لو رآني أخي دون عباءة فسيقتلني(8)

If my brother sees me without veil, he will kill me.

The expression here is simple and the paragraph is only a sentence. This indicates the fear women have for their male counterparts. The line suggests male dominance and female subjugation.

It should be noted that graphological features in the text under study constitute an important aspect of the text style, which helps to produce certain stylistic and artistic effect and strengthens thematic meaning.

h) **سمات نظام الصوتية** *Phonological Features*

The word "phonology" is derived from the combination of two Greek words "phono" (sound) and "logy" (study). In a technical sense, phonology according to Yule (2003: 54) is essentially the description of the systems and patterns of sounds in a language. It is broadly described by Baldick (1990: 168) as the branch of linguistics concerned with the analysis of sound system as they function on languages (rather than with physical sounds as such, as in phonetics).

Babajide (2000: 123) opines that phonological analysis is carried out by describing the delicate and deliberate combination of sounds that produce effects such as assonance alliteration and onomatopoeia.

© 2020 Global

As a novelist, Al-Ulayan exploits sound devices to achieve certain effects and create aesthetic beauty in her story '*uyūnu al-Qadhrat*'. The examination of how this is done is our pre-occupation in this section.

i) **الجناس الإستهلالي** *Alliteration*

This is the repetition of the same sound especially at the beginning of closely connected words. The deployment of alliteration in a particular discourse situation is usually for aesthetic and functional purposes. In Al-Ulayān's *uyūnu al-Qadhrat*, we observed that the text displays alliteration all over for stylistic effect. For examples:

He is a renowned western writer إنه كاتب مَغْرِبِي مَعْرُوفـُ(130)

Sarah walked in to her room سارت سارة إلى غرفتها(256)

In the extract above, we see the way Al-Ulayān alliterates the /م/ voiced bilabial nasal sound. This is a strong voiced sound and it can be said that the author has used it consciously to capture that aspect of meaning i.e. it suggests the strong feelings that the words are meant to express. The second example alliterates the/sound that is also used for the same stylistic effect and meaning.

j) **التكرار** *Word Repetition*

Repetition is also a stylistic device under phonology in which parallel words are repeated in lines to draw the reader's attention to what the writer is actually saying. It is also intended to intensify meaning as well as being an aspect of a particular thesis i.e. using it in a logical way to present content as real. When some words are repeated, they add rhythmic effects to the lines in which they occur. Therefore, Al-Ulayān has used this device not only to achieve realism but also as a decorative device to add beauty and aesthetic effects to the work. We shall now present some aspects of repetition from the text to illustrate our views.

Yes, yes, I will buy this toy. نعم نعم ساشتري هذه الدمية (45)

Never, Never, I can only look at my brother's face أبدا أبدا تكفي نظرة إلى وجه أخي(12)

The word **نعم** repeated by Sarah when she gets to London demonstrate how much interest she has in purchasing the toy. The word is to emphasize the meaning and create sound effect. Specifically, the repetition makes the lines catchy.

Secondly, the word **أبدا** is also used to create sound effect and meaning by indicating the refusal of the heroine to look at another man's face.

k) **السجع** *Rhyme*

This is a similarity of sounds in the final syllable of poetic lines. Rhyming patterns can also be found in the text. This is explored by Al-Ulayān in order to create some special effects and facilitate the conveyance of his or her message to the reader. The instances of this are given below:

or does money change the minds أم أن الفلوس تغير النفوس (90)

Oh Lord! Do not rebuke me because I have realised my mistakes.

There is no way for me except that I have hope in your forgiveness and with my good conscience.

رباه لا تعذبني فإني ** مقرة بالذي قد كان مني

وما لي حيلة إلا رجائي**

لعفوك إن عفوت وحسن ظني (165)

The poem that Al- Ulayān quotes in the text has a stimulating effect by the rhythmic approach of the words in the lines to bring out specific sounds and meanings. And also in the same poetical composition, Al-Ulayān has applied foregrounding approach to the conventional forms of the meters by deviating from the norm. This is to create effect and to show the gender of the speaker.

V. Conclusion

In this study we have applied the insights and methods of functional linguistics to examine the role graghological and phonological devices play in encoding meaning and achieving aesthetic effects in Qumashāh Al-ulayān's *Uyūnu Qadhrat.* There is no doubt, the study demonstrates the inexorable relationship between language and literature. The plain

© 2020 Global Journals

fact is that language is the singular medium of literary communication and a given writer inevitably selects his mode of presentation or signification in a given context to catch the attention of the reader in particular ways.

This study is a contribution to the existing works on literary texts and to the existing body of knowledge in linguistic stylistics. It is also the study of female writer and the analysis done is not exhaustive. We therefore recommend that further interesting studies should be carried out on the text. This will enhance our knowledge on how linguistics contributes to the effectiveness of language use in a text.

References Références Referencias

1. Al-Khuli, M.A. (1995) *ilm al-laghat al-'ijtima': mafhumuhu wa qadhayah.* Dar al-Ma'rifat al-jami'iyat. Riyadh: Saudi Arabia
2. Al-ulayan, Qumashah (2005) 'Uyunu al-Qadhrat (The Dirty Eyes) Dar al-Kafah Damam.
3. Ashanti, M.S. (2006). *Fil-adabi al-arabi al-Su'udi*. Ha'il: Saudi Arabia.
4. Babajide, A. (2003) "of Style and Stylistics" *Studies in English Language.* Ed. Babajide, Adeyemi, Ibadan: Enicrownfit Publishers.
5. Baldick, Chris (1991). *The Conscise Oxford Literary Terms*. Oxford: Oxford University Press.
6. Hafez Sabry (2007) *The Quest for Identities: The Development of Modern Arabic Short Story.* London Al-Saqi Books.
7. Halliday, M.A.K. (1977) *Language as Social Semiotic*. London: Edward Arnold.
8. Kolawole Gboyega (2003) "The Application of Linguistics to Literary Criticism" Ed. Adebayo Lawal. Ilorin: Haytee Press and Publishing Company.
9. Lawal Adebayo (2003) "Semantic Perspectives on the Place of Linguistics Competence. *Stylistic in Theory and Practice*. 2nd Ed. Adebayo Lawal, Ilorin: Haytee Press and Publishing Company.
10. Leech, Geofrey. (1970). 'This Bread I Break' Language and Interpretation. In D.C Freeman (ed.) *Linguistics and Literary Style.* New York: Holt, Rinehart and Winston.
11. Ogunsiji, O.A. (2002). *Decoding Soyinka Faction*. Unpublished Ph.D Thesis Submitted to Department of English Language, University of Ibadan.
12. Ogunsiji, Y.; Farinde, R.O. (2010) *Analytical Linguistics*, Olabisi Onabanjo University Press.
13. Oladosu, A.G. (2003), A Stylistic Analysis of Qur'anic "verses of Throne" *Stylistics in Theory and Practice* 2nd Ed. Adebayo Lawal, Ilorin: Haytee Press and Publishing Company.
14. Thornborrow J. and Wareing S. (1998). *Patterns in Language: An Introduction to Language and Literary Style.* Routledge: London.
15. Yule, George (2003). *The Study of Language*. 2nd ed. Cambridge University Press, Cambridge, United Kingdom.

© 2020 Global Journals

Global Journals Guidelines Handbook 2020

www.GlobalJournals.org

Memberships

Fellows/Associates of Social Science Research Council

FSSRC/ASSRC Memberships



Introduction

FSSRC/ASSRC is the most prestigious membership of Global Journals accredited by Open Association of Research Society, U.S.A (OARS). The credentials of Fellow and Associate designations signify that the researcher has gained the knowledge of the fundamental and high-level concepts, and is a subject matter expert, proficient in an expertise course covering the professional code of conduct, and follows recognized standards of practice. The credentials are designated only to the researchers, scientists, and professionals that have been selected by a rigorous process by our Editorial Board and Management Board.

Associates of FSSRC/ASSRC are scientists and researchers from around the world are working on projects/researches that have huge potentials. Members support Global Journals' mission to advance technology for humanity and the profession.

FSSRC

Fellow of Social Science Research Council

FELLOW OF SOCIAL SCIENCE RESEARCH COUNCIL is the most prestigious membership of Global Journals. It is an award and membership granted to individuals that the Open Association of Research Society judges to have made a 'substantial contribution to the improvement of computer science, technology, and electronics engineering.

The primary objective is to recognize the leaders in research and scientific fields of the current era with a global perspective and to create a channel between them and other researchers for better exposure and knowledge sharing. Members are most eminent scientists, engineers, and technologists from all across the world. Fellows are elected for life through a peer review process on the basis of excellence in the respective domain. There is no limit on the number of new nominations made in any year. Each year, the Open Association of Research Society elect up to 12 new Fellow Members.

Benefit

To the institution

Get letter of appreciation

Global Journals sends a letter of appreciation of author to the Dean or CEO of the University or Company of which author is a part, signed by editor in chief or chief author.



Exclusive Network

Get access to a closed network

A FSSRC member gets access to a closed network of Tier 1 researchers and scientists with direct communication channel through our website. Fellows can reach out to other members or researchers directly. They should also be open to reaching out by other.

Career | Credibility | Exclusive | Reputation



Certificate

Certificate, LOR and Laser-Momento

Fellows receive a printed copy of a certificate signed by our Chief Author that may be used for academic purposes and a personal recommendation letter to the dean of member's university.

Career | Credibility | Exclusive | Reputation



Designation

Get honored title of membership

Fellows can use the honored title of membership. The “FSSRC” is an honored title which is accorded to a person’s name viz. Dr. John E. Hall, Ph.D., FSSRC or William Walldroff, M.S., FSSRC.

Career | Credibility | Exclusive | Reputation

Recognition on the Platform

Better visibility and citation

All the Fellow members of FSSRC get a badge of "Leading Member of Global Journals" on the Research Community that distinguishes them from others. Additionally, the profile is also partially maintained by our team for better visibility and citation. All fellows get a dedicated page on the website with their biography.

Career | Credibility | Reputation

© Copyright by Global Journals | Guidelines Handbook

Future Work

Get discounts on the future publications

Fellows receive discounts on future publications with Global Journals up to 60%. Through our recommendation programs, members also receive discounts on publications made with OARS affiliated organizations.

Career | Financial



GJ Account

Unlimited forward of Emails

Fellows get secure and fast GJ work emails with unlimited forward of emails that they may use them as their primary email. For example,
john [AT] globaljournals [DOT] org.

Career | Credibility | Reputation



Premium Tools

Access to all the premium tools

To take future researches to the zenith, fellows receive access to all the premium tools that Global Journals have to offer along with the partnership with some of the best marketing leading tools out there.

Financial

Conferences & Events

Organize seminar/conference

Fellows are authorized to organize symposium/seminar/conference on behalf of Global Journal Incorporation (USA). They can also participate in the same organized by another institution as representative of Global Journal. In both the cases, it is mandatory for him to discuss with us and obtain our consent. Additionally, they get free research conferences (and others) alerts.

Career | Credibility | Financial

Early Invitations

Early invitations to all the symposiums, seminars, conferences

All fellows receive the early invitations to all the symposiums, seminars, conferences and webinars hosted by Global Journals in their subject.

Exclusive



Publishing Articles & Books

Earn 60% of sales proceeds

To take future researches to the zenith, fellows receive access to all the premium tools that Global Journals have to offer along with the partnership with some of the best marketing leading tools out there.

Exclusive | Financial

Reviewers

Get a remuneration of 15% of author fees

Fellow members are eligible to join as a paid peer reviewer at Global Journals Incorporation (USA) and can get a remuneration of 15% of author fees, taken from the author of a respective paper.

Financial

Access to Editorial Board

Become a member of the Editorial Board

Fellows may join as a member of the Editorial Board of Global Journals Incorporation (USA) after successful completion of three years as Fellow and as Peer Reviewer. Additionally, Fellows get a chance to nominate other members for Editorial Board.

Career | Credibility | Exclusive | Reputation

And Much More

Get access to scientific museums and observatories across the globe

All members get access to 5 selected scientific museums and observatories across the globe. All researches published with Global Journals will be kept under deep archival facilities across regions for future protections and disaster recovery. They get 10 GB free secure cloud access for storing research files.

© Copyright by Global Journals | Guidelines Handbook

ASSRC

ASSOCIATE OF SOCIAL SCIENCE RESEARCH COUNCIL

ASSOCIATE OF SOCIAL SCIENCE RESEARCH COUNCIL is the membership of Global Journals awarded to individuals that the Open Association of Research Society judges to have made a 'substantial contribution to the improvement of computer science, technology, and electronics engineering.

The primary objective is to recognize the leaders in research and scientific fields of the current era with a global perspective and to create a channel between them and other researchers for better exposure and knowledge sharing. Members are most eminent scientists, engineers, and technologists from all across the world. Associate membership can later be promoted to Fellow Membership. Associates are elected for life through a peer review process on the basis of excellence in the respective domain. There is no limit on the number of new nominations made in any year. Each year, the Open Association of Research Society elect up to 12 new Associate Members.

Benefit

To the institution

Get letter of appreciation

Global Journals sends a letter of appreciation of author to the Dean or CEO of the University or Company of which author is a part, signed by editor in chief or chief author.



Exclusive Network

Get access to a closed network

A ASSRC member gets access to a closed network of Tier 2 researchers and scientists with direct communication channel through our website. Associates can reach out to other members or researchers directly. They should also be open to reaching out by other.

Career | Credibility | Exclusive | Reputation



Certificate

Certificate, LoR and Laser-Momento

Associates receive a printed copy of a certificate signed by our Chief Author that may be used for academic purposes and a personal recommendation letter to the dean of member's university.

Career | Credibility | Exclusive | Reputation



Designation

Get honored title of membership

Associates can use the honored title of membership. The “ASSRC” is an honored title which is accorded to a person’s name viz. Dr. John E. Hall, Ph.D., ASSRC or William Walldroff, M.S., ASSRC.

Career | Credibility | Exclusive | Reputation

Recognition on the Platform

Better visibility and citation

All the Associate members of ASSRC get a badge of "Leading Member of Global Journals" on the Research Community that distinguishes them from others. Additionally, the profile is also partially maintained by our team for better visibility and citation.

Career | Credibility | Reputation

Future Work

Get discounts on the future publications

Associates receive discounts on future publications with Global Journals up to 30%. Through our recommendation programs, members also receive discounts on publications made with OARS affiliated organizations.

Career | Financial



GJ Account

Unlimited forward of Emails

Associates get secure and fast GJ work emails with 5GB forward of emails that they may use them as their primary email. For example, john [AT] globaljournals [DOT] org.

Career | Credibility | Reputation



Premium Tools

Access to all the premium tools

To take future researches to the zenith, fellows receive access to almost all the premium tools that Global Journals have to offer along with the partnership with some of the best marketing leading tools out there.

Financial

Conferences & Events

Organize seminar/conference

Associates are authorized to organize symposium/seminar/conference on behalf of Global Journal Incorporation (USA). They can also participate in the same organized by another institution as representative of Global Journal. In both the cases, it is mandatory for him to discuss with us and obtain our consent. Additionally, they get free research conferences (and others) alerts.

Career | Credibility | Financial

Early Invitations

Early invitations to all the symposiums, seminars, conferences

All associates receive the early invitations to all the symposiums, seminars, conferences and webinars hosted by Global Journals in their subject.

Exclusive



Publishing Articles & Books

Earn 60% of sales proceeds

Associates can publish articles (limited) without any fees. Also, they can earn up to 30-40% of sales proceeds from the sale of reference/review books/literature/publishing of research paper.

Exclusive | Financial

Reviewers

Get a remuneration of 15% of author fees

Associate members are eligible to join as a paid peer reviewer at Global Journals Incorporation (USA) and can get a remuneration of 15% of author fees, taken from the author of a respective paper.

Financial

And Much More

Get access to scientific museums and observatories across the globe

All members get access to 2 selected scientific museums and observatories across the globe. All researches published with Global Journals will be kept under deep archival facilities across regions for future protections and disaster recovery. They get 5 GB free secure cloud access for storing research files.

Associate	Fellow	Research Group	Basic
$4800 **lifetime designation**	$6800 **lifetime designation**	$12500.00 **organizational**	APC **per article**
Certificate, LoR and Momento **2** discounted publishing/year **Gradation** of Research **10** research contacts/day **1 GB** Cloud Storage **GJ** Community Access	**Certificate,** LoR and Momento **Unlimited** discounted publishing/year **Gradation** of Research **Unlimited** research contacts/day **5 GB** Cloud Storage **Online Presense** Assistance **GJ** Community Access	**Certificates,** LoRs and Momentos **Unlimited** free publishing/year **Gradation** of Research **Unlimited** research contacts/day **Unlimited** Cloud Storage **Online Presense** Assistance **GJ** Community Access	**GJ** Community Access

Preferred Author Guidelines

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

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

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

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

Before and during Submission

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

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

Declaration of Conflicts of Interest

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

Policy on Plagiarism

Plagiarism is not acceptable in Global Journals submissions at all.

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

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

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

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

Authorship Policies

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

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

Changes in Authorship

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

Copyright

During submission of the manuscript, the author is confirming an exclusive license agreement with Global Journals which gives Global Journals the authority to reproduce, reuse, and republish authors' research. We also believe in flexible copyright terms where copyright may remain with authors/employers/institutions as well. Contact your editor after acceptance to choose your copyright policy. You may follow this form for copyright transfers.

Appealing Decisions

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

Acknowledgments

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

Declaration of funding sources

Global Journals is in partnership with various universities, laboratories, and other institutions worldwide in the research domain. Authors are requested to disclose their source of funding during every stage of their research, such as making analysis, performing laboratory operations, computing data, and using institutional resources, from writing an article to its submission. This will also help authors to get reimbursements by requesting an open access publication letter from Global Journals and submitting to the respective funding source.

Preparing your Manuscript

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

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

Manuscript Style Instruction (Optional)

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

Structure and Format of Manuscript

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

A research paper must include:

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

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

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

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

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

Format Structure

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

All manuscripts submitted to Global Journals should include:

Title

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

Author details

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

Abstract

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

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

Keywords

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

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

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

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

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

Numerical Methods

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

Abbreviations

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

Formulas and equations

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

Tables, Figures, and Figure Legends

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

Figures

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

Preparation of Eletronic Figures for Publication

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

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

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

Tips for writing a good quality Social Science Research Paper

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

.

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.



© Copyright by Global Journals | Guidelines Handbook

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.



© Copyright by Global Journals | Guidelines Handbook

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.

Written material: You may discuss this with your guides and key sources. Do not copy anyone else's paper, even if this is only imitation, otherwise it will be rejected on the grounds of plagiarism, which is illegal. Various methods to avoid plagiarism are strictly applied by us to every paper, and, if found guilty, you may be blacklisted, which could affect your career adversely. To guard yourself and others from possible illegal use, please do not permit anyone to use or even read your paper and file.

Criterion for Grading a Research Paper (Compilation) by Global Journals

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

INDEX

A

Accumulate · 3, 24
Acquisition · 20
Aesthetic · 30, 31
Ancient · 21, 22
Assonance · 30

C

Cognitive · 1, 2, 3, 5, 7, 10, 11
Concerned. · 27
Conjunction · 1, 2, 5, 11
Contrived · 27
Conventional · 2, 29, 31
Convergence · 1, 2, 5
Cultivation · 22, 24

D

Deliberate · 30
Delicate · 30
Dictated · 26
Dragging · 1, 2, 3, 9, 11

E

Embodied · 2, 5, 10
Emphasis · 22, 28

G

Gesture · 1, 2, 3, 4, 5, 12

I

Imagery · 2, 3, 4, 5, 7, 10
Implications · 1, 5, 10, 11
Inherently · 5
Inseparable · 7
Intertwined · 2

M

Manipulations · 1, 2, 3, 5, 6, 7, 8, 10

P

Paramount · 4
Patriarchy · 27
Predictions · 4
Prejudgement · 26
Prolific · 26

S

Stimulated · 1

T

Terminology · 26



save our planet



Global Journal of Human Social Science

Visit us on the Web at www.GlobalJournals.org | www.SocialScienceResearch.org
or email us at helpdesk@globaljournals.org



ISSN 975587

© Global Journals