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Perspectives on Literacy

Working Mothers in Amphitheaters

Highlights

The Value of Little Things

Influencing Secondary School Students

Discovering Thoughts, Inventing Future

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The Value of Little Things, Math Learnings and Hyperconnected Looks

By Marcelo Bairral

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Abstract- This personal account of my encounters with reading and writing in my professional development as mathematics teacher invites the reader to think about the possibilities of connecting with different forms of language manifestation. This article reviews concepts of free writing and the expressive and transactional functions of writing. It reflects on alternatives and instruments that can enhance different means of report, including communication in computer environments. The deep-reading construct introduces the importance of hyperconnected registers. This hyperconnection involves creative production via networked digital technologies and does not consider writing as the form of most outstanding cognitive value or centrality.

Keywords: technology. expressive writing. transactional writing. deep reading. hyper connection.

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The Value of Little Things, Math Learnings and Hyperconnected Looks

Marcelo Bairral

Abstract- This personal account of my encounters with reading and writing in my professional development as mathematics teacher invites the reader to think about the possibilities of connecting with different forms of language manifestation. This article reviews concepts of free writing and the expressive and transactional functions of writing. It reflects on alternatives and instruments that can enhance different means of report, including communication in computer environments. The deep-reading construct introduces the importance of hyperconnected registers. This hyperconnection involves creative production via networked digital technologies and does not consider writing as the form of most outstanding cognitive value or centrality.

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I. Introduction

We live in a highly technological world. When we talk about mathematics or even mathematics teaching, we tend to feel uncomfortable talking about reading in general. But human beings are still the magnificent creatures we have always been, and writing about the interconnectedness of communicative experiences, given the new approaches to science, should be a usual affair. This is a personal account of my encounters with reading and writing throughout my life, especially about my professional development as a mathematics teacher[1]. Throughout this paper, I write in a personal way to highlight my reflections. I use the plural when ideas come up from the research team I lead or invite you, dear reader, to reflect with me. Due to this personal reflection, I also quote some of my publishing in this trajectory based on reading and writing processes[2].

All through my elementary school, I was far from being a constant reader of any kind. I feel grateful and honored to the various schools I attended for the excellent of the teaching I received, but, in truth, I remember any suggestion or indication to read much in any of them. In Aperibé, the provincial town where I grew up, northwest of Rio de Janeiro state, books were not easy to buy. There probably wasn't a great choice either. I vaguely remember the cover of a book called *Juspion* (probably *Jaspion*, the Brazilian version of some internationally known Justice Champion). That's it, just the cover! In secondary level, a school leader gave us a book as a present. It was called *The Value of Small Things*. That one remains well engraved in my memory, not the contents, but the message in the title, from a friendly, unforgettable biology teacher.

My interest in reading and books came as an undergraduate student of Mathematics (1987-1990). One book that caught my attention was *Cuidado, Escola!* (Warning! School!), a book introduced by Paulo Freire (Harper et al. 1987). The books on mathematics contents (Calculus, Analysis, Analytic Geometry, etc.) were the usual thing at the time: theoretical exposition, demonstration and, or exercise resolution.

I would like to recall Paulo Freire's idea of literacy: reading means getting off the paper reading the world in all it's complexity, local and global. Literacy is a critical process of taking possession and contextualizing, rather than mastering techniques that severe signs from their context; reading and writing are imbricated and creative processes.

II. Writing and Creation: Beyond Literacy

I had an early teaching experience as a literacy teacher, in 1989, I recall some brave but inexperienced teaching experiments. A meaningful experience related to text production (this term wasn't used then) was when I proposed a group write about a drawing: they had to write an "essay" and even find a title for their text.

The importance of creativity and image in textual production was remarkable. I corrected their writing signaling their spelling mistakes because the focus was on the elaboration and creation of a text as a whole; I was hoping to see a sequence of ideas, and it turned out to work that way for most students. I handed back their texts with notes and general comments. One girl's text was excellent, although there were various spelling inaccuracies. She came back the next day and told me that her mother had asked how come I considered her text perfect when there were so many corrections. I explained that my focus was not on spelling, and she understood. We can see here two different points of view: the pedagogical aim of the teacher and the family's follow-up of the learners'

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[1] English adapted version from Bairral (2022), furthering ideas discussed in Bairral (2020).

[2] This article comes from a research project granted by CNPq and Faperj, Brazil.

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progress. It is important to stress how important it is for schools to have good pedagogical coordination, which I only got to know in 1992 when I went to teach at a private school in Niteroi-RJ.

a) Writing, creative production, involvement, and interpretation in common

Research in mathematics education was blooming and was still very recent in Brazil, with the proposal of projects and didactic material. Another significant professional experience was the use of the book *History of Signs*[3] in 7th-year classes. That experience was planned and articulated with the teacher of text production and with the support of coordinators. Besides preparing the book's reading and clearing out the meaning during the two-month term, the experience ended up with students producing and presenting short drama plays.

The students' writings were revised by me and the other teacher, and the performance was a surprise; the commitment and the creativity of the students always amazed us. Unfortunately, I didn't keep any kind of register of those plays to show here. Nowadays, as a researcher and teacher trainer, I would not allow myself to let any sort of production or performance done by students or subjects of my research go without registering. As a teacher without research experience, I wasn't aware of the relevance of archives.

The performance of those classes in their 7th-year of school in their first term was from good to excellent, and difficulties increased when teaching limited itself to operations with integers and numeric expressions. My readings during my studies leading to an MA degree showed the complexity and the importance of the historic development of the concept of a negative number and epistemological break, mainly with multiplying and dividing operations[4]. Contrary to what I thought, I realized that numeric expressions did not develop mathematical thinking; they dealt with memorizing procedures and didn't deserve the attention placed on them. Assembling a mathematical expression, with its parts in a puzzle or a game of dominoes could trigger more reasoning.

Besides being creative and fascinating, reading is situated temporally and contextually; the author produces it under certain social, cultural, and time conditions. How do writers move in their times or go over their ideas at different moments in their trajectories as inventive and affective beings? How do they communicate their feelings and learnings to others?

During my undergraduate years, I had just one remarkable experience with writing, was the subject of Research Methodology. In it, each class was reported in paper by one of the undergraduates, the printed text[5] was delivered to everyone the following course to be read and commented by all; each following class began with a new diary reading. I then used this experience when teaching the Didactics of Mathematics and Mathematics Teaching Practice. Depending on the number of students, I proposed they write personal or small-group log; this procedure sometimes generated a collective diary with pieces of all journals, and all of them were didactically and cognitively fruitful (Bairral, 2001).

The notes we take in our notebooks do not have the same function as the registers we make for other people to read; in our notebooks, we follow the teacher's words, whether on the blackboard or dictated. The reader's posture is to re-read the register, expecting a comprehension that they imagine is outside him or herself, obviously aiming at evaluating somehow. Through individual logs about understanding in class, it is possible to unfold and re-dimension the teacher's statement, with learners getting more involved, with records that reflect their ideas better.

Besides this differentiation of writing purposes, I also became aware that any tool used for evaluation needs to be experienced beforehand; when teachers are planning to start using diaries as an evaluation resource their students need to have some experience in log writing (Abrantes, 1995). The first students to use it should not be punished if they don't do well enough.

The daily focus is to capture what is left for the recipients of a lecture (or class, workshop, etc.) and how they reflect about something on the training activity in which they are taking par; this lack of personal reflection is what causes Blogs on the Internet to have a short life would be worth researching.

b) Emerging ideas on writing and the continuity of teachers' planning

Entering an MA program in mathematics education (1992) allowed me great readings of academic texts, mainly books, articles, dissertations, and theses. These still had to be borrowed from the library and returned within a couple of weeks; some of them were heavy; they had a lot of pages, and the time to read them and write flashcards before returning them flew by too fast. So, when we had the money, we would xerox them.

During my MA years, I was acquainted with another way to introduce writing as a cognitive activity to reflect and develop mathematical thinking, from some seminars conducted by Arthur Powell (USA). I included writing in my own classes and master research proposal, as Figure 1 shows sample answers from learners.

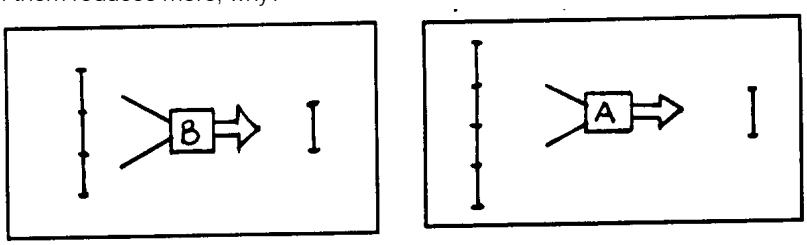
[3] Luzia Faraco Moura: *História de sinais*, Editora Ática (1992).

[4] In Boletim Gepem, n. 57(2010), there is an excellent text about this epistemological matter.

[5] With the advent of smartphones and WhatsApp groups, diaries don't have to be printed any longer; they can be shared to the whole group and read by all; the files came with inserted annotations in notebooks, screen captures, figures, etc.

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Task: These exercises are from deforming machines; some of them stretch and some consolidate. Machines A and B reduce the given formation, which of them reduces more, why?



Source: Bairral (1998)

Figure 1: Deforming machines

- "A. The first one entered with four and went out with one, and the second one entered with three and exited with one; therefore, the first one reduces more".
- "The first one shrinks more because it started with a bigger piece".
- "A. Because the measuring stick has four pieces while the other one has three pieces; if both were reduced to one piece, A would reduce more."

Although they were registered for some specific activities, this type of answer allowed me to realize that the learners (12 to 13 years old) established numerical relations, as when they say 4 to 1 or from 3 to 1; having answered that machine A reduced more, I could not be sure they understood. The last answer doesn't make it clear whether the student thought (4 -1 =3, 3 -1 =2) or (1/4 < 1/3); or if they answered A because 3 > 2. I realized that there was an opening for some interesting questions related to learning and develop concepts of proportionality and similitude (Bairral, 1998).

Through this type of register, I could check the richness of the emerging ideas; this diversity was not only important for my pupils; it could also re-dimension the planning and make my learning more valuable. Although my focus was on learning through writing - I was engrossed in readings about writing as a vehicle for learning (Powell & López, 1989) - and about the interactions with my students from their registers, I could also reflect on this type of task, about the concepts and emerging ideas and their differences. I could observe that tasks with different resources generate learnings of a different nature in concepts, procedures and, or attitudes.

In retrospect, I can see the use I made of writing at the time was not as an object of the expression and development of the mind; it was instead a way to capture information at a time when qualitative research lacked its methods for data production. I would say that my understanding was restricted to a very simplified use of writing. I was not aware yet of its potency; technology, one of my main focuses in the projects I coordinate, reduced itself to the computer and some physical resources; language was most likely associated with speaking and writing, and I did not perceive the imbrication of language and cognition (Castro & Castro, 2021).

c) From descriptive writing to expressive registers

Through my readings and conversations with my peers, I gained a growing perception of the importance of language, which I focused on in my research on mathematics education; I was increasingly aware of how we constitute ourselves from language and with it. I realized that language is much more than writing or speaking; I also had a grew aware of the intricate entwining of speech and thought.

Joining the UFRRJ and, happily, my work in Teaching Practice and Didactics for the program leading to a Prospective Mathematics Teachers degree allowed me to produce knowledge on my practice from different possibilities of the use of writing, articulated variously, even to evaluation (Bairral, 2001).

Through the systematic use of writing in various class dynamics, I built strategies to make it more reflective and less descriptive, which proved a challenging practice (Brandes; Boskic, 2008), and I kept warning my undergraduate students about the difference. On reflective dimension it is possible to involve the people in elucidating in detail the development of their professional knowledge; it follows that, because it involves an analytical process, contemplative writing must be potentiated among would-be teachers.

With Arthur Powell (2006), we highlighted the fact that, just as freewriting[6], chronicles can be expressive; more than detailed prose, chronicles are notes about the contents and learning itself and they usually retain their expressive function. They contain comments on the subject as well as questions and descriptions of solutions, conjectures, and discoveries.

[6] Freewriting means that during, say, five or ten minutes, you just write on and on, without censorship and editing. You write without (looking back, crossing out, spelling, grammar constraints, worrying about the best word choice) and even thinking about what you are doing or why; the focus is on the process of writing, not the product (Powell & Bairral, 2006).

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Due to characteristics of chronicle writing, chronicles provide, more than freewriting, factual information about what and how one learns and feels about it. In chronicles, subjects highlight their learning, feelings, knowledge, discoveries, etc. Transcriptions in Chart 1 shows a transformation from freewriting reflection towards chronicle.

Chart 1: From freewriting to chronicle

Before (starting with freewriting)	**After** (Moving towards the chronicle)
Today we worked with the old problem of postal stamps. We pored over the previous information related to the problem and we found out new things. Some conjectures were suggested.	Today I watched the group work with exponents. When you move the value to the right, the value of the exponent goes up one unit. The opposite is valid if you pass to the left. I also noticed that the number of steps in multiplication is equal to the exponent number. When passing to the left, I take the reciprocal of the positive value found when I passed to the right. When you multiply powers with the same base, but different exponents, you add the exponents. For example, 5 x 5 = 5 = 625. When you divide powers with the same base, but different exponents, you subtract the first exponent from the second. For example, $5^3 : 5^1 = 5^{3-1} = 5 = 25$

Source: Powell & Bairral (2006, p. 21)

Jose's reflection turned from generic narratives meeting with his peers (first column) into a register with the inclusion of reflections that sustain that he observes numerical patterns in potencies (second column); it is not a simple and linear way, and it is not the same for every subject. It is a process, a reflective and critical development, a change of discourse (Sfard, 2008), learning through a written register, with an explaining of how the subject understands the property of multiplication and division of powers of the same base.

Chronicles are also powerful vehicles for dialog among students and teachers, they become public documents to be read and commented on collective work, where the others, including the teacher, are viewed as interlocutors, not evaluators, helps the people involved and provides them with greater security to work in groups without worrying about what the others might say.

A transactional register is another writing function, different from descriptive or expressive essay, it looks for the product, and the written activities are used for cumulative assessment or simple diagnosis where learners complete sentences or write short answers, almost perfect, to the questions provided by the teacher; it is also usual to ask the subjects to register all the steps in mathematical procedures. As they are fundamentally destined for evaluation, written papers must be impersonal or transactional, not expressive; imagine a student watching a video on YouTube about a mathematical demonstration. Is it possible to use this video and potentiate another form of register, of involvement, of expressivity? I'll leave this as an invitation to you, dear reader!

In sum, expressive writing gives individuals with points of departure for their learning; in transactional writing, the use of which tends to be more evaluating, the issue of arrival, the product, is that which is expected, and, as we have mentioned, the subject tends to complete sentences or write short answers, almost perfect, to the questions provided by the teacher. Both expressive and transactional functions of writing have the potential to generate knowledge; although expressive writing is like "thinking aloud on paper" in the author's live flow of ideas and feelings, it can be used with transactional characteristics.

The transactional function is also enrichened and perfected with various tools, mainly the ones that illustrate a more remarkable development in time, for example, imagine a portfolio as the culmination of a set of papers on a subject. One of those papers can be a conceptual map, another a task elaborated with some other resource; in each tool, there is some sort of register, and the transactional function would assume a comprehensive moment (map + task + etc., + portfolio) of those registers, generating a new one. This new production also needs to consider the specificities of each original resource; it would not limit itself to the production of the portfolio and it whether free, expressive, or transactional writing. It contemplates the cognitive-linguistic development of subjects the author. And for this, the interaction about what is registered assumes a crucial role.

Along my experience, I have realized that undergraduates' critical reading about their mates' productions proved a fruitful dynamic for the understanding of the importance of reflective registers, whether expressive or transactional, that is why I used to warn them about the difference between a report, usually used in the activities of Supervised Practicum, and a diary. The former contains a more descriptive text, and the latter tends to involve the subject in a more reflective production.

All the tools are essential in the development of writing, but it is crucial that the instructor or teacher must realize the nature of the text that can be produced in each one of these means. In the development and

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perfecting of writing it is equally relevant to think that reading is essential in its different communication formats; writing well without reading enough is difficult, not to say almost impossible!

III. Writing in Academia

One of the strategies that I use is asking my students to make outlines of every article or every chapter they read and summarize. The more a work comprises, the more difficult it can be to make a good overview, and the less it is possible to remain on the surface of things with it. In a book, for example, to avoid being superficial, I suggest they write summaries of each chapter; later they systematize a complete overview of the whole book. At other times, I ask them to write book reports; whether they make reports or summaries, continuing reading by going back to examine some parts and commenting on them with their tutor is quite beneficial; although the focus is on capturing central ideas, it is possible to take advantage of the exercise to go through the ABNT format, for example.

I view it as a tremendous Brazilian didactic mistake to propose that undergraduates write an article as a term paper for a subject; unfortunately, I have seen this is a task offered in courses in different disciplines and fields of knowledge. Besides the writer's experience, a report can cover different styles and it demands time to be written, it can be an essay, a theoretical study with or without its empiric counterpart, some literature review, etc. I do not consider a simple and powerful activity involving the subject as an actual author; it doesn't help to propose it to be handed in at a given deadline without it having systematically been followed up by the tutor. Why not give pre-graduate students the opportunity to reflect upon and communicate their experiences in other formats? Why not propose that academics make integrate synthesis (Bairral, 2021a) of published works by the same author or research group?

A summary can focus on the researcher's theoretical-conceptual developments, their re-dimensioning in the research, the innovating aspects of the teaching practice, etc.; why not suggest students contrast two experiments done at different times or in various institutions and then elaborate a critical analysis from that substantiation?, think, dear reader, about the alternative between a proposal that develops scientific and hyperconnected thinking or one that teaches a technique, although it does/ will not develop authorship, autonomy, and creativity?

Such strategies certainly will help their future academic production. With the various possibilities of presenting a paper, what has been innovated over the evaluation? Does it make sense to propose a book report when it is possible to write different opinions and analyses available on the Internet or when we have access to a video by the author talking about their work? Any task proposed by the tutor needs to avoid being some mandatory homework due to get some marks and the student needs to involve him or herself in this process of learning to learn. Reflection on this type of evaluation instrument on education and its importance, limitations, particularities, and so on are recommended for teacher training.

During my Ph.D. program, I intensified my interest in information technologies, particularly using virtual environments in mathematics teachers' continuing training; I better understood the concept of technology in its symbolic dimension and its lack of neutrality; I realized that its aesthetic character, usually present in the design of an environment (or software), is essential, but not enough to sustain belonging in the context (online or offline) of learning.

IV. Writing in Scientific Research

With the researcher's diaries, writing allows for reflection to be continuously revisited, and itemized; will enable the discursive particularities of the context in which it was produced and understood, but how does the author move within that time, how does he or she revise their ideas at different points within the trajectory?

My Ph.D. studies in Barcelona implied a full-time commitment to my research[7]. I then made use of my diary for nine months to follow up the work, totally online (synchronously and asynchronously) with teachers in Brazil (Bairral & Gimenez, 2012). The diary was generated in a Word file. It contained the messages (if not all, a significant number of them) shared with the participants, coming from different data sources (e-mail, questionnaires, discussion forums, interviews, answers to activities, chats, etc.); it was, in fact, a daily affair; it was organized in three columns[8]: 1st: the date, 2nd: the original message and 3rd: my remarks. Chart 2 is an illustration of three registers.

[7] I am very grateful to Capes for the scholarship I could benefit from, unfortunately, the funds for this kind of aid have been systematically cut off; we certainly need to revert this situation after 2022!

[8] Field diary, logbook, as detailed in Powell & Bairral (2006).

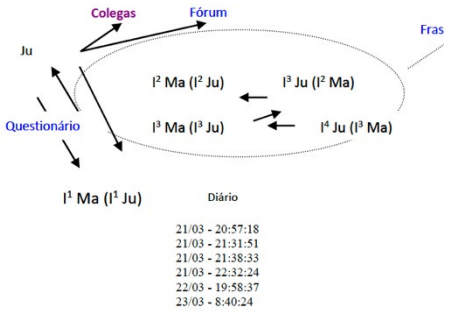
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Chart 2: Three fragments from a researcher's diary

Date	Interlocutors /messages	Observation/reflection from FORMADOR
	FEBRUARY	
Inscription Period	From: Marcelo Bairral Sent: Friday, February 16, 2001 10:24 PM Subject: Information on Geometry Course on the Internet Dear Collegue, It is a great pleasure to inform you on the extension course for teachers called "Geometry for cycles 3rd and 4th on Internet". For further information please go to http://www.xxx/[9] I would be grateful if you would spread the news to your colleagues who might be interested. Inscription closes on March 10 and the course will take place from MARCH to JULY. Thank you. Sincerely, Marcelo A. Bairral, teacher	Initially, publicizing the course was done through my own personal contact list. The means was the SBEM list. I accessed pages of Brazilian newspapers (*Jornal do Brasil, O Dia, Globo*) and educational magazines (*Nova Escola do Patio*). The idea is this: if we think about implementing an online course as an effective tool to break distances in space and time, we have to accept and research into these means of communication. There is no doubt that, as courses of this type are new and many teachers (unfortunately) still have no access to these means, this type of spreading the information, done through printed material, will also help. As I am away from Rio, this is all I could do.
	MARCH	
10	Interview (162): "... When I **made** those questions, I really kept wondering: Do I have to ask a question for him **to discover already existing properties**? Or was it for him to actually ***start to deal*** **with it** [emphasis]? Because it is one thing to let the student work with the CABRI on those questions for him to start, deduct [emphasis], pull the end, stretch a segment in order to see what is going to happen there".	With this answer from R, we checked that the course of action taken provoked a cognitive unbalance on the teacher, so there were moments of reflective positioning with his own action as a teacher. Teacher R had a more local rather than global view on the perspective of geometric teaching, attributing a value of **visualizing potential** to the computational elements, but he cannot identify the value of **interrelations between representations** as part of a better professional development in the management of geometrical tasks in the classroom. I think that's all there is to it, a teacher who had not had any previous opportunity to get to know innovating experiences in geometry and had also **no opportunities to discuss his own practices** in geometry, we could not hope, from the beginning, more than some sensitivity related to the material, which is also apparent at other times during the course. That is, his curiosity to search and get to know what is "new".

[9] *Link* inhabilitated.

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23	To: xxx Sent: Friday, March 23, 2001 12:52 AM Subject: Sentence 2 Below new sentence 2: "Is it possible that a teacher can limit her activities or exclude some content because she considers that the content demands or has some pre-requisite? I don't think so". Teacher Ju	Motivation for the opening page, with the teacher's words. The early tele-interactions with Ju, from one of her statements in the questionnaire, developed and went to the discussion list, besides going also to the school where she teaches. One of them was an inspiration and motivation, like one of the sentences: the second teacher sentence on the opening page. 

Source: Bairral (2002)

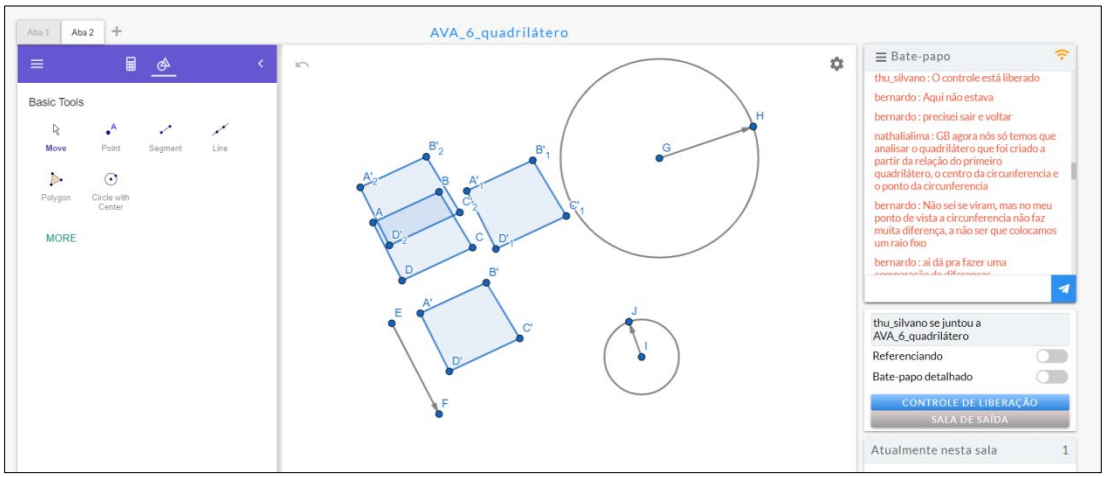
What was initially a job of copying and pasting became precious moments of reflecting on and understanding the object of the research. I was getting more and more involved every passing day as I developed my professional self; markings in bold (day 10) and the construction of schemata (day 23) were strategies I used to analyze the professional development of the participants involved; schemata were continuously improved from the new elements that emerged, they also worked as moments of confluence, of internal reflective movement and timing in the diary, it constituted some sort of meta-analysis.

With my doctorate research, I stressed that every communicative space (discussion forum, e-mail, chat, etc.) in a virtual environment constitutes a discursive context, therefore, features some particularities in the manifestation of writing and developing of teachers' professional knowledge; I stressed that this is a hypertextual process and that, along the way, it integrates different elements from the other communicative spaces and experiences of the professionals involved (Bairral, 2018, 2002). Throughout the research, I kept building various strategies to potentiate interaction and learning, for instance, at the end of a chat, I would make a summary and share it, either with all the people in the collective at the discussion forum or individually, by e-mail; this new report also generated other asynchronous developments once it was socialized. All this effort in integrating strategies and registering ways became increasingly evident, I had an online synchronous scenario where collaborative writing and other registers came to take in some evidence.

V. Synchronicity of Registers and Collective Knowledge Construction

With the insertion of the environment Virtual Math Team with the GeoGebra (VMTwG) in the research I have done or coordinated, I noticed the conjunctive nature of written inscriptions (Çakir; Zemel; Stahl, 2009) in both spaces - written chat and whiteboard - that we have used; the whiteboard has GeoGebra and, in the upper right corner, the written conversation.

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Source: Research Data

Figure 2: Activity on VMTwG

Immersive and collaborative interaction on the VMTwG is a communicative process that aims at to share meanings; it is the meanings of the mathematical objects in a constant online socialization through synchronous exchanges by subjects working in small groups in different spaces in the environment; the negotiation of mathematic ideas is potentiated by the different representations - writings on the chat, constructions on the GeoGebra, and other registers - favored by the VMTwG (Bairral & Silvano, 2023).

The discoveries and learnings also influence the type of task that is proposed (Bairral & Marques, 2016), and the written registers cannot be seen in isolation (only chat or only screen construction); this conjunction can also be seen and potentiated in other communicative spaces, such as WhatsApp.

a) Enter WhatsApp

Are we currently reading more or less? how does teaching innovate in the insertion of other ways of communication and registers that are already in the hands of many of our students and teachers? We again welcome Paulo Freire when he says that teaching creates possibilities for the construction of knowledge; I know that if I move at all as a teacher, it is because, firstly, I move as a person; I don't believe it is possible to potentiate reading and writing instantiations if we don't see our interlocutor as a person who can also think and develop their mathematic reasoning in a way that can be different than mine.

I would like to highlight that interactive dynamics with digital technology on the web must favor the reflective movement from the individual to the collective and vice versa, for instance, WhatsApp can also be inserted into our educational practices. Before reading on, try to answer the situation below, and feel free to register, cross out, etc.

> Imagine a triangular prism, locate the midpoint of its edges, join those points; how many faces will the polyhedron built by this union have?

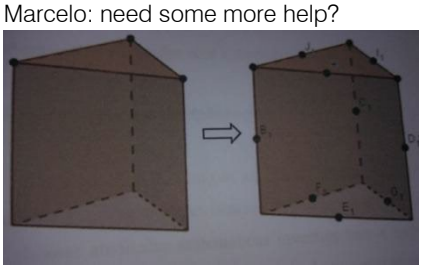
After your consideration, please proceed with the reading from a conversation I had in a WhatsApp group with a 17-year-old student in his one before last year before leaving high school and taking the University Entrance Examination.

Chart 3: Fragment of WhatsApp interaction

With the Group	in Private
[11:14, 7/6/2018] Marcelo Bairral: one more question for the SAT candidates: How many faces does a polyhedron have when the vertices are the midpoints of the edges of a triangular prism? [12:43] Inácio: 5 faces? OK? [12:43] Inácio: Jeez! I' m lost in geometry, ha ha [12:44] Marcelo: Nope [12:45] Marcelo: How many faces does a triangular prism have? [12:46] Inácio: 5	[16:47] Inácio: I had to get out at 1:20pm, 'cause I had a class and I just got home [16:48] Inácio: but I tried to solve the question here and I tried with a drawing, and I found the value of 11 faces [16:48] Inácio: If that's not the answer, then I don't know how to do it, ha ha [16:49] Marcelo: how did you get to 11? [16:50] Inácio: I made a drawing, Drew the prism and I put the vertices at the midpoints of the edges, then I

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[12:46] Inácio: I didn't get the thing about the vertices
[12:47] Inácio: Because Euler's relation is V+F=A+2
[12:56] Marcelo: but don't use Euler's relation, just identify the polyhedron
[12:56] Marcelo: great, 5 faces, a triangular prism.
[12:57] Marcelo: it's 2 triangles and 3 rectangles, right?
[12:57] Inácio: Right
[12:57] Marcelo: now think of the midpoint on each face and then join them
[13:01] Inácio: But it's the midpoint of the edges, right?
[13:09] Inácio: there's going to be, what, 12 faces?
[13:09] Inácio: I just made a wild guess
[13:10] Inácio: 'cause making it with a cube, it's easy, ha ha, now doing that with a triangular prism, it's getting hard…
[13:13] Marcelo: yes, but try with the prism
[13:13] Marcelo: an example, a box that reminds a triangular prism?
[14:31 – 16:31] other conversations among the group
[16:33] Marcelo: Inácio, don't you forget about me ...
[16:34] Marcelo: need some more help?



[16:44] Marcelo: Inácio I sent the prism and the midpoints signaled
[16:47] Inácio: yeah, it's just that I just came home from school, I was doing it at my lunch time
[16:47] Inácio: That's why I was off
[16:49] Inácio: I know
[16:49] Inácio: I had done up to there, but I just didn't get to join the faces right ha ha
went on joining the spaces, like, where the faces would be
[16:51] Inácio: And then I found 11, but I don't know if it's right.
[16:51] Marcelo: it is, but how did you count?
[16:54] Marcelo: did you count up the faces or the edges?
[16:59] Inácio: the faces
[16:59] Inácio: I didn't even think of the edges
[16:59] Marcelo: yes, it's easier
[16:59] Inácio: I'll try to make a video to show my reasoning, ok?
[16:59] Marcelo: ok
Share the ../../../../../../../../../../Movies/Inácio_17anos_prisma_Video 2018-06-07 at 17.08.02.mp4 video
[17:08] Inácio: the result is 11?
[17:18] Marcelo: wonderful, that's it: 2 (bases) + 3 + 3 + 3
[17:18] Marcelo: congrats
[17:19] Inácio: Thanks
[17:19] Inácio: 😊👏👍
[17:19] Marcelo: 😘

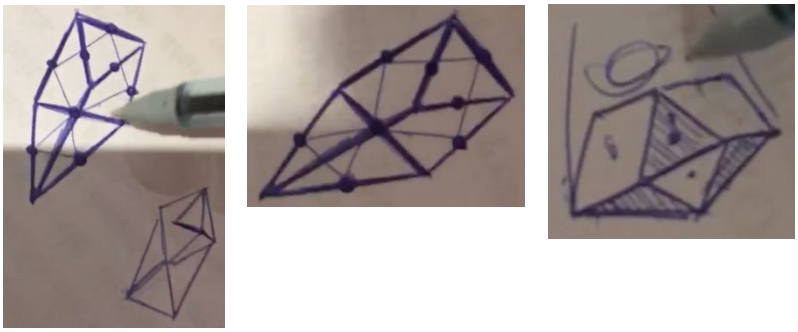
Source: Research material

In Chart 3, I copied the conversation and pasted it on a document, I chose to leave the registers the way they were posted because we are in a communicative space where the flow of ideas and the register's forms must be considered; It wouldn't make sense to pay much attention to the correct spelling and punctuation, those are aspects that must be done in other spaces and activities and, for instance, the teacher could ask the students to transcribe the conversation afterward, using a formal register.

Unfortunately, I have no way to integrate the WhatsApp video generated by the student[10] here, Figure 3 shows some of his drawings.

[10] One of the aims of the research group I coordinate (Gepeticem) is to generate curricular educational material; see produced material and watch the video at http://gepeticem.ufrrj.br/quando-euler-nao-ajuda/ (21 Jun. 2022)

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Source: Research material

Figure 3: Capture of screen in the video made by the student.

In the two first figures, the learner constructed the triangular prism, located the midpoints of the edges, and joined them; the third picture shows one side of the resulting figure, which involves a greater degree of understanding from the student who demonstrates a count of the faces, marked with the points, from this picture. Although the illustrations here might not be self-explanatory, in the video they make sense with the student's verbal explanation, therefore, the conjunction set (writing+drawing+explanation+emoticons) acts, with equal relevance, in developing of his reasoning skills.

In the fragment shown in Chart 3, we see an interactive and explanatory text that took place, with interruptions and breaks, within about two hours; there are different registers there (writing, illustration, emojis, gif, video, etc.), which are pretty natural in communication in digital scenarios, potentiating hybrid forms of language (Santaella, 2019), through representations and interactions that take place synchronically and a-synchronically, without a hierarchy among them. As opposed to hierarchization, what we can consider in this learning is the time elapsed, besides the availability to reflect.

Devices with screens and their applications are an increasingly constant presence in our daily lives, we are warned about the impact on our memory, distraction, reading processes, and social interaction among others. I consider Wolf's study (2019) extremely relevant on this matter, Wolf discusses the analytical strategies of deep reading, namely: analogy and inference, empathy and creativity, and critical analysis. I articulate emotion, deep reading, and writing, I find here, simply as an illustration, *analogy* ([12:47] *Inácio: Because Euler's relation is V+F=A+2*) and *inference* ([16:49] *Inácio: I had done up to there, but I just didn't get to join the faces right haha*) ([16:59] *Inácio: I didn't even think of the edges*), *empathy* ([17:18] *Marcelo: wonderful*), ([17:19] *Inácio:* 😊👏👍) and *creativity* ([16:59] Inácio: I'll try to make a video to show my reasoning, ok?) and *critical analysis*.

I'm leaving it up to you, my reader, of identifying the crucial analysis in this interactive fragment, would it be placed in just one-time interval or the sum of all the times involved? Notice that the generated text here can be used in class or for evaluation, these registers generate others - in different formats and dynamics -, and they can be used with other students. It is worth mentioning that a significant group may not be as productive in their interaction, but you, the teacher, working in your reality will know how to build your dynamic.

I don't think WhatsApp must be introduced hastily into teaching practices, as it may just become a heavier workload on the teachers who already have little time to plan and reflect on their teaching and learning, nevertheless, it is possible to use it for some specific purposes. In any case, it should be the teachers' decision, taking into consideration their working conditions, overtime possibilities, including working on weekends, ethical issues like students 'ages, families' authorizations, use of images, institutional: authorizations, use of resources, extra class communication with the students, and so on.

VI. Warning, Writing is not Everything!

> The gesture is the initial visual sign that contains the future writing of the child, as a seed contains a future oak, as it has been appropriately said, gestures are writing in the air, and written signs are often simple gestures that have been fixed. (Vygotski, 1991, p. 71)

Vygotski's quote is instigating, and ambiguous in a way, calling attention to the importance of gestures as a linguistic form in the first sentence but then subjecting it to writing. This ambiguity may not be Vygotski's, it is possible that I am being influenced by the whole compound of his work, where writing is always central, particularly words as a unit of analysis[11]. Whether ambiguous or not, this quote calls attention to gesture as a visual sign.

[11] Smagorinsky (2011) seems to confirm this perception of mine when he emphasizes the expansion of this fundamental unit of communication, adding any modality of expression, including body movements that are not only hands but also the position of the body, prosody, perceptive aspects of the ground; I hope to develop this expansion on another occasion.

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Through my professional development, I grew an awareness that our thought is expressed through some form of language[12], I also realized that orality and writing are symbolic technologies; the threesome orality-writing-information technologies, called "technologies of intelligence" by Levy (1993), bring up the expansive dimension of computational technology. Although writing, as it is not ephemeral, allows the author to share it or revise it at different times, the other forms of language manifestation must be valued, even in evaluation activities, it is by establishing relations that our learning potentiates itself in different ways. Our brain learns in the various associations with which we provoke it, in this sense, we must consider the semiotic package multimodal and multi representational (Arzarello & Robutti, 2010) in all our training activities.

Although writing has a more extented period of stability over time, allowing both the author and the reader to revisit it at different times and occasions, we cannot value only what is written during the schooling process (Bairral, 2020). With screen touching entering the scene, mobile devices, dynamic construction, and direct manipulations on screen came to compose my analytical spectrum. From there, I had a greater need to study and understand bodily cognition (Bolite Frant, 2014), the constant symbiosis between body and environment (Damásio, 1996), the potentiation of other forms of language manifestation, and mobile technology assuming physical extension – not repairing – of our bodies (Bairral, 2021b).

Reading and writing experiences should be interesting for all; writing practices can also be taught, but not as a mere technique or to produce transactional registers. I have become acquainted with some exciting experiences concerning textual production that didn't limit themselves to technical procedures.

We should not tolerate that our students be deprived of enrichening their ways of reading and writing, of all types, through different means throughout their schooling from Elementary School to college learners cannot open their mathematics manuals only to locate exercises; it is crucial that they must use them also to read and understand the mathematics texts in their different representations (text, graph, tables, algebra, numeric, geometric, pictorial, etc.), therefore, joint reading, whether teacher-students or student-student, is also recommended. My experience in this practice has also been significant, suggesting that the students do some marking along their reading (with markers, for instance) of concepts or mathematics procedures; I would think that teachers know the available resources and they can create autonomous practices that potentialize readings and writings that they consider of interest, issuing from what scientific research inspires them to do.

[12] See, for instance, Castro & Castro (2021).

a) For deep reading and hyperconnected registers

Regardless of the form of language manifestation[13] - in teaching or learning situations - the main thing is the interaction among the people involved and the dynamics (interactive and semiotic) that have guided the experience, the connections are the logic paths - of teacher or researcher - that must be followed to avoid underestimating or ignoring any type of mathematics language manifestation or production.

Hyperconnection involves non-linear production potentiated by hypertext technologies, with a predominance of text and hypermedia, using of mixed media; written is not the central technology, and it belongs to a dynamic and hybrid net of other forms of language manifestation (pictorial, gestures, screen touches, constructions on screen, explanatory audios or videos, conceptual maps, etc.).

A hyperconnected register can arise from an audio, an image, a piece of music, a GeoGebra icon, etc. In all of them, writing can be seen as a form of stability – temporary – of thought, but it should not be considered as the one with the most cognitive value; I am making a call to move away from the idea that "only what is written is valid" and to embrace instead the belief that "what is articulated and explained, in many different ways, is what counts" (Bairral, 2020). Hyperconnected registers complement and imbricate each other; hyper-connection – in either teaching or research – can be seen as moments of converging ideas, the culmination of an experience, and meta-analysis (theoretical or analytical).

The hyperconnection I defend is in tune with what Wolf (2019) highlights concerning the continuous strengthening of ties among our analogic, inferential, empathic, and knowledge-building processes, so

> when we learn to connect more and more those processes in our reading, it becomes easier to apply them to our lives, untangling our motivations, intentions, and understanding with greater insight, maybe wisely, why other people think the way they do (Wolf, 2019, p. 75).

According to this author, this not only gives support to the compassionate side of empathy, but also contributes to strategic thinking, therefore, hyperconnection should advocate a creative and authoring process for subjects who are more and more critically submerged in the digital world; we should not naively naturalize this submersion but admit we already live in and produce culture digitally.

Hyperconnection should also encourage the readers to establish relations and build their cognitive-linguistic nets, always through interactive processes;

[13] I haven't approached here the relevance of images and other possibilities of representation; . Oon the former, I recommend Oliveira (2022), and on the importance of signs and semiotic mediation , I suggest Bussi & Mariotti (2008), and Assis & Bairral (2022).

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interacting is sharing, reflecting, and producing meanings collectively, with or without digital technologies. Interaction is a bridge to bind and move people, I hope you belong or see yourself in this movement, in this binding!

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Working Mothers in Amphitheaters: A Mixed-Method Projective Analysis on Case-Peculiarity & Academic Yield

By Latifa Sellam

Abstract- The unprecedented number of working mothers pursuing master's education this year is captivating. This reality triggered a closer look to scrutinize underlying motives behind this undertaking. A mixed-method was used to capture the incentives for the satisfactory educational results achieved by this category of students. Five older learners, out of twenty-five enrolling in a master's degree at Dr. Tahar Moulay University of Saida, Algeria, are the focus of this study. The prominence was in favor of adults, rather than youngsters. The findings postulate that, the following dual consideration is worth pointing out: the extrinsic reward/motivation, which surfaces, besides, brain maturation, appears of paramount importance in academic engagement.

Keywords: working mothers; master's education; motivation/reward; brain maturation; academic engagement.

GJHSS-G Classification: LCC: HQ755.8



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Keywords: working mothers; master's education; motivation/reward; brain maturation; academic engagement.

I. Introduction

The advent of working mothers studying for a master's degree in education is becoming a worth investigating issue nowadays. This understanding is particularly important when there is a congruence between the amount of sacrifice a woman can make, and educational expectations. Job ambitions might be a significant boost for a better job career. Therefore, the realm of education encompasses a wide range of job prospects e.g., inspection or educational consultancy, etc. The concept of extrinsic reward/motivation seems relevant to the statement mentioned earlier. This research study is an unbiased analysis that stands on the two following questions: 1- Is the extrinsic reward, a considerable motivator to a satisfactory academic performance? 2- Does brain maturation stimulate task involvement? It is hypothesized that, 1-The extrinsic reward makes sense in good educational outcomes. 2- The maturation of the brain is a remarkable variable to language attainment.

The question of age effect on ultimate attainment of EFL, presumably, interweaves with brain maturation. A parallel consideration can be drawn in pursuing education that is driven by extrinsic reward. The present paper is an unbiased exploratory research study examining two independent variables, age and motivation/reward. Thus, the terms: reward and motivation are employed interchangeably in the course of this manuscript. The methodology used is quantitative and qualitative; the data is collected, analyzed, and presented in the results section.

II. Literature Review

Scientists generally mark three age categories of a language learner: Children (until puberty), adolescent (after puberty until 19), and adults (after 19) (Hyland, 2019; Spinner & Gass, 2019). A broad assumption is that, adults have different purposes for learning a language. In most cases, their motivation is instrumental, which is characterized by willingness to learn a language to get a job, enrol in a university, or raise qualifications. In this instance, language-teaching instruction should include working on practical knowledge of a target language. Thereby, adult learners would be to satisfy their needs, especially in terms of academic purposes. Besides, (Zhang, 2009: 135) stated, "teaching adults is easier and less stressful". Because they take more responsibility and are more disciplined.

However, some requirements exist for instructors who teach adult learners. These include the fact that adults need to feel accepted, secure, and supported in the classroom. They feel better, when collaborating with each other. To foster cooperation, teacher should ask questions, elicit, and invite students to share experiences. Adult learners prefer a formal style of language learning like comparable analyses, and analytical thinking. Linguists say that adults feel frustrated when using a language incorrectly, or being misunderstood. As a result of their consciousness, they always analyze their language performance. Conversely, the cognitive maturity of adults turns the natural way of acquisition into intellectual practice. Likewise, (Zhang, 2009) gives some advantages and disadvantages of language learning in adulthood. Adults are motivated, experienced, have both short-term and long-term memories, and possess meta-language awareness, and common sense. In addition, adults excel in reading and writing (Bialystok, 2011). Language learning methods for adults are characterized by rule-based activities and conceptuality (Andrews, 2019). Furthermore, they are self-directed, building higher level of thinking; and tend to layer different options and capabilities (A. Solorio, 2019).

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The prominent theme of the current paper resonates with andragogy, which is the mere theory addressing ways to teach, and deal with adult learners. Accordingly, if the students are encouraged to interact, and if the curriculum is inclusive and relevant to their past experiences and future goals; as a result, they will be self-motivated, and able to reflect on the material being taught (Chen, 2014). Furthermore, more recent research agrees that instructors should acknowledge students' life experiences, and prior knowledge (Day et al, 2011); and empower them in their learning.

Each category thence, has its specificities and ways of teaching. Appropriate instructional methods for children, adolescents, and adults are different because of the experience, cognitive abilities, and aptitudes. Therefore, adults are considered as older learners in terms of cognitive maturity. As they need a calibrated treatment, a safe space, and sympathetic atmosphere to flourish. In this paper, we will be focusing on the third category, its motives, achievements, assets, and language learning strategies as well.

III. Method

a) Participants

The population of this study is divided into two age groups, younger and older. Out of total 25, 05 older students range from 41-42, while 20 younger students range from 21-22 years old. All of them enrolled in master's education, didactics of the FL. Therefore, the sake of this paper is not comparative, but to highlight two significant variables in learning: brain maturation, which is related to age; and the strength of the motivation/reward. It is important to mention that, working mothers, whose fraction, is the one fifth, have been teaching English for over 10 years in high school, and aspiring to get better professional position.

Moreover, older learners are proficient at methodological subjects, like; methodology, project proposal, and research techniques. In addition, their racehorse is educational activities, like TEFL, educational psychology, psycholinguistics, and psychology. However, those do not seem to be the youngsters' playing ground, this culminates in remaining defenseless. A priori, the years of teaching served greatly the adults' distinction, because the taxonomy says that, the more knowledgeable, and skilful language learners are the more chances they will get in acquiring expertise, and prominence. Conventionally, proficiency occurs when linguistic competence overlaps disciplinary knowledge.

b) Procedure

The number of older students, registered this year outnumbered the usual, and this permits to see in bold the potential they have, as well as, the academic performance they have shown during one semester length. To investigate further, a semi-structured questionnaire was administered targeting their learning approaches, what stimulates, and hinders them. Besides, a semi-structured interview inspected in-depth, the nature of motivators boosting them to accomplish gratifying yield. The focal point was, therefore, instrumental; this means that, this sub-population has a very sharp objective to reach. Accordingly, working mothers articulated the massiveness of the external reward for them, i.e., for acquiring leadership roles within education, as it can be financially beneficial.

i. *Working Mothers' Learning Assets*

1. Interest
2. Attentiveness
3. Course-belonging
4. Volition, responsibility, discipline
5. Language accuracy
6. Reasoning
7. Cognitive maturity
8. Critical thinking

ii. *Working Mothers' Learning Strategies*

1. Note-taking; day planners/schedule; rehearsals
2. Further research undertaking
3. Reviewing

IV. Results

In tertiary education, categorizing learners into older and younger was sporadic; therefore, research studies in that field have been scarce. Regardless of their age-related profiles, older students are showing a great sense of commitment to the task, and relentlessness. Adults are driven by extrinsic reward, which is a motivational factor. Brain maturation eventually, seems to be the subversive in such undertakings. Contrastively, youngsters are demonstrating vulnerability in several scopes and domains in language. They are less responsible, and disciplined as well as less tenacious. To move the research agenda forward, learners' areas of strength and areas of weakness are tabulated in the following:

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Area	Age Category	
Youngsters		Adults
Responsibility and discipline	5 out of 5	1 out of 20
Meta-language awareness	5 out of 5	1 out of 20
Analytical thinking	5 out of 5	1 out of 20
Conceptuality	5 out of 5	1 out of 20
Short-term and long-term memories	5 out of 5	3 out of 20
Style formality	5 out of 5	1 out of 20
Cooperative strategy	5 out of 5	0 out of 20

Figure 1: Adults' & amp; Youngsters' Language Learning Areas

The questionnaire revelations postulate that, among the most powerful adults' boosters, are the classroom acceptance and the teachers' consideration. These surface, when comparing them with family encouragement, and workplace understanding and helpfulness. A priori, the instructional environment and its membership has a tremendous part to play for an adult in his forties; despite the challenges confronted such as: compromising family conditions, caregiving responsibilities, and work constraints. Likewise, the questionnaire recorded that 02 out of 05; working mothers are suffering from the nearby surrounding unsupportiveness. This implies that, the compensation is outer, when the undertaking is important. The table below recapitulates in number what has been said:

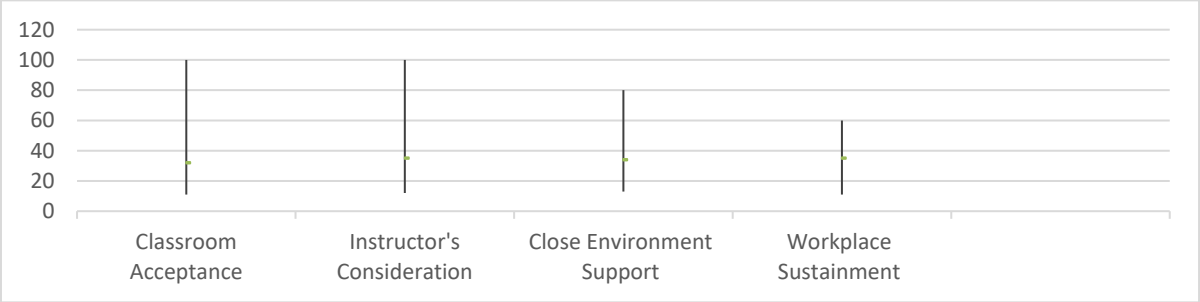


Figure 2: Adults' Psychological Boosters

Figure 1 and 2 are the researcher's own elaboration.

V. Discussion

This study posits that adults are more organized, self-motivated and responsible, which makes the teaching process easier (Ziglari & Ozfidan, 2016). They profit from a cooperative environment and formal instructions. Additionally, the adult differences in ultimate attainment are due to changes in the neuronal structure of the brain, as one gets older. However, as (Stowe & Sabourin, 2005) observed in their contribution, there seems to be a lack of consensus on some fundamental questions. For example, on the nature of neuronal changes and on the time course over which these changes take place.

Evidence suggests that, these skills primarily reside in the frontal lobes and develop over time. Executive functions are those skills that allow a person to evaluate what has happened, to review what was done, and to change course to an alternative or different response (Diamond, 2006).Similarly, in a lecture format, information needs to be provided both visually and orally in order for sufficient material to make it into the working memory buffer. Additionally, the use of lists, rehearsals and day planners have all been found to be helpful in remembering information that would otherwise overload working memory (Diamond, & Lee, 2011). Still, there are differences in favor of relatively older students, responsible for better educational attainment.

For younger students, as Singleton's study (2001) concluded that, fascination with language, and the desire to be understood by native speakers facilitates learning. Besides, it opens up lots of opportunities in getting a job. Furthermore, broadening knowledge considerably, if they wish to pursue doctoral research. In this context, some arguments are rejected on grounds of poor evidence, when it comes to surrender, and give the floor to adults. Younger students have to be more resilient in the face of change, if they wish to prosper. This corroborates with (Dweck and Yeager's, 2019) stance, adopting a growth mindset can help students to interpret challenges and efforts as opportunities for improvement, rather than markers of low fixed ability. It would be very instrumental, in the understanding of the mechanisms, and associations between brain maturation, and academic undertaking to make the link between the sense of responsibility

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and task adherence. Staying on task, then, might tremendously impact the outcomes, a parallel attention is attributed also to mastery goals, volition, and extrinsic reward.

VI. Conclusion

According to older students, enrolling in a master's degree can help one's career; in the sense that, it enhances professional practice relevant to the field of study. Moreover, it makes the holder a significant asset to the workplace, as well as ensuring more professional inclusion. In addition, having a wider skillset prepares to apply for leadership roles within education. Notwithstanding the hurdles, the working mothers are endeavoring to fulfil goals mentioned before. Thanks to their prerequisites and assets, they are equipped with the survival kit that enables them flourishing. Eventually, good command of language and volition, are the game-gangers, when it comes to academic success. Ultimately, this paper considered the increasing number of older learners in higher education enrolment, and their educational status. It identifies as well, the need for further studies addressing adults in instruction.

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An Investigation into the Factors Influencing Secondary School Students' Deep Learning of English in a Dual- Line Blended Teaching Model

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Abstract- With the development of information technology, online teaching has gradually developed to the stage of dual-line blended teaching, but the current development level is not yet high, and it is not deeply integrated with subject teaching. This study aims to clarify the factors influencing secondary school students' deep learning of English under the dual-line blended teaching mode. To this end, the article first proposes a hypothesis on the factors influencing secondary school students' deep learning of English in a dual-line blended teaching model. The article then used questionnaires and structural equation modelling to test the hypotheses and validate the model. The results found that: secondary school students' English deep learning level is moderate; deep learning is influenced by student factors, teacher factors, interaction factors and environmental factors.

Keywords: dual-line teaching; dual-line blended teaching; deep learning; influencing factors; secondary school students; english language teaching.

GJHSS-G Classification: LB1028.43

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Strictly as per the compliance and regulations of:

Research | Diversity | Ethics

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An Investigation into the Factors Influencing Secondary School Students' Deep Learning of English in a Dual-Line Blended Teaching Model

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Keywords: dual-line teaching; dual-line blended teaching; deep learning; influencing factors; secondary school students; english language teaching.

I. Introduction

The blended teaching mode, under the background of "Internet+", has been developing rapidly, and online learning has become a common teaching method worldwide. At present, dual-line teaching has gradually moved towards a trend of normalisation and high-quality development, with more and more secondary school courses adopting a combination of "online" and "offline" teaching modes. In 2014, the Centre for the Development of Basic Education Curriculum and Teaching Materials of the Ministry of Education put forward a unit of teaching to promote the development of students' core literacy, forming the "deep learning" teaching model. The teaching practice model of "deep learning" version 1.0. With the deepening of the reform experiments, version 2.0 of the "deep learning" teaching practice model has gradually taken shape, emphasizing the need to build an open learning environment and to promote the deep integration of teaching and information technology. Based on the triadic interaction theory, this paper aims to answer the following three questions: (1) What factors influence secondary school students' deep learning in English in the dual-line blended teaching model? (2) To what extent do these influencing factors affect secondary school students' deep English learning? (3) How can we optimize secondary students' deep learning in English?

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II. Literature Review

The main characteristics of deep learning are that students understand the general meaning of what they have learnt, critically assimilate what they have learnt and integrate the new knowledge with their prior knowledge and experience, forming a system of knowledge with internal logical relationships through the conscious construction of meaning. Dual-line blended teaching differs from the blended classroom in that it focuses on the deeper blending of teaching time and space, ecological constructs, learning and teaching theories. In essence, dual-line blended teaching is an education and teaching system that is organically integrated online and offline, where teachers and students and information technology and other elements are organically integrated to achieve the most optimal effect of deep learning. In recent years, researchers have explored the influencing factors of deep learning, mainly focusing on model building and teaching strategy exploration. Li Zhihe(2018) concluded through quantitative analysis that the main influencing factors of online learning engagement include learner factors, instructor factors, environmental factors and peer factors; Salmon (2013) constructed a model of deep teaching and learning based on the process perspective of the occurrence of online learning, which includes five aspects: access to the course and motivation, online socialization, information exchange, knowledge construction, reflection and development; Martin (2020) and Davis (2018), on the other hand, found through a systematic review that interaction, discussion, participation, and collaboration are productive online learning strategies. Existing research has mainly focused on deep learning under traditional teaching and learning, with little focus on deep learning under a dual-line hybrid teaching and learning environment, and a lack of deep integration of deep learning with subject teaching and learning.

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III. Factor Sorting and Hypothesis

a) Deep Learning Process and Results

Deep learning not only focuses on learning outcomes but also on learning states and learning processes. According to the Deep Learning Scale for College Students developed by Li Yubin et al, deep learning has four dimensions: deep learning motivation, deep learning input, deep learning strategies and deep learning outcomes. Deep learning motivation is related to students' initiative, conscientiousness and motivation in learning; deep learning input mainly includes behavioural, emotional and cognitive input; deep learning strategies refer to students' reflection, criticism and transfer of new knowledge; deep learning outcomes are expressed in students' mastery of core English content and improvement in critical thinking, problem-solving and cooperative communication skills. The results of deep learning are mainly in terms of students' mastery of core English content and improvement of their critical thinking, problem-solving and collaborative communication skills.

b) Deep Learning Factors

Based on the triadic interaction determinism proposed by Bandura and combined with the teaching ecological features of the dual-line blending teaching model, this study will explore the factors influencing secondary school students' deep learning of English in the two-line blending teaching model in terms of students, teachers, interaction and environment. The student factors are mainly students' metacognitive ability and self-efficacy (Xu, Z.G., 2023). The stronger the metacognitive ability, the stronger the students' self-regulation ability, and the more they can promote the use and improvement of English deep learning strategies; the stronger the self-efficacy, the stronger the students' interest in learning English, and the more they can improve their deep learning engagement. The teacher factor focuses on teachers' competence in information-based teaching (Qiu, 2020), where teachers take advantage of online learning platforms and higher-order activity designs to guide students in mastering digital English learning strategies and promote deeper inquiry, thereby optimizing deeper English learning outcomes. In addition, the Alliance for Excellent Education (USA) shows that teachers effectively deliver deep learning, where teachers teach students rich core knowledge points by using innovative teaching strategies or methods and students put what they have learned about English into practice in their lives. The interaction factor is mainly the multiple, immediate and deep interactions between teachers and students, students and students and human and machine (Li, 2018), where the process of critical questioning, dialectical interpretation and negotiation of opinions helps students to deepen their understanding of English knowledge and facilitate problem-solving, which in turn increases students' deep learning engagement and interest in learning. The environmental factor is the core factor that distinguishes deep learning from other deep learning, mainly the two-line hybrid intelligent learning environment built on "Internet+" education. The personalized English learning resources and learning environment provided by the smart tools can support students' independent and collaborative learning, enhance students' interest and motivation in learning, and thus improve deep learning outcomes. Based on the above research and inferences, this study proposes the following hypotheses:

H1: Student factors had a positive and significant effect on motivation to learn English in depth.

H2: Student factors have a positive and significant effect on deep learning engagement in English.

H3: Student factors have a positive and significant effect on deep learning strategies in English.

H4: Teacher factors have a positive and significant effect on deep learning engagement in English.

The H5 interaction factor had a positive and significant effect on motivation to learn English in depth.

The H6 interaction factor had a positive and significant effect on deep learning engagement in English.

H7: Environmental factors have a positive and significant effect on motivation to learn English in depth.

IV. Research Design

a) Research Tools and Data Processing Methods

The questionnaires covered in this study include "The current situation of deep learning of English in secondary schools in a dual-line blending teaching model" and "Factors influencing deep learning of English in secondary schools in a dual-line blending teaching model". According to the "Depth Learning Scale for College Students" compiled by Li Yubin et al, a questionnaire called "The current situation of deep learning of English in secondary schools in a dual-line blending teaching model" was designed. In total, 20 questions were asked on a five-point Likert scale. In addition, based on Bandura's reciprocal determinism, the questionnaire "Factors influencing deep learning of English in a dual-line blending teaching model" was designed according to the characteristics of the information technology environment of the dual-line blending teaching mode, mainly including student factors (5 questions), teacher factors (5 questions), interaction factors (5 questions) and environmental factors (5 questions). (5 questions), with a total of 20 questions, using the five-point Likert scale as well.

Based on the test results, the Cronbach'sα for each dimension and overall was above 0.8, indicating good reliability of the questionnaire. The KMO test

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coefficient was 0.946 and the significance of the Bartlett's sphericity test was 0.000, indicating suitability for exploratory factor analysis. After rotation of the initial factor loading matrix, the attribution of each question item was as expected, indicating good validity of the questionnaire. Finally, using the Fornell-Larcker criterion to test the discriminant validity of the questionnaire, the standardised correlation coefficient between the two dimensions was found to be less than the square root of the AVE value corresponding to the dimension, thus indicating that the dimensions have good discriminant validity.

b) Data Processing Methods

The empirical analysis of the sample data was carried out with the help of SPSS 28.0 and AMOS 26.0. Firstly, descriptive statistical analysis, correlation analysis and normality testing of the sample data were conducted using SPSS 28.0 to capture the basic characteristics of the variables, correlations and distribution patterns of the sample data. Then, AMOS 26.0 was used to conduct validation and path analysis to investigate the extent to which various influencing factors had an impact on secondary school students' deep learning of English in a dual-line blended teaching model.

V. Research Results and Analysis

a) Descriptive analysis

Using an online platform, the questionnaire data was sourced from a total of over 200 secondary school students from 22 provinces in China, mainly in their second year of high school. The overall ratio of males to females was approximately 1:1, with 79.67% of the participants having experienced a live blended classroom and 31.4% preferring a traditional classroom to a dual blended classroom. The results of the analysis of each variable showed that the mean score M for each variable was between 2 and 3, the scale scoring was 1-5 positive, and the standard deviation SD for each question item and the overall standard deviation SD were less than 1.5, so the cognitive and behavioural levels of the group of participants in this study were at a moderate level in both English deep learning and factors influencing English deep learning. The results of the normality test for each of the measured question items indicated that the absolute values of the skewness and fronting coefficients were less than 1, within the range of criteria proposed by Kline (1998), and the variables tested for this data can be considered to obey a normal distribution.

b) Correlation Analysis

In this analysis the correlations between multiple variables were analyzed exploratively through Pearson correlation analysis. According to the results of the analysis, it can be seen that there are significant correlations between the variables in this analysis, and they are all significant at the 99% level, and according to the results of the correlation coefficients, it can be seen that the correlation coefficients r between the variables are all greater than 0, so it can be shown that the variables All of them are significantly and positively correlated with each other.

Table 1: Results of Pearson Correlation Analysis between Dimensions

Dimensionality	DJ	TR	CL	JG	GR	JS	JH	HJ
DJ	1							
TR	.482**	1						
CL	.512**	.459**	1					
JG	.468**	.414**	.435**	1				
GR	.428**	.339**	.367**	.316**	1			
JS	.452**	.192**	.287**	.324**	.289**	1		
JH	.434**	.310**	.260**	.277**	.261**	.449**	1	
HJ	.437**	.218**	.260**	.375**	.316**	.445**	.234**	1

*** Significant correlation at 0.01 level (two-tailed).*

c) Structural Equation Modelling

i. *SEM Model Fit Test of Secondary School Students' English Deep Learning Influences*

According to the model fit test results in the Table2, CMIN/DF = 1.414, which is in the range of 1-3, and RMSEA = 0.057, which is in the good range of <0.08. In addition, the test results for CFI, IFI and TLI all reached an excellent level of 0.9 or more. Therefore, the combined results of this analysis can indicate that the deep learning SEM model has good fitness.

Table 2: Standardized measurement model fitting results

	x2/df	CFI	IFI	TLI	RMSEA
Threshold values	<3	>0.9	>0.9	>0.9	<0.08
Fitted values	1.58	0.914	0.915	0.907	0.057
Is the standard met	Yes	Yes	Yes	Yes	Yes

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ii. *SEM Model Pathway Relationship of Factors Influencing Secondary School Students' English Deep Learning*

The study used structural equation modelling to test each hypothesis, mainly to explore the extent to which each of the four influencing factors of English deep learning affects each of the four representations of deep learning, and thus to identify the main factors affecting secondary school students' deep learning of English. All hypotheses were tested if the significance p-value was less than 0.05, the critical ratio C.R. value was higher than 1.96, and the standardised path coefficient values were within a reasonable range. In the path hypothesis relationship test for this study, the student factor significantly and positively predicted motivation ($\beta=0.349$, $p<0.001$), engagement in learning ($\beta=0.419$, $p<0.001$) and learning strategies ($\beta=0.509$, $p<0.001$), therefore hypotheses H1, H2 and H3 were valid. Compared to the student factor, while the teacher factor and interaction factor had a smaller impact on deep learning, the standardised path coefficients were all less than or equal to 0.157.

Table 3: Results of the SEM path relationship test for deep learning influences

Path relationships			Estimate	S.E.	C.R.	P
Student Factor	→	Motivation to learn	0.44	0.104	4.922	***
Student Factor	→	Learning input	0.419	0.098	4.813	***
Student Factor	→	Learning Strategies	0.509	0.112	5.603	***
Teacher Factor	→	Learning input	0.157	0.072	2.006	0.045
Interaction factors	→	Motivation for learning	0.13	0.063	1.967	0.046
Interaction factors	→	Learning input	0.124	0.068	1.9742	***
Environmental factors	→	Motivation to learn	0.349	0.092	3.981	***

*Note: *** indicates $p \leq 0.001$.*

VI. Research Findings

a) *The level of in-depth English learning of secondary school students in the dual-line mixed-integration teaching mode still needs to be improved.*

According to the results of the descriptive statistics, secondary school students' cognitive and behavioural levels of both English deep learning and factors influencing English deep learning were at an intermediate level, with senior students outperforming their junior counterparts in English deep learning. The reasons for this are that students in the upper grades were clearer about their English learning goals and the importance of English learning, and their interest and motivation to learn were at their peak in order to improve their English proficiency and understanding of deep English learning. In the individual interviews, some of the younger students indicated that they were not comfortable with the two-line blended teaching model, while the older students had gradually become familiar with the content, format and methods of the two-line blended teaching model in the early stages of their learning, and had developed effective strategies for in-depth English learning, gradually breaking away from the habit of passive receptive learning and beginning to try to complete learning tasks through independent thinking or peer collaboration.

b) *Secondary Students' Deep Learning of English is Mainly Influenced by Student Factors, Interaction Factors and Environmental Factors.*

Motivation to learn English in depth is closely related to student factors, interaction factors and environmental factors, the most significant of which is the student factor. The student factor includes self-efficacy and metacognitive skills. Self-efficacy in the two-line blended teaching model includes general self-efficacy and informational self-efficacy, i.e. students' interest and confidence in learning in different English learning tasks and English situations, and students' confidence in using information software devices and solving IT problems in an informational teaching environment. The more confident students are in learning in different English tasks and contexts in a dual-linked, blended English classroom, the more internal motivation they will have to learn, and thus deeper learning will occur. Students are more motivated to engage in English learning if they believe they can learn something in a dual-line blended teaching model; if they believe they will not gain much, they will avoid or devote less energy to the task. Secondly, IT and the dual-line teaching ecology complement students' deeper learning of English; students rely on IT for resources and help, and the dual-line teaching ecology is optimised based on students' learning outcomes and trial feedback.

Deep learning engagement in English is related to student factors, interaction factors and teacher factors, the most significant of which is the metacognitive skills of the student factors. The stronger the metacognitive ability, the better the secondary students' self-awareness, self-reflection, self-evaluation and self-regulation in English learning activities, and the more likely they are to achieve high levels of behavioural, emotional and cognitive engagement in the two-line blended teaching model. The second factor is the interaction factor and the teacher factor, which includes multiple and timely interactions between

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students, teachers and the human-machine. Teachers are able to effectively use the characteristics of the intelligent environment to select a variety of teaching methods and assessment methods according to the teaching content, thus guiding students to actively engage in collaborative group learning, motivating students to take the initiative to speak up in the learning process of the course, providing more opportunities for students to demonstrate their abilities and providing timely and personalised help and feedback.

Deep learning strategies in English are influenced by student factors. To achieve flexibility in the use of deep learning strategies, it is necessary to consider not only what strategies to use, but also "how to use", "when to use" and "why to use", and this process undoubtedly Metacognitive skills are required. Metacognitive skills facilitate the use of rules, methods, techniques and moderation in problem solving, as well as the development of core academic content, critical thinking, complex problem solving and collaborative communication skills.

VII. Research Recommendations

Based on the findings of the study, it can be seen that the following recommendations are made in relation to the factors influencing learners' deep learning of English at four levels: students, teachers, interaction and environment:

For students, they should develop their deep learning skills in English in different ways by developing their interest or self-efficacy in learning English, as motivation is an important influencing factor in their deep learning. In addition, they need to identify their shortcomings and then work on developing good habits to remedy their deficiencies in English learning, step by step and little by little. For example, they can combine long-term planning with short-term planning and consciously monitor and reflect on their learning process. In short, deeper learning of English is only possible for students if they make their own behavioural or conceptual changes in their English learning. After all, a person's internal factors play a decisive role in his or her learning.

For teachers, it is important to enhance their competence in information technology and to achieve a two-pronged deep integration of teaching philosophy and teaching methods. Firstly, whatever the mode of teaching, it is essentially a way of nurturing people. Teachers need to pay attention to the unique growth needs and life experiences of secondary school students, and build a growth connection between everyday life experiences and English subject knowledge. Secondly, teachers need to be able to fully understand, grasp and implement the different processes and logics of online and offline teaching, mix and blend various teaching methods, design their own teaching programmes, content and processes flexibly, and realise a 'shared' knowledge activity space for teachers and students.

For the interaction factor, it is important to enhance the frequency, quality and depth of interaction as much as possible. Provide students with opportunities to showcase themselves, encourage each student to actively express their attitudes and opinions, achieve sharing and collision of ideas in communication, cultivate students' view of English learning, develop critical thinking and develop a sense of communication and cooperation. At the same time, we improve the way teachers collaborate with smart tools, improve the way interaction is achieved and the evaluation mechanism, accurately measure where each student struggles with English learning, develop personalised learning programmes, dynamically monitor students' learning behaviour and provide emotional support.

For environmental factors, the information technology environment needs to provide students with as much authentic context as possible. Building a multimodal learning resource platform, providing students with immersive learning experiences, switching learning contexts according to learning objectives and needs, guiding students to learn and construct knowledge from multiple perspectives and pathways, and promoting the formation of a lasting internal drive for students to ultimately achieve an overall improvement in knowledge, thinking and ability.

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Analytical Study of English Linguistic Interference in Jordanian Media: Mohammad Daoudia's Journalistic Writings as a Model

By Omar (Mohammad-Ameen) Hazaymeh
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Abstract- Language is a set of signs and symbols that serve as a tool for knowing. Language is regarded as the most significant medium of communication and interaction among members of society in all walks of life. People's cognitive activity is impossible without language. Language is inextricably linked to thinking since human thoughts are constantly formed in a linguistic mold. Journalistic writers use a variety of contemporary and historical materials to improve their writing, including linguistic vernacular and standard citations and quotations from the native language and its vernaculars, as well as foreign languages. This study aims to examine the interference of English in Jordanian media through Mohammad Daoudia's articles as a model. The study data were written by Daoudia and consisted of articles he published on Jordanian news website in January 2023 as a representative sample.

Keywords: *mohammad daoudia; jordan; journalism; media; journalistic writing; english loanwords.*

GJHSS-G Classification: *DDC: 400*



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Abstract- Language is a set of signs and symbols that serve as a tool for knowing. Language is regarded as the most significant medium of communication and interaction among members of society in all walks of life. People's cognitive activity is impossible without language. Language is inextricably linked to thinking since human thoughts are constantly formed in a linguistic mold. Journalistic writers use a variety of contemporary and historical materials to improve their writing, including linguistic vernacular and standard citations and quotations from the native language and its vernaculars, as well as foreign languages. This study aims to examine the interference of English in Jordanian media through Mohammad Daoudia's articles as a model. The study data were written by Daoudia and consisted of articles he published on Jordanian news website in January 2023 as a representative sample. The study showed that Daoudia used a variety of English words. Moreover, it showed that he used these words in different linguistic forms to serve multiple functions.

Keywords: mohammad daoudia; jordan; journalism; media; journalistic writing; english loanwords.

I. Introduction

Mohammad Hassan Suleiman Daoudia, born June 28, 1947 in the town of Al-Ruwaished (formerly Alijfoar) in the far east of Jordan. Daoudia is a Jordanian journalist, political writer, and former ambassador and minister. In addition to his autobiography entitled الكسارة الى الوزارة "From the crusher to the ministry", he has journalistic articles in Jordanian local newspapers and online news websites. Daoudia's articles are distinguished with their linguistic, cultural, literary, and religious sources which makes them attractive to readers. Borrowing vocabulary and expressions from the standard native language and its vernaculars in addition to borrowing from foreign languages is a manifest of linguistic interference and a rhetorical means strengthens the texts, elevates their position, gives the author the power to compose his writings effectively, and attracts the audience. Journalistic writing refers to the texts published in print newspapers and online news sites. Journalistic writing includes political, cultural, economic, religious and social issues, among others, where the authors use multi informative sources to promote it. Language is a means of communication that people use to express their goals and communicate with one another. The multilingualism and dialects led to bilingualism in the spoken or written language. When people mix, their languages mix, leading to linguistic interference and borrowing. The linguistic borrowing and interference of the English language in the Jordanian Arabic language at both the official and colloquial levels are a prominent phenomenon as many borrowed English words are used in almost all walks of life including journalism. This linguistic influence formed a source for journalistic writings, including journalistic articles, where the authors and journalists borrow of those words in their writings. The purpose of this study is to investigate English-language interference in Jordanian media by having Mohammad Daoudia's articles published in January 2023 as a representative sample on the Jordanian news sites.

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II. Review of Related Literature

Journalism is one of the most prevalent professions in society (Thomas, 2013:1). The written content of a journalistic article stands out from the production of news in that the journalist, by means of his captivating fascinating, and straightforward style, may entice the reader through novel data, views, and analysis that expand the reader's cultural and linguistic arsenal. Journalists are known for their ability to elicit feelings by putting news alive through their writings, which drives them to go far beyond their feeling of duty in order to develop a relationship with people who read what they write (Kamarulbaid, et al., 2021:1069). Almost all languages and dialects have been influenced by language interaction at some point. Language contact is the simultaneous usage of more than one language in the same location. Linguistic blending is a dynamic activity that influences languages as well as dialects in many different ways and shapes. Borrowed words can be transliterated into the writing system of the recipient's language which gives it a new form that conforms to the recipient's orthographic norms (Angermeryer, 2005:496) where they are assimilated, integrated, adapted, and incorporated (Marjie-Okyere, 2013:2). Journalists are intercultural mediators (Riggs, 2018:3-4) where readers expect from journalistic texts to be informative, readable, and able to give some time and space to educate

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readers about new concepts (Havumetsä, 2023:12). Considered one of the most useful spoken languages, English is referred to as the international lingua franca and the main source of communication (Adnan, 2020:597). The print, visual and audio, the Internet and digital media have developed, making it easy and quick to access information (Al-Quran, et al., 2022:92). Media has important role in transmitting information and in shaping the society culturally, socially, politically, and economically (Al Rabadi, 2022:8). Jordanian mass media has a role in spreading English language in Jordan in addition to be affected with large number of English loanwords (Drbseh, 2013:2-3).

III. Discussion and Analysis

Daoudia uses the loanword singular "panorama" in its original English syntactic form in his article published on Sunday, January 1, 2023, entitled " وحين نحدق في احوالنا، فإننا نرى بانوراما الوضع السياسي والاقتصادي والثقافي الأردني كما هو When we stare at our conditions, we see the panorama of the Jordanian political, economic, and cultural situation as it is." In the same article, Daoudia also employs the English singular nouns "autostrade" and "troika" in their original syntactic form saying, "اوتوستراد الحوار الوطني الراشد The guided national dialogue autostrade" and وشراهة الترويكا الصهيونية الحاكمة الجديدة and the gluttony of the new Zionist ruling troika." In his article entitled "اغتيال الميت The assassination of the dead," published on Thursday, January 5, 2023, Daoudia borrowed a number of the following English nouns and adjectives 'general" where he used it in the Arabic singular and plural forms "giniral and giniralat i.e., generals" to write"يتحول من اطلاق يد الجنرالات" change from the launch of the generals' hand" and هو رأي الجنرال المتقاعد It is the opinion of the retired general." He also uses the word English noun "police" in the Arabic adjective form بوليسية bolisyyh to say in the same article " إلى دولة عسكرية بوليسية to a military police state." Daoudia also uses the two English adjectives "liberal and diplomatic", saying: Daoudia also uses the two English adjectives "liberal and diplomatic", saying " التأييد اليهودي الليبرالي، والدعم السياسي والدبلوماسي الغربي liberal Jewish support, and Western political and diplomatic support." He also says " دولة ثيوقراطية a theocratic state." Daoudia uses the two words related to governance, "democracy and parliament," so he writes لعنة على "مبادئ الديمقراطية a curse on the principles of democracy" "جعل المحكمة العليا تابعة للبرلمان make the Supreme Court subordinate to Parliament", and " كلفة سياسية وديمقراطية political and democratic cost." In his article titled "عبدالسلام صاحب الاثر طيب الذكر Abd Al-Salam, the owner of good remembrance," in which he talked about the Jordanian late prime minister Abd Al-Salam Al-Majali, published on Sunday, January 8, 2023, Daoudia borrows the English noun "marathon" where he shifted it into the Arabic adjective form "marathonyyh" to say "خطابات ماراثونية marathon speeches", the title "doctor" in the phrase الدكتور عبدالسلام المجالي doctor Abd Al-Salam Al-Majali. Daoudia also uses the adjective "European" in the phrase "الاتحاد الأوروبي the European union". He also employed the words "suite" an intercontinental by saying سويته his suite and فندق الانتركونتيننتال intercontinental hotel. He also used the plural nouns "academians" and "diplomats" in the phrases الدبلوماسيين العرب the Arab diplomats and اكاديميي بلدانهم the academians of their countries. Daoudia also employs the words "diplomacy" and "diplomats" in the phrases "أعراف دبلوماسية diplomatic norms" and " التي لا " which for its diplomats" in his article لدبلوماسييها تحرجوا السفارات do not embarrass the embassies" which he published on Monday 9 January 2023. In his article "الملك حسين واجتثاث المتآمرين King Hussein and the uprooting of conspirators" published on Tuesday, January 10, 2023, Daoudia employs a number of English words in his article as follows. Daoudia metaphorically uses the scientific adjective "carbonic" in his phrase نسخة كربونية carbon copy to resemble between the schedule of uprooting the Ba'ath party in Iraq and the schedule of uprooting Nazism. He also uses the nouns ideology and strategy in the same article to say الأيدولوجية النازية Nazi ideology and من استراتيجية from the strategy. In the article published on Wednesday, January 11, 2023, titled "الهاشميون والاردنيون والجيش : سكر في مي The Hashemites, Jordanians, and the army: sugar in water," Daoudia uses a number of English words as follows. He uses the noun academy in singular and plural form to say الأكاديميات العسكرية the military academies, أكاديمية سانت هيرست academy Sandhurst, في تلك الأكاديميات in these academies, and اكاديمية الجيش العربي الأردني the Arab Jordanian army academy. Daoudia also uses the military rank general in a plural form to say كبار الجنرالات the senior generals. Also, Daoudia uses the word zinc to say سقف زينكو ثكنة واحدة the zinc roof of one barracks, in addition to the Arabic plural forms of the nouns videos and sandwiches to say يتبادلون الفيديوهات exchange videos and يتناولون السندويشات have sandwiches. Daoudia uses the acronym 'FIFA" to refer to The Fédération internationale de football association by saying "الاتحاد الدولي لكرة القدم فيفا" the international union of football 'FIFA' in his article غضبة ايرانية على" الخليج العربي Iranian anger on the Arab Gulf" published on Sunday, January 15, 2023. In his article "وللحديث بقية the talk has more" published on Monday, January 16, 2023, Daoudia once again uses the words doctor, strategy, and diplomacy in his phrases " دارة الدكتورthe doctor's house", the الدبلوماسية الشعبية الأردنية Jordanian popular diplomacy, المشروع الاستراتيجي strategic project, and دبلوماسية حيوية مبادرة initiative active diplomacy. Daoudia borrows the word bibliography in the phrase ببلوغرافيا خط النفط الآخر the bibliography of the other oil pipeline, and the words million and barrel in the phrase بطاقة مليون برميل يوميا capacity of one million barrels per day in his article بقية الحديث :خط النفط العراقي the rest of the talk: The Iraqi oil pipeline which is published on Tuesday

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17, 2023. Daoudia benefits from the borrowed word ontology to use it twice in the phrases أنطولوجيا عمان الأدبية Amman literary ontology and أنطولوجيا الزرقاء الإبداعية Alzarqa creative ontology which he wrote in his article عمل وطني مجيد glorious patriotic work published on Sunday 22, 2023. In his article titled " الاحزاب والانتخابات بدون اوهام parties and elections without illusions," published on Monday, January 23, 2023, Daoudia borrows the words democracy and Marxist in his phrases, " وليست ديمقراطية not democracy" and النظرية الماركسية the Marxist theory. Daoudia employs the borrowed words empire, million, km, films, techniques, dubbing, fantasy, melodrama, and drama, in the phrases الإمبراطورية العثمانية the Ottoman empire, مليون كم^2 million km^2, and بالأفلام with the films, تقنيات الحرب the techniques of war, مترجما ومدبلجا translated and dubbed, الفانتازيا والميلودراما fantasy and melodrama, and دراما عربية Arabic drama and الدراما الأردنية the Jordanian drama in his article "للأسف الشديد for deep sorrow" published on Tuesday 24, 2023. Daoudia once again benefits from the words parliament and academy in his phrases "متحف الحياة البرلمانية the museum of parliamentary life" and أرقى اكاديميات العمل السياسي the most prestigious academies of political action published in his article "our great Arab country, Jordan," which he published on Wednesday, January 25, 2023. In his article "من يعش بالسيف يمت بالسيف He who lives by the sword dies by the sword" published on Monday, January 30, 2023, Daoudia borrows the word cement to write اكثر اسمنتا more cement.

IV. Conclusion

Linguistic interference and borrowing are social and human phenomenon that arose as a result of direct and indirect factors such as travel and need.

There are various forms of linguistic borrowing and interference such as the phonetic, semantic, morphological, lexical, and grammatical ones. Many borrowed words undergo linguistic and cultural changes because they are subject to the influence of the language that borrowed them. The English language is the most widely used and influential foreign language in Jordan, as it is taught from nursery school to university and is used at all colloquial and official levels and sectors, including the media. The Jordanian media is considered one of the important sectors that abound with a large number of English vocabulary that influenced journalistic writing, including press articles. Mohammad Daoudia is a well-known Jordanian journalist who writes press articles. His writings are distinguished by their thoroughness, broadness, and diversity of sources of information, which grant them a stylistic dimension from a language perspective and a sociocultural effect from an informational standpoint. English linguistic borrowing and interference can be found across Daoudia's writings, on which he depended to strengthen the contents to render them extra interesting to the audience. The investigation revealed the variety of English loanwords in Daoudia's articles. The study seeks to inspire additional research papers for the writer's articles to include other linguistic features.

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Perspectives on Literacy

By Theophilus Nkansah

Abstract- This paper reports the results of a piece of research conducted in two rural communities in Ghana to explore their perceptions on the concept of literacy. The research was framed by the theory of literacy as Social Practice, which conceives literacy as multiple and embedded in the daily lives of people, rather than as a single uniform skill that can be acquired in a neutral and independent environment, and then applied to every situation.

I used the qualitative methodology, and the case study method, to enable me to collect data in a natural setting and understand the focus of the research from the perspectives of the research participants. Twenty-two research participants from the two communities were purposely selected to achieve a fair representation of the communities.

The findings of the research revealed that for the people of Juaso and Saaman, where the research was conducted, literacy is not limited to the ability to read and write, even though this is seen to be important.

Keywords: *literacy, social, practice, perspective, rural.*

GJHSS-G Classification: *JEL: I21*



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The findings of the research revealed that for the people of Juaso and Saaman, where the research was conducted, literacy is not limited to the ability to read and write, even though this is seen to be important. For them, literacy is about knowing how to effectively go about their day-to-day activities, and cope with life outside the community.

The discussion, undertaken from an ethnographic perspective has established that literacy is not merely about the cognitive capacity of individuals and the ability to acquire and use the neutral and de-contextualized technical skill of reading and writing. Rather, literacy is about what people do with reading and writing and other semiotic forms and multi-modal texts including sound, image, visuals, and gestures to make meaning of their day to day lives. Literacy cannot be understood in a vacuum. Instead, it necessarily must be linked with a social activity.

Keywords: literacy, social, practice, perspective, rural.

I. Introduction

This is a part-report of my PhD thesis, which explored the role of adult literacy in community development in two rural communities in Ghana. The report was submitted to and accepted by the University of Cape Town, South Africa, in February 2016. In this paper, I report on what counts as literacy in Saaman and Juaso, two neighbouring rural communities in Ghana, in relation to the multiple and diverse perspectives on the concept of literacy. The aim is to contribute to the global debate on the concept to aid a deeper understanding of it for the benefit of research and practice. The paper conceptualizes literacy from an ethnographic perspective and describes how research participants from Juaso and Saaman understand the concept. I have made a conscious effort to give a voice to participants in the study on the subject by letting them speak for themselves through direct quotes.

Underpinning the development of this paper are the works of the group of scholars that constitute what has come to be known as the New Literacy Studies (For example, Barton, 1994; Barton & Hamilton, 1998; Heath, 1983; Kulick & Stroud, 1993; Street, 2003).

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a) Research Questions

The research questions that were asked included:

1. What counts as literacy for the people of Saaman and Juaso?
2. What literacy events and practices are used by the people of Saaman and Juaso in their daily activities?

b) Theoretical Framework of the Study

The research was framed by the theory of literacy as a social practice, as described in the section that follow.

i. *Literacy as Social Practice*

The concerns over the views of autonomous literacy led to the birth of the Literacy as Social Practice (LSP) paradigm. Coming from a socio-cultural background, writers within the LSP (also called the New Literacy Studies) tradition, emphasized a model of literacy that was sensitive to context and culture (e.g. Barton, 1994; Heath, 1983; Street, 2003) Literacy is perceived as a social practice, rather than as an autonomous and neutral skill which is not affected by the context in which it finds itself, as was conceived by proponents of autonomous literacy (Street, 1984).

In consonance with the LSP conceptualization of literacy, Street (2003:77) argued that literacy is not about acquiring skills, rather it is a social practice. He conceptualized literacy as being multiple and taking different forms in relation to time and space. He pointed to the power play in literacy in which some literacy practices marginalize others.

Perry (2012:54) understood literacy as "what people do with reading, writing, and texts in real world contexts and why they do it". This view was re-echoed by Prinsloo & Baynham (2008:1- 2) adding that 'literacy' cannot be understood in a vacuum, rather as an integral part of society, a perspective that was also echoed by Hager (2005)

Barton & Hamilton (2000:8) proposed the nature of literacy as listed below:

- Literacy is best understood as a set of social practices; these can be inferred from events which are mediated by written texts.
- There are different literacies associated with different domains of life.
- Literacy practices are patterned by social institutions and power relationships, and some literacies

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become more dominant, visible, and influential than others.

- Literacy practices are purposeful and embedded in broader social goals and cultural practices.
- Literacy is historically situated.
- Literacy practices change, and new ones are frequently acquired through processes of informal learning and sense making.

The history of literacy was corroborated by Freebody (1999:5) when he argued that writing materials and systems used in literacy leave traces for future generations to see.

However, as Street (2001a: 18) observes, the idea of literacy being multiple does not mean that there is one literacy per culture. There could be several literacy practices within the same culture.

Drawing from these categorizations of the nature of literacy, I re-affirm my agreement with the LSP tradition that literacy is an integral part of the social activities of the people who use it. I also agree with Baynham (1995) that literacy is a communal resource. However, social institutions like schools and the church exert a hegemonic influence on the understanding and use of literacy, making some literacy practices appear to be more important than others.

ii. *Literacy Events and Practices*

Two key concepts that occupy the epicenter of the social practice theory of literacy are literacy events and literacy practices. I discuss each of these concepts below.

a. *Literacy Events*

Heath (1982) defined a literacy event as "any occasion in which a piece of writing is integral to the nature of the participants' interactions and their interpretative processes" (Heath, 1982: 93). Heath (1983: 386) again identified coding and decoding of the written word as an integral part of literacy events.

Literacy being integral to the communication process means it is not necessarily central to the process. Rather, the process is seen as a configuration of action, speech and text. Gee (2000) talked of mode switching from text to speech. In consonance with this conceptualization of literacy, Barton (2001) argued that most oral interactions are around written text. This suggests therefore that our conceptualization of literacy need not be limited to the written text. It goes beyond that.

Building on Heath's definition, Street (2001) gave examples of literacy events that can easily be observed in any situation where they are happening. These included checking timetables and reading road signs. (Street 2001:21).

In my own understanding, literacy events include those moments in the interactions between people in which decoding and encoding of text feature. There are now multiple modes of expression and communication in addition to the traditional written word, such as sending text messages via mobile phones, sending e-mails, chatting with people on Facebook, and more recently Wattsapping which allows chatting and sending of photos instantly. These written modes of communication are sometimes interspersed with oral communication. These new developments reflect vividly the local-global nature of literacy, where people can instantly send information from their local locations to global spaces and also instantly receive information from the latter. This phase in the development of technology has enhanced the influence of the global on the local. Whereas literacy events involve the observable acts of doing this with text, literacy practices go beyond the physical act to the more general sociocultural framing that gives significance to particular acts as (Barton 1994; Baynham 1995) observe.

b. *Literacy Practices*

Literacy practices have been defined in several ways by different scholars. For example, Street (1995:2) saw literacy practices as referring to how people use literacy and the meanings, they attach to what they do. Barton, Hamilton & Ivanic (2000) shared Street's (1995) view, and linked literacy practices to how people make use of the written word based on their cultural practices (Barton, Hamilton & Ivanic, 2000: 7).

Culture and context are therefore very key elements in any discussion of literacy practices. For example, as Street (1984) found in Iran, against the common expectation that learners taught in the state schools would be the ones to translate what they learned in the classes into commercial activities, it was rather the learners from the Quranic schools that were able to do that. The reason could be that Iran being an Islamic State, the learners from the Quranic schools had more social recognition and clout to undertake those activities. The learners from the state schools were perhaps seen to be oriented outwards and therefore did not enjoy the same social recognition. This shows the importance of identity and social recognition in literacy practice.

Literacy practices go beyond the observable literacy activity. It is linked to the wider environment. As Street (2001a) observed, in a literacy practice, we can only understand what is happening when we talk and listen to people, as well as link the activity to other things they do.

It is therefore problematic when researchers and governments use just surveys and other data collection techniques in an attempt to establish people's literacy status. This approach has resulted in many people who use reading and writing in diverse ways being branded 'illiterate'. This is so in the sense that these people may not consider many of the activities they engage in as literacy.

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A literacy practice can be observed as a regular, iterative event. Examples of these would include recitations of prayer in the mosque as Street found in Iran (Street, 1984) as well as the liturgy in a Christian church. In both instances the same words are repeated over and over again such that people can recite them off the top of their heads without referring to what is written. Literacy practice is also purposeful (Barton &Hamilton, 2000; Barton et al, 2000). The Quranic recitations as well as the liturgy prayers of Christians are intended for the spiritual upliftment of practitioners. A literacy practice is thus the reason behind what people do in a literacy event.

In literacy practices, the oral and the literate overlap, and reading and writing is seen as a communal resource. This means that possession of this technical skill may not be a priority at the individual level if it is available in the community (Baynham, 1995). For example, people with reading and writing difficulties can be part of development planning committees and contribute effectively as others who can write take the minutes.

Prinsloo & Baynham (2008: 5) observed that in a literacy study, empirical units of analysis are derived from literacy events, while the analytical frame is derived from literacy practices.

Methodologically, researchers in the LSP tradition observe literacy events and link them to the broader contexts to have a sense of what is happening. In line with other research done from the LSP perspective, I employed an ethnographic methodology for the collection of my data.

iii. *The semiotic domain of literacy*

The focus of LSP on literacy as social practice has in recent times been expanded to include the use *of "*text and other digital forms that demand new social practices, skills, strategies, dispositions, and/or literacies*"* (Coiro et al, 2008:21). There have been studies that expand the earlier focus on literacy as text to include attention to image and other semiotic forms, as well as multi-modal texts that include visuals and sound. For example, in '*Literacies, Global and Local'* Gee (2008: 139) defines a semiotic domain as one in which 'words, symbols, images and/or artifacts' combine to provide meaning. These modalities are used in the communication process, and they are understood by all members of the domain. A particular example given by Gee (2008) which resonates well with my argument of iterative religious recitations as literacy practices is Roman Catholic theology (Gee, 2008:137). Members recite long phrases from memory because they have been doing it repeatedly.

The semiotic and multi-modality view of literacy is further supported by Pahl (2008) as well as Prinsloo (2008). The idea of the conceptualization of literacy going beyond written text is also supported by the work of (Cope & Kalantzis, 2012), which noted how the written word, oral and gestures, among other modalities combined to make meaning (Cope & Kalantzis, 2012:3).

iv. *The 'Great Divide' View of Literacy*

Proponents of the 'great divide' view of literacy claimed the existence of a great divide, socially and cognitively, between 'literates' and 'illiterates', ability to read and write being the invisible line that divided these two sets of people.

The literature suggests that the 'great divide' theorists such as (Goody, 1968, 1977; Ong, 1982) saw literacy as cognitive skills whose functions are not context, time, and culture sensitive, and which have positive effects on individuals and societies. Literacy was therefore conceived as a skill to be acquired and which was the preserve of a privileged few. It was perceived to create a dichotomy between 'oral' and 'literate' societies, a divide which the individual crosses upon acquiring literacy, and thus achieves the new cognitive abilities, enabling more complex abstract thought as well as attitudes needed to function in a modern, scientific society than is possible in oral societies.

The acquisition of this literacy is also believed to deliver social, health, economic, and cultural benefits to individuals and communities (EFA Global Monitoring Report (2006). Street (1984:1) labelled this view of literacy "autonomous", also referred to as conventional literacy. Other theorists, including Gough (1995) have substantiated the claims of the 'autonomous' literacy, attributing to it changes such as personal development and improvements in health status (Maruatona, 2001).

v. *Literacy as a Transformative Process*

Contrary to conventional literacy, other scholars, Freire being the pioneer, view literacy from a transformative (or critical) perspective (Maruatona, 2001).

Transformative literacy is perceived as a tool for empowering learners so that they can in turn contribute to the transformation of the communities in which they find themselves. The assumption was that through the acquisition of the needed knowledge, skills, attitudes, and awareness, learners would be able to identify and work towards changing the oppressive elements that militate against their progress (Freire, 1970; Freire & Macedo, 1987; Giroux, 1983, 1997; Hernandez, 1997). This conceptualization of literacy dominated literacy discourse in international organizations including UNESCO.

vi. *Understandings of Literacy in the Field of Practice*

UNESCO and other entities in the international community usually understand 'literacy' as possessing the technical skill of reading and writing. For example, in 1958, UNESCO linked a person's literacy status to being able to read and write (UIL, 2010:20). In 1978, UNESCO saw literacy to make people function effectively in their

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groups as well as achieve personal and community development (ibid).

Again, in 2005, UNESCO linked literacy to the achievement of personal goals, development of knowledge and potential, as well as increased participation in community (UNESCO, 2005a: 21).

As was noted by Fransman (2008: 55), policy documents such as the "Dakar Framework for Action and the Millennium Development Goals of 2000 (MDGs)" underlined the importance of 'literacy' in achieving development. The underlying perception in a conventional literacy Programme is that literacy can lead to community development. This perception influenced many of the conferences organized by UNESCO on Adult Education which ended with conclusions or recommendations that reflect this assumption. For example, the Montreal Conference on Adult Education, organized by UNESCO in 1960 concluded that increased literacy among the populace was essential for countries to be able to address the challenge of underdevelopment (UNESCO, 1960).

The period 1990-2010 witnessed an increased affirmation in global policy framework that literacy played a role in sustainable development. The World Education Forum held in Dakar in 2000, for example, emphasized the need to promote literacy to achieve sustainable development (UNESCO, 2000a). The 2010 Belém Framework for Action recognized literacy as providing learning opportunities for young and old alike (UIL, 2010:17)

In the first Global Report on Adult Learning and Education, UNESCO reported that "young people and adults who struggle with reading, writing and operating with numbers are more vulnerable to poverty, social exclusion, unemployment, poor health, demographic changes, displacement and migration, and to the impacts of man-made and natural disasters" (UIL, 2010:24)

This view of the correlation between literacy and sustainable development was further buttressed by International development agencies. As was reported by Bhola, (2008), the United Nations Literacy Decade (2003-2012), and United Nations Decade of Education for Sustainable Development (2005-2014) have now reaffirmed that commitment to adult literacy is essential if the dreams of sustainable development and poverty eradication are ever to be realized (Bhola, 2008:11).

However, contrary to the global discourses on the affordances of literacy with respect to social transformation, Bhola (2008) noted that "we should not expect literacy to have a deterministic role in societal change" (Bhola, 2008: 28) arguing that although literacy is necessary, it cannot effect such changes on its own. He was of the view that congenial socio-political environment was essential for literacy to contribute to societal change.

I share the view of Bhola (2008) on the inadequacy of literacy alone to cause positive changes in individuals and communities. However, I hasten to add that the conceptualization of literacy in the international community has been skewed towards viewing literacy as a technical skill, consistent with the autonomous tradition. This ignores the contextual and social aspects of literacy, giving a clear indication of the influence that the conventional view of literacy has had on development thinking.

c) Location of the Research

The research was located in Juaso and Saaman, two rural communities in the Eastern region of Ghana. These are neighbouring communities with similar characteristics in terms of language, occupation, and governance structure. The distance between the two communities is one kilometre and one has to drive through Saaman to get to Juaso.

d) Case Communities

Saaman and Juaso, where the research was undertaken, are two rural communities in the Eastern region of Ghana. These are neighbouring communities with similar characteristics in terms of language, occupation, and governance structure. The distance between the two communities is one kilometre and one has to drive through Saaman to get to Juaso. The next big town from Saaman, Osino, is about five kilometres away where both communities do their banking transactions. There is no community beyond Juaso. Both Saaman and Juaso have similar characteristics in terms of population, infrastructure, Governance, language, occupation, and religion.

e) My Position as Researcher

To reduce reactivity which could bias the results of my research, I spent more time in the communities and participated in some of their activities – funerals, church services, and committee meetings. I had had prior experience in the two communities as a development practitioner. I, however, only made working visits to the two communities and did not stay there. Nonetheless, this experience helped me in getting access to the two at the time of the research. To make the research participants appreciate the fact that I was there this time as a researcher and not as a development practitioner; I took time to explain to them my new role as a researcher and the objectives of the research. This was necessary so that they would not give responses to my questions in expectation of development support. From their responses, I could see this objective was achieved. Again, to show respect to them and show that I appreciate the role they played in the research process, I plan to report back to them the results of my research.

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II. Methodology

a) Scope of the Research

The main purpose of this research was to explore the perceptions of the people of Juaso and Saaman on literacy, as well as the literacy events and practices they employ in the day-to-day lives to ascertain how these fit into the global literacy scholarly debate. Participants in the research included learners and facilitators of the literacy classes, as well as community leaders who participated in the community development process.

b) Research Design

I used the qualitative methodology, and the case study method, to enable me to collect data in a natural setting and understand the focus of the research from the perspectives of the research participants (Prinsloo, 2005). Unlike quantitative approaches which focus on applying measures using numbers and striving to have findings that are generalizable to the relevant population (Bryman, 2008), words and actions of the participants became the data for analysis (Hancock et al, 1998; Maykut & Morehouse, 1994) and these are not intended for generalization. Bryman (2008) argued that the qualitative approach to research was developed to address the shortfalls of the quantitative approach. He argued that the latter approach had limitations in accounting for the context in which research is undertaken as well as social issues. In view of the foregoing, I considered the qualitative tradition an appropriate approach to answer my question.

c) The Case Study Approach

I used a comparative case study research method to help me to collect in-depth data in the two communities which I then compared during the analysis stage. As the research was aimed at providing an insight into people's perceptions and experiences, it required the use of a design that allows collection of data from people, documents, and observation of activities of people in their natural settings.

d) Case Study Methodology

There are different ideas about what a case study is. Johansson (2003) noted some of the common ideas put forward by scholars including (Gillham, 2000; & Yin, 1994). These are that "the case study should have a 'case' which is the object of study. The 'case' should: be a complex functioning unit, be investigated in its natural context with a multitude of methods, and be contemporary" (Johansson, 2003:2).

These commonalities notwithstanding, different researchers emphasize different features of case studies. For instance, whereas Stake (1998) argues that what is crucial to case study research is not the methods of investigation, but rather interest in individual cases, other researchers such as Yin (1994) place more emphasis on the method and techniques that constitute a case study.

In this research, I will be guided by the dispositions of both Stake (Ibid) and Yin (Ibid), focusing on both the method and techniques used as well as interest in individual cases.

Yin (2003) gave instances in which a researcher could decide to use a case study design. One of such instances which apply to my research is when the researcher wants to cover conditions in the context that he deems relevant to his/her study. As I wanted to examine how learners and other community members involved in community development use literacy in their natural social contexts, I considered the case study design appropriate for my research.

e) Data Sources

The use of multiple data sources in case study research enhances data credibility. Interviews, direct observations, participant observations and document review were the data sources used in my research. The case study research design was appropriate for my research because as Yin (2003) put it, case study research designs allow flexibility and can be used to collect a wide range of evidence. Willis (2007) suggested that case studies are about "real people and real situations… rely on inductive reasoning …illuminates the readers' understanding of the phenomenon under research". Willis, 2007:239).

f) The Data Collection Process

i. *Methods of Data Collection*

In this thesis, I conceptualized literacy from the perspective of literacy as a social practice (Barton & Hamilton, 1998; Baynham, 1995; Heath, 1983; Prinsloo, 2005; Scribner & Cole, 1981; Street, 1984, 1995).

As a result, I used four ethnographic methods to collect data from research participants in the two communities. These included:

1. In-depth interviews (Focus group and individual). In the interviews I used the semi-structured interview guide.
2. Participant observation
3. Informal conversations
4. Document review.

The ethnographic methods used made it possible for me to have a holistic/contextual, comparative, and cross-cultural picture of the research question. The use of this method thus helped me to compare the role of adult literacy in community development in the two communities.

I stayed in Juaso for a period of 10 months - though not continuously. There were times I moved out for a while and returned there - collecting data from research participants both in Juaso and Saaman. I was given accommodation in Juaso by the leaders of the community. I had thought that the data collection

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process was going to be smooth and that participants were going to be readily available. But that was not going to be. I had to schedule and reschedule interview appointments, sometimes more than twice before I would get the chance to interview. This was particularly so in the case of Juaso. Because I was staying in Juaso, I had intended to finish collecting the data in Juaso and then I would start data collection in Saaman. I had to change my strategy due to the unavailability of respondents in Juaso. I decided to work concurrently in both communities based on who was available to be interviewed.

g) Language used in Data Collection

All data was collected using the Akan language except on two occasions in Saaman where English was used. Interviewing in Akan and writing in English was not a challenge for me because I am an Akan myself and I speak and write the language very well. The essence of what people said in Akan during interviews and conversations were therefore accurately captured without fear of losing information. However, where proverbs were given in Akan, I maintained the Akan rendition of it to preserve the originality of what was said.

h) Selection of Research Participants

Different sets of participants were selected to be part of this research. These included those that attended the literacy classes in the two case communities, the facilitators of the literacy classes as well as community members or opinion leaders purposefully selected to represent all sections of the entire community, I had informal conversations with the literacy class participants either in their places of work or in their homes. The literacy class facilitators and the community members and opinion leaders were interviewed, whereas the observations covered the general social activities in the communities.

To ensure maximum variation in participation (Maykut & Morehouse, 1994), the purposive sampling technique was used to select a total number of 22 people (6 women and 16 men) from the two communities, 11 from each community, consciously including both men and women in the research.

At Saaman, 10 of the women who had participated in the Adult Literacy programme were still available in the community. Out of these, 3 were selected to participate in the research. Similarly, 9 of the men who had participated in the class were still in the community. Out of these, 3 agreed to participate in the research. In addition, 1 literacy facilitator, and 4 key people closely involved in community development activities took part in the research.

In like manner, at Juaso 3 men and 3 women, who had participated in the literacy class and the literacy facilitator, (male) were purposively selected to participate in the research.

Thus, I included 7 out of the 18 participants in the literacy programme still available in the community in the research. For involvement in community development activities, I included people in the community who were closely involved in the development activities in the community. This included the Assembly member, Unit Committee chairman and two opinion leaders.

Equal numbers of men and women who had participated in literacy classes were interviewed. The predominance of men in the research in positions of power was due to the fact that both communities are patriarchal societies and men occupy all the leadership positions. For example, the literacy class facilitators, the Assembly members, the Unit Committee chairmen and opinion leaders in both communities were male. This did not affect the results of my research as my focus was not on women but rather on adult literacy and community development in general as I stated in the literature review. However, being conscious of the gender imbalance, I sought to rectify this by interviewing women in the community who were social entrepreneurs. Moreover, in my literature review I sought out case studies which involved women so that I could compare with my case study. In this way I tried to deepen my understanding of the findings.

Twenty-two participants from the two communities were purposively selected to participate in the research based on their availability and willingness to participate.

For each group in the two communities, the same questions were asked. For research participants who participated in the literacy classes, I asked them questions on what motivated them to join the literacy classes, what they learned, what they used the knowledge acquired for, whether participation in the literacy class helped them to contribute more towards community development. I also asked them about situations in their daily lives in which they used or felt the need to be able to use reading and writing. In addition to these questions asked during informal conversations with them, I observed in their homes and workplaces what literacy practices they used in their day-to-day social activities.

The facilitators of the adult literacy classes were asked questions about the objective of the literacy classes, and these were triangulated with the objectives spelt out in the policy document which established the literacy classes to see if the understanding of the facilitators and that of the programme designers was in tandem. The facilitators were also asked questions on the content of the classes, how the classes were organized, the duration of the classes, and whether in their view the literacy classes helped the learners to contribute more towards community development.

For the research participants who were selected based on their involvement in community development, I

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asked them questions on what they perceived community development to be, how community development is practiced in the community and community development activities undertaken in the community. I also asked who, in their view, had responsibility for community development.

For purposes of triangulation, I conducted one focus group discussion in each community involving most of the research participants prior to the individual interviews or informal conversations. In the focus group discussions, I explored what literacy as well as community development meant to the people, how community development is practiced and what development activities have been undertaken in the community. I explored these questions more during the one-on-one interviews.

i) Focus Group Interviews (FGI)

The reason for using the focus group interviews (FGI) was to use the group interaction dynamic to gather data from different perspectives in one setting. I used this data to triangulate those collected from observations and informal conversations, as well as from individual interviews (Maykut & Morehouse, 1994). In each community I conducted one focus group discussion involving nine participants. I purposively selected participants in the focus groups using the maximum variation strategy to include people from different social domains. The groups were homogenous to ensure maximum participation (Ritchie & Spenser, 1994). I used homogenous groups because the literature confirms my personal experience in working with rural communities that within homogenous groups there is more interaction and therefore more effective in gathering data.

This does not however, mean that the data collected through this means was standard. There were variations in them.

One limitation I was confronted with was the fact that many of the research participants were male, making the research gender imbalanced. This was because both Saaman and Juaso are patriarchal communities, with men occupying almost all the leadership positions. The Assembly member, Unit committee chairperson, opinion leaders and the literacy class facilitators were therefore all men.

I used FGI to explore the perceptions of people on literacy. This helped me understand what counts as literacy to them. Through the interactions in the focus group interviews I was able to decide which participants to follow up in the in-depth interviews, as well as to know which areas to follow up on with individuals. The focus group discussion at Saaman was easier to organize than that of Juaso, which I had to reschedule twice because key participants were not available.

j) Individual in-Depth Interviews

These helped me gather more in- depth data and ask probing questions or inquire about contradictions that arose in the FGI. I used a semi-structured interview guide (see appendix 1) to help me focus on the research question and to be able to probe interviewee responses further, seek clarifications, as well as be able to observe and follow up on non-verbal cues. (Creswell, 1994). The in-depth interviews were used to triangulate data from the observations and informal conversations, as well as from the FGIs. In each community I interviewed 4 people.

k) Participant Observation and Informal Conversations

These were additional data collection tools I used, and they helped me to see the literacy practices of the people in their natural settings. I participated in the activities of the participants I was observing when it was possible. In the process I engaged in informal conversations with them in various social domains to identify what literacy practices they used. These included their places of work, their homes, church, and other social domains. For example, I accompanied Lemuel, a participant in the literacy class in Juaso and Dennis, the literacy class facilitator to a funeral in the community. I used the open-ended format of participant observation to take note of all literacy events and what these meant to the people (Rule & John, 2011). I kept detailed field notes as well as a journal of emerging issues and insights. My observation focused mainly on the six people in each community who participated in the adult literacy programme. With respect to the participants in the adult literacy classes, I looked out for what literacy practices they used in their day- to- day activities.

l) Document Review

It would not be complete to explore local understanding of literacy without a review of the adult literacy classes held in Juaso and Saaman. Even though my focus in this research was not to evaluate the success or otherwise of the literacy programme, I felt it was important to review the literacy programme. I got access to and reviewed the hand-out used in training the adult literacy facilitators. The title of the document is: Initial and Refresher Training for NFLD Facilitators. The manual was developed by the Non-Formal Education Department of the Ministry of Education. I reviewed this document as it would help me understand the objective of the government in designing and implementing adult literacy classes. Having done that, I was then able to compare the motivation of the learners for participating in the classes to see whether the objectives of the programme designers and those of the learners were in sync. Comparing the contents of the training manual and the content of the literacy classes held also helped me understand the possible / intended impact the literacy programme.

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m) Data Analysis Process

I used the interpretive methodology to analyze my data, using the words, views and experiences of my research participants for the analysis. I approached the data analysis stage of my thesis with the understanding that there are many ways of analyzing qualitative data and as Pope & Mays (1996) noted, qualitative research is an interpretative and subjective exercise, and the researcher is intimately involved in the process, not aloof from it. I therefore needed to make decisions on how I wanted to analyze my data. To do this, I needed to decide what I wanted to get out of my data.

Based on the focus of my research, I aimed to get insights on my research questions as outlined on page 9 from my data. Having found data to understand these, my purpose was then to describe and interpret what I have found in the data, I needed to decide on what theoretical approach to adopt for the analysis of my data, bearing in mind my research question. I used an inductive approach in generating meaning out of my data. I developed propositions inductively derived from a rigorous, systematic, objective, and critical analysis of the data (Maykut & Morehouse, 1994).

Then using the constant comparative method, which I will describe shortly, I compared and contrasted categories emerging from the data for Saaman and Juaso and tried to establish relationships between the categories. I found this theoretical approach very suitable for analyzing my data as my purpose was to describe, interpret and report.

I used the notion of on-going analysis (Denzin & Lincoln, 1994) as I started the data analysis process concurrently with data collection. This helped me to "cycle back and forth between thinking about the existing data and generating strategies for collecting new – often better quality-data (Miles & Huberman, 1984, p. 50). As I analyzed the data collected, I was directed to new areas to explore, new questions to ask, and new strategies to use in collecting the needed data.

After the data had been collected, I began the coding process with the aim of beginning to focus on the potential meanings of the data. I followed three basic procedures in the coding process given by Coffey & Atkinson (1996) which I describe later under the coding sub-heading.

n) Validity and Reliability

The validity of research refers to the extent to which an account accurately represents the social phenomena to which it refers (Hammersley, 1992). Similarly, According to Hammersley (1992) reliability has to do with "the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions" (Hammersley, 1992:67). In the view of Seale (2004) and Silverman (2000), the degree of consistency should reflect accuracy of data and credibility of judgment. Silverman (1993) points out that checking the reliability of ethnographic research is closely related to assuring the quality of field notes and guaranteeing public access to the process of their generation. To ensure the reliability of my research, I strove to show evidence of the consistency with which data was gathered. Typed copies of my field notes, interview transcripts and researcher's journal are also available for public scrutiny (Silverman, 1993: 146-148).

Carspecken (1996, quoted in Cooper, 2005:94) noted that validity rests on whether: 1. Data or field records produced were true to what occurred; 2. the analysis was conducted correctly; and 3. the conceptual basis of analytical techniques was sound. In the conduct of the research, I was careful to meet the validity criteria as outlined by Carspecken as closely as possible.

III. Findings/Results

a) Perceptions on Literacy from Saaman and Juaso

Saaman and Juaso are in the Fanteakwa district in the Eastern region of Ghana, lying one kilometre away from each other, Juaso lying next to Saaman. Inhabitants in the two towns freely walk to and from each village. The regional capital is Koforidua, and the district capital is Begoro. Saaman is 138 km away from Accra, the capital city of Ghana, whereas Juaso is 139 km away. To access Saaman and Juaso from the district, regional or capital city, one branches off the main road at Osino, and travel two (2) kilometres to get to Saaman and then to Juaso, which lies one kilometre away from Saaman.

The perceptions on literacy presented here are those of opinion leaders and learners and facilitators of adult literacy classes in the two communities that I interviewed for my doctoral degree.

b) Opinion Leaders' Perception on Literacy

Daniel, the Unit Committee chairman of Saaman, said in an interview that he perceived literacy as knowledge and skill. He used his own farming experience as an example to illustrate his point. He said, as an experienced farmer, he has knowledge as to what to do at what time. According to him,

> From 15th August to 15th September if you plant maize for the lean season, you will get a good harvest. If you go beyond these days, the maize may fail because it may not get the needed rainfall.

Dennis, the literacy class facilitator in Juaso agreed with Daniel. He observed that there are people who can combine two or more colours to create a new colour, combine wires to create electricity or to spark a vehicle. Others who have never been to school are able to weave baskets from palm branches as a means of earning income or use those same palm branches to make 'Ajokuo' (used in trapping fish and crabs in the river). According to him, these skills place literacy into two categories, 'Efie nyansa' (home literacy) and 'sukuu

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nyansa' (school literacy) as was explained by Dennis during the focus group discussion at Juaso.

To further buttress this point, Ken, a- 70-year opinion leader at Juaso gave this anecdote during the focus group discussion at Juaso:

> … There was a man called Kofi Mensah[1] who used to buy cocoa from farmers for the government. He had never been to school. But he would use stones to represent every bag of cocoa he filled. When he had finished, the number of stones would show him the number of bags filled and he would pay the farmers accordingly. He never worked at a loss…

Thomas, the Assembly member, agreed with Daniel, Dennis and Ken. He said he believed knowledge and skill are innate and a gift from God. He gave this example to prove his point:

> In the past there were carpenters who had never been to school, but they could sit and design things which were very neat. Those carpenters produced better quality wooden products than carpenters who have had formal training.

Nathan, the Assembly member of Juaso, however, said he agreed that literacy is innate, but it has got nothing to do with religion. He said people are born with talent which can be advanced through learning.

But for the learners in the adult literacy class who were interviewed, literacy meant only one thing as described in the section that follows.

c) What Literacy Means to Learners

In contrast to the perception expressed by some of the opinion leaders, the research revealed through informal conversations with some learners both in Saaman and Juaso that for most of them, what counts as literacy is nothing but the ability to read and write in English. A few of them, like Abena and Peter, wanted to be able to read in the Twi language.

Most of the adult literacy learners in Saaman and Juaso that participated in the research indicated that the desire to be able to read and write in English was what motivated them to join the literacy class. They needed the ability to read and write to cope with day- to-day practical situations outside the community such as doing banking transactions which require filling in bank forms, keeping records, and reading sign boards when traveling, so they would not miss their way.

They also linked the ability to read and write to status. Some participants even dropped out of the class because even though they had been promised they would be taught how to read and write in English that was not happening. They felt bad they could not read and write in English. For example, Grace, a participant in the literacy class in Saaman told me that she felt inferior to other ladies who could speak English because she could not. In her words,

> Anytime I go to the bank and see those ladies speak and write English with so much ease, I feel inferior to them and embarrassed that I cannot do same… Who knows, if my parents had not died, I would also be working in a bank or at some other place, taking big pay and not a common dressmaker.

It is clear from the words of Grace that ability to read and write in English is linked with feelings of self-worth and hope for better job prospects.

Hayford, also a participant in the literacy class in Saaman said he felt embarrassed that he could not read and write in English, especially when he went to the bank, and he had to fill forms in English, but he could not.

Similarly, in an informal conversation with Rose, a participant in the literacy class in Juaso, she told me that she joined the literacy class because she wanted to be able to read and write so that she could read the bible and write things herself without always having to depend on other people.

d) Literacy Conceptualized as Wisdom

It came out from the research that in both Saaman and Juaso, some people perceived literacy as wisdom which is expressed in the way a person communicates. People endowed with this kind of wisdom are believed to be deep thinkers and are able to provide valuable advice on issues when approached. This came out during focus group discussions and one-on-one interviews both in Saaman and Juaso. As Newman observed in an interview, I had with him in Juaso, 'sometimes, even when something is wrong the way the person puts it across indicates to all around that he is wise'. He referred to this kind of skill in communication as "nyansa kasa" (wisdom talk, literally), what Dennis, the literacy class facilitator, in a focus group discussion, referred to as "Efie nyansa" (Home literacy), differentiating it from "sukuuu nyansa" (School literacy).

By way of summary, after all the conversations in the two communities, it came out clearly that the perceptions on what counts as literacy for some people in both communities were the same. For some of the opinion leaders, literacy is functional and is synonymous with knowledge and skill. It goes beyond the ability to read and write. However, ability to read and write is an important part of literacy and for majority of the learners that were interviewed, to be able to read and write in English to cope with day- to- day life situations, was all that literacy meant.

Literacy was linked to a person's social status and gave a feeling of self-worth. Furthermore, literacy is conceptualized as wisdom- expressed in the way a person communicates and solves problems. Literacy is believed to be innate to every individual and has got nothing to do with ability to read and write.

[1] Name changed to protect identity

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This leads me to explore what perceptions people in the communities hold on the importance of reading and writing.

e) Perceptions on the Importance of Reading and Writing

In Saaman and Juaso, as in many rural communities in Ghana, communication is mainly verbal and is done in the local language, in the case of Saaman and Juaso, Akuapem Twi. There is thus little need for reading and writing so long as people are within the confines of the community. However, once outside the community, situations arise which call for the ability to read and write. In Ghana, the official language is English and most writing is done in the English language. It should therefore be understood that when people talk of reading and writing, they are by default talking about reading and writing in the English language.

f) Coping with Daily Living

During a focus group discussion in Saaman with research participants, Daniel likened inability to being blind. He gave the anecdote below as an illustration:

> My own grandmother and her husband, none of them went to school. In those days during church fund- raising every member is given an envelope into which to put money. The church wrote the names of the members on the envelopes. It happened that in the process the envelope bearing the name of my grandmother was given to my grandfather and vice versa. . None of them noticed this mistake because they could not read and write. Because my grandfather was rich, he had put more money into his envelope. However, during the fund -raising each envelope was opened and the amount each person contributed announced. It came out that my grandmother contributed more than my grandfather. This generated a long quarrel between the two back at home. (All laughing). If they knew how to read and write this would not happen.

Hayford, a participant in the literacy class at Saaman said:

> If someone has knowledge but does not know how to read and write it affects him a lot… someone may have a lot of information that he may want to document. However, because he cannot read and write, he may ask someone to write for him. If the person does not agree with him about what he is saying, he can write different things from what he says. Therefore, if you have knowledge but cannot read and write it affects you negatively.

In my interactions with the research participants at Juaso through focus group discussions and one-on-one interviews, I gathered that perceptions held by the people of Juaso that I interviewed on the importance of reading and writing was in the main not different from those I interviewed in Saaman. The ability to read and write was considered important for purposes of reading and writing letters, making banking transactions, reading inscriptions when traveling, making profit out of business, wealth acquisition, and being respected in the community.

There are no banks in either Saaman or Juaso. People who have to do banking transactions travel to Osino. At the bank, officials complete the forms for those who cannot read and write. Using this as an example, Dennis observed during the focus group discussion that it is important to be able to read and write so people are not cheated out of things of value to them. He said that bank officials who fill bank forms for people who cannot read and write can steal their money from them.

g) Communication and record keeping

During a focus group discussion in Saaman, there was consensus among the participants that the ability to read and write engenders confidence, increases knowledge, as well as enhances record keeping and sending of information.

Daniel, the Unit Committee chairman for Saaman agreed to this during a one-on-one interview I had with him, when he said:

> Being able to read makes the person confident…There are people who, because they have not had formal education, they do not know how to do certain things. But if you have been to school, you know what to do and you are confident in yourself.

Daniel's assertion that having had formal education is tantamount to knowing what to do is debatable and unrealistic. Education does not teach all things. A person who has not had formal education but has had experience and exposure to certain things would be better placed to those things than one who is educated but not experienced in what needs to be done. In the same vein, the assumption that being able to read and write engenders confidence is also debatable. I see these perceptions as effects of negative hegemonic influences from the West which made people who could not read and write feel inferior to those who could.

Again, some of the participants in the focus group discussion saw the importance of record keeping in the sense that what is documented can be referred to even after a hundred years because as Nathan put it, 'tekrema mpro' (the tongue never decays). Hayford agreed to the importance of being able to read and write for purposes of record keeping because it is not everything that one can commit to memory. Moreover, if one cannot read and write and asks another person to document something for him, the person can misrepresent the facts if he does not agree with him.

h) Life outside the community

During the focus group discussions in Saaman and Juaso, it came out clearly that one way reading and writing is important is to be able to read inscriptions to know where to pass and where not to pass. As Dennis

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from Juaso put it, "we don't miss our way if we know how to read and write"?

Moreover, they agreed that as most information is written, one needs to be able to read and write to have access to information, as Nathan put it, 'anibuei saafee ne akenkan'(Meaning ability to read and write is the key to civilization).

Peter said:

> … if in your old age you want to prepare a will for your children and you can't read and write, the one who does it for you can change what you say. But if you are able to write these things down yourself it will be difficult to lose the property you have worked hard with your children for many years to acquire to someone else.

On the importance of reading and writing to community development, Joshua, an opinion leader in Saaman noted that Saaman is an old community and traditionally well known in the area. Their forefathers made a name for themselves through conquests in war. As Joshua observed,

> …But because our forefathers did not help posterity in terms of reading and writing, a time came when this community was 'flopping' and Akutu (name changed) was developing more than us… when we started sending our children to school, we have seen that even today Akutu people are afraid of people from this community who are knowledgeable and can read and write.

i) Reading and writing and respect

Research participants from both Saaman and Juaso clearly expressed the view that ability to read and write engenders respect. Life in Saaman and Juaso, like many rural communities in Ghana, is communal. Everybody is known by all in the community and everybody's business is everybody's concern. It is therefore very easy to lose or gain respect in the community by what one does or does not do. The ability to read and write was linked to respect in both communities. During the Saaman focus group discussion, there was a general agreement among participants that people who can read and write are more respected than those who cannot. As another participant in the focus group, Lemuel, a participant in the literacy class from Juaso noted, "Even in this community when there is a meeting and a person who has been to school arrives, he is given the highest seat". However, the group also agreed that the link is not that straightforward as a person's character would determine whether he should be respected or not.

j) Commercial activities

The ability to read and write was also thought to be important for trading purposes. In the focus group discussion at Juaso, participants agreed that reading and writing was important to enable trade between blacks and whites. Using the silent trade era to support his point, Newman, a farmer, an opinion leader and secretary to the Unit Committee believed that it is important to read and write English which is the white man's language so that blacks can trade with whites.

Again, reading and writing were seen as important for making profit out of business and acquiring wealth. Two of the participants in Juaso expressed this perception during the focus group discussion which was also confirmed in one-on-one interviews. Lemuel, a participant in the literacy class, for instance, believed that,

People who have not been to school, especially traders, they can engage in their business for more than ten years, but you don't see any profit accruing from the business. All because they do not know how to read and write.

In the view of Alfred, as well, a person can only make money if he is financially literate. But even then, another person may steal the money from him if he does not know how to read and write.

During the one-on-one interview I had with Ken, he corroborated the view of Alex when he argued that a trader who cannot speak English would have difficulty dealing with customers who spoke only English.

From the conversations with research participants from both Saaman and Juaso, one can see the influence of the autonomous model of literacy on the perspectives of many of them on their understanding of literacy. For many of them the ability to read and write is of prime importance and is even linked to respect and confidence. This perception is problematic as in a community the factors that generate respect and confidence go beyond the ability to read and write. There are people in communities who cannot read and write but due to their character, they command the respect of all and are very confident in all they do.

IV. Discussion

This article examined the various theoretical perceptions on what literacy is and ended with empirical evidence from the perspectives of what selected individuals and groups from two rural communities in Ghana perceive literacy to be. The discussion, undertaken from an ethnographic perspective has established that literacy is not merely about the cognitive capacity of individuals and the ability to acquire and use the neutral and de-contextualized technical skill of reading of reading and writing (Street 1984) Rather, literacy is about what people do with reading and writing and other semiotic forms and multi-modal texts including sound, image, visuals and gestures to make meaning of their day to day lives (Pahl 2008; Prinsloo 2008). Literacy cannot be understood in a vacuum. Instead, it necessarily has to be linked with a social activity (Baynham 2005; Hager, 2005).

The literature has shown that many people labelled 'illiterates' use literacy in many forms (Heath, 1982, 1983; Scribner & Cole, 1981; Street, 1984) and

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thus problematizes the assumed dichotomy between 'literates' and 'illiterates' as well as between 'oral' 'literate' societies.

Relating the empirical views of the people of Saaman and Juuso to the theoretical perspectives discussed, it comes out that the perceptions of majority of the people interviewed in the two communities on what counts as literacy, are at variance with the views of conventional literacy, as well as those of major international organizations and policy makers in Ghana and the developing world at large. Their views reflect the functional view of literacy as expressed by proponents of the social practice view of literacy (Barton & Hamilton, 1998; Street, 1995) among many others mentioned earlier in this paper. Their views do not however, align with the views of proponents of critical literacy who conceptualize literacy as a tool for empowerment of people, to enable them to question the status quo and challenge the oppressive elements in society (Apple, 1999; Dorvlo, 1993; Freire, 1970; Freire & Macedo, 1987; Giroux, 1997, Hernandez, 1997).

In both Saaman and Juaso, the people interviewed perceived literacy in a functional manner but not radical, in agreement with the ideological model of literacy. In both communities, some of the learners in the adult literacy classes, the facilitators, as well as majority of the community leaders had the same functional view of literacy. The point of departure between these views is the emphasis placed on what literacy is to be used for. Whereas majority of the learners who participated in the research placed priority on ability to read and write to cope with daily living, enhance their self-esteem, as well as participate unhindered in the larger society, the facilitators emphasized ability to read and write to make up for lost educational opportunity early in life. The community leaders interviewed, on their part, emphasized knowledge and skill for personal economic gain and the educational advancement of their children, whereas policy makers place value on reading and writing as a tool for achieving community development.

Concerning ability to read and write, even though many of the participants linked it to self-image and an increased opportunity to get jobs, that sense of a great divide as expressed by the great divide theorists (Goody, 1977; Ong, 1982; Olson, 1977, 1994) was not present.

Literacy was conceptualized more as knowledge and skill. The assertion of the great divide theorists is therefore brought into question, reinforcing the arguments of earlier researchers who had challenged these claims (Street 1984; Heath, 1982; Scribner & Cole, 1981). Literacy is thus not just being able to read and write and acquisition or lack of it does not separate a group of people from others. It is therefore not right to separate people into 'literates' and 'illiterates' as I pointed out in chapter two. The perception of literacy among many of the research participants was also found to be consistent with that of the UNESCO Institute of Lifelong Learning (2013) which talks about people developing competencies to help them live in fulfilling ways.

The findings from Saaman and Juaso also confirm the argument of proponents of LSP that literacy varies from context to context (For example, Prinsloo & Breier, 1996; Street, 1984, 1995; Wedin, 2004). Even between the learners in the adult literacy classes and the community leaders, literacy was conceptualized differently. This means that in undertaking research or designing a literacy programme, the meaning of literacy should not be taken for granted. Rather, its meaning in the context in question should be explored as indicated by Robinson-Pant (2008) and Nabi et al (2009).

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Assessment of Upper Basic Students' Knowledge in Some Social Studies' Basic Education Curriculum Contents in Ondo West Local Government Area of Ondo State

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Abstract- This study assessed the knowledge of upper basic social studies students in some selected social studies contents. Specifically, the study investigated the knowledge acquisition of upper basic two students in some junior secondary one (JS I) social studies curriculum contents. 453 upper basic two social studies students from five randomly selected secondary schools were involved in the study. Six JS I social studies curriculum contents were selected and assessed in the study. The contents are: family life; culture; meaning and history of social studies; examination ethical concepts; HIV/AIDS and drug abuse. An instrument titled Knowledge Assessment in Social Studies Contents (KASSC) was used to generate data for the study. Descriptive analysis was used to analyze data obtained from the study.

Keywords: assessment; students' knowledge; family life; examination ethical concepts; drug abuse.

GJHSS-G Classification: LCC: LB5-LB3640

ASSESSMENTOFUPPERBASICSTUDENTSKNOWLEDGEINSOMESOCIALSTUDIESBASICEDUCATIONCURRICULUMCONTENTSINONDOWESTLOCALGOVERNMENTAREAOFONDOSTATE

Strictly as per the compliance and regulations of:

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Amosun, P. A. [α] & Mercy Falade [σ]

Abstract- This study assessed the knowledge of upper basic social studies students in some selected social studies contents. Specifically, the study investigated the knowledge acquisition of upper basic two students in some junior secondary one (JS I) social studies curriculum contents. 453 upper basic two social studies students from five randomly selected secondary schools were involved in the study. Six JS I social studies curriculum contents were selected and assessed in the study. The contents are: family life; culture; meaning and history of social studies; examination ethical concepts; HIV/AIDS and drug abuse. An instrument titled Knowledge Assessment in Social Studies Contents (KASSC) was used to generate data for the study. Descriptive analysis was used to analyze data obtained from the study. Findings from the study revealed that generally upper basic two social studies students demonstrated poor knowledge in JS I social studies curriculum contents that were examined. The study further revealed that upper basic two students performed better in contents relating to family life and culture with 58.6% and 47.5% respectively. The students performed very poor in contents relating to social problems like examination malpractice, HIV/AIDS and drug abuse with 36%, 30% and 33% respectively. Also upper basic two students performed very poor in contents relating to the meaning and history of social studies. On the basis of the findings of the study, it is recommended among other things that emerging social issues and problems should be incorporated into middle basic social studies curriculum to provide prior knowledge that can reinforce learning experiences of upper basic students.

Keywords: assessment; students' knowledge; family life; examination ethical concepts; drug abuse.

I. Introduction

Social studies was introduced in Nigeria as an educational programme that has the capacity to develop in learners intellectual and social skills that would enable them to function as effective citizens. Social studies equip learners with relevant information about socio-political and economic issues in their local and remote environment. Adebayo, Obaje & Uzokife (2015) posited that social studies education, apart from imparting knowledge and providing valuable information necessary for life, also aims at assisting students to acquire desirable attitudes and values needed for the survival of the individual in the society. The main aspiration of social studies is to get young people to better understand the intricacies of man's existence so that they can be well equipped for effective, meaningful and productive life. Social Studies is a subject that equips students with skills, knowledge and the development of positive attitudes towards Nigerian cultural heritage (Odey, 2019). Gbadamosi and Ajayi (2018) reported that social studies promotes acquisition of knowledge necessary for solving social problems in Nigeria and also promotes dutiful and responsible citizenship.

The introduction of social studies into the Nigerian secondary school curriculum in the 1960s was done with much expectations that the subject would develop required potentials in the youth and thereby generate national transformation. This led to expansion and spread of social studies at various school levels across the nation. Ogundare (2000) expressed that social studies gained national recognition when in 1969 the National Curriculum Conference that was held in Lagos adjudged the subject to be one of the learning experiences through which part of the designed national objectives of education can be achieved.

However, decades after the integration of social studies into the Nigerian school curriculum, the expected goals of the subject are far from realization. Presently, Nigeria is faced with challenges of different dimensions including youth restiveness, kidnapping, rape, examination malpractice, corruption, election rigging, cybal crime, lawlessness and other unpatriotic tendencies. In view of this, Edinyang, Effiom, Edwin & Doris (2020) argued that the recent upsurge of social ills in Nigeria is an indication that social studies has not been able to achieve its objectives at the Upper Basic level. Chioma (2016) pointed out that the introduction of basic education in Nigeria has not solved the problem of poor knowledge, skills and lack of access to quality education.

Poor implementation of social studies curriculum is a major hindrance to the attainment of social studies objectives in Nigeria. Owanenoh (2023) argued that a review of social studies education in Nigeria shows that, on paper, the curriculum content is sufficient to solve everyday issues in the society but this is not a reality because of lapses in the implementation of social studies curriculum. Poor teaching strategies adopted by social studies teachers and none inclusion of social studies in senior secondary school programme

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are some of the problems confronting the implementation of social studies curriculum in Nigeria.

One of the effects of poor implementation of social studies curriculum in Nigeria is students' low learning outcomes in social studies contents. Secondary school students demonstrate poor academic performance in social studies. This is partly responsible for undemocratic tendencies, youth restiveness, civil unrest, examination malpractice and other social vices that are prevalent in the country. Daramola (2020) pointed out that the present decay in academic ability of secondary school students and moral values in Nigeria emerged at the instance of poor knowledge of youths in social studies concepts and skills.

This study intends to assess the knowledge of secondary school students in some social studies contents. Specifically, the study will assess the knowledge of upper basic two students in the following UB social studies curriculum contents: family life; culture; meaning and history of social studies; examination ethical concepts; HIV/AIDS and Drug abuse.

II. Secondary School Social Studies Programme in Nigeria

Social studies is an integrated school subject that focuses on equipping learners with necessary intellectual, social and manipulative skills that will enable them to function effectively and be useful to themselves and the society. It inculcates in leaners civic traits and values for civic responsibility and effective citizenship. Adeyanju (2000) in Jakayinfa (2019) described social studies as programme of study which a society uses to inculcate in the pupils knowledge, skills, attitudes, values and actions it considers important concerning the relationship human beings have with each other, their environment and themselves.

Social studies was first taught in Nigeria at Ayetoro Comprehensive High School, Egbado, now in Ogun State. The joint efforts of the Western Nigeria Ministry of Education; United State Agency for International Development (USAID) and the Ford Foundation made the teaching of social studies at Ayetoro Comprehensive High School a possibility. Also the Nigerian 1969 national curriculum conference at Lagos promoted the awareness and recognition of social studies as a school subject. At the conference, social studies was recommended for primary, secondary and teachers' colleges in Nigeria. One of the major outcomes of the curriculum conference was the publication of its recommendations as the first National Policy on Education (NPE) in 1977 (Akanbi and Abiolu, 2018). In the NPE, social studies was made a core subject in primary and junior secondary schools in Nigeria. Shuaibu and Shuaibu (2020) stressed that the national policy on education endorses the need for social studies education to be geared towards equipping the individuals with the necessary wherewithal not only for cultivating civic responsibility but also for creating avenues and opportunities germane and compatible with human and social development.

The teaching of social studies in Nigerian primary and secondary schools expanded in the 1970s as a result of the production of teaching and learning materials in social studies through the efforts of NERC; Nigeria, Social Studies Pogramme (NSSP) and Social Studies Association of Nigeria (SOSAN) (Ogundare, 2010; Jekayinfa, 2019). Social studies became an important and core subject in the Nigeria Universal Basic Education (UBE) because of the realization that the subject is a tool for achieving some aspects of Nigeria national goals. According to Oluwagbohunmi (2012), the relevance of social studies to national development hinges on its usefulness in preparing students for the understanding of everyday problems that could be encountered as citizens and how to find solution to them. In view of this, Ogundare (2012) emphasized that the curriculum of social studies in the UB programme focuses on social problems that are of national and international concerns. This explains the reason why social issues and problems of national and international concern like drug abuse; child and female trafficking; examination malpractice; HIV/AIDS; cultism; prostitution etc have been incorporated into the UBE social studies curriculum.

Basic education social studies curriculum is designed to help students to have adequate knowledge of social issues and problems as well as equip them with critical thinking and decision-making skills that will enable them to proffer solutions to theses problems. Also, the curriculum is expected to develop in them civic and ethical norms like obedience, respect, honesty, hardwork, cooperation and tolerance that can promote unity and national integration. Social studies curriculum in the UB programme is expected to inculcate in learners social values and skills for active social life; develop intellectual skills, knowledge and understanding of issues and problems in the immediate and remote environment; develop rational thinking ability for practical social life, identifying and solving problem (Abubakar, 2022).

At the secondary school level, pupils are in the process of transiting to adolescent stage. It is believed that social studies as a core subject in secondary school education is aimed at helping learners to:

i. Cultivate the spirit of patriotism. Social studies objectives focus on the preparation of the learners to be patriotic and effective citizens, conscious of the benefit of collaboration natural development and global interdependence. Social studies was incorporated into junior secondary school curriculum as a core subject of study for overall

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development of a sense of responsibility, patriotism and effective citizenship in the learner.

ii. Recognize the causes and consequences of environmental problem. The contents of social studies are organised around social, physical and environmental issues affecting man`s existence and his capacity to manage and preserve the environment for sustainable development.

iii. Develop capacity to learn and acquire skills essential to the formation of satisfactory professional life and further studies.

iv. Help learners fit into the society which he belong.

v. Create an understanding of the environment; it`s man-made, natural, cultural and spiritual resources and the conservation of these resources for development.

vi. Develop an awareness and appreciation for the inter-relatedness of human knowledge and human life.

vii. Enhance peaceful and harmonious social living among the diverse cultural and ethnic groups in Nigeria.

The relevance and potentials of social studies in developing social and intellectual skills notwithstanding, the subject has not been able to achieve its goals in Nigeria. Contemporary problems of youth restiveness, drug addiction, rape, examination misconducts, cybercrimes and lawlessness among Nigerian youths have been adduced to the failure of social studies in inculcating civic and social skills and values in secondary schools students. Daramola (2020) concluded that the present decay in academic ability of secondary school students and moral values in Nigeria emerged at the instance of poor knowledge of youths in Social Studies concepts and skills. This has resulted into various social problems like examination malpractice, cultism, violence, cybercrime and sexual immoralities. Some of the factors responsible for secondary school students' poor knowledge in social studies contents are: lack of competent teachers, poor teaching strategies, non-availability of instructional materials and lack of interest on the part of learners.

III. Methodology

The study is a descriptive research. The survey design was used to assess basic two students' knowledge of some JS I social studies curriculum contents in Ondo West Local government area of Ondo State. The following six JS I social studies curriculum contents were selected for the study: family life; culture; meaning and history of social studies; examination ethical concepts; HIV/AIDS and drug abuse. The rationale for the selection of these curriculum contents were:

i. Assessment of students' knowledge acquisition on contents that they were taught at lower or middle basic school level vis-à-vis contents that they started learning at upper basic level. Three of the contents examined (family life; culture and meaning of social studies) are incorporated into lower and middle basic social studies curriculum while other contents are not learnt at lower and middle basic levels

ii. Assessment of students' knowledge acquisition on emerging social problems vis-à-vis other social studies curriculum contents.

Sample for the study is made up of four hundred and fifty-three (453) basic two students from five (5) randomly selected public secondary schools in Ondo West Local government area of Ondo State.

One self-designed instrument was used for the study. The instrument is titled Knowledge Assessment on Social Studies Contents (KASSC). The instrument was designed to measure the knowledge of basic two students in six JS I social studies curriculum contents. The instrument is made up of two sections. Section A requires respondents to supply some personal information. Section B is made up of thirty (30) items. The items were knowledge based questions on the six selected social studies contents. Five (5) knowledge based questions were drawn on each concepts to measure the knowledge acquisition of the students.

Face and content validity of the KASSC was done by three teacher educators from Adeyemi College of Education, Ondo. Corrections made by the experts were effected before the final draft was produced.

Two research questions was raised and answered in the study, these are:

1. What is the knowledge acquisition of basic two students in the following social studies contents: family life, culture, meaning and history of social studies, examination ethical concepts, HIV/AIDS and Drug abuse?
2. What are the differences in the knowledge scores of upper basic two students in the following social studies contents family life, culture, meaning and history of social studies, examination ethical concepts, HIV/AIDS and Drug abuse?

The instruments were distributed to the students in their various schools. They were collected immediately after they were completed.

IV. Results

The results are presented in order of the research questions raised for the study.

a) *Research Question 1:* What is the knowledge acquisition of basic two students on the following social studies contents: family life, culture, meaning and history of social studies, examination ethical concepts, HIV/AIDS and Drug abuse?

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Table 1: Table Showing Percentage Score of Upper Basic 2 Students on Six Social Studies Contents

Social Studies Content	Score Obtainable	Total Score	Percentage
Family Life	2265	1328	58.6
Culture	2265	1086	47.5
Meaning and history of social studies	2265	681	30
Examination ethical concepts	2265	811	36
HIV/AIDS	2265	787	35
Drug abuse	2265	738	33

Table 1 reveals that upper basic two students scored 58.6% in family life contents; 47.5% in culture; 30% in meaning and history of social studies; 36% in examination ethical concepts; 35% in HIV/AIDS contents and 33% in drug abuse. This results show that upper basic two students had poor knowledge of upper basic social studies contents. They performed very poor in most of the social studies contents assessed.

b) *Research Question 2:* What are the differences in the knowledge scores of basic two students in the following social studies contents: family life, culture, meaning and history of social studies, examination ethical concepts, HIV/AIDS and Drug abuse?

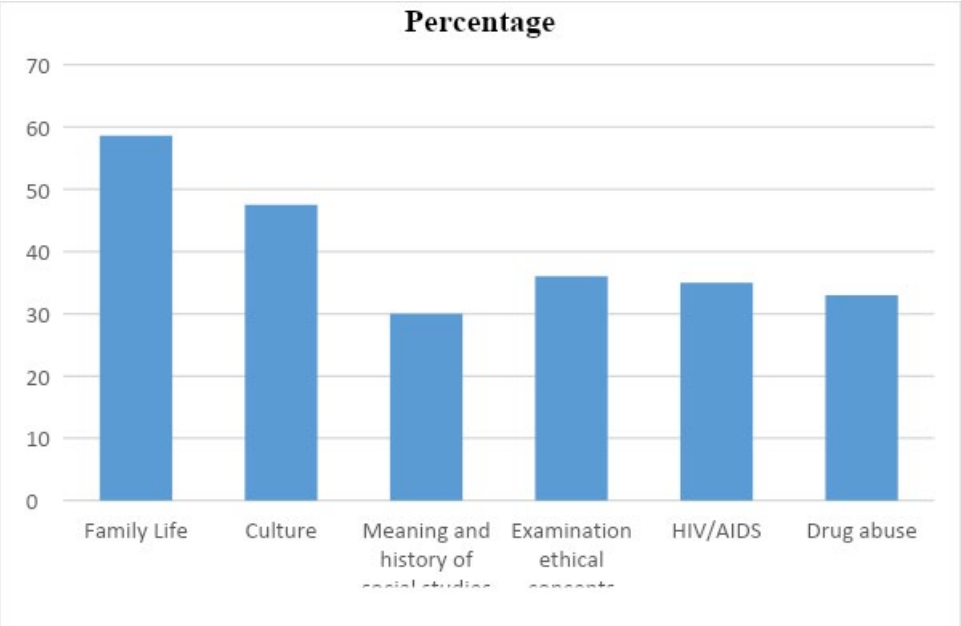


Fig. 1: Percentage Representation of Students' Knowledge Scores in UB social studies contents

The Bar chart above shows that upper basic two students scored higher in family life concepts. This is followed by concept of culture, examination ethics, HIV/AIDS, drug abuse, meaning and history of social studies respectively. The students scored very low (below average) in concepts relating to social problems, meaning and history of social studies.

V. Discussion of Findings

Table 1 reveals that upper basic two students had poor knowledge of JS I social studies curriculum contents. They scored above average (58.6%) only in contents relating to family life. They scored below average in all other contents that were examined. This finding is in agreement with the findings of Awhen, Peter and Polycarp (2017). They investigated the trend of upper basic social studies students' performance in public examination and discovered that upper basic students had poor performance in social studies. Daramola (2020) also reported low performance and poor knowledge of students in social studies contents. Studies show that students' poor performance in social studies is associated with their negative perception and lack of interest in the subject. Other variables identified to be responsible for students' performance in social studies are: peer influence, learners' self-esteem, family background, school culture, achievement motivation, social interaction, school type, classroom environment

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and teaching or learning strategy (Okon, 2015; Akaraonye, Oruwari and Mang, 2017; Emilio, 2020; Ekpoto, Odey and Akpa, 2021; Basri, Mukhaiyar and Anwer, 2023).

Findings of this study also indicate that upper basic two students performed better in contents relating to family life and culture than contents relating to social problems as well as meaning and history of social studies. The results show that students scored 58.6% and 47.5% in contents relating to family life and culture respectively. Whereas, they scored 30%, 36%, 35% and 33% in contents relating to meaning and history of social studies; examination ethical concepts; HIV/AIDS and drug abuse respectively. Students' better performance in family life and cultural contents may be connected with their familiarity with these concepts. Students have day-to-day engagement with issues relating to family life and culture. This serves as prior knowledge which gives them required foundation to acquire more knowledge and enhance their learning engagements. This indicates that there is positive correlation between intelligence, prior knowledge and learning outcomes in social studies. Liliasari and Rahmatan cited in Arifin (2019) discovered that prior knowledge is a collection of individual knowledge, experience obtained in their whole life, and that they would bring those into a new learning experience. Thurn, Nussbaumer, Schumacher and Stern, (2022) emphasized that what students gain from formal instruction depends on their intelligence as well as prior encounter with proportional concepts.

Similarly, the spiral curriculum model adopted in social studies education has the tendency of providing prior learning experiences in family life and cultural contents. Family life and cultural contents are incorporated into lower and middle basic social studies curriculum. The spiral curriculum model helps learners to revisit these topics several times at different levels of school programme. With this, learning experiences and contents are reinforced and solidifies at each stage of the learning process (Woodward, 2019). Although, lower basic social studies curriculum also provides upper basic students with prior knowledge on the meaning of social studies, however, the content has no practical day-to-day reality that could reinforce and integrate it into learners' life experiences compared with family life and cultural contents.

In addition, poor knowledge of basic two students in contents relating to social problems is not unconnected with lack of adequate prior knowledge on concepts of examination malpractice, drug abuse and HIV/AIDS that were assessed in the study. Social studies curricula at lower and middle basic levels do not incorporate emerging social problems that can help learners to develop prior learning experiences that could reinforce their learning encounter at upper basic level. This may partly be responsible for students' poor knowledge in contents relating to social problems. Gbadamosi and Ajayi (2018) reported that social studies' theme under the umbrella of Religion and National Values, promotes learners' acquisition of knowledge necessary for solving social problems. However, poor students' knowledge in contents relating to social problems is a deterrent to their social and intellectual skills for solving emerging social problems. Studies have reported positive relationship between low level of education, poor learning outcome and youths' involvement in cybercrime, examination malpractice, rape, kidnapping, rebellion, violence and other social vices (Apase and Yawe, 2019).

VI. Conclusion

The study assessed upper basic two students' knowledge in some JS1 social studies curriculum contents. The study examined the knowledge acquisition of 453 basic two students in the following JS1 social studies curriculum contents: family life, culture, meaning and history of social studies, examination ethical concepts, HIV/AIDS and Drug abuse. The study revealed that basic two students scored low in JS I social studies contents. The study further showed that basic two students had higher score in contents relating to family life and culture than contents relating to social problems, meaning and history of social studies. Learners' better performance in contents relating to family life and culture is not unconnected with their previous knowledge in the concepts. Also, the spiral model of social studies curriculum which enabled the students to learn the concepts of family life and culture at lower and middle basic levels provided reinforcement that aided their better performance in the concepts. Students' poor knowledge in concepts relating to social problems is partly responsible for the spate of youth restiveness and involvement in social vices in Nigeria.

VII. Recommendation

On the basis of the findings of this study, the following recommendations are made:

1. Emerging social issues and problems in Nigeria should be incorporated into middle basic social studies curriculum. This will help upper basic students to have prior knowledge that can reinforce their learning experiences and thereby improve their learning outcome in contents relating to social problems.
2. Informal educational programme on social issues and problems should be incorporated into the Nigeria basic school programme. Middle and upper basic students should be engaged in informal activities that can help them to identify and proffer solutions to problems that they encounter in their day-to-day activities.

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3. Training for effective and responsible citizenship begins at the elementary school level. Hence, efficient and adequate human and material resources should be made available in our Nigerian schools particularly at the basic school level.
4. Effective teaching of social studies contents require well trained, motivated and efficient teacher. The teaching of social studies contents in the current national values education should not be left in the hand of untrained teachers as done in many schools today. There is the need to recruit professionally trained social studies teachers to teach social studies contents in Nigeria primary and secondary schools.

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

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

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

Before and during Submission

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

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

Declaration of Conflicts of Interest

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

Policy on Plagiarism

Plagiarism is not acceptable in Global Journals submissions at all.

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

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

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

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

Authorship Policies

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

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

Changes in Authorship

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

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Appealing Decisions

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

Acknowledgments

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

Declaration of funding sources

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Preparing your Manuscript

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

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

Manuscript Style Instruction (Optional)

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

Structure and Format of Manuscript

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

A research paper must include:

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

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

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

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

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

Format Structure

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

All manuscripts submitted to Global Journals should include:

Title

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

Author details

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

Abstract

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

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

Keywords

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

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

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

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

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

Numerical Methods

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

Abbreviations

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

Formulas and equations

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

Tables, Figures, and Figure Legends

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

Figures

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

Preparation of Eletronic Figures for Publication

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

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

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

Tips for writing a good quality Social Science Research Paper

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final points:

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

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

The discussion section:

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

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

General style:

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

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



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Mistakes to avoid:

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

Title page:

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

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

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

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

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

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

Approach:

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

Introduction:

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

The following approach can create a valuable beginning:

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

Approach:

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

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

Procedures (methods and materials):

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

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

Materials:

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

Methods:

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

Approach:

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

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

What to keep away from:

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



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Results:

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

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

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

Content:

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

What to stay away from:

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

Approach:

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

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

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

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

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