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Internationalization and Regionalization of Higher Education in Uganda: A Descriptive Analysis

By Nicholas Itaaga, Kiggundu Musoke Muhammad & Anthony Mugagga Muwagga
Makerere University, Uganda

Abstract - Internationalization of higher Education in Africa has become a common form of access to both quality and at times relatively cheap higher education in and outside Africa. This paper tries to reflect on the intrinsic and extrinsic factors which enhance internationalization and regionalization of higher education especially in Africa. The paper tries to answer the question 'Why internationalization and regionalization of higher education in Uganda?' The paper draws most of its reflections using Makerere University the leading University in Uganda. The findings are drawn from a purposively sampled population of academic and none academic staff in higher institutions of learning in Uganda. These included Faculty Deans, Heads of Departments, Officials from the Department of the Academic Registrar, and the International Student's offices plus a randomly selected sample of international students and Ugandan parents.

Keywords : Internationalization and Regionalization, Economics of higher education, Religion and higher Education, university education.

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INTERNATIONALIZATION AND REGIONALIZATION OF HIGHER EDUCATION IN UGANDA A DESCRIPTIVE ANALYSIS

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Internationalization and Regionalization of Higher Education in Uganda: A Descriptive Analysis

Nicholas Itaaga[α] Kiggundu Musoke Muhammad[σ] & Anthony Mugagga Muwagga[ρ]

Abstract - Internationalization of higher Education in Africa has become a common form of access to both quality and at times relatively cheap higher education in and outside Africa. This paper tries to reflect on the intrinsic and extrinsic factors which enhance internationalization and regionalization of higher education especially in Africa. The paper tries to answer the question 'Why internationalization and regionalization of higher education in Uganda?' The paper draws most of its reflections using Makerere University the leading University in Uganda. The findings are drawn from a purposively sampled population of academic and none academic staff in higher institutions of learning in Uganda. These included Faculty Deans, Heads of Departments, Officials from the Department of the Academic Registrar, and the International Student's offices plus a randomly selected sample of international students and Ugandan parents.

Keywords : Internationalization and Regionalization, Economics of higher education, Religion and higher Education, university education.

I. Introduction

Internationalization of higher education is not a new phenomenon in the Africa. The first known international higher institutions of learning in Africa were founded in the North and West Africa namely University of al-Karawiyyin in Fez Morocco established in the 11th Century, *Al-Azhar University* in Cairo Egypt, founded between 970 AD and 972 AD as a Madrasa. Currently these are leading centers of Arabic literature and Sunni Islamic learning in the world. The other leading University in Africa is the University of Timbukutu in Mali established between the 10th and 11th century. In the 12th century the University of Timbukutu became an important center of Islamic learning. The University of Timbukutu had three universities and 180 Quranic schools. These Universities became a hub for Islamic and Arabic higher education scholarship in the West and North Africa attracting students from all over the Islamic world and Africa as well. Sehoole (2008) traces internationalization of higher education in Africa to the very onset of higher education on the continent, a feature that is intricately intertwined with the spread of Islam in West, Northern Africa, and colonization.

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In East Africa regional higher education interactions and cooperation originate from the pre-independence era when the colonial government established Makerere University College to serve students from Kenya, Tanganyika, Zanzibar, Rhodesia and Nyasaland, which now consist of Malawi, Zambia and Zimbabwe. Later in 1963, university colleges were formed in Nairobi and Dar es Salaam as constituent colleges of the then University of East Africa that had been established during the era of independence of the four countries (Uganda, Kenya, Zanzibar and Tanganyika). Makerere College, by then, was the third constituent college of the University of East Africa (www.iucea.org). Of recent, however, internationalization has grown in greater proportions and impacted in various ways on education systems and institutions in East Africa, Africa, the world over, and in Uganda in particular. It is important to note that the influence of internationalization on Higher Education is not uniform wherever it has been embraced; it varies from country to country, and from region to region. Internationalization is one of the forces shaping higher education in many parts of the world and higher education is one of the focal points in the development process.

a) *Conceptualization of Internationalization and regionalization of higher education*

Internationalization of higher education seems to capture different meanings depending on the philosophical paradigm or purpose for which it is pursued. Olusola, (2009) views internationalization as, but is not limited to: improving standards of educational delivery, delivery of educational services and access to students from other countries through some emerging new modes of delivery, including but not limited to Electronic pedagogy (E-pedagogy), distance education mode with inclusion of international, intercultural and or global dimensions into the curriculum and pedagogy, promotion of international linkages and networks through research, academic mobility for students and staff, collaboration in teaching and projects. On the other hand, Oanda (2009) views internationalization as a term used to describe the phenomena of increased student mobility between countries in search of higher education opportunities, the increasing dependency on private provision of higher education, the establishment

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of campuses abroad and various twinning arrangements whereby higher education institutions, especially from the developed countries, are able to offer certificates and degrees abroad through agreements with local universities or higher education institutions. For Ellingboe (1998) internationalization ". . . entails the process of integrating an international perspective into a college or university system. It is an ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven vision that involves many stakeholders working to change the internal dynamics of an institution to respond and adapt appropriately to an increasingly diverse, globally focused, ever-changing external environment".

For reflection purposes this paper adopts Knight (2008) definition of internationalization of higher education. She defines internationalization as a the process of integrating an international, intercultural and global dimension into the purpose, functions and the delivery of higher education in terms of teaching, research, and service. It is important to note that Uganda as a country does not have a policy on internationallization and regionalization of higher education; however practices by different higher education institutions in Uganda form their respective policies on international students. On the other hand higher education in this paper is taken to refer to post-secondary education which leads to an award of either a diploma, University Degree, or post graduate qualification. The paper in using the term higher education alludes to university education as a distinct arena of knowledge pursuit and transmission.

b) Internationalization and regionalization practices in universities in Uganda

Originally East Africa had one University which was transformed from a technical college in 1922 to a fully fledged University by 1937 serving Uganda, Kenya, Tanganyika, and Zanzibar. By 1950 Makerere University was a hub for East African regionalization though affiliated to Oxford University. According to Sicherman (2006), Makerere University in the 1950s-1960s was a true experiment of internationalization and regionalization of higher education in Africa. It comprised of staff and students from almost all regions of East, Central, Southern Africa, and other parts of the world. However the post-independence political challenges and the resultant East African community disintegration led to splitting Makerere University College into three East African universities and thus it became a constituent university College of the University of East Africa (UEA), thus the concept of regionalization and internationalization begun waning. The 1971 coup d'état in Uganda and the resultant expulsion of Asians and other international scholars, students, and staff from Uganda destroyed the concept of Higher education regionalization and internationalization in Uganda's university system. The Uganda Government White paper on education (1992) saw the liberalization of University education in Uganda, the establishment and expansion public and private universities and the dwindling government and donor funding to higher institutions especially Universities led to a search for alternative financing of the university activities and foreign students became the prime target.

c) Growth of international students in Uganda's higher institutions of learning (1922-2012)

Uganda and almost all its neighboring countries since the 1960s have been experiencing a high degree of political, economic, and social instability (Stasavage, 2005). Such political and economic disturbances in the East African great lakes region, southern Sudan, and in the horn of Africa led to both internal and external migrations to and from Uganda. The influx of foreigners from Southern Sudan, Kenya, Tanzania, Rwanda, Burundi, Somalia, and Democratic Republlic of Congo coupled with porous and un-demarcated country boarders, lack of Uganda national identification, cross boarder tribal and ethnic relations all make statistics on foreign students in Ugandan higher institutions/ universities challenging.

Available statistics from the Ministry of Education and Sports Uganda Report 2012/2013, the Uganda National Council for Higher Education (NCHE) 2012, reveal that by 2006 the number of foreign students in the higher education sector was 12,930 (9.4%), which increased to more than 16,000 in 2010. The reports also indicate that most foreign students are from Kenya, followed by Rwanda, Tanzania, Sudan, Burundi, and the Democratic Republic of Congo. The reports also indicate that Kampala International University (KIU) had the biggest number of foreign students (6,715); while Makerere University had 2,444 students, Bugema University had 862 students, Islamic University in Uganda had 767 students, Makerere University Business School had 671, and Busoga University had 575 students in 2010. It is also reported that other Ugandan Universities had on average less that 100 international students. The above statistics leaves a big gap of about thirty years of un-accounted international student numbers. It should be noted that many students from the Democratic Republic of Congo, Sudan or Rwanda and Burundi took on names which have an ethnic bearing to Ugandan names thus being assumed to be Ugandans.

II. Methodology

The study and paper uses a descriptive and reflective approach drawing its findings from a purposively sampled population of academic and non-academic staff in higher institutions of learning in Uganda. These included Faculty Deans, Heads of Departments, Officials from the Department of the

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Academic Registrar, and International Student's offices plus a randomly selected sample of international students their parents and bodies responsible for program accreditation such as Uganda National Examination Board (UNEB) and Uganda National Council for Higher Education (NCHE). The study and reflection was guided by three research questions namely:

1) What causes international students to choose studying at Universities in Uganda?
2) What internationalization practices are found in Ugandan Universities?
3) Has internationalization been successful at Makerere University?

III. Study Findings

a) Reasons why international students choose studying at universities in Uganda

The sampled international students were requested to give reasons why they preferred to come to Uganda other than their home country Universities. The study presents findings basing on the student's country and the most listed factor. Below are some of the reasons they cited:

i. *Kenyan Students*

From the available statistics both in Makerere University and in Uganda NCHE, Kenyan students are the dominant international students in both public and private Universities in Uganda. The dominance of Kenyan students is driven by a range of factors, salient among which are the following, listed by over 86% of the interviewed students:

- The higher cost of university education in Kenya. This factor was listed by 99% of the interviewed international Kenyan students. They revealed that the major attraction of foreign students is the low fees in Uganda's institutions of learning.
- The geographic closeness of Uganda to Kenya; and
- Closeness of the education systems of the two countries in terms of standards and quality.
- They also listed the low cost of living in Uganda,
- The favorable government policies and several others.

ii. *Tanzania*

The interviewed Tanzanian students listed the following as the causal factors:

- Eighty seven (87%) of the students noted that Uganda has good quality and cheap education;
- The geographic closeness of Uganda to Tanzania especially those students who reside in proximity to Uganda's south western boarder;
- They also listed the historical factors and use of English which is more expounded in Uganda.

iii. *Rwanda and Burundi*

Student respondents from these countries listed war, migration from French to English use and better quality of Ugandan institutions of higher learning.

iv. *Congo, Southern Sudan and Somalia*

Students from these two countries seemed to have similar reasons namely;

- War, cheap and yet quality education, and political stability in Uganda.

v. *Other Countries*

The study also revealed that there are students from other regions of Africa and outside Africa.

These were prominently seen in fields of health, education, and theology. These listed factors such as need to access specialized facilities for example in tropical disease and medicine, African traditional theology and pedagogy only accessible in African universities such as Makerere University.

b) Internationalization Practices in different Universities in Uganda

Different Universities do operate various practices and they vary from institution to institution. It is noted that universities do not only admit foreign students they also send out their own. The various practices include:

The Practice of Study abroad programmes for academic staff is more salient in Makerere University which on average sends out over 40% of its staff to study abroad for their Masters, Doctoral and Post-doctoral studies. This practice is however also found at denominational Universities which have a backing from their foundation for example Uganda Martyrs University Nkozi which also sends some of its staff abroad for further studies.

The other related practice is enrollment/ admission of foreign students. Statistics obtained from the Ministry of Education and Sports (MoES) records 2011/2012 revealed that there were about 15,035 foreign students studying in universities in Uganda. This accounted for 9% of the total student enrollment in the country in the year 2011.

The study also revealed that almost all universities in Uganda belong to the Inter University Council for East Africa; and that the public universities have student exchange programmes. Through this arrangement, the three East African countries (Uganda, Kenya, and Tanzania) do exchange students among themselves to study degree programmes sponsored by the Governments of the three countries. This arrangement has facilitated exchange of ideas across boarders, and enabled students to undertake programmes that may not be available in their mother countries or are not well-developed. According to the IUCEA website (www.iucea.org) the following are the specific objectives of the Council:

a. To facilitate networking among universities in East Africa, and with universities outside the region;

b. To provide a forum for discussion on a wide range of academic and other matters relating to higher education in East Africa; and

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c. To facilitate maintenance of internationally comparable education standards in East Africa so as to promote the region's competitiveness in higher education.

In Uganda, the following are the member universities of the IUCEA: Busitema University, Gulu University, Kyambogo University, Makerere University, Mbarara University of Science and Technology. Private universities that are associate members of the IUCEA include: Bugema University, Kampala International University, Nkumba University, Islamic University in Uganda, Ndejje University, Uganda Christian University Mukono, Uganda Management Institute, and Uganda Martyrs' University Nkozi.

Different Universities in Uganda do belong to several international organizations such organizations include the Association of African Universities (AAU), the Association of Commonwealth Universities (ACU). According to the AAU website (www.aau.org), the Programme aims at promoting inter-university cooperation through academic mobility in the form of exchange of staff for teaching assignments; to serve as external examiners; participating in seminars, work-shops and conferences; undertaking collaborative research assignments; facilitating the utilization of sabbatical leave appointments and enhancing the quality of teaching and research in African universities. Some of the members of the AAU in Uganda as of July 2011 included: Busitema University, Islamic University in Uganda, Kampala International University, Makerere University, Uganda Christian University, Uganda Management Institute, Uganda Martyrs University. The specific objectives of AAU are to:

- To facilitate academic mobility amongst members of AAU to allow the Association to fulfill its function of networking the African academic community; and
- To contribute to improvements in the quality of training and research in African higher education institutions.

The study also revealed that all universities especially the Public universities do get External examiners from outside Uganda. This is intended to ensure quality in the teaching, research, and examination processes. Secondly external examiners are engaged to assess the dissertations and theses of Masters and Doctoral candidates across boarders.

There is also the practice of exchange of staff and students between several universities in Uganda and identified Universities abroad through Memoranda of Understanding (MOU). Such exchange programmes are expected to bring an international perspective in the teaching, research and outreach activities of the collaborating institutions.

There many levels of collaborations between Universities in Uganda and abroad for example in joint research, pedagogy and award of certificates and degrees. There also exist universities in Uganda that are branches and/or affiliates of foreign universities. Examples of this kind of occurrence include Cavendish University, African Virtual University, and International University of East Africa. This is expected to bring an international perspective in Uganda's higher education in the sense that Ugandan students will be able to acquire qualifications of foreign universities in the comfort of their country – without having to travel to such countries, and probably at a relatively lower cost.

Some universities have introduced academic programmes providing an international perspective and cross-cultural skills in the universities of both receiving and exporting countries is yet another practice in the internationalization arena. Examples of such courses at Makerere University include the Bachelor of International Business, Master of Arts in Peace and Conflict Management and many others. Although not yet fully developed, some universities in Uganda have started accepting transfer of credits from other universities which credits account for the final award of a qualification by the receiving university. Students can now start programmes from university A and get an award from University B and vice-versa. This is expected to facilitate transfer of knowledge and expertise between universities. Within the East African region, a system of Credit Accumulation and Transfer is in place to encourage increased student mobility within the region. Academic staff at various universities in Uganda are engaged in co-authorship and joint publication of articles and papers with colleagues across borders. This is intended to enhance cross-fertilization of ideas and to introduce an international perspective in such publications. Academic staff from Universities in Uganda also attend several workshops and conferences outside Uganda during which they share ideas and compare notes with colleagues outside the country. This is expected to enhance an international approach and to develop a broader view in teaching, research, and outreach activities of academicians.

Another important practice revealed in internationalization is the vetting of academic staff for appointment to the level of Associate Professor and full Professor. At Makerere University, before a member of staff can be promoted to the rank of Associate professor or full Professor, his/her curriculum vitae and publications are sent to an external expert in the candidate's area of specialization for advice on the suitability of the candidate for possible appointment to such a rank. This ensures that academic staff of such ranks at Makerere University are internationally recognized.

Most universities in Uganda have adopted cooperate management practices to ensure better management of the universities. For example the President is no longer the chancellor in all public universities; and all top managers are employed on

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contract terms. Such practices are expected to enhance accountability and effective management, and are in line with international practices.

Lastly, the study revealed that several members of the academic staff have attained their masters and doctorate degrees through sandwich programmes. This entails attending part of the programmes at a local university in Uganda and the other part at a foreign university. This, it is assumed will enable such a student to benefit from the programme at both participating universities.

c) Successes of internationalization and regionalization at Makerere University as case study

Success could only be evaluated after ascertaining the objectives of internationalization and the following were revealed to be the objectives:

1) To obtain the much needed manpower specifically academic staff who hold Masters and Doctorate Degrees
2) To facilitate exchange of ideas and experiences among academic staff across boarders
3) To enhance international exposure among academic staff.
4) To eliminate in-breeding where one is trained at only one institution from Bachelor's degree up to doctoral level.
5) To fill the manpower training gaps particularly in areas where Uganda does not have the capacity to train staff at Masters and Doctorate level.
6) To enrich programmes by allowing student to attend several courses from institutions of their choice.
7) To serve clients – students and the rest of the public – better through better management practices.
8) To ensure accountability and value for money using best management practices.
9) To ensure that the curriculum has an international perspective and therefore enhance international marketability of the graduates of such a curriculum.
10) To ensure that assessment is standardized internationally.
11) To initiate and strengthen mutual understanding, bilateral cooperation, and cultural ties between Uganda and the rest of the world.

It is important to note that through discussions with several officers, it was revealed that some objectives have been achieved fully; others partially, while others are yet to be achieved. The interviews and discussions also revealed problems which have hindered full attainment of the objectives of internationalization and regionalization, and possible intervention measures which can be adopted to ensure that maximum benefits are realized as examined below.

It was revealed that over 80% of the academic staff at Makerere University have obtained their postgraduate qualifications – Masters, Doctorates, and Post-Doctoral Degrees abroad sponsored by among others Makerere University Staff Development and Training programme, Commonwealth Scholarships, NORAD, Rockefeller Foundation, Ford Foundation, Sida Sarec.

It was also reported that over 70% of the staff have attended international academic conferences, seminars, and workshops. Furthermore, each year academic staff from partnering universities visit Makerere University as external examiners while those of Makerere University visit other universities for a similar exercise. This exercise has left a significant mark on the teaching, research, assessment, and grading at Makerere University. Vetting the curriculum vitae and publications of academic staff for promotion to Associate and full Professor level has been achieved, actually 100%. No academic staff member at Makerere University is promoted to Associate or full Professor ranks without his/her publications and curriculum vitae being vetted by an international expert. Makerere University has also successfully admitted international students in several of its programmes.

Makerere University was reportedly successful in joining and maintaining its membership to several university organizations significant among these are the Association of African Universities, Inter University Council for Eastern Africa, and the Association of Commonwealth Universities. As regards management, Makerere University adopted contractual appointment of senior Managers which is in line with international practice. This was intended to enhance effective management of the university. It is, however, not known whether or not this system of administration has enhanced effective management of the university according to an officer interviewed. Several Memoranda of Understanding (MOU) involving exchange of staff and students have been operationalized. This has enabled academic staff to get exposure from foreign universities.

On the other hand, data collected revealed reasons for lack of full realization/implementation of some aspects of internationalization and regionalization at Makerere University as presented below:

The interviewed staff revealed underfunding as a key challenge to internationalization. The directorate of Research and Graduate Training and the Directorate of Human resources revealed that they are at times overwhelmed with requests for funding which they cannot handle. They attribute this to high tuition fees, travel, research, and living out allowances in foreign countries, yet their budget is minimal. They also indicated that this mainly affects those areas where the university does not have capacity to train its staff locally.

The other notable challenge is the language problems: there are cases where students sent out for

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Masters or Doctoral studies are required to learn a new language. This may take a whole year which in the end renders such courses long and therefore not very convenient for some would be students for it prolongs their stay away from their families. In most cases such opportunities may not attract academic staff and may be let to go unused.

Makerere University management complained of staff sent out to study who at times never come back thus in the long run internationalization has encouraged brain-drain. According to the Directorate of Human Resources at Makerere University, close to 20% of academic staff sent outside Uganda for Masters, Doctoral, Postdoctoral, and staff exchange programmes do not come back.

At times bureaucracy particularly in processing admissions and requests for transfer of credit creates unnecessary challenges this leads some students to give up. This tends to delay decision making and therefore communication to applicants for admission to Makerere University. According to some officers from the Department of the Academic Registrar, by the time students are informed a good number have changed their minds and joined other universities instead.

Some respondents complained of differences in curricula and that this affects staff and student exchange arrangements. There are some differences between the courses offered in a particular programme which sometimes render the staff and student exchange less vibrant. In most cases the students who come from countries like USA, Sweden, and Canada come to Uganda to tour but not to take full time credit courses.

Financial constraints are another listed challenge. The fees charged by foreign universities are out of reach of the average student at Makerere University.

In some cases there are visa restrictions particularly in countries like the USA, and Canada. In addition to the fees one has to pay, the process is long and staff at such missions look at Makerere University students with suspicion, they think they are illegal immigrants who may not be keen on coming back.

Some students complained of limited use and application of ICT. In most cases several operations at Makerere University are done manually which renders such operations slow and time wasting. There is limited internet connectivity which becomes a problem especially in communication between Makerere University staff and colleagues outside. This affects joint research arrangements, staff exchange, joint authorship and publication.

Some stakeholders complained of a challenge in the differences in Educational legal framework. For example the Kenyan education system follows the 8:4:4 arrangements, while Uganda has a 7:6:3-5 structure. This has in some cases affected transfer of students from Kenyan Universities to Makerere University.

The respondents also complained of different tuition structures and irrelevant research and recommendations given to students who go to study abroad and that these in most cases make their studies irrelevant to the local situation. There are cases where external examiners make recommendations which are not applicable at Makerere University given the large number of students, underfunding and the consequent inadequate facilitation.

Possible intervention measures to improve on internationalization and regionalization at Makerere University.

The study requested the respondents to suggest measures that could be adopted to improve on the performance of the internationalization and regionalization function at Makerere University. The following were the major suggestions made.

Uganda as a country urgently needs a policy framework to guide and streamline all matters regarding internationalization and regionalization in all universities in the country. This is in recognition of the benefits of internationalization and should originate from the Ministry of Education and Sports just like other policies. The National Council for Higher Education (NCHE) should take it up as one of the conditions for accreditation of a university or any other tertiary education institution in Uganda. Closely related to the above is that all tertiary education institutions in Uganda should then have mechanisms for evaluating the performance of the internationalization function regularly.

There is need for increased funding of the internationalization activities and practices in order to reap all its intended objectives. This includes staff development, travel abroad, student and staff exchange, attendance of conferences and seminars by academic staff among others.

There is need to improve on the working conditions at Makerere University in order to minimize brain-drain. This will avoid the wastage of resources associated with staff not returning to Makerere University when they are sent to outside universities for further studies/upgrading.

The curricula of all programmes at Makerere University need adjustments to have an international aspect. This will attract more foreign students and enable students from outside countries to take credit courses at the university.

Makerere University should endeavor to reduce the red tape and bureaucracy associated with processing of requests for credit transfer and foreign student admissions.

Makerere University should introduce and enforce a system of signing agreements with staff sent out for further studies and exchange programmes to ensure that they return and serve for at least five years.

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Makerere University should create and operationalize an international office to coordinate all such activities. In its current form, it is just slightly more than just a paper office which is not doing what it is expected to do.

There is need to increase the number of slots for the IUCEA student exchange programme. In its current form where universities exchange as few as three students it is ridiculous.

Makerere University top managers should find a way of expeditiously handling the signing of Memoranda of Understanding with foreign universities to avoid wasting valuable time.

Makerere University should constantly renew its membership to international bodies like the Association of Commonwealth Universities in order to reap maximum benefits from such organizations.

Costs of foreign travel could be included in the tuition fees paid by students. It will then be up to the student to ensure that during their programme at the university they must participate in the travel abroad programme. This is the practice at some universities outside Uganda.

IV. Conclusion

From the above it is evident that internationalization is sustainable. This, according to the data gathered is premised on the numerous advantages of the policy/practices, the sustainability of higher education in Uganda, and the ever increasing demand for quality which the policy is intended to enhance. Similarly internationalization is relevant given the current world trend where the world is becoming a global village. No single university can afford to operate in isolation, there is need for networking and this can be achieved through internationalization. The teaching, research, and outreach activities of all universities, Makerere inclusive must respond to the world trends or else the products of the system will be at a disadvantage. It is also clear that a penny spent on internationalization is not wasted money. The few shortfalls indentified can be plugged and the policy made to serve the higher education sector effectively. A policy framework to guide internationalization of higher education in the whole country is long overdue.

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Issues, Challenges and Prospects of Female Education in Nigeria: Implications for Sports Administration in Schools

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Abstract - This paper sought to identify Issues, Challenges and Prospects of Gender Education in Nigeria Implications for Sports Administration. The population of the study comprised of 3993 male and female secondary school teachers from the six Geopolitical zones in Nigeria. The multiple stage sampling technique was used to select 5 schools from each of the (6) six geopolitical zones of the country. Out of which 277 were males while 3716 were females. Sampling them at 50% rate a total of 138 males and 1858 females were sampled. The instrument for data collection was the use of questionnaire which was validated by two experts each from departments of Educational Foundations and Human Kinetics & Health Education, Nnamdi Azikiwe University Awka. The validated instrument was trial – tested with the use of Crobach alpha co-efficient to obtain an internal consistency reliability of 0.78. Mean scores were used to profer answers to the two research questions, while the t-test statistics was used to test the null hypotheses.

Keywords : girl–child–education, sports (physical education) gender friendly, gender-gap, gender-sensitive schools, gender inbalances. balanced education.

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ISSUES, CHALLENGES AND PROSPECTS OF FEMALE EDUCATION IN NIGERIA IMPLICATIONS FOR SPORTS ADMINISTRATION IN SCHOOLS

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Issues, Challenges and Prospects of Female Education in Nigeria: Implications for Sports Administration in Schools

Alagbu Chukwubikem Eugene [α], Alagbu Chinwe Adline [σ] & Agwubuike Okey Elias [ρ]

Abstract - This paper sought to identify Issues, Challenges and Prospects of Gender Education in Nigeria Implications for Sports Administration. The population of the study comprised of 3993 male and female secondary school teachers from the six Geopolitical zones in Nigeria. The multiple stage sampling technique was used to select 5 schools from each of the (6) six geopolitical zones of the country. Out of which 277 were males while 3716 were females. Sampling them at 50% rate a total of 138 males and 1858 females were sampled. The instrument for data collection was the use of questionnaire which was validated by two experts each from departments of Educational Foundations and Human Kinetics & Health Education, Nnamdi Azikiwe University Awka. The validated instrument was trial – tested with the use of Crobach alpha co-efficient to obtain an internal consistency reliability of 0.78. Mean scores were used to profer answers to the two research questions, while the t-test statistics was used to test the null hypotheses. The research findings revealed that the educated women are more aware of the value of sports (physical education) in gender education. Furthermore the study revealed absence of gender sports sensitive schools environment; persistent gender discrimination at the home and community levels. Recommendations were made.

Keywords : girl–child–education, sports (physical education) gender friendly, gender-gap, gender-sensitive schools, gender inbalances. balanced education.

I. Introduction

Despite some noticeable advancement made in the area of sports participation, as a means of realizing balanced education in Nigeria, gender imbalances still persist. If education is viewed as an instrument for national development as construed by the (Federal Government of Nigeria 2004) then it must be total and all embracing (gender friendly). Balanced education is equally seen as "an indispensible means of unlocking and protecting human rights" Education for all Global Monitoring Report (EFAGMR, 2000).

The implication of this is that education is a powerful tool that is capable of developing individuals potentials for optimum self-reliance and empowerrment. Furthermore it is the view of this paper that the type of education Nigeria must pursue will be such that will entail the use of aggregate of all the educational processes that could enable an individual develop his or her ability, attitude and bring about a positive change in behaviour, beneficial to the society and the individual concerned. The realization of such an individual could only be possible with adequate administration of sports (physical education) in the education programme of schools in Nigeria.

According to Ikwumelu (1991) he succinctly stated that:

"National development implies not only national economic growth such as increase in out-put or production, but also qualitative and quantitative changes in the individuals in social institution, and level of living, excitement of the quest for modernization, reorganization and re-orientation of entire economic, political and social system"

This statement goes further to portray the importance of education in national development of every country of the world. Bearing in mind that women (females) constitute more than half of the world's population (UNICEF 1998). There are still noticeable impediments that tend to hinder realization of gender parity in Education, with regards to administration of sports (physical education) in schools. Gender is an individual self-concept of being male or female as distinguished from actual biological sex. Gender gap therefore is not fixed at birth only, but also some physiological, social, and cultural factors equally contribute to the initial or early establishment of this identity, which tends to be more pronounced as the girl-child grows. There is therefore need for more analytical research to explain womens limited access to education, its implications for sports administration in schools. Even though so much emphasis has been made in the past regarding the importance of women education, in all countries of the world including Nigeria in their quest for national development, not much has been considered about the role sports (physical education) should play in such educational process.

Physical education (sports) is an integral part of the schools curriculum which involves training, development and care of the human body through the application or administration of well selected physical

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activities, which results to healthy and physically fit individual (Adeyeye 2008). Physical education is equally about sharpening overall cognitive abilities and motor skills via athletics, exercise and various other physical activities like martial arts and dance. (Semidara 2008).

Furthermore, Ikulayo (2009) and Awoyinfa (2005) all succinctly referred to physical education as the process of learning all the rudiments of sports activities in an attempt to appreciate human health and effective human wellness. Physical and health education plays a major role in the transformation of any society and the girls (females) comprising more than half the entire population of the world; it then becomes imperative that a critical re-examination be made, on how well and effective sports (physical education) is being administered and applied in the total process of educating the girl-child (gender). This may be the reason why UNESCO (2000) affirmed that the world has reached consensus that no country's development can be judged as satisfactory, if their women do not fully participate and form part of such development. Hence Snyder (1990) stated that.

"a mothers' level of education is the single most important influence on the survival rate of her children and on their achievement in school - - - - failure to improve women's access to education, limits family income and impedes the well-being of their families".

Despite notifiable global efforts to close gender gap in education, wider gap still persists in the quality of education offered the girl-child (gender) vis-à-vis inclusion and adequate administration of sports (physical education), in the education process.

This becomes very pertinent when one considers the assertion made by Nwangwu (1995) and Ezegbe (2001) who maintained that women occupies central position in the family and society with regards to political, economic and social role in national development, and development is hardly attainable without the full involvement of women in Education. The girl-child participation in sports (physical education) both at the primary and secondary school levels is further hindered by the obsession which parents have on coach/female athlete relationship further increase their fear and objection in allowing their female off-springs to take part in competitive sports (Alagbu 1999).

II. Statement of the Problem

Researchers over the years had noticed inbalance in gender education in Nigeria. This study sets out to further ex-ray the poor quality of even the little education given to the girl-child. Physical education as a school subject has been neglected and regarded as inferior when compared with other school subjects in the school curriculum, often times where it is practiced it is regarded as a male affair. Based on the foregoing, this study sought to identify issues, challenges and prospects in female education in Nigeria, with a view to examining the extent sports (physical education) is applied or administered in the process of the girl-child education in Nigeria.

Inorder to carry out this study two research questions and two-Null hypotheses were generated to guide the study:-

a) Research Questions

- What are the hindrances to proper application or administration of sports (physical education) in the education of the girl-child in schools.
- What are the prospects of adequate and proper application or administration of physical education (sports) in the education process of the girl-child in Nigeria schools.

b) Null Hypotheses

- There will be no significant difference in the mean perceptions of male and female teachers on the hindrances to proper application or administration of sports (physical education) in the education of the girl-child.
- There will be no significant difference in the mean perceptions of male and female teachers on the prospects of adequate and proper application or administration of physical education (sports) in the education process of the girl-child.

III. Method

The design for the study is the survey method, since the aim is to elicit information from selected sample and later generalize. The area of the study is the South-East Geopolitical zone of Nigeria (Anambra, Enugu, Imo, Abia and Ebonyi states) out of the 5 States using the multi-stage sampling technique 5 schools were sampled from each of the 5 States. Male and female teachers were sampled at 50% rate, giving a total number of 138 male teachers and 1858 female teachers. The total number of respondents is therefore 1996.

The reason for using teachers for this study is due to their experiential knowledge on the values of adequate application or administration of physical education (sports) in the process of education generally vis-à-vis the education of the girl-child, as it obtains in schools in Nigeria.

a) Instrument

The instrument for data collection was the questionnaire which comprised of two parts "A" & "B". Part "A" sought information on personal matters of the respondents. While part "B" sought for information concerning challenges and prospects of women education as it relates to hindrances to proper application or administration of sports (physical education), in the educational process of the girl-child. Part "B" was made up of 20 items, which was rated on a

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modified 4-point rating scale of Strongly Agree (4 points) Agree (3 points) Disagree (2 points) and Strongly Disagree (1 point).

The questionnaire was face validated by two experts from Department of Human Kinetics and Health Education, while the other expert was from Department of Educational Foundations Nnamdi Azikiwe University Awka.

The validated instrument was trial tested on teachers who did not form part of the research respondents. In order to ascertain the reliability of the instrument. The Cronbach Alpha co-efficient was used, which yielded a reliability co-efficient of 0.78 (high internal consistency). The researchers made use of CEP students and Sandwich students that resides in the areas of research to minimize logistic costs. A total of 1996 questionnaire were distributed out of which only 1968 were returned as usuable for the study.

The data collected were analysed in relation with the two research questions and 2 Null hypotheses that guided the study. Statistics of mean was used to answer the two research questions; while the t-test was used to test the 2Null hypotheses at 0.05 level of significance.

Table 1 : Mean Perceptions of Male and Female Teachers secondary school on the hindrances to proper Application or Administration of Sports (Physical Education) in the Education of the Girl-Child in Nigeria

S/N	Item Responses (138) N = 138	Males Responses (1830) N= 830								Female						
		SA	A	D	SD	$\overline{X_1}$	SD_1	DEC		SA	A	D	SD	X_2	SD_2	DEC
1.	Home and community Gender discrimination hinders full participation of girls in the educational process that involves proper administration of sports (physical – education)	65	23	42	08	3.05	1.00	A	1008	820	2	-		3.55	0.50	A
2.	Low parental income affects females in participating in education process that involves proper administration of sports (physical – education)	42	28	33	35	2.56	1.17	A	821	1000	09	-		3.44	0.51	A
3.	Many negative traditional and cultural practices affects female's participation in education process that involves proper administration of sports (physical education)	56	29	30	23	2.86	1.13	A	991	209	529	101		3.14	1.02	A
4.	Non existence of gender sensitive schools where sports is adequately administered hinders females balanced education.	69	26	04	39	2.91	1.29	A	721	1008	100	1		3.34	0.58	A
5.	Influence of religious factor affects females participation in balanced education.	12	14	69	43	1.96	0.87	D	208	100	993	529		1.99	0.89	D

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6.	Females low-self image of themselves also affect their participation in balanced education in which physical education is adequately administered.	62	44	16	16	390	1.01	A	1003	705	100	22	3.47	0.66	A

S/N	Item Responses (138) N = 138	Males Responses (1830) N= 830							Female						
		SA	A	D	SD	X_1	SD_1	DEC	SA	A	D	SD	X_2	SD_2	DEC
7.	Female adherence to existing cultural norms adversely affect their willingness to participate in balanced education in which physical education (sports) is adequately administered.	72	30	22	14	3.16	1.03	A	1009	700	115	06	3.48	0.63	A
8.	Persistent inadequacy of funds to provide needed specific sports (physical education) facilities/equipment in balanced education of the girl-child.	61	45	12	20	3.07	1.05	A	701	1020	69	40	3.30	0.65	A
9.	Indiscriminate use of corporal punish ent in schools is one the reasons for female under participation in balanced education.	05	03	93	32	1.86	0.62	D	08	100	122	160	1.19	0.54	D
10.	Inability of govt. to monitor and analise gender issues and tackle them affects female full participation in balanced education.	68	30	32	08	3.14	0.97	A	1112	400	208	110	3.37	0.91	A
	Total Mean					2.78	1.03				3.03		1.13		

Key:

SA	=	Strongly Agree
A	=	Agree
D	=	Disagree
SD	=	StronglyDisagree

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Table 1 reveals that only items 5 and 9 of the male teachers rating have the mean scores of 1.96 and 1.86 with standard deviation range from 0.87 and 0.62 respectively. All other mean rating of the male teachers have the mean score range from 2.56 to 3.16 with the standard deviation range from 0.62 to 1.29 respectively. Following the same trend the mean ratings of female teachers reveals that all the items with the exception of 5 and 9 have mean score range from 3.14 to 3.55 with standard deviation range from 0.50 to 1.22 respectively. For the female the mean scores for items 5 and 9 are 1.99 and 1.19 with standard deviations of 0.89 and 0.54 respectively.

Table 2 : t" test Analysis of Male and Female Teachers on Issues challenges and prospects of women (Girl – child) education in Nigeria: Implication for sports administration in schools

Source	N	X	SD	DF	"t cal;"	't' crit (0.95)	DEC
Male	138	2.78	1.03				
Female	1830	0.03	1.13	1966	8.33	1.96	Sign

Table 2 shows that in the 't' test analysis, the two mean scores with 1966 degree of freedom at 0.05 level of significance is 8.33. Since the computed 't' is greater than the critical 't', the null hypothesis (1) is rejected.

Table 3 : Mean Perceptions of Male and Female teachers on the prospects of adequate or proper administration of sports (physical education) in the education process of the girl-child

S/N	Item	Males (N = 138)							Female (N = 1830)						
		SA	A	D	SD	$\overline{X}_1$	SD_1	DEC	SA	A	D	SD	X_2	SD_2	DEC
1.	Social and economic status of women with balanced education is higher.	103	23	10	-	3.69	0.60	SA	1720	110	-	-	94	0.24	SA
2.	The earnings and saving capacity of women with balanced education is higher.	98	40	-	-	3.71	0.46	SA	1181	600	39	10	3.61	0.56	SA
3.	Incidences of sexually transmitted diseases and HIV/AID is low among women with balanced education	101	24	3	10	3.57	0.85	SA	1009	501	204	116	3.31	0.90	A
4.	Women with balanced education are more politically active and know their rights.	100	18	20	-	3.58	0.73	SA	172	630	1000	28	2.52	0.68	SA
5.	Women with balanced education contribute more to national development.	75	30	30	3	3.28	0.88	A	1005	701	100	24	3.47	0.66	A
6.	Women with balanced education play more vital role in the education of														

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	their children.	120	14	2	2	3.83	0.51	SA	1600	225	5	–	3.87	0.34
SA														
7.	The nutritional status of children from women with balanced education is higher.	130	08	-	-	3.94	0.23	SA	1664	60	106	-	3.85	0.49
SA														
8.	Women with balanced education are better informed about family planning.	13107		-	-	3.95	0.22	SA	1160	500	142	28	3.53	0.70
SA														
9.	Educational attainment of children from women with balanced education is higher.	101	25	10	2	3.63	0.68	SA	1405	206	205	14	3.64	0.71
SA														
10.	Women with balanced education are more economically empowered.	109	25	s4	-	3.76	0.49	SA	1608	202	20	-	3.87	0.37
SA														
TOTAL Mean		3.69	0.63	SA					3.56	0.72	SA			

Table 3 shows the mean ratings of male and female teachers on the prospects of women education in which adequate sports (physical education) was administered as part of the balanced education process; the male teachers agreed on all the identified items with the mean score range, from 2.52 to 3.95 and a standard deviation range from 0.22 to 0.90 respectively.

In the same vain the female teachers all agreed on the 10 items with the mean score range from 2.52 to 3.94 and with standard deviation range from 0.24 to 0.90 respectively. The total mean score of the groups of respondents are 3.69 and 3.56 respectively, with a standard deviation of 0.63 and 0.72 respectively.

Table 4: 't' test Analysis of the male and female Teachers on the prospects of women/Girl-child education adequately balanced with sports (physical education administration as part of the education process.

Source	N	X	SD	DF	't'cal	't'crit	0.05	Decision
Male	138	3.69	0.63					
Female	1830	3.56	0.72	1966	6.50	1.96		Significant

The result in table 4 reveals that the 't' test analysis of the two mean scores with 1966 degree of freedom at 0.05 level of significance is 6.50. The computed t' is greater than the critical 't', therefore the null hypothesis which stated that there will be no significant difference in the mean perceptions of the male and female teachers on the prospects of adequate and proper application or administration of physical education (sports), in the education process of the girl – child was rejected.

IV. Discussion

From table I the findings reveals that male and female teachers were all of the view that gender discrimination at home and community, low parental income, negative traditional and cultural practices, absence of a gender friendly (sensitive) school environment; girls low self esteem, or image of themselves, females adherence to cultural norms, inadequate funding to cater for female adequate exposure to administration of sports (physical education) in the education process of the girl-child, and inability of government to monitor gender issues in education, hinder women's (girl-child) full exposure or participation in a balanced education. This further confirms or gives credence to FRN (2000) that maintains that there still exists the gender inequality, with low representation of the girls falling from behind as they move up in the education ladder.

The findings from this study that gender discrimination at home and community, negative traditional and cultural practices; and female adherence

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to established cultural norms, hinder girls willingness to participate in balanced education, in which physical education (sports) is adequately administered, tends to be in agreement with Ozigboh (1998) who opines that traditionalism has been the main impediment in the provision of adequate education for the girl-child. Further supporting these findings equally is Lifanda (2007) who asserted that at home and community levels gender-dissemination hinders the full participation of girls in schools education process. The use of girls as family care-givers (baby seaters) and income earners (hawkers of items/wares) still persist in preference to educating the girl-child.

Furthermore, the results from table 1 which revealed that low parental income and inadequate funding needed to be addressed frontally. The fact that gender (females) needed specific sports (physical education) facilities/equipment for balanced education of the girl-child, goes to confirm FRN (2005), which pointed out that the decrease in the percentage of female enrollment might be due to (hidden cost in education) such as cost of school uniforms, feeding, transportation fare, etc) costs of sending their girl-child to school. Also parents cost – benefit analysis.

This study also revealed that absence of gender sensitive schools where sports is adequately administered, hinders females full participation in a balanced education, which tends to negate the UNESCO (2002) declaration of Education for all; where it was stated that the most urgent world priority is to ensure access to improved and qualitative education for girls and women, where every obstacle that hampers their active participation must be removed. The result of this research shows that government tend not to have tackled seriously this issue of (hidden costs in education), which tend to affect the education of the girl-child most (parents cost-benefit-analysis regarding the education of their male and female children). The findings equally supports Lifanda (2007) who maintained that inability to analyse and monitor gender issues in Education policies as well as lack of adequate funding to address gender and girls specific needs, are major constraints in achieving gender parity in balanced education. From table one it could be deduced succinctly that the girls-child have low self-image, lack motivation and tendency of being satisfied with lower social status, all of which points to age-long social, cultural, economic and political factors, this therefore demands governments urgent attention, if gender disparity in balanced education, in which sports (physical education) would play desired role may be realized.

In table 2 it was revealed that the mean scores of the two groups of respondents were tested for significant difference, which showed that the calculated 't' (8.33) is higher than 't' critical (1.96) hence the Null Hypothesis (1) which stated that there will be no significant difference in the mean perception of male and female teachers on the hindrances to proper application or administration of sports (physical education) in the education process of the girl-child, was rejected.

The result in table 3 showed that, both the male and female teachers agreed that all the identified items on the prospects of women education can only be achieved in the education process where adequate and proper administration of sports (physical education) play desired role. Which equally confirms Bello and Okoro (2011) who said that sports (physical education) are far more than a luxury or a form of entertainment. Access and participation in sports (physical education) is a human right and very essential for all individuals of all ages to live and maintain a healthy life. That apart from playing and engaging in organized competitive sports (physical education), sports has a role to play in all societies since it improves peoples health and reduces the likelihood of diseases such as HIV/AIDS. The findings on table 3 equally corroborates Alagbu 2010, who said that when one makes a critical observation of the training (Education) process of our youths, one could discover that majority of them pass through the secondary schools without availing themselves of the most important aspect of the educational developmental process, which can only be offered through sports and physical education.

V. Conclusions and Recommendations

The following conclusions and recommendations were made based on the findings of this research study as follows:-

The adage which says that a healthy nation is a wealthy nation has far implications in the proper education of the girl-child since population-wise, they are more in mummer again it is said that women are naturally endowed with great virtues and potentials which if properly channeled or tailored through education, process where sports (physical education) would play its desired role, would help a great deal in the development of the Nigeria nation. Empowering the women through balanced education would result to the realization of children that would function effectively in the society as future leaders through the sound training they would acquire from their educated mothers.

* Based on the highlighted findings of this research study, a call is hereby made for immediate dismantling of all forms of gender discriminations and some cultural practices existing in the homes and communities, thereby allowing equal opportunities for the girl-child and their male counterparts in education.
* There is need to establish girl-friendly schools with the right climate that would be congenial to teaching

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and learning, in which the rights of the girl child is adequately protected.

* They should be more awareness campaign on the significance and importance of girl-child education by the male counterparts themselves, rather than women championing such campaigns. This will help to give the drive a s-tronger out – look and impetus.
* Efforts must be made by the federal government to further equip existing schools especially the (all-girls) and mixed (boys and girls), federal schools; with modern and standard sports facilities/equipment as it obtains in advanced countries of the world, if educated women with greater virtues and contribution towards national development must be realized.

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Selected Health Determinants and Academic Performance of Undergraduate Students of University Putra Malaysia

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Abstract - Introduction: Academic performance of university student impacts their future educational attainment and health. The objective of the study was to determine the relationship between the selected health determinants and academic performance of undergraduate students of Universiti Putra Malaysia.

Materials & Methods: An analytical cross sectional study was conducted among undergraduate students in Universiti Putra Malaysia. Undergraduate students were chosen by systematic random sampling based on the list of undergraduate students given by the University's registrar's office.

Keynotes : academic performance, health determinants, religiosity, physical activity, undergraduate university students.

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SELECTED HEALTH DETERMINANTS AND ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS OF UNIVERSITY PUTRA MALAYSIA

Strictly as per the compliance and regulations of:

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Selected Health Determinants and Academic Performance of Undergraduate Students of University Putra Malaysia

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Abstract - Introduction: Academic performance of university student impacts their future educational attainment and health. The objective of the study was to determine the relationship between the selected health determinants and academic performance of undergraduate students of Universiti Putra Malaysia.

Materials & Methods: An analytical cross sectional study was conducted among undergraduate students in Universiti Putra Malaysia. Undergraduate students were chosen by systematic random sampling based on the list of undergraduate students. A self-administered pre-tested questionnaire was used to collect data on health related behavior and academic performance.

Results: There were 9,852 undergraduates' population for 2011 and all the entire 1314 students completed the questionnaire (672 females and 642 males).The response rate was 100%, the mean age of the respondents was 21.89 and standard deviation is 2.208 years. The sample comprised of 76.7% Malays, 9.8% Chinese and 13.5 % Indians. In terms of academic performance, measured through CGPA showed that 40.7% of the respondents gained below 3.00, 39.5% obtained 3.01 to 3.50 only 19.6% have good CGPA ranging from 3.51 to 4.00. The majority of the respondent (79.5%) agreed that having good grades is very important. Based on body mass index (BMI) 54% or (709) respondents have normal body weight and only 6.2% respondents were obese. There is no significant difference in the mean of academic performance score for males (M=3.22, SD=.371) and female students (M=3.23. SD=.62). There was significant relationship between religiosity, subjective health status, socio economic perception and academic performance (r=.123, P < 0.01). Only three predictor variables were significant in explaining academic performance namely: religiosity (p > .001), health status (p < .007) and physical activity (p < .0.20).

Conclusion: This research seeks to contribute to the evidence based on the importance of health on academic performance of the particular university students. The findings from the research support the relationship between the selected health determinants and academic performance of the university students namely religiosity, health status and physical activity.

Keynotes : academic performance, health determinants, religiosity, physical activity, undergraduate university students.

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I. Introduction

Good academic performance is an important goal for teachers and parents alike as youth face adulthood and an increasingly competitive job market that requires advance learning skills. During adolescence, intellectual, physical and emotional development is critical. Moreover, many of the behaviors initiated during adolescence may be important determinants of subsequent behaviors ([1]). Health related behaviors are especially important because they may affect not only development of disease or disability but also intellectual development. Substance use is a major concern due to high usage rates, documented harmful health effects, and evidence that it contributes to academic failure ([2]). Previous studies have shown that low academic achievers are more likely to smoke cigarettes, drink alcohol and use marijuana and other illicit drugs ([2]).

In addition to the adverse physiological effects of obesity which is partly attributed to physical inactivity, research studies have also demonstrated that physical inactivity adversely influences academic performance ([3]).

Thus, this study aims to determine the relationship between selected health determinants and academic performance of undergraduate university students, Universiti Putra Malaysia.

II. Materials and Methods

An analytical cross sectional study was conducted among undergraduate students in Universiti Putra Malaysia. A self administered pre-tested questionnaire was used to collect data on health related behaviors and academic performance. Subjects were selected from the students' list by systemic random sampling based on inclusion and exclusion criteria. The questionnaire was validated; Cronbach's Alpha reliability test for all variables indicated good internal consistency with reading ranging from .61 - .87.

Weight and height was measured with students wearing light clothing and no foot wear. Weight was measured using a digital weighing scale (model 880,Seca Hamburg, Germany) calibrated to the nearest

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0.1kg and the student were positioned at the center of the weighing scale so that their weight will be evenly distributed. Height was measured using a portable measuring unit (Seca body meter, model 208,Seca Hamburg, Germany) calibrated to the nearest 0.1cm with the students standing with their heels together and their heads positioned in horizontal plane, with their heels, buttocks, shoulder blades and heads against the back of the Seca body meter.

CGPA was obtained from the students based on the last examination; statistical package for social sciences (SPSS) version 20 was used for analysis of data with $p < 0.05$ was taken as significant. An independent–sample t-test, correlation and multiple logistic regressions analysis were conducted.

Ethical clearance was obtained from the Medical Research Ethics Committee of the Faculty of Medicine & Health Sciences, UPM. Anonymity and confidentiality issues were adhered.

III. Results

There were 9,852 undergraduates' population for 2011 and the entire selected 1314 student completed the questionnaire (672 females and 642 males). Response was 100%, the mean age of the respondents was 21.89 and standard deviation is 2.208 years. The sample comprised of 76.7% Malays, 9.8% Chinese and 13.5 % Indians. In terms of academic performance, Table 1 on CGPA showed that 40.7% of the respondents gained below 3.00 CGPA, 39.5% obtained CGPA ranging from 3.01 to 3.50 only 19.6% have good CGPA ranging from 3.51 to 4.00. The majority of the respondent (79.5%) agreed that having good grades is very important.

Table 2 shows 54% or (709) respondents have normal body weight and only 6.2% respondents were obese. An independent–sample t-test was conducted to compare the mean academic performance score for male and female undergraduate students showed no significant difference in the mean academic performance score for male (M=3.22, SD=.371) and female (M=3.23. SD=.62). Correlation analysis found significant relationship between religiosity, subjective health status, socio economic perception and academic performance ($r=.123$, $P< 0.01$).

In table 3, multiple logistic regressions were used. There were three variables predicting academic performance. The three predictor variables were religiosity ($p < .001$), health status ($p < .007$) and physical activity ($p < .020$).

Table 1 : Cumulative grade point average (CGPA) score of respondents

	Frequency	Percent	Mean	SD
Academic performance			3.23	.367
< 3.00 (low)	537	40.7		
3.01-3.50 (moderate)	519	39.5		
3.51-4.00 (high)	258	19.6		
Total	1314	100.0		

Table 2 : Scores of body mass index (BMI) of respondents

	Frequency	Percent	Mean	SD
BMI			21.64	4.708
Underweight	356	27.1		
Normal weight	709	54.0		
Overweight	168	12.8		
Obesity	81	6.2		
Total	1314	100.0		

Table 3 : Correlation between independent variables and academic performance

	Religiosity	Subjective health	Health Status	Socio-Economic	Home Environment	Academic performance
Religiosity						
Subjective Health	.287**	1				
Health Status (BMI)	.018	.046	1			
Socio-Economic	.244**	.178**	.066*	1		
Home Environment	.396**	.172**	.105**	.385**	1	
Academic Performance	.123**	.085**	.072**	.056*	.065*	1

** Correlation is significant at the 0.01 level

* Correlation is significant at the 0.05 level

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Table 4 : Determinants for academic performance among undergraduate students in Universiti Putra Malaysia

Model	B	Std. Error	Beta	t	Sig.
(Constant)	2.862	.070		40.719	.000
Religiosity	.054	.017	.101	3.230	.001*
Subjective Health	.027	.015	.052	1.785	.074
Health Status	.006	.002	.076	2.715	.007*
Socio-Economic	.021	.019	.034	1.120	.263
Home Environment	.004	.020	.007	.203	.839
Smoking Habit	.067	.046	.047	1.448	.148
Alcohol Consumption	-.086	.059	-.048	-1.459	.145
Physical Activity	.049	.021	.067	2.329	.020*

Notes: R = 0.170, R^2 = 0.029, Adj. R^2 = 0.023; F= 4.778, P = 0.0001, significant p< 0.05

Table 5 : Association between alcohol consumption of respondent and their academic performance

Alcohol Consumption Classification	Academic performance (CGPA)			TOTAL
	< 3.00	3.01-3.50	3.51-4.00	
Alcohol Consumption (No)	514 41.1%	496 39.6%	241 19.3%	1251 100.0%
Alcohol Consumption (Yes)	18 31.0%	22 37.9%	18 31.0%	58 100.0%
TOTAL	532 40.6%	518 39.6%	259 19.8%	1309 100.0%

Likelihood Ratio Chi-square = 4.868 *df* = 2 *P*-value = 0.088
Cramer's *V* = .064, % cell with expected count less than 5 = 0.0%

IV. Discussion

The study examined the factors that are important for the students' satisfaction with their academic performance, their demographic variables, health status and health behavior, and the three indicators of their academic performance. Among the students' academic performance, health status and risk behaviors are cyclically interdependent. This research links these various features together in order to capture the wider landscape of university students well being, educational and achievement.

With regards to academic performance, student exhibited medium to high satisfaction with their academic performance. This is in agreement with the other survey, which found 79.5 % of the students reported that it is very important to have a good grade at school (4). There were also no gender differences in the academic performance in support of the study hypothesis. (4) Found no gender difference in a study of one UK University and (5) reported gender differences in only one out of 12 satisfaction questions that are inquired about in the UK.

Majority of the students in this study perceived their health as good to excellent, and kept an eye on their health. Perceived health awareness was associated either with the student importance of good grade or how they rated their own academic performance. Linkage between health and well-being has been acknowledged by researchers (6) suggesting the need for quality program at university that takes into accounts that put health as an important factor for good academic performance.

Studies have also found that poor academic performance was associated with compromising behaviors, physical, mental and emotional problems (7) but this research did not support such link where alcohol consumption was not significantly different with academic performance (Likelihood Ratio χ^2 (2, N = 1309) = 4.868, p= 0.088).

Majority of the students who do not take alcohol obtained CGPA lower than 3.00 and only a small percentage of them obtained CGPA between 3.51- 4.00. In contrast, students who consume lower amounts of alcohol obtained CGPA lower than 3.00 and slightly high percentages were students who get CGPA 3.51- 4.00., therefore the magnitude or strength of relationship between alcohol consumption, smoking and academic performance were not correlated. Nevertheless, the lacks of significant association between alcohol consumption, smoking and academic performance are conceivable. Studies have shown a positive relationship between academic performance and alcohol consumption (8), few studies have shown no correlation (9), and inverse relationship.

Less than half of the respondents are physically active while the rest admitted that they have not done any physical activity for at least 10 minutes continuously. This research found that most of the students are not meeting daily physical activity recommendations (10) demonstrating that the students are becoming sedentary during a significant portion of the time they spend in

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school (11). Inactivity during university years may place the student at an increased risk for being overweight which could lead to obesity and place the student at risk for developing all of the chronic diseases associated with this condition (12). Researchers have shown that physical activity behavioral patterns are established in students during early in life (13). The time to proactively influence an active lifestyle in students is during early education, if the students start life with sedentary behavior they are likely to continue this pattern and to experience many adverse health consequences (12). In addition to the physiological effects of inactivity, studies have shown that physical activity plays an important role in the cognitive development of the student (3). Therefore physical activity becomes is an essential part of students' life early in age (14). According to the Malaysian National Health and Morbidity Survey III (15), Malaysians do not perform exercise, as nearly 70.0% of the adult did not exercise at all while only 11.6% of Malaysians were engaged in regular physical activities, such as jogging, team sports, brisk walking, and racket sports.

The results of the correlation analysis between the dependent variable and independent variable found significant relationship between religiosity and academic performance ($r = .123$, $p < 0.01$) indicating that with an increase in religious activity would increase academic performance. (16) Found that students who participate in religious activities were related to heightened educational expectation, and student who reported that they were more deeply religious obtained higher score in standardized test. Part of the result of this study indicates that university student's religiosity is an important contributing factor in good academic achievement. Counselor educators know, preach and practice the concept of advocacy for their students. A large part of the advocacy ultimately is to help students on a personal level recognize their assets, sources of support, and resources, both internal and external. When appropriate, including student and family religiosity as part of this discussion may be an important supportive factor in fostering good academic performance.

Secondly, results also showed a significant relationship between health status and academic performance where ($r= .085$, $p < 0.01$). (17) explored the relationship between health status and academic achievement in Icelandic school; they found body mass index (BMI) was strongly associated with academic achievement, followed by diet and physical activity. (16) Found that good health is essential for effective learning. Thirdly, the result found a significant relationship between socio economic status and academic performance where ($r= .065$, $p < 0.05$). In addition, an international study has shown that socio economic composition is a strong predictor of student academic achievement (18).

Another significant relationship was found between home environment and academic performance of the respondents ($r= .065$, $P< 0.05$). (19) Showed that the quality of parents and home background of a student is able to predict the quality and regularity of the satisfaction and provision of the students' functional survival and academic needs. This connection between home and school is associated with the proximal processes that influence adolescent development. Home environment serves as a learning context (20) and parental academic philosophies often guide the choices they make at home for their adolescent children including (providing achievement related materials and supports). Parents play an important role in the development of adolescent school attitudes by influencing how they will view the importance of good academic achievements (21).

Based on the multiple linear regressions only three predictor variables were significance in explaining academic performance. This suggested that the three-predictor multiple linear regression model was supported by the research data. The three predictor variables were religiosity, health status and physical activity.

V. Conclusion

This research seeks to contribute to the evidence based on the importance of health on academic performance of the particular university students. The findings from the research support the relationship between the selected health determinants and academic performance of the university students namely religiosity, health status and physical activity.

VI. Recommendation

Healthy lifestyle is essential for students to achieve their full academic potential, mental growth, lifelong needs health and well-being. When students are not healthy they are unable to reach their full potential. University needs to strengthen the promotion of a healthy lifestyle that includes proper nutrition and exercise. The university can promote help healthy eating habits by emitting a consistent health messages and ensuring that healthy food choices are offered at school food courts. University authorities need to provide opportunities for students to receive education on good nutrition, importance of exercise and good health in school environment. University should also establish a committee that includes students to promote a healthy school atmosphere by focusing on students living a healthy lifestyle. University needs to make the commitment to offer quality food that provides the energy and nutrients students need to achieve their maximal potential. By offering a variety of healthy food in the school food courts, students will learn to enjoy many different foods and develop healthy eating habits. University authorities can show they are committed by ensuring that food staff is properly trained, the menu meets or exceed the nutrition standards set forth by dietary guidelines.

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Students should be asked for their input before planning meals so that a variety of food can be offered that is not only nutritious but appealing to the students.

Due to the considerable amount of year's student spend at university, more attention needs to be paid on how they live their lives, food options that are available if they want healthy eating to become a normal lifelong behavior. University cannot ignore the important of supporting living a healthy lifestyle since 35 % of the students daily calories are consumed at school (22). More research needs to be done to show a correlation between diet, health and academic performance. Religiosity and spirituality are issues of increased interest to the counseling profession and have not been sufficiently studied. To better understand and support a student's academic development, it maybe be important to explore the role of religiosity on degree attainment. The results support a focus on health program that consider factors influencing academic performance of university students. Health promotion activities may have the ability to influence relevant predictors of educational achievement on university students and to public health, it also contribute to the core business of higher education learning.

A limitation of this study could be that the result was relied on a self reported data. The data analysis was based on a self administered questionnaire which was collected from the respondent. Hence, the reliability of the self reported data could be questioned because biases might occur due to underreporting and under estimating.

The result of this study might not represent all the population of undergraduate students in Universiti Putra Malaysia due to the fact that those in year one was excluded based on exclusion criteria of the study, thus may limit the generalization of findings to the large population.

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Slang in Cameroon Pidgin English

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SLANG IN CAMEROON PIDGIN ENGLISH

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Slang in Cameroon Pidgin English

Napoleon K. Epoge

Abstract - Cameroon Pidgin English is one of the principal languages of inter-ethnic communication in Cameroon. Linguists and writers such as, Mbassi-Manga (1976), Menang (1979, 2005), Mbangwana (1983, 2004), Todd (1984), Ngome (1985), Echu (2003), Simo Bobda and Wolf (2003), Ayafor (2005), Neba et al (2006) and others have examined various aspects of Pidgin English in Cameroon. But as the language continues to grow and spread, there is need to continually tract it. This paper sets out to show the linguistic inventiveness, especially among the young and lively people, in quest of fresh, original, pungent expressions, to rename ideas, actions and entities in Cameroon Pidgin English. It highlights the morphological and semantic innovations of Cameroon Pidgin English slang items across speech and shows their originality of form and meaning. Focus is on their semantic fields, innovative word formation processes such as coinage (neologism), compounding and semantic extension, as well as their novel meaning and social value. All these juvenile qualities combine to give free rein to the impulse to play with the language, making it creative and refreshing.

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I. Introduction

According to Trask and Stockwell (2007: 221), Pidgin English is an auxiliary language created by people with no language in common. Very many times in human history, people with no language in common have found themselves thrown together and obliged to deal with one another. Sometimes the language of just one group will be learned by the others and used as a lingua franca, but often something quite different happens: words from one or more of the languages of the people involved will be taken and stitched together into a kind of way of communicating. In the same light, Bussmann (1998) holds that the term 'pidgin' designates a mixed language that arises in situations where speakers of different languages are unable to understand each other's native language and, therefore, need to develop a common means of communication. In such situations, it is noticed that the structure and vocabulary of the individual native languages are reduced over time, in order to bring about general, mutual understanding. Gradually, a functional mixed language develops from the rudimentary contact language and is learned along with one's native language. This is pidgin.

Linguistically, pidgins are said to be characterized by a limited vocabulary, a greater use of paraphrase and metaphor, a simplified phonological system, and a reduced morphology and syntax. It is also important to note, especially in view of naturalness theory and universals, that pidgin language systems are remarkably similar, regardless of whether they are related (English pidgins) or unrelated (English versus French pidgins) Bussmann (1998:905). Consequently, Holm (2004:5) defines pidgin as a reduced language that results from extended contact between groups of people with no language in common; it evolves when they need some means of verbal communication, perhaps for trade, but no group learns the native language of any other group for social reasons that may include lack of trust or close contact. Usually those with less power (speakers of substrate languages) are more accommodating and use words from the language of those with more power (the superstrate), although the meaning, form and use of these words may be influenced by the substrate languages. When dealing with the other groups, the superstrate speakers adopt many of these changes to make themselves more readily understood and no longer try to speak as they do within their own group. They cooperate with the other groups to create a make-shift language to serve their needs, simplifying by dropping unnecessary complications such as inflections (e.g., two knives becomes two knife) and reducing the number of different words they use, but compensating by extending their meanings or using circumlocutions.

Pidgins can and do arise whenever the conditions are favourable, and very many have been created just in the past few hundred years. Several were created along the east and west coasts of Africa, to facilitate trading among Africans, Europeans and Arabs. Many others were constructed in North America and the Caribbean, particularly to enable African slaves to talk to one another and to their European masters. And still others were constructed in the Far East, mainly for trading purposes.

It is healthy to point out here that linguists have realized that pidgins are not wrong versions of other languages but rather new languages. Their words were largely taken from an older language during a period of linguistic crisis to fill an urgent need for communication. This makes them appear to be deformed versions of that older language. However, if we examine pidgins as linguistic systems, wherein the structure of their syntax, word formation and phonology are analysed, it becomes evident that these systems are quite different from those of the language from which

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they drew their lexicon. Their systems are so different that they can hardly be considered even dialects of their base language. They are new languages, shaped by many of the same linguistic forces that shaped English and other 'proper' languages (Holm 2004:1).

II. Cameroon Pidgin English

In Cameroon, several scores of languages co-exist: two official languages (French and English), three major lingua francas (Pidgin English, Fulfulde and Ewondo Populaire (Koenig 1983)), and a multitude of over 280 diverse indigenous languages (Bitja'a-Kody 2004). The recent socio-linguistics survey of urban centres in Cameroon reveals that Cameroon Pidgin English is rapidly spreading throughout the country. In the extent of its area of dominance, and in the breath of the circumstances of its primary usage, Pidgin English in Cameroon clearly assumes an importance never previously recognized. Its effectiveness, as a means of communication between people who do not share a common "home language" or "received language", has crept from its original home, along the Atlantic coast, to urban centres as far as Maroua (Mbangwana 1983). Consequently, Cameroon Pidgin English has gained much popularity as a language of culture used for worship and evangelization by Christian churches, buying and selling, socialization, and used in musical compositions, folk-tales, and other popular literature (Mbangwana 1983). It is the language of development and phatic communion in Cameroon. In fact, it is very present in the daily socioeconomic lives of the Cameroonian people, serving as a bridge between Cameroonians of various walks of life. Although *Ethnologue* (2002) estimates its speakers at 2 million people, the number is quite conservative when we take into consideration the numerous potential Francophone speakers and immigrants of Nigerian and Ghaniain origin scattered all over the national territory (Echu 2003). Today, it remains the language of daily interaction in informal situations and one of the preferred languages of popular music. It is used in humorous situations and for making jokes. It is equally used to express certain taboos, for instance, when discussing love and sex in public.

As far as the varieties of Cameroon Pidgin English are concerned, there are four distinct varieties: the Grassland variety spoken in the North-West Region, the Bororo variety spoken by the Bororo, the Coastal variety spoken in the South-West Region and the Francophone variety spoken by Francophones (Echu 2003).

III. Slang Usage

Slang is an area of lexis in a permanent state of flux consisting of vivid and colourful words and phrases which characterize various social and professional groups, especially when these terms are used for in-group communication. Slang items provide and reinforce social identity but they are also used in society at large to achieve an air of informality and relaxation (Gonzalez 1994). Anderson and Trudgill (1990:70) point out that, as slang items are subject to change over time and from place to place, 'what is a slang term for one person, generation or situation may not be a slang term for another'. In Trumble and Stevenson (2002), slang is described both as 'the special vocabulary and usage of a particular period, profession, social group' and as a 'language that is regarded as very or much below standard educated level. This definition of slang shows a tendency towards a sociological view of the phenomenon. This view is echoed by Eble (1996:11) who regards slang as 'an ever changing set of colloquial words and phrases that speakers use to establish or reinforce social identity or cohesiveness within a group or with a trend or fashion in society at large'.

Thus, slang is broadly construed as language that speakers deliberately use to break with the standard language and to change the level of discourse in the direction of informality. It signals the speakers' intention to refuse conventions (Flexner 1960, Dumas and Lighter 1978) and their need to be fresh and startling in their expression; to ease social exchanges and induce friendliness, and to reduce seriousness and avoid clichés; in brief, to enrich the language (Partridge 1947:288). As Mencken (1967:702) points out, there is 'a kind of linguistic exuberance' behind slang, 'an excess of word-making energy' that revives the standard language by introducing new words and novel meanings into its lexicon. It is used because there is the desire to secure increased vivacity and the sense of intimacy in the use of language (Mattiollo 2005). Consequently, the *Oxford English Dictionary* defines slang as language of highly colloquial type, considered as below the level of educated standard speech, and consisting either of new words or of current words employed in some special sense. In a related definition, it also describes slang as language of a low and vulgar type and the special vocabulary or phraseology of a particular calling or profession. This sums up the paradox of slang. People look down on it, but can hardly avoid using it, for everyone has some calling or profession. We all use our language in different ways, depending on the circumstances. Most often, we speak differently in formal contexts and in informal contexts. Especially when speaking informally, we often take pleasure in resorting to slang - informal but colourful words and expressions.

Slang expressions are usually introduced by the members of a particular social group; they may remain the property of that group and serve as a badge of group identity, or they may instead become much more widely known and used. The majority of slang lexemes have a comparatively short life but they can be very fashionable and picturesque. In certain cases, some of

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these slang terms have become full-fledged words such as hijack, booze (alcoholic drink), streamline, lipstick, awesome, stardom. A drunk has variously said to be loaded, soused, fried, pickled, sozzled, pissed, blitzed, bombed, smashed or tired and emotional, or that he has had a skinful or is three sheets to the wind.

In West Africa in general, and in Cameroon in particular, slang is a form of language that is in a permanent state of continuous change. It consists of vivid and colourful words, and phrases which characterize various social and professional groups. Consequently, slang lexemes provide and reinforce social identity and achieve an air of informality and relaxation. They are also used to exhibit great social dynamism and as an arm against established authority and conventions.

IV. Data and Survey Instrument

The data for this study is based on my observations through recordings and field investigations over the past four years. The recordings involve mainly the conversations of speakers of Cameroon Pidgin English at different social events and conversations. The recordings reflect different settings, sexes, ages, ethnic and educational backgrounds. Some of the textual material, for this study, is also drawn from newspapers such as Eden, The Post, and from Cameroonian contemporary popular music as well as radio and television discussions. Data from various sources (whether oral or written) were put together and analyzed. With the assistance of some English language experts in the country and postgraduate students, the present researcher identified impressive lexical items used as slang terms in Cameroon Pidgin English.

The next stage in the exercise consisted in checking the degree of integration of these lexical items into the Cameroon Pidgin English. The technique adopted was that of telling the meaning of the words and constructing sentences with them. The respondents, who were randomly selected, had a least the GCE Ordinary Level. They were each given a small sample of twenty-five words and were asked to give the meaning of each word and to construct a sentence with each of them. The meaning and sentence construction exercise revealed that the words cited, as a corpus in this study, are recognized and accepted by at least 85% of the informants: they actually gave the meaning of these lexical items and constructed meaningful sentences with them. The meaning of each slang term and the sentence constructed conveyed the same meaning as the original sentence from which they were extracted. The remaining 15% include cases where some respondents simply skipped some of them.

V. Discussion of Data

This section of the paper highlights the morphological and semantic innovations of Cameroon Pidgin English slang items across speech and shows their originality of form and meaning. Focus is on slang items innovative word formation processes such as coinage, compounding, semantic extension, as well as their novel meaning and social value. These are words, expressions, and usages that are casual, vivid, racy, or playful replacements of usual or standard ones.

a) Coinage

It has to do with coming up with new words into the language. Structurally, these words do not seem to exhibit any observable pattern of construction.

1. *abakwa*: 'Bamenda', the headquarters of the North West Region of Cameroon.
2. *boulot*: 'a piece of job'; 'work'; 'to work'. e.g. *I get boulot for ntang*.('I have work at home*). I di boulot* (for, 'I am working). *chewer*: 'a single man/woman with no companion of the opposite sex'.
3. *complice*: 'brother'; 'friend'. For instance, *Complice mimba wi* may mean 'Brother, remember us.' or 'Friend, remember us'.
4. *damer:* this slang is used as a verb and as a noun. As a verb it means 'to eat'. For instance, *you wan damer, you mimba wi* means 'When you want to eat, remember us'. As a noun it means 'food'. For instance, *you like damer too much* means 'You like food very much'.
5. *diko*: it is a verb with the meaning 'to die' as in *Wi no want diko*; which means 'We do not want to die'.
6. *docky*: 'documents'. It refers to forged official documents such as birth certificates, marriage certificates, result transcripts and testimonials, driving license etc.
7. *ekwen*: 'misery'. For instance, *Wi no want ekwen for dis Mboko* means 'We do not want misery in this home/Country'
8. *flo*: it is a noun and it means 'cigarette', as this example demonstrates: *Na whose kind flo you di pompa so*? (Which brand of cigarette do you smoke like that?).
9. *jakass*: it is a Pidgin English word for 'a donkey'. As slang term, it means 'someone you are not on good terms with'. It also means 'a carrier'.
10. *katika*: from the English word 'caretaker'. The word refers to a security guard in charge of a public place like cinema hall, recreation ground, casino, etc. It entered current Cameroon Pidgin English usage in the late 1980s among young urban dwellers, as expressed essentially in oral discourse. It also refers to the person who controls and supervises gambling.
11. *kolo*: (one thousand CFA francs). The word *kolo* entered Cameroon Pidgin English spoken in Douala through bandits and highway robbers in the late 1960s. Today, it is used in the Cameroon Pidgin English of young both urban and rural dwellers.
12. *MBF*: this is an abbreviation which stands for 'Married But Free'. It is used to describe women who are married but still date other men.

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13. *mbindi*: 'a little thing'.
14. m*boko*: 'country'.
15. *mbourou*: 'money', as demonstrated in the example *Wi no get mbourou for pay*
16. *damer.*(We do not have money for food).
17. *mbout*: abbreviated from Cameroon Pidgin English *mboutoukou,* which means 'a good for nothing person' or 'a weakling'. Mainly used by young people, this lexeme has been existing in Cameroon Pidgin English since the 1970s.
18. *mouf*: get out; go away. This interjection is used in jovial contexts, especially among young people. It is a lexical item very popular among students.
19. *mouna:* 'a child'. For instance, *mouna Africa* means 'a child of Africa'.
20. *ndamba*: 'football'; as in '*Wi like ndamba*. This means 'We like football'.
21. *ndutu*: 'illuck', as exemplified by the structure *Na you bring ndutu for dis house*. (You brought illuck to this house). *nga* (also known as *small-thing*): 'a girlfriend'.
22. *ngata:* 'prison' as in *Wi no wan go for ngata*; which means 'We do not want to go to prison'. *ngeme* (also known as *fua*): It is used as a noun and as an adjective; and means *poverty* and *poor. ngegereu* (also known as *mokala*): 'an albino'.
23. *ngola*: 'Yaounde', the political capital of Cameroon.
24. *ngoma:* 'fifty CFA francs'
25. *ngum*: 'strength' For instance, You no get ngum means 'You do not have strength'; 'You are not strong enough'. *ngundu* (also known as *jokmasi*): 'work without pay'.
26. *ngry:* 'hunger' or 'famine' as exemplified by the structure *Na ngry don make that nga di no'tou plenti so*. (It is hunger that makes that lady sleeps so much).
27. *njaka*: 'a female child (daughter)'. e.g. Ma njaka di sick. (My daughter is sick)
28. *nkane*: (also *nkané*) 'prostitute; brothel'. Its presence in Cameroon Pidgin English dates from the 1960s in the metropolitan areas of Cameroon.
29. *no'tou*: 'to sleep'.
30. *nounou*: 'novice' and also 'newcomer'.
31. *ntang*: 'one's home'.
32. *ntong*: 'luck' and also 'lucky', as exemplified by the structure *You no get ntong complice*. (You are not lucky brother).
33. *padiman*: 'someone's closest or best friend'.
34. R*emé (*also *rémay)*: 'one's mother' or 'an aged woman'.
35. r*epé*: (also *répay*)'one's father' or 'an aged man'.
36. *ressé*: (also *résay*) 'sister'; most especially 'an elderly sister'.
37. *sapeur*: 'a fashionable person'; 'someone who dresses well'.
38. *sabitout*: (also known as *oversabi*) someone who knows everything; pretentious person who claims to know everything. The presence of *sabitout* in Cameroon Pidgin English is relatively recent, dating from the late 1990s. Source: Cameroonian popular music. *souler* (also known as *shark*): 'to drink'.
39. *tchoko*: This word is used as a noun and as a verb. As a noun it means 'bribe' and as a verb it means 'to bribe'.
40. *tchotchoro:* 'small; someone of no importance'. Speakers of Cameroon Pidgin English have been using this slang since the 1980s. Source of lexeme: oral contexts.
41. *tchouquer*: it comes from the Cameroon Pidgin English word *tchouk*, meaning 'to pierce'. It is a verb and means 'to have sexual relationship with a woman'. This loan entered Cameroon Pidgin English in the 1960s through a local French slang known as 'le français makro' used by some Douala city dwellers. Source of loan: musical tune "Marche arrière" by Petit Pays, 1996.
42. *titulaire*: 'a regular sexual partner'. gombo: 'money given to someone in order to corrupt him/her'.
43. *nyeh*: 'corrupt police officer'

b) Compounding

A compound word is a linguistic expression that consists of at least two free morphemes or morpheme constructions which functions as a single word. Structurally, various types of word classes are matched together to form new words.

i) *noun + noun*

1. *brain-box* (it is made up of two English nouns 'brain' and 'box'): an intelligent person.
2. *Bushfaller* (it is made up of the English noun 'bush' and 'a pidgin English coined noun from the verb 'to fall' (*faller*)): someone who after some time abroad returns with money and uses it carelessly.
3. *ndinga man* (it is made up of an indigenous language noun 'ndinga' (guitar), and an English noun 'man'): a person who plays a guitar (a guitarist). This word entered the Cameroon Pidgin English in the 1990s through Cameroon contemporary popular music.
4. *wata-yam* (it is made up of a pidgin induced noun 'wata' (water) and an English noun 'yam'): a weak person
5. *mini-minor* (it is made up of an English prefix 'mini' and noun 'minor'): a young woman who has not yet attained puberty; very young prostitute. This lexeme has been present in Cameroon Pidgin English since the early 1960s. It is mainly used in oral contexts.

ii) *verb + verb*

1. *bayam sellam* (it is made up of the present participle of the pidgin verbs 'to baye' (buy) and 'to sell' (sell)): it simply designates a market woman who buys food products in the rural area and sells them immediately in the town or city. Besides being

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humorous in nature, these names are quite evocative and suggestive of the meanings attached to them.

2. *cry-die* (it is made up of two English verbs 'cry' and 'die'). It refers to a funeral.

iii) *verb +noun*

tchouk-head (it is made up of a pidgin verb '*tchouk* (to pierce), and an English noun 'head'): Porter.

iv) *verb + adverb + verb*

cam-no-go: from the English words 'come', 'not' and 'go' (that which comes and refuses to go away). It refers to a persistent kind of skin infection (itchy rashes) caused by an animal parasite.

v) *verb +adjective*

tchop-flop (it is made up of a pidgin verb 'tchop' (to eat) and a pidgin adjective 'flop' (full)): to be pregnant

vi) *noun + preposition+noun + pronoun +noun*

cova-for-massa-he-tchop (it is made up of a pidgin noun 'cova' (cover), an English preposition 'for', a pidgin noun 'massa' (husband), an English pronoun 'he' and a pidgin noun 'tchop'(food)): a female underpants.

vii) *adjective + adjective*

nyama nyama (it is made up of two pidgin adjectives 'nyama' (small) and 'nyama' (small): small; person or thing of little value or importance. This word used both as a noun and as an adjective made its way into Cameroon Pidgin English in the early 1980s through oral usage.

viii) *adjective + noun*

low-waist (it is made up of an English adjective 'low' and noun 'waist'): Shorts, skirts and trousers that do not get to the waist. *slow boy* (it is made up of an English adjective 'slow' and noun 'boy'): snail

ix) *verb + adverb*

nanga-boko (it is made up of an indigenous language word 'nanga' (to sleep) and a pidgin jargon 'boko'): a girl who usually sleeps out of her room.

c) Semantic Extension

As the details of everyday life change gradually, there is often a gradual extension in the meanings of words. One such extension is a change in the prototype of a category.

1. *bamenda* (the name of the headquarters of the North West Region of Cameroon): a person who behaves in a stupid way; a foolish person.
2. *bend skin:* from the English verb 'to bend' and the noun 'skin'. It is a *Motorcycle* used as a means of passenger transport in urban areas. This lexical item entered Cameroon Pidgin English current usage in the early 1990s when the economic crisis intensified in Cameroon following a major political crisis in the country in 1992. The motorcycle became a major means of transport in urban areas like Douala when traditional means of transport such as the yellow cab were forced by the radical opposition political parties to go on strike.
3. *frog* (a small tailless amphibious animal with smooth moist skin, webbed feet, and long back legs used for jumping): a francophone or French-speaking person.
4. *gist* (the essential point or meaning of something): to pass on recent news.
5. *japanese-handbrake* (the handbrake of Japanese cars): a selfish or closed fisted person. That is someone who holds his/her wallet tightly as the handbrake of a Japanese car.
6. *match* (a contest between opponents, especially a sports contest): a love-making instance.
7. *screw* (a piece of metal with a tapering threaded body and grooved head by which it is turned into something in order to fasten things): to make love.
8. *small thing* (something of a relatively little size): a girlfriend.
9. *wuman wrapper* (a woman's loincloth): a male person who dates many women.

d) Semantic Field

Semantic field denotes a set of semantically related words whose meanings delimit each other and are said to cover a whole conceptual or objective field without gaps. This implies the organization of related words and expressions into a system which shows their relationship to one another. There is some evidence from word association experiments in psychology that these meaning relations are relevant for the way in which we store words in our 'mental lexicon' (Aitchison 1994). Thus, a semantic field contains words that belong to a defined area of meaning (e.g. reference to kin and other people). The field then becomes the context within which to establish meaning relations. Like similar language variants (Lillo 2001, Gorlach 2000, kouega 2009), the corpus that make up slang terms in Cameroon Pidgin English shows that the following semantic domains have supplied a good number of words: kin and other people, sex life, state of being and money.

i. *Kin and other people*

Common slang terms referring to kin and other people include: *katika* (a security guard in charge of a public place like cinema hall, recreation ground, casino, etc. It also refers to the person who controls and supervises gambling), *mouna* (a child), *mbout* ('a good for nothing person' or 'a weakling'), *sabitout* (also known as *oversabi*) someone who knows everything; pretentious person who claims to know everything), *tchotchoro* (small; someone of no importance), *njaka* (daughter), *complice* (brother; friend), *ressé* ('sister'),

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r*emé* (one's mother or an aged woman), r*epé* (one's father or an aged man), *nounou* (a novice, newcomer), *ngegereu* also known as *mokala* (an albino), *bamenda* (a person who behaves in a stupid way; a stupid person), *jakass* (someone you are not on good terms with; a carrier), *bayam sellam* (a market woman who buys food products in the rural area and sells them immediately in the town or city), *bushfaller* (someone who after some time abroad returns with money and uses it carelessly), *nyama nyama*: (small; person or thing of little value or importance), *ndinga man* (a guitarist), *tchop-broke-pot* (a glutton or an extravagant person), *tchouk-head* (a porter), *wata-yam* (a weak person), *frog* (a francophone or French-speaking person), *japanese-handbrake* (a selfish or closed fisted person), *report card* (a person who reports everything to the authority).

ii. *Sex life*

Some of the common slang terms referring to sexual activities and relationships include: *nkane* (prostitute; brothel), *tchouquer* (to have sexual relationship with a woman), *chewer* (a single man/woman with no companion of the opposite sex), *nga (*a girlfriend), *MBF* (Married But Free), *cova-for-massa-he-tchop* (a female underpants), *mini-minor* (a very young prostitute), *nanga-boko* (a girl who usually sleeps out of her room), *seven-plus-one* (AIDS), *godasse* (condom), *private part* (genitals), *wuman wrapper* (a male person who dates many women).

iii. *State of being*

Several words are used to convey a variety of state of being such as *ntong* (luck; lucky), *ndutu* (illuck), *ekwen* (misery), *ngeme* (also known as *fua*) poverty)), *andrew-marie-mbida* (something that is out of fashion), *ngry* (hunger; famine), *no'tou* (to sleep), *diko* (to die), *ngata* (to go to imprison).

iv. *Money*

The general term for money is *mbourou.* The various denominations are: *kolo* (a thousand francs CFA), *pièce* (a hundred francs CFA), and *ngoma* (fifty francs CFA). Other terms related to money are *tchoko* (to bribe or give a bribe*), ngundu* (work without pay), *ngeme* (poor*), gombo* (illegal financial gains*), boulot* (a piece of job or work).

e) Semantic and Social Value of Slang terms in Cameroon Pidgin English

Slang, in Cameroon Pidgin English, is language that speakers use to show their belonging to a youthful social group and establish solidarity or intimacy with other group members. It is also used to strengthen the bonds within their group and to keep the older generation and non-members of their group at distance. Thus, it is used to reinforce group cohesiveness, keeping insiders together and outsiders out. Aspects like *nkané* (prostitute), *flo* (cigarette), *frog* (francophone), *mouna* (child), *nga* (a girl), *ngeme* (poverty), *mbourou* (money), *ntong* (luck), *andrew-marie-mbida* (something out of fashion), *screw* (to make love), *match* (instance of love-making), *ngeme* (poverty), *wuman wrapper* (a male person who dates many women) etc are considered related to young and fashionable people and are hardly understood by the outsiders. They also show that the user is in tune with the times. This portrays that slang, in Cameroon Pidgin English, carries a sense of being modern and fashionable. When people speak they do not only communicate a message, but also give information about who they believe they are. That is, they create their own identity.

The vocabulary of slang in Cameroon Pidgin English enriches the language with novel meanings. It establishes new extra senses, most of which derive from figurative language, for example, *tchop-broke-pot*. It refers to a glutton or an extravagant person; one that is to a large extent responsible for the political and economic ruin of his country.

In some instances an additional sense is more arbitrary given to standard words: *screw* 'to make love', *match* 'a love-making instance', *japanese-hanbrake* (a selfish person*), small thing* 'a girlfriend), *wuman wrapper* (a male person who dates many women). Also, metaphoric extension is the cause of many new meanings such as *andrew-marie-mbida* for 'something that is out of fashion'; *ngeme* (also known as *fua*) for 'being *poor* and *poverty'. tchouk-head* for 'Porter'; *ekwen* for 'misery'. Slang terms in Cameroon Pidgin English coin new derogatory expressions such as *bamenda* for 'a foolish person or someone who behaves in a stupid manner', *ngengereu* for 'an albino', *nounou* for 'newcomer', *frog* for 'a francophone',*tchop-broke-pot* for 'extravagant person', *mini-minor* for 'a very young prostitute'. *nkané* for 'a prostitute'.

At the sociolinguistic level, it is worthwhile noting that Cameroon Pidgin English is generally used not only for exotic purposes, but also to create fun in humourous situations. The humourous nature of Cameroon English Pidgin slang terms (e,g. tchop-broke-pot, frog, tchouquer, tchouk head, cova-for-massa-he-tchop, japanese-handbrake, slow-boy, wata-yam, screw, match) makes it more lively and suitable for the expression of the feelings of the speakers. For instance, the slang term *tchop-broke-pot* has a macabre sense of humour in that one wilfully breaks the only pot he has without giving any thought to the future. Also, the slang item *frog* (a French-speaking person) is humourous in the sense that the noisiness of French-speakers is likened to the disturbing nature of the noise frogs produce when they are in a pond. *Cova-for-massa-he-tchop* is another slang term that is humourous. It is humourous in that a woman's underpants are referred to as 'a lid (cover) of the container containing the food of the husband'.

Of all social groups in Cameroon, the youths and fashionable people are the most prone to the use

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and renovation of slang and unconventional language. They exhibit great social dynamism and are receptive to changes in fashion: in clothes, look, style, and also in speech.

VI. Conclusion

This study has examined slang terms in Cameroon Pidgin English and observed that speakers of Pidgin English in Cameroon, tend to render their interactions incomprehensible through lexical innovation processes such as coinage, compounding and semantic extension. These lexical items, which make up slang terms in Cameroon Pidgin English, are informal synonyms of the Pidgin English equivalents (e.g. slang *mouna*, CPE *pikin;* slang *abakwa,* CPE *Bamenda;* slang *wumam wrapper* CPE *akwara;* slang *damer*, CPE *tchop;* slang *mborou,* CPE *moni;* slang *tchoko* CPE *bribe,* slang *nga,* CPE *njumba*), and also fill in a linguistic gap. Consider, for example, the slang *tchop-broke-pot* which refers to an extravagant person, one that is to a large extent responsible for the political and economic ruin of his country. There is no Cameroon Pidgin English equivalent that can express the same concept. This also applies to slang terms such as *chewer* (a single man/woman with no companion of the opposite sex), *docky* (forged official documents), *bushfaller* (someone who after some time abroad returns with money and uses it carelessly), *jakass* (someone you are not on good terms with). Slang in Cameroon Pidgin English has vocabulary and phraseology from varied sources – English language (e.g. *frog* 'a French-speaking person', *private part* 'genital organs'), Cameroon indigenous languages (such as *nchinda* 'errand boy' *ngundu* 'work without pay', *nyama nyama* 'person or thing of little value or importance'), and the French language *boulot* ('a piece of job'). The list of words and expressions given above demonstrate characteristically youth qualities such as the disregard for convention, a tendency to regard people and the accepted attitudes with contempt or condescension, in order to give free reign to the impulse to play with language, making it creative and refreshing. Thus, slang is a reality that is gaining more and more vigour in Cameroon Pidgin English. It is the pepper and salt of Cameroon Pidgin English, but like these condiments, it must be used sparingly with due care and taste.

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The Importance of Downtoners in English Writing and Translation - with Reference to Chinese Movie Subtitle Translations

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I. Introduction

Lakoff (1973) introduces the concept of "hedge" from a semantics point of view to analyze words and phrases that are *fuzzy* in meaning, like *rather, largely, in a manner of speaking,* and *very.* He says these are 'words whose job is to make things fuzzier or less fuzzy'. He has categorized hedges in two groups:

First, the modifying hedge discloses the differences or discrepancies of a category. In a fuzzy set, an object is more than simply belonging to a set or not belonging to a set. Rather, it is, to a degree, an element of that set, which allows us to categorize it. Therefore, the object being described is, up to a certain degree, similar to the prototypical member of the category, but not the same as the prototype. Its fuzziness is determined by the semantics, not the discourse. If we isolate it away from the context, the fuzziness of the meaning remains. For example,

(1) A penguin is a bird.

(2) A penguin is sort of a bird.

The meaning of (2) is fuzzier than (1). A penguin is a bird by some definition but not completely a bird. The penguin is a bird according to scientific facts, though not a typical one. (1) Did not express this fact but (2) pointed it out more precisely. Hence, (2) is more exact than (1) in expressing objective truth, albeit fuzzier in its semantics. Hedge uses fuzzy semantics that can more accurately express the meaning. Accuracy and fuzziness are contradicting ideas. However, within a certain degree of fuzziness, ideas become more accurate. Examples of hedges include *some, little, relatively, especially,* and *mostly.* The second category of hedges discloses certain structural information that implies certain traits. It is undoubtedly the most important characteristic of the context. For example, in "He is a regular fish", a man cannot be categorized as a fish under normal circumstances. Therefore, the sentence is not saying the man is a real fish, but rather that he has traits that resemble a fish.

Later on, linguists have further defined and categorized hedges. Gove (1981) thinks hedges are noncommital or ambiguous narratives. Crystal (1997) defines it to be uncertain or conditional words or phrases, such as *sort of, more or less, I mean, approximately*, and *roughly.* Hedges include many categories of words, among which degree adverbs, such as *very, rather, quite, somewhat, pretty,* and *too* that precede adjectives, adverbs, and verbs to indicate the degree to which they apply have attracted a great deal of attention from researchers (Biber, Conrad, & Leech, 2002; Quirk, Greenbaum, Leech, & Svartvik, 1985). By Quirk *et al.* (1985, p. 589)'s definition, these degree adverbs are called "intensifiers'. Quirk *et al.* (1985, p.591) further classify intensifiers into two subcategories: amplifiers and downtoners, with the former indicating an increase of force conveyed by the word and the latter a decrease of the force.

Quirk et al. (1985) then further classify amplifiers into maximizers (completely, absolutely), and boosters (very, highly) to denote the high degree of a scale, and downtoners into approximators (nearly, virtually), compromisers (fairly, quite), diminishers (slightly), and minimizers (hardly, scarcely) to denote the low degree of a scale. These subcategories are listed in the table below with some examples.

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Categories		Examples	Categories
amplifiers	maximizers	completely, absolutely	amplifiers
	boosters	very, highly	boosters
downtoners	approximators	nearly, almost, practically, virtually…	downtoners
	compromisers	fairly, quite, kind of, more or less, rather, pretty	
	diminishers	slightly, mildly, partially, partly, somewhat…	
	minimizers	hardly, scarcely, barely, little…	

II. Literature Review

a) *Importance of Intensifiers*

The use of intensifiers has received a great attention from researchers (Biber, et al., 1999; Djatmika, 2009; Lorenz, 1999) . Studies have found that the use of intensifiers varies with spoken and written English, and the frequency of intensifiers is found to be higher in writing than in speaking (Biber, et al., 1999). The use of intensifiers is also found closely related with the quality of text. As stated by Partington (1993, p. 178).

The importance of intensification in the communicative process is that it is a vehicle for impressing, praising, persuading, insulting, and generally influencing the listener's reception of the message.

Though it may be argued that intensifiers are not so vital in syntax, they do play an important role in daily communication to convey different attitudes of the speaker or writer (Djatmika, 2009). Lorenz (1998) points out that the improper use of these intensifiers can often lead to non-nativelikeness of learner language, undercutting the effect of learner language, and exerting a negative effect on communication. As Lorenz (1999, pp. 26-27) says, „intensification is an important and, beyond the elementary level, intricate part of foreign language learning,"and „an investigation into learners" use of intensifiers can be expected to provide valuable insights into foreign language behaviour at its most committed".

Significant differences have been found between NS and NNS in the use of intensifiers in writing and speaking. For example, Liang (2004) investigates the use of intensifiers in a corpus of Chinese EFL learners" spoken English and compares it with that in an English native speakers" corpus. The corpus-based analysis reveals: a) that Chinese EFL learners use the booster word very far too much, and this results in a tendency of overstatement; b) that the overuse of some and underuse of other intensifiers, and the misuse of intensifiers as modifiers to non-gradable adjectives indicate a low accuracy of the learners" use of intensifiers; and c) that the learners often resort to the booster word very when maximizers and compromizers are preferred by native speakers. Lorenz (1998) found that the overuse of intensifiers by German EFL learners results in inaccuracy and exaggeration.

Among studies of intensifiers, the only corpus study focusing on downtoners known to the authors is that of Biber, Conrad and Reppen (1998). They have found that the most common downtoners have quite different distributional patterns across registers.

In conversation, the downtoner pretty is very common, while all other downtoners are quite rare. In contrast, academic prose uses a wider range of common downtoners, although none of them is extremely frequent.

It appears that in the current literature, studies of intensifiers mainly focus on amplifiers and studies on downtoners like Biber, Conrad and Reppen (1998), have not been done extensively. As an important category of the intensifier, downtoners appear worthy of further investigation in order to give a more detailed description of how non-native speakers use them in the production of English texts.

III. Research on Subtitling

In recent years, subtitling[1] has been widely used in the interpreter and translator (I/T) training as well as in general language teaching and learning. Research in these two fields has found that using subtitling may facilitate incidental learning, improve listening comprehension, increase motivation, help build student-controlled learning processes, and reduce student anxiety (Danan, 2004; Diaz-Cintas & Remael, 2007; Gambier, 2007; Kuppens, 2010; Lindgren & Muñoz, 2012; Vanderplank, 2010). Among these studies, Danan (2004) finds that subtitling could increase language comprehension and leads to additional cognitive benefits, such as greater depth of processing. Kuppens (2010) reports on the acquisition of a foreign language by children and adolescents when watching foreign language television. Lindgren (2012) further states that watching films is the most powerful exposure type for both listening and reading. Additionally, numerous studies find that subtitling improves students" listening comprehension in face-to-face interaction and communicative performance in specific oral and written communication tasks (Baltova, 1999; Neuman & Koskinen,

[1]Díaz-Cintas and Remael (2007) distinguish two types of subtitling: intralingual and interlingual, the former referring to subtitling into the same language, while the latter referring to subtitling into a different language. Subtitling used in this paper refers to the interlingual only.

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1992; Perego, Del Missier, Porta, & Mosconi, 2010; Winke, Gass, & Sydorenko, 2010).

However, some studies, for example Lommel, Laenen, and d'Ydewalle (2006), finds that contrary to vocabulary learning, using subtitling does not necessarily improve grammar learning, since grammar might be too complicated to acquire from a rather short movie presentation. Nevertheless, it appears that researchers generally agree that subtitling does play an increasingly important role in language and IT training.

Apart from studies on the effectiveness of using subtitling as a tool to facilitate student learning, researchers have paid a great deal of attention to the subtitling process and strategies taken by subtitlers. Pettit (2004) finds that subtitlers often alter their translations, resulting in the change of meanings from implied to explicit, and they prefer to standardize and simplify the dialogue. She also finds that some subtitlers would make substantial changes when intonation, accentuation and gesture dramatically change the verbal meaning. After identifying explicitation cases in her subtitle corpus, Perego (2003) even proposes a categorization of the types of explicitation found in subtitles. In addition to explicitation, some subtitlers have been found to take some „bold" approaches. For example, Baumgarten (2008) compares the subtitles of nineteen 007-James Bond series films and their German versions, and she finds that the subtitlers of the German versions tend to alter or add additional linguistics structures and devices when processing visual information. Zojer (2011, p. 409) finds that subtitles tend to leave cultural references untouched, "sometimes at the cost of the audience"s understanding and enjoyment". In addition, reduction and omission in subtitling has also been studied extensively since it is regarded as an inherent characteristic of subtitling (Diaz-Cintas & Remael, 2007; Gottlieb, 2004; Rosa, 2001).

As to why subtitlers take different approaches, Carvalho (2007) suggests that the subtitler's subjectivity is an important factor in the subtitling process, which should be taken into better account in order to understand the decisions made by subtitlers. Some suggest that pragmatic considerations might contribute to the choices of translation strategies (Mubenga, 2009; Ortega, 2011; Pavlovic, 2004). Having looked at the treatment given to the culture-bound terms present in the subtitles, Espindola and Vasconcellos (2006) and Delabastita (1990) suggest that subtitling is a cultural practice, in which power differentials between cultures play an important role in the subtitler's adoption of foreignization or domestication translation strategies. Of course, the subtitler's unawareness of cultural gaps and the absence of equivalent culture-pairs may also contribute to the problem of leaving culture-bound terms nontranslated, as found by (Zojer, 2011). As pointed out by Díaz Cintas and Remael (2007), Rosa (2001), and De Linde (1995), a number of factors may contribute to the widespread reductions and omissions in subtitles. According to these authors, subtitling is subject to many constraints as it involves interaction of sound and visual components to synchronize subtitle texts, images and dialogues; it may also be constrained by the viewer "s reading speed, the display time of subtitles on screen, and the actual size of the screen; and the switch from oral to written discourse in subtitling may require spoken features to be omitted.

Some studies further look at subtitling training models. Martinez-Sierra (2010) provides a review of various subtitling modes and describes the role of these modes and subtitling in various countries. Danan (2010) suggests a subtitling training model centered on self-initiated, task-based learning. In his subtitling model, some of the most important components include vocabulary acquisition, register awareness, emphasis on concision, delivery practice, and mastery of paralinguistic elements. Mc Loughlin (2009) introduces a model that uses subtitles in translation classes, reflecting on the linguistic, semantic, and cultural issues involved, and he proposes a model of analysis for pedagogical purposes which enhances advanced students' translation competence.

Although these studies have enabled us to have a better understanding of subtitling, only a few empirical studies have been carried out to look at specific linguistic elements, such as the use of intensifiers, for example downtoners, in subtitling. In his study of factors that may affect Chinese subtitle quality, Chen (2004) raises the issue of using toning down as a method to increase the quality. However, his study was based on the reflection of his own experience and mainly focused on Chinese subtitling of swearwords in American movies. The lack of research on specific linguistic elements in subtitling has been realized by many researchers, who call for the translation studies community to pay more attention to subtitling research to enhance its role in IT training (Baumgarten, 2008; Chen, 2004; Martinez-Sierra, 2010).

In our study, Chinese into English subtitles were targeted, and thus an important methodological issue arises from the generally poor quality of subtitles. As pointed out by Rosa (2001), the inherent reductions and omissions in the subtitling process may lead to information loss and poor quality. According to some researchers, subtitles of movies from non-English speaking countries often suffer from serious mistakes that lead to inaccurate and misleading expressions, and even bring on the audience"s headaches and fears (Chen, 2004; Gottlieb, 1997; Qian, 2004; Vanderschelden, 2002).

As poor quality subtitles will jeopardize the results of the study, we have only selected movies accompanied with authentic English subtitles provided by the movie producer so that the subtitles in our study are at least of certain quality and are produced

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according to the standard guideline approved by the producer. Additionally, our study only addresses downtoners at the lexical level so that the effect of the widespread ungrammaticality on the sentence level could be minimized.

Our study is aimed to investigate the general pattern of native Chinese-speaking translators' use of downtoners in subtitling Chinese movies, and the specific research questions are as follows:

1. What are the patterns of the Chinese translator's use of the four downtoners in movie subtitling? Are the patterns different from those of the subtitles of English movies?
2. Is there an overuse or underuse of certain downtoners in Chinese movie subtitles compared with English movie subtitles?

IV. Research Method

a) Research material

In order to compare the use of downtoners in movie subtitles, two corpora were built, one consisting of English subtitles of four Chinese movies: 霍元甲(Hou Yuan Jia), 小孩不笨 (xiao hai bu ben), 不能說的秘密 (bu neng shuo de mi mi), 刺陵(ci ling) ; and the other, of four English movies: Forest Gump, the Pursuit of Happiness, Three Idiots, and Good Will Hunting. The Chinese movie subtitle corpus consisted of 4957 lines and the English movie subtitle corpus, 7399 lines. Movie subtitles were chosen because they were considered as of the same genre and were thus characterized by similar discourse patterns and functions as pointed out by Kovacic (1998, p. 127).

b) Extraction of Downtoners

Word Smith Tools, a text analysis software package, was used to extract downtoners from the two corpora. We used the following downtoner keyword list (Table 1) as identified in Biber (1988) to search the corpora.

Table 1 : Biber(1988)'s list of downtoners

Approximators	Compromisers	Diminishers	Minimizers
Almost	kind of	mildly	barely
Nearly	sort of	partially	hardly
Practically	quite	partly	little
Virtually	pretty	slightly	scarcely
as good as	fairly	somewhat	in the least
all but	rather	in part	in the slightest
	enough	in some respects	at all
	sufficiently	to some extent	
	more or less	a bit	
		a little	
		least	
		only	
		merely	
		simply	
		just	
		but	

A total of 562 lines were extracted that contained the keywords in the list, and they were added into a SPSS data sheet. The records were then manually examined by the authors. Some records were excluded if the keyword found was not used as a downtoner in the sentences. For example, in the following sentences, the keywords (in bold face) were not used as downtoners, and they were excluded. A total of 487 records were left for further analyses.

a. I have no choice **but** to take action.
b. Everything I do is never **enough** for her.
c. When I was **little.**
d. What **kind of** account do you have?
e. Anything your **little** heart desires, I'm goin' to give it to ya.
f. One or two days **only**.

c) Data Coding

We then coded each record in the SPSS datasheet by the subtitle and downtoner types as follows:

Subtitle Type: 1=Chinese movie; 2= English movie.

Downtoner Type: 1= approximator; 2= compromiser; 3 = diminisher; 4 = minimizer.

d) Data Analysis

In order to answer research question1, a crosstabulation analysis was carried out to give a descriptive statistical account of the use of downtoners in both corpora, and a further Chi-square test was conducted to tell whether there were significant

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differences between the two corpora in the use of downtoners. In the further analysis to answer research question2, a detailed comparison of the four categories of downtoners was made between the two corpora, and descriptive statistics on most frequently used downtoners were produced and graphically presented.

V. Results

a) *Findings to Research Question 1*

Research question 1: What are the patterns of the Chinese translator's use of the four downtoners in movie subtitling? Are the patterns different from those of the subtitles of English movies?

Table 2 crosstabulates the subtitles of Chinese and English movies with the four downtoner types. The results show that diminishers are predominantly used (68.3%) among the four types of downtoners in Chinese movie subtitles. The occurrence rate of compromisers (12.5%) runs next to that of the diminisher, and is slightly higher than that of the minimizer (11.7%). Approximators are least used among the four types of downtoners, only accounting for 7.5% of the total usage of downtoners in Chinese movie subtitles.

A comparison of the two corpora shows some similarities and differences:

1. The occurrence rates of all four types of downtoners in both corpora follow the same order from the highest to the lowest: Diminishers (68.3% and 81.5%), Compromisers (12.5% and 9.5%), Minimizers (11.7% and 6.5%), and Approximators (7.5% and 2.5%).
2. Diminishers are most frequently used in both corpora accounting for 68.3% of total downtoners used in the Chinese movie subtitle corpus and 81.5% in that of the English movies subtitle corpus. The preference to using this type of downtoners to the other three is predominant in both corpora.
3. The occurrence rate of Diminishers in English movie subtitles is much higher than that in Chinese movie subtitles (81.5% vs 68.3%), while the occurrence rates of the rest three types of downtoners in Chinese movie subtitles are higher than those in English movie subtitles: Approximators, 7.5% vs 2.5%, Compromisers, 12.5% vs 9.5%, and Minimizers, 11.7% vs 6.5%.

Table 2 : Crosstabulation of Subtitle Type and Downtoner Type

			Downtoner Type				Total
			approximator	compromiser	diminisher	minimizer	
Subtitle Type	Chinese movie	Count	9	15	82	14	120
		% within Subtitle Type	7.5%	12.5%	68.3%	11.7%	100.0%
	English movie	Count	9	35	299	24	367
		% within Subtitle Type	2.5%	9.5%	81.5%	6.5%	100.0%

A Chi-Square Test was carried out to test the significance of the difference between the two corpora in the use of downtoners. The results (in Table 3) show that the difference is significant between the two corpora ($p=0.007 < 0.01$).

Table 3 : Chi-square Test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.049	3	.007
Likelihood Ratio	10.934	3	.012
Linear-by-Linear Association	1.781	1	.182
N of Valid Cases	487		

b) *Findings to Research Question 2*

Research question 2: Is there an overuse or underuse of certain downtoners in Chinese movie subtitles compared with English movie subtitles?

The results to research question 1 have indicated that except for diminishers, the occurrence rates of approximators, compromisers, and minimizers are significantly higher in Chinese movie subtitles than those in the English movie subtitles. When we look at approximators in details, it is found that only three approximators (almost, nearly, and as good as) have been used in both the Chinese and English movie

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subtitles, but in much higher frequency in the Chinese movie subtitles (as shown in Table 4 and Figure 1). This indicates that Chinese movie subtitlers may have overused approximators almost, nearly, and as good as.

Table 4 : Comparison of Approximators

Approximators	Chinese Movie		English Movie	
Almost	4	3.33%	7	1.91%
Nearly	3	2.50%	1	0.27%
Practically	0	0.00%	0	0.00%
Virtually	0	0.00%	0	0.00%
as good as	2	1.67%	1	0.27%
all but	0	0.00%	0	0.00%

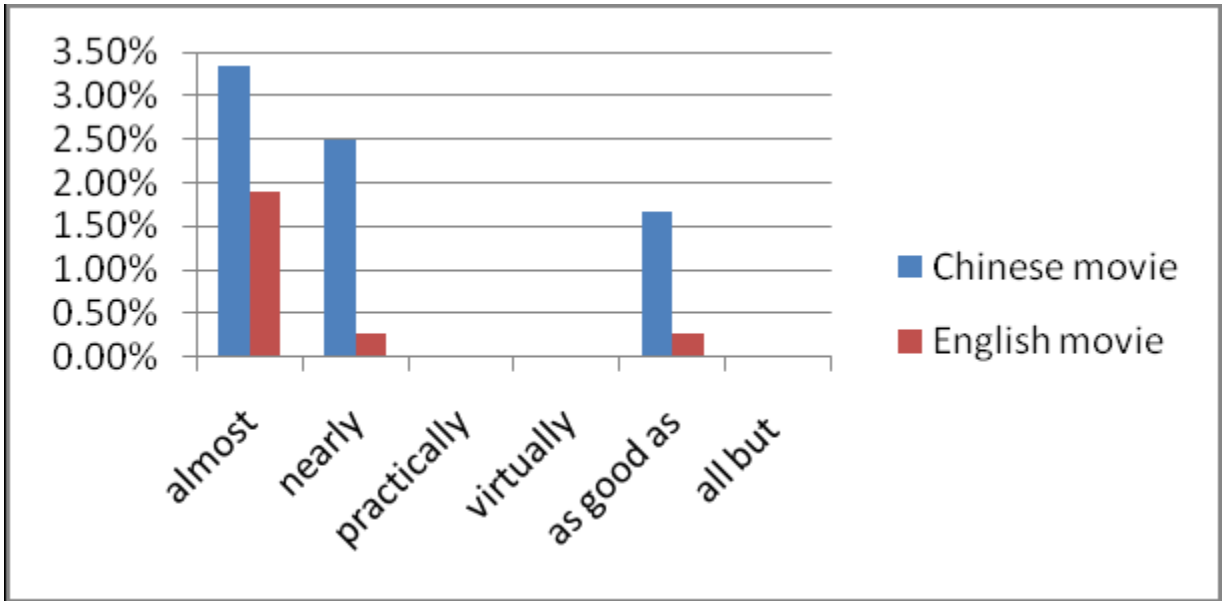

Figure 1 : Comparison of Approximators

An examination of compromisers has found that Chinese movie subtitlers tend to prefer quite to rather in their choice of compromisers. Table 5 and Figure 2 show that the compromiser quite appeared twice in the Chinese movie subtitles while none in the English movie subtitles. In contrast, its synonymous downtoner rather appeared three times in the English movie subtitles but none in the Chinese movie subtitles. This result suggests that Chinese subtitlers may have overused quite and underused rather. In addition, the occurrence rate of the compromiser enough in Chinese movie subtitles is significantly higher that of in the English movie subtitles, indicating Chinese subtitlers may have overused enough.

Table 5 : Comparison of Compromisers

Compromisers	Chinese Movie		English Movie	
kind of	4	3.33%	12	3.27%
sort of	1	0.83%	2	0.54%
quite	2	1.67%	0	0.00%
pretty	0	0.00%	0	0.00%
fairly	0	0.00%	0	0.00%
rather	0	0.00%	3	0.82%
enough	10	8.33%	5	1.36%
sufficiently	0	0.00%	0	0.00%
more or less	0	0.00%	0	0.00%

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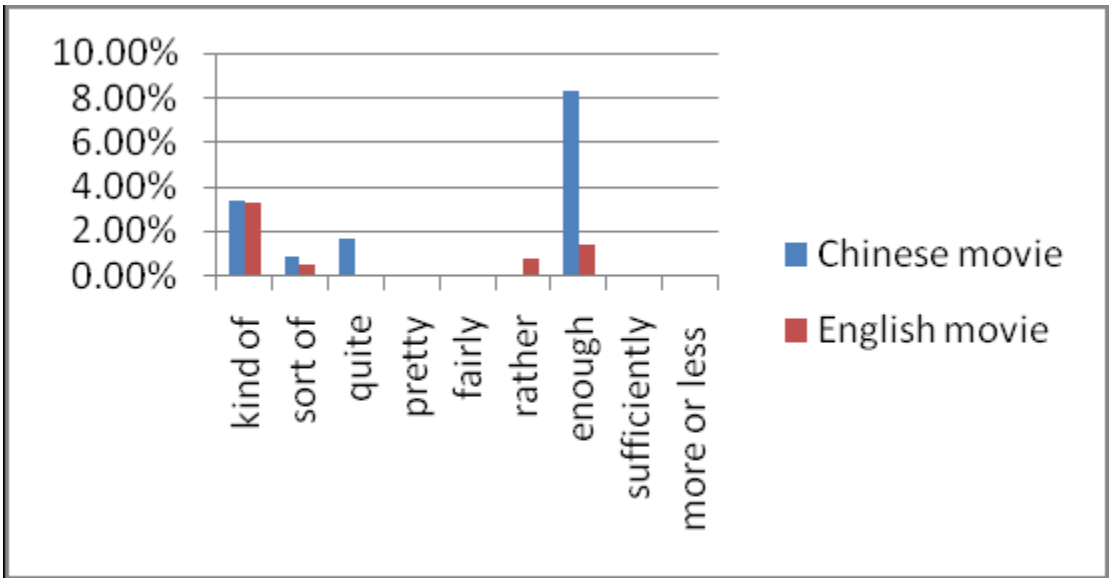

Figure 2 : Comparison of Compromisers

While the findings of research question 1 indicate that the occurrence rate of diminishers in English movie subtitles is much higher than that in Chinese movie subtitles, a closer examination of diminishers has found that diminisher just could be the only contributor to the difference. Table 6 and Figure 3 show that just has been used 249 times in English movie subtitles, accounting for 67.85% of the total usage of downtoners, while it has been used 43 times in Chinese movie subtitles, accounting for 35.83% of the total usage of downtoners. This suggests that Chinese movie subtitlers may have underused just. In addition to just, diminishers a bit, a little, only, and simply are used in both English and Chinese movie subtitles. It appears that a little and only have been overused, and that there are only minor differences between the occurrence rates of diminishers a bit and simply in the Chinese and English movie subtitles. It is interesting to find that among the 16 diminishers only half of them have been used in movie subtitles, and 5 of them (just, a bit, a little, only, and simply) have been used in both the Chinese and English movie subtitles.

Table 6 and Figure 3 show that the diminsher partially appeared 3 times in the Chinese movie subtitles while none in the English movie subtitles. In contrast, its synonymous downtoner partly appeared 13 times in the English movie subtitles but none in the Chinese movie subtitles. This result may suggest that Chinese subtitlers prefer partially to partly, indicating that partially may have been overused, and partly may have been underused by Chinese subtitlers. In addition, diminisher but has been used twice in the English movie subtitles but none in the Chinese movie subtitles. However, the difference is quite small.

Table 6 : Comparison of Diminishers

Diminishers	Chinese Movie		English Movie	
M ildly	0	0.00%	0	0.00%
Partially	3	2.50%	0	0.00%
Partly	0	0.00%	13	3.54%
Slightly	0	0.00%	0	0.00%
Somewhat	0	0.00%	0	0.00%
in part	0	0.00%	0	0.00%
in some respects	0	0.00%	0	0.00%
to some extent	0	0.00%	0	0.00%
a bit	1	0.83%	6	1.63%
a little	10	8.33%	21	5.72%
Least	0	0.00%	0	0.00%
Only	22	18.33%	22	5.99%
Merely	0	0.00%	0	0.00%
Simply	1	0.83%	4	1.09%
Just	43	35.83%	249	67.85%
but	0	0.00%	2	0.54%

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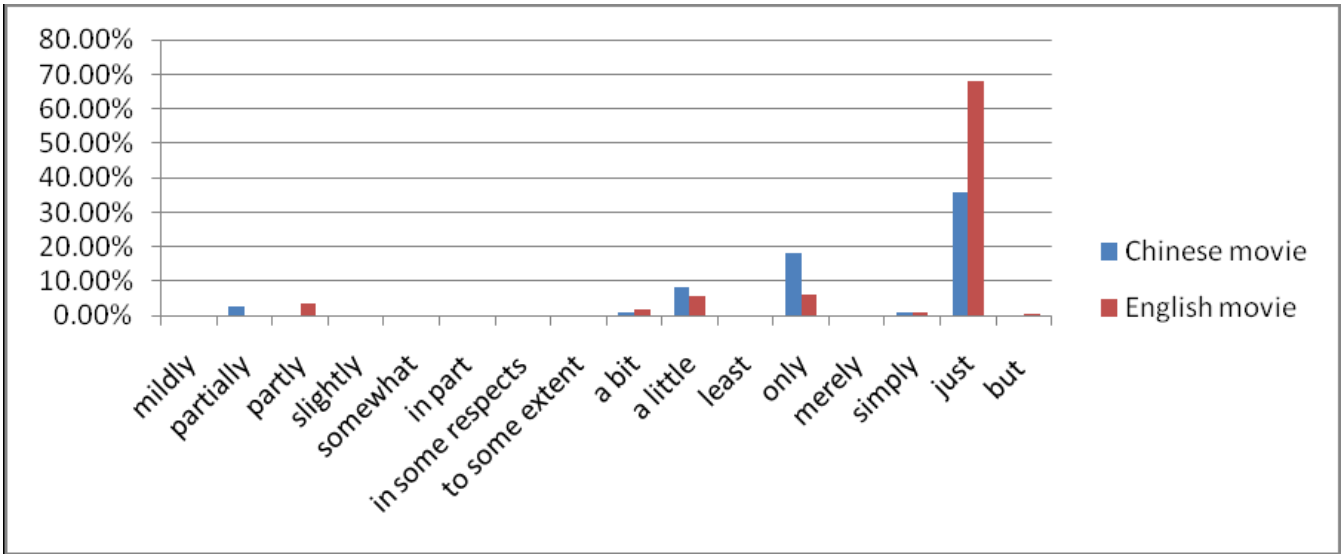

Figure 3 : Comparison of Diminishers

Table 7 and Figure 4 show the differences between Chinese and English movie subtitles in the use of minimizers. Minimizer barely has been used twice in the Chinese movie subtitles but none in the English movie subtitles, indicating a characteristic of Chinese subtitlers to prefer barely.

In addition, it is found that only three minimizers (hardly, little, and at all) have been used in both the Chinese and English movie subtitles but with higher frequency in Chinese movie subtitles (as shown in Table 7 and Figure 4). This indicates that Chinese subtitlers may have overused all minimizers.

Table 7 : Comparison of Minimizers

Minimi zers	Chinese Movie		English Movie	
Barely	2	1.67%	0	0.00%
Hardly	1	0.83%	1	0.27%
Little	6	5.00%	11	3.00%
Scarcely	0	0.00%	0	0.00%
in the least	0	0.00%	0	0.00%
in the slightest	0	0.00%	0	0.00%
at all	5	4.17%	7	1.91%

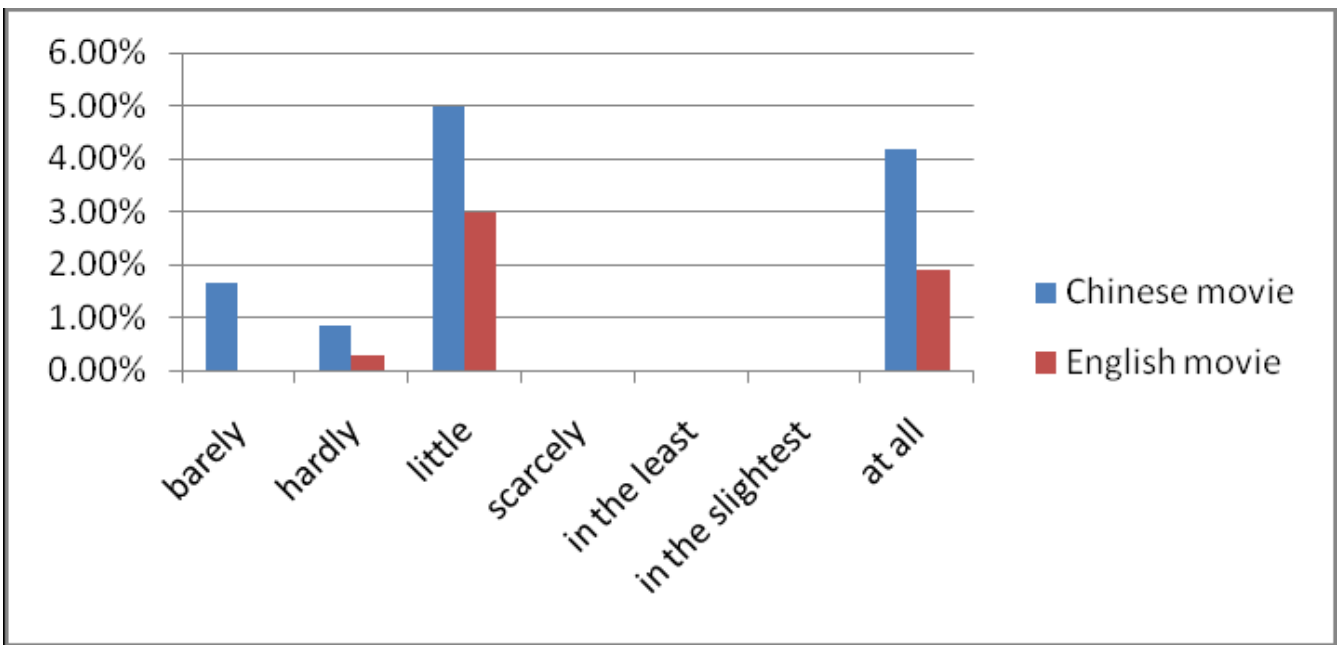

Figure 4 : Comparison of Minimizers

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VI. Discussion

Previous studies have found that there are differences in the use of intensifiers between native and non-native English speakers (Liang, 2004; Lorenz, 1999; Perez, 2002). However, as an important part of intensifiers, downtoners have received little attention from researchers. The current study has found that the use of all types of downtoners except for diminishers is significantly higher in Chinese movie subtitles than in English movie subtitles. The major difference is that significantly more diminishers are used in English movie subtitles than in Chinese subtitles. Particularly, this study has identified diminisher just as the most important contributor to the difference. Table 8 summarizes the overused and underused downtoners in Chinese movie subtitles found in our study:

Table 8 : Overused and Underused Downtoners

Downtoners	Overused	Underused
Approximators	*almost, nearly, as good as*	
Compromisers	*quite, enough*	*rather*
Diminishers	*partially, a little, only*	*just, partly*
Minimizers	*barely, hardly, little, at all*	

Thus, we suggest that the subtitle of Chinese movies may read more like English movie subtitles if Chinese subtitlers could either replace the overused downtoners with underused ones, particularly with diminisher just or simply delete them where the meaning of the source text is not hindered.

It can be seen from Table 8 that some categories contain both overused and underused downtoners, suggesting that Chinese subtitlers may prefer diminisher partially to its synonym partly and compromiser quite to its synonym rather. In these cases we suggest that Chinese subtitlers may consider replacing partially with partly, and quite with rather so that their translation may read more native-like. The following Chinese movie subtitles extracted from our dataset are used to exemplify how the above translation strategies work.

Strategies to reduce approximators and compromisers

Source Text Sentences	Subtitles
1. 後來 還說 要拿 房子來 抵債 Later also said to bring the house to pay debt	The house was **almost** foreclosed.=> They talked about selling the house to pay the debt.
2. 對喔， 菜 我 忘了 Yeah, dishes I forgot	Right, I **almost** forgot! => Right, I ~~almost~~ forgot!
3. 柯兒 再堅持一下 馬上就到了 Keer, continue insisting, immediately arriving	Just hang in there a little longer. We're **nearly** there . => Just hang in there a little longer. We're ~~nearly there~~ coming soon.
4. 講完了 沒 啊 你? 差不多了。 Finished not ah you? Almost there.	Have you finished yet? Yes, **nearly**.=> ~~Yes , nearly~~ Not yet.
5. 跟 沒有交 有什麼 兩樣？ With no submission any different?	It's **as good as** not doing it. => It's ~~as good as~~ ***just*** not ~~doing it~~ done.
6. 你們兩個 現在 已經 死了 Two of you now already are dead	You two are **as good as** dead! => You two are ~~as good as~~ dead now!
7. 你 沒本事兒 你 會 死得 很慘 You are not good, you will die miserable	If you're not strong **enough**, you'll be destroyed by others. => If you're not strong ~~enough~~, you'll be destroyed by others.
8. 練好拳， 我要 報仇 Train hard in boxing, I want to take revenge	When I'm good **enough**, I'll take revenge. => When I'm ~~good enough~~ ready, I'll take revenge.
9. 應該 挺值錢的吧 It should be worth a lot of money	It must be **quite** valuable. => It must be ~~quite~~ ***rather*** valuable.

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In the above Examples1,3,4,6,7,8 approximators almost, nearly, as good as, and compromiser enough used in the original subtitle can be deleted without affecting the meaning of the source sentence. These changes will reduce the use of approximators and compromisers in Chinese movie subtitles. In Example 5, diminisher just can be used to replace approximator as good as, which will increase the occurrence rate of diminisher just. In Example 9, the compromiser rather, preferred in English movie subtitles, can be used to replace quite so that the Chinese movie subtitle may read more native-like.

Strategies to reduce diminishers except for just

Source Text Sentences	Subtitles
10. 但 爲了讓 你們 這個賭局 更有趣 but, to let your this gamble more interesting	And to make it a little more interesting…=> And to make it ~~a little~~ more interesting...
11. 柯兒 再堅持一下 馬上就到了 Keer, continue insisting, immediately arriving	Just hang in there a little longer. We're nearly there. => Just hang in there ~~a little longer~~. We're nearly there.
12. 你從來都是 站在 擂臺下面 看 You always stand below the ring watch	you've only... watched a fight from below. => you've ~~only~~ *always (just)*... watched a fight from below.
13. 她 測驗 考到 10 分咧！ She quiz score 10 points !	She only scored 10 marks! => She ~~only~~ scored 10 marks!
14. 洋人 瞧不起 我們 也確實 這麼多 Westerns despise us indeed so many 年來 我們自己人 總是 打來打去 。 years we ourselves always fight	The westerners despised us partially because we've been busy fighting among ourselves. => The westerners despised us ~~partially~~ ***partly(just)*** because we've been busy fighting among ourselves.

Again, in the above Examples 10-13, the compromisers a little and only used in the original subtitle are not necessary because the source sentence does not carry the degradable meaning. In fact, after the compromisers are deleted, not only the overall occurrence rate of compromisers in Chinese movie subtitles would reduce but the subtitles would read better. In Examples 12 and 14, diminisher just can too be used to further increase its occurrence rate in Chinese movie subtitles.

Strategies to reduce minimizers

Source Text Sentences	Subtitles
15. 收入 連 養家 都還不夠 Income even to feed family not enough	Income barely covers the household overhead. => The income ~~barely~~ doesn't covers the household overhead.
16. 可是 我爸爸媽媽 卻很少 稱讚 我 but my mom and dad seldom praised me	but Mum and Dad hardly praise me. => but Mum and Dad ~~hardly~~ (never) praise me.
17. 它們本身 都是 生長 於自然當中 They themselves, all live in nature 並 沒有 高低 之分 and no tall or short difference	All teas are grown in nature... with little discernable differences. => All teas are grown in nature... ~~with little~~ (without) discernable differences.
18. 和你現在的抱負 相比 我 那沽月樓 with your ambition compared my Gu Yue Lou 小小的 生意 就不 值得一提了 small business would not be worth mentioning.	My restaurant means little... compared to... your vision. => My restaurant means ~~little~~ (nothing)... compared to... your vision.
19. 我 一點 都不 覺得 好笑 I a little not feel funny	I'm not amused at all. => I'm not amused ~~at all~~. (I don't feel funny.)
20. 你 還 是 那個鳥樣 啊 一點 都沒 You still are bird-like ah a bit not 變 changed	You're still the same. Haven't changed at all. => You're still the same, nothing changed ~~at all~~.

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Examples 15-20 contain minimizers barely, hardly, little, and at all. The results of this study have found that minimizers are overused in Chinese movie subtitles. Since the minimizer denotes the lowest degree of the force conveyed by the word it modifies, the substitute of the minimizers in the above examples by negation words never, without, and nothing will directly reduce the overuse of minimizers in Chinese subtitles with minimum change of the meaning of the source sentence.

In addition, Chinese movie subtitlers could also add the underused diminisher just to subtitles when necessary. For example, in the following Chinese movie subtitles, although no downtoner has been used, the degree adverb in the source sentence (in bold face) calls for a downtoner in the translation.

1. 你做事情要專心一點 Pay more attention! => Just pay more attention!
2. 小聲一點，小雨在聽音樂 Try to be quiet, Rain is listening to music. => Just be quiet, Rain is listening to music.
3. 只是覺得蠻好聽的 It sounded beautiful. => It just sounded beautiful.
4. 有啊，我只是不想讓你分心而已 Yeah, I didn't want to distract you. => Yeah, I just didn't want to distract you.

Adding diminisher just to the subtitles makes them not only read more natural but also more accurate, as the meaning of the adverbs in the source sentences omitted in the original subtitling process can now be brought back to the reader.

While it is right to say that omission is an inherent characteristic of subtitling resulting from many constraints (De Linde, 1995; Diaz-Cintas & Remael, 2007; Rosa, 2001), the above examples show that the omission of downtoners is not always due to constraints since the subtitles would still be shorter than the source sentences even after the downtoner just is added to them.

Our study has also found that among the downtoners listed in Biber (1988)'s study only a small number of them have been used in English and Chinese movie subtitles, fewer used in both. For example, among the 16 diminishers listed in Table 1, only half of them have been used in movie subtitles, and 5 of them (just, a bit, a little, only, and simply) have been mutually used in Chinese and English movie subtitles. In addition, Biber et al. (1998) have found that pretty is the most common downtoner in conversation, while all other downtoners are quite rare. However, pretty is not used in any one line of subtitle we have retrieved from the 8 Chinese and English movies. These results thus suggest that more research is needed to further investigate downtoners in the genre of movie subtitles, and that future research may need to use corpora of larger sizes.

Previous research has implied that a closer look at the learner's use of intensifiers may provide useful pedagogical information for English learners (Djatmika, 2009; Liang, 2004; Lorenz, 1999). The different patterns of using downtoners between English and Chinese movie subtitles found by this study thus provide some simple and practical guidelines for Chinese movie subtitlers. It is expected that these guidelines may also be useful for today's English teaching and learning especially where subtitling has been increasingly employed as a training tool.

Many researchers have rightly pointed out the widespread poor quality of subtitling (Chen, 2004; Gottlieb, 1997; Qian, 2004; Rosa, 2001; Vanderschelden, 2002). The Chinese movies subtitles used in our study also contain various errors apart from the inappropriate overuse and underuse of the other downtoners. However due to the limitation of this study, we have only focused on the latter. As stated by Lorenze (1999), even subtle differences in the use intensifiers may cause negative impact on communication. Therefore, we argue that the differences between the subtitles of Chinese English movies in their use of downtoners may, to some extents, contribute to the poor quality of Chinese movie subtitles.

VII. Conclusion

Chinese translators tend to overuse most of the downtoners leading to a lack of accuracy and naturalness in their translation of Chinese movie subtitles. The overuse of downtoners by Chinese translators is primarily attributed to the overuse of approximators almost, nearly, and as good as, compromisers quite and enough, diminisher partially, and minimizers hardly, little, and at all, in situations where no downtoner is required. Chinese translators have also been found to significantly underuse diminisher just in their subtitling process, which adds to the lack of native-likeness and accuracy of their movie subtitling production. English learners and Chinese translators who translate into English need to be made aware that underuse or overuse of downtoners can lead to improper intensification as well as poor quality of writing and translation. It is hoped that our study of the patterns of using downtoners in Chinese and English movie subtitles may provide useful information on proper intensification for language and translation teachers who use movie subtitles as teaching material.

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An Evaluation of Some Concepts of Reading

By Basel Al-Sheikh Hussein
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Abstract - The language skill 'reading' still constitutes the centre of controversies in education. Researchers in the field of reading seem to be escaping from the limitations of the concrete stage of thought and to be looking beyond the physical attributes of the reading situation.

Since reading comprehension courses aim at developing students' abilities to use and read English efficiently, students need knowledge of how English is used in academic writing, namely knowledge of the grammatical structure and vocabulary of the language to enable them to make use of these features of language in the presentation of information. In short, students should learn in reading comprehension courses how language organizes information in written passages.

This paper discusses some significant unsolved problems in reading comprehension. The underlying study provides an overview of a variety of opinions in the field of reading on the nature of the reading process, and a review of some of the problems involved in the development of reading.

Keywords : reading process, academic writing, reading competence.

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AN EVALUATION OF SOME CONCEPTS OF READING

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An Evaluation of Some Concepts of Reading

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This paper discusses some significant unsolved problems in reading comprehension. The underlying study provides an overview of a variety of opinions in the field of reading on the nature of the reading process, and a review of some of the problems involved in the development of reading. The purpose of this article is to provide a better understanding of the nature of the reading process because of its importance in education.

Keywords : reading process, academic writing, reading competence.

I. Introduction

Reading is still a vivid process and one of the most challenging human activities. Reading does not mean that an interpretation is an end by itself. The reader has additional mental processes that enable him to make use of the interpretation he has constructed so far (Clark and Clark, 1977: 43-44).

According to Deller (1986:119), good readers are engaged in activities, such as 1) integrating the text to seek the meaning in the writer's mind; 2) comparing what the writer is saying with their own experience both in life and language; 3) adjusting their reading approach in accordance with the purpose for which they are reading; and 4) revising their views in the light of what they read. "Reading in this sense is not the mere mouthing of words and decoding of every word in every sentence. It is rather the activity that enables the students to go deeper and deeper to get the meaning which is intended by the writer "(Rivers, 1981:259).

The reading process is not an easy one because it is an involved area. It involves in many fields of knowledge, such as cognitive psychology, psycholinguistics and linguistics. It also embraces a number of mental processes. Spiro, Bruce, and Brewer (1980: xv) emphasize this fact: "one problem faced by anyone seeking to understand current beliefs about [reading] comprehension is the interdisciplinary nature of research in this area. There are no readily available syntheses of the relevant work in the diverse disciplines of cognitive psychology, artificial intelligence, linguistics, and reading education".

Reading relates ideas from many sources, and it is a path to new experiences. According to Rivers reading gives students "the opportunity to share the thinking of the great minds of another culture and so to widen horizons of their knowledge and understanding "(1981:259).

II. Various Views of Reading

Discussions in academic institutions produce more controversies, instead of providing solutions for reading problems. One reason for these problems can be the inability to achieve a common understanding of the task itself. How reading is viewed affects how the reading process is studied and taught.

For some people, reading does seem to be a process developed through systematic instruction and practice, but achieved over time from infant school onwards. Some view reading as a matter of accurate pronunciations, while others see reading as a visual task. Only those who view reading as a complex and demanding process continued to provide instructional guidance to read accurately and efficiently, and to relate what is read to other areas of life. All people, however, agree that reading is a key to experience that links people in a way that is not limited by distance or time. Strang (1948:65) writes that "reading provides experience through which the individual may expand his horizons; identify, extend and intensify his interests; and gain deeper understanding of himself, of other human beings, and of the world". Reading, as a social phenomenon, is, then, of interest and concern not only to the educationist but also to the philosopher, psychologist, sociologist, and the linguist.

Reading is more than word calling, a passive process, or merely a supplement to pictures. It is more than the recognition of the meaning of individual words. Reading means thinking, expressing feelings, and motivating to be imaginative. Effective reading is purposeful. The reader's purpose of reading determines what he reads, why he reads, and how he reads. This is the same with the teacher's overall concept of reading that influences his methods of teaching reading. That is to say, if he thinks of reading as a visual task, he will be

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concerned with the correction of visual defects. If reading for him is not more than word recognition, he will be interested in word recognition skills. If he sees reading as merely reproducing what the author says, he will ask students to pay attention to the literal meaning of what they read. If the teacher views reading as a thinking process, he will be concerned with the skills which could help students interpret texts, and draw inferences and conclusions.

III. The Development of Reading Competencies

Mastering the reading process requires getting a sense of how it is structured to know what the reading process includes. It includes all that happen between the causes for the use of words and the reader's response in thought, spoken, written words, or action. Response can be in the form of a mental image or a new way of looking at something. For Douglass (1963), the reading process can be mastered by the student if he develops such skills as a repertoire of words; recognizing the meaning of unfamiliar words; and comprehension on three levels. The first level requires the student to develop the skill of deriving the literal meaning from words and their grammatical relations to each other in sentences, paragraphs and chapters. The student must learn to translate the author's thoughts into his own words. To achieve full comprehension, the reader must relate some of his experiences to the author's ideas, in addition to his knowledge of the semantic and structural meaning.

To master the literal meaning, the reader should hold in mind the content of the first sentence while he is recognizing and relating the subsequent words and noting their sequence. As a second step, the reader notes repeated key words, main ideas and supporting details. If the reader follows these steps and makes the effort to follow the author's argument, he will be helped to understand what the author is saying.

The second level demands the reader to read between the lines in order to recognize the author's intent and purpose, interpret his thought, pass judgment on his statements, search for and interpret clues to ideas from those of the author. On this second level of comprehension, the reader is also asked for recognizing and interpreting devices, such as metaphors and irony.

On the third and last level the reader moves from the literal meaning and reading between the lines towards reading beyond the lines. This level requires the reader to derive implications, speculate about consequences, and draw generalizations which are not stated by the author. The reader may also extend the scope of the author's ideas and relate them to his own ones, which he has gained from reading or experience. In doing so, the reader gains a new insight or a higher level of understanding that enables him to reflect on the significance of the ideas.

In order to learn all the skills described above, the reader must possess physical, mental, linguistic and environmental advantages. How difficult is to learn to read can be inferred from Goethe's following words; "people do not know how long it takes to learn how to read. I (Goethe himself) have been at it all my life and I cannot yet say I have reached the goal".

To shed more light on the difficulty of reading, the author of this paper discusses more solutions which may help the student cope and tackle the problems he possibly faces in reading difficult texts with more confidence. Nultall (1982:192) suggests that students should acquire and get familiarized with the following skills and strategies in order to develop reading competencies:

1. Skills involving techniques like skimming and scanning.
2. Skills which help students make use of information that is not part of the text itself, such as illustrations and diagrams, and knowledge about the author.
3. Skills with techniques that can help deal with unfamiliar lexical items by using inferences from context, or by making use of morphology and a dictionary.
4. Skills involving techniques that help make the process of interpreting the text as a whole an easy one. This can be done by the use of clues available in the text, such as cohesion and rhetorical structure.

Nultall calls these skills 'Text-Attack Skills'. According to him, these skills are central to the reading process, and the requirement for pursuing them is to have a text that is coherent and well-structured. Such requirement can lead to the examination of the quality of the texts which are used for intensive study. Usually, a text is organized to carry a coherently-structured message, and the way the meanings in a text are organized to convey the message is 'discourse'. The study of how discourse is produced and organized is 'discourse analysis. For Nultall, understanding a text involves understanding different kinds of meaning at the same time. At least these four types of meaning are involved.

1. Conceptual meaning: the meaning a word can have on it's won. All other kinds of meaning rest on this kind of meaning.
2. Propositional meaning: the meaning a sentence can have on its own. This is the same as 'signification' or 'plain sense'.
3. Contextual meaning: the meaning a sentence can have when in context. This is the same as 'functional value'. If a sentence is used in a given situation or context, it takes on a value derived from the writer's reason for using it, and from the relationship

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between one sentence and others in the same text. Explaining and justifying are often called 'rhetorical act'. In a text, they are sequenced and organized into patterns which display the writer's thoughts. These patterns combine into larger patterns and so on until the writer's overall message is reached.

4. Pragmatic meaning: the meaning a sentence has only as part of the interaction between writer and reader. This kind of meaning is not easy distinguished from contextual meaning, but there exists a distinction. This is the meaning that reflects the writer's feelings, attitudes, and his intention that the reader should understand these. It therefore includes the intended effect of the sentence upon the reader (ibid).

Readers then are not concerned only with the meanings of individual sentences in a text, but also with the way they combine with indirect but implied and suggested meanings to produce a coherent message.

Understanding discourse is understanding the contextual meaning of the sentences that make it up. The first skill to be discussed, then, is recognizing the contextual meaning. Understanding the propositional meaning of every sentence in the text is not enough. Readers must also understand what the writer is doing with the sentence, and they must recognize whether he is defining something, making a hypothesis, giving an example, etc. It seems useful to make the unskilled aware of the contextual meaning so that he understands the possibilities of misinterpreting them, and so that he can tackle them.

The rhetorical structure, which is the complex network of relationships within a text, is the structure of the underlying ideas, and the connections the writer makes between them. The elements of the rhetorical structure are the rhetorical acts that the sentences perform. To make the reader understand what the rhetorical structure is, he needs to think first about the topic of the text, the purpose the writer has in writing it, and the audience he had in mind. All these together give the reader a good idea about the text he is reading, and what rhetorical structure to expect. As the reader traces the rhetorical development of a text, he may find that sometimes he cannot see the connections between two sentences. In such a case, the reader is asked to concentrate on presupposition, which provides everything the writers say or write. According to Nultall, presuppositions may be divided into:

1. The knowledge and experience that the writer expects the reader to have ; and
2. The opinions, attitudes, and emotions that the writer expects the reader to share, or at least to understand. Presuppositions, which are not immediately clear to the reader, can often be reconstructed by making intelligent use of the clues the text provides, and by drawing the necessary inferences.

Very often, the reader is able to predict what a text contains, simply because the writer organizes his ideas, and the reader thinks in similar ways. This ability makes it possible that the reader predicts what the writer is likely to say next, and this is both an aid to understanding and a sign of it.

IV. Reading's Relation to Other Language Skills

Reading has a special place in the complex of language skills: listening, speaking, writing, and spelling. Teachers can help Students develop language skills basic for reading. This can be done by giving students opportunities to think about what they hear and by verbalizing their thoughts.

Listening and reading are related to each other in being means of receiving communication. They both require skills such as interpreting the main idea, perceiving relationships, recognizing sequence of ideas, sensing the mood and intent of the speaker or writer, and organizing and evaluating his ideas. A listener who has the ability to do all this should be able to read content of similar difficulty.

Speaking and reading also have a reciprocal relation between them. Effective speech makes reading more accurate and vice versa; i.e. efficient reading enriches oral communication. Receiving the thought that the author wishes to convey by reading and transmitting that thought to others by speaking or writing are the intake and output ends of the communication continuum.

Comprehending of the syntax of English sentences can also contribute to both the student's writing and reading. Practicing interpretation of the literature the student reads can give him a feeling of style, which could influence his writing more than a formal study of grammar. It can be maintained from the relations the language skills have to each other that proficiency in reading, writing, and speaking develops all skills concomitantly: one language skill reinforces the other. Since speech is primary to writing and reading, these two latter skills may be more affected by speech difficulties than vice versa.

Concerning spelling, as a part of the constellation of language skills, it is related to word recognition, grasp of meaning, vocabulary and comprehension. Spelling is concerned with significant units of speech sound (phonemes) as each is represented by a letter or a combination of letters (graphemes) and as they are put together in words or parts of words (morphemes). In spelling, the student recalls the symbols for various sounds (encoding). He thinks of individual letters and may get a visual image of the whole word. In reading, the process is reversed. The

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student associates the printed symbol with the sound of the word and its associated meaning (decoding). Improvement in reading often leads to better spelling. However, this should not be understood that deficiencies in reading or vocabulary cause poor spelling. Improvement in spelling is often a by-product of wide reading.

The language skills should be closely integrated: one growing out of another. All aspects of language help to form the individual's developing personality. It is through expression that the individual discovers himself and achieves self-realization (cf. Horn and Ashbangh, 1950).

V. Problems in Understanding Texts

What causes the difficulty of interpreting a text by a reader can be summarized as follows:

1. Concepts in a text were not considered as one of the features of a text that could help understand it. This is because it had often been argued that concept formation was not the job of the language teacher.
2. Vocabulary and sentence structure: Even though it is possible to have an idea about the writer's message without understanding the propositional meaning of every sentence, it is not always possible to be absolutely certain of it. This entails, first, understanding all the vocabularies.
3. Cohesive devices: The ways of linking sentences together to create a cohesive text also cause problems in understanding a text caused by the use of the various cohesive devices. For example, the potential difficulty of pronoun reference and elliptical sentences is overlooked. The reader who does not know what a pronoun refers to, or who cannot supply the full version of an elliptical sentence, will not be able to establish its propositional meaning.
4. Discourse markers: Neglecting discourse markers, such as 'however', 'although', 'furthermore', and so on, results in misinterpretation of text; their importance is in that they serve to mark the contextual meaning of a sentence. They help the reader to know what the writer intends by the contextual meaning of a text. Discourse markers are useful signals to the reader; they can help a careful reader to establish the propositional meaning sentences have.
5. Problems beyond the propositional meaning of a sentence: It is possible that the reader is still unable to make sense of the text as a whole, even when he has understood the propositional meaning of each sentence of the text. Problems which go beyond the propositional meaning of a sentence involve the interpretation of value, or the relationships between the sentences in a text, or between writer, reader and text.

VI. Conclusion

This article has shown that hard work in teaching reading is one necessity. Another necessity concerns students' progress, i.e. reading comprehension courses need to plan work so that every student is successful.

We conclude by saying that there is an underlying assumption that a text will be organized in recognizable ways that the writer will communicate his ideas effectively. Some writers make their own rules and structure their texts in unusual ways; when such texts are studied, the reader's job is to ask himself what writers are doing and why, not to apply stereotypes and complain that writers do not keep to them.

If writers fail to communicate their message effectively, the reader must be capable of recognizing this. It is to be advised that teachers should expose students to some imperfect texts so that they can be helped to deal with them and will be reassured to find that it is not always their fault if they fail to understand.

This paper has attempted to explore and to evaluate some of the current concepts of reading. In some ways the exploration and evaluation are unsatisfying, because so much remains to be learned about what reading is and how the process functions. Much of what we need to know must await further development in basic and applied research.

Despite general agreement that the outcome of the reading act ought to be understanding, the means for moving efficiently toward that end are not yet very well-understood.

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A Comparative Study of the Language used in Turkish and English Versions of Tourism Brochures

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Abstract - This study discusses the differences between the Turkish and English tourism brochures from linguistic point of view. It has been seen that the brochures as tourist-information texts require a language of tourism with some specialised vocabulary, and grammatical rules in an appropriately given discourse of two cultures, Turkish and English. Corpus studies should be conducted to help the development of tourism sector.

Keywords : tourism brochures, translation.

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A COMPARATIVE STUDY OF THE LANGUAGE USED IN TURKISH AND ENGLISH VERSIONS OF TOURISM BROCHURES

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A Comparative Study of the Language used in Turkish and English Versions of Tourism Brochures

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Keywords : tourism brochures, translation.

I. Introduction

Tourism is travel for predominantly recreational or leisure purposes or the provision of services to support this leisure travel. Tourists travel for recreational purposes. The only considered tourist aim is a general pursuit of happiness. Tourism brochures help tourists all around the world to visit places for leisure, business and other purposes.

a) The Importance of Language

- Language, in that sense, is a medium to attract people to those places to be visited implicitly and the language of tourism is, therefore, a specialised language. Fracesconi (2010,20) supports this idea, pointing out that the language of tourism is "a set of words or phrases showing a high degree of frequency and specificity in the context of tourist communication."
- According to European Union, there are three categories of tourism:
  1. Internal tourism, which comprises domestic tourism and inbound tourism;
  2. National tourism, which comprises domestic tourism;
  3. International tourism, which consists of inbound tourism and outbound tourism.

Therefore, according to the category of tourism, the language naturally changes due to the addressees.

- According to text types, texts are split into four:
  1. Narrative texts,
  2. Expository texts,
  3. Argumentative texts,
  4. Descriptive texts,

In terms of this division tourism broshures can be said to be both descriptive and expository, since they give information about the places to be seen with descriptions.

II. Purpose of the Study

This study aims at

- studying the language of tourism brochures through a stylistic analysis and
- discourse analysis,
- comparing Turkish and English versions of burochures in terms of the linguistic analysis.

III. Research Questions

This study discusses the following questions:

1. Is the vocabulary simple or complex?
2. Is the vocabulary descriptive or evaluative, general or specific?
3. Are adjectives frequent? To what kinds of attribute do adjectives refer? Physical? Psychological? Visual? Auditory? Colour? Referential? Emotive? Evaluative? Etc.
4. Do verbs carry an important part of the meaning?
5. Are adverbs frequent?
6. Do the texts contain idiomatic expressions?
7. What kind of grammatical categories are used in texts?
8. To what extent are grammaticality and intentionality related?
9. Is there foregrounding?
10. What is the type of the texts?
11. How is cohesion and coherence accomplished in texts?

IV. Method

In order to conduct this study, several tourism brochures (printed or online) each of which represents one geographical region in Turkey with Turkish and English versions have been scrutinized. Eight Turkish texts with their English translations have been extracted from the brochures for the linguistic analysis. In the selection of the texts, three categories of the tourism have been taken into account as well as the text types.

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As a comparative language, English is taken, since it is a lingua franca assumed to be generally spoken by the tourists for intercultural communication.

V. Discussion of the Data

a) South Eastern Anatolian Region

i. *Adiyaman*

Güneydoğu Anadolu Bölgesi'nde yer alan Adıyaman'ın deniz seviyesinden yüksekliği 669 metredir. Doğusunda Diyarbakır, güneyinde Şanlıurfa ve Gaziantep, batısında Kahramanmaraş, kuzeyinde ise Malatya illeri ile çevrilmiştir. Merkez ilçe ile birlikte 9 ilçesi bulunan ilin yüzölçümü 7.614 km²'dir.

ii. *Adiyaman*

Adıyaman is a province located in the South-East Anatolian region. It is at an elevation of 669 metres above sea-level. It is surrounded by Diyarbakır to the east, Şanlıurfa and Gaziantep to the South. Kahramanmaraş to the west and Malatya to the North. It has nine administrative districts, including the central one, and extends over an area of 7,614 km².

a. *Lexical Categories*

In both Turkish and English texts the vocabulary is simple, formal, descriptive and specific. Referential meanings of the words have been used. Nouns are concrete. Proper nouns are used, such as **Adıyaman, Diyarbakır, Şanlıurfa, Gaziantep and Kahramanmaraş.**

The adjectives are not frequent. The verbs are stative and not dynamic. There are not any adverbs.

b. *Grammatical Categories*

In both texts, declarative sentences are used. In the Turkish text, the sentences on the whole have a complex structure; there is a notable occurrence of anticipatory structure. Besides, relative clauses are used whereas in the English text, there is only one complex sentence. Noun Phrases are relatively suitable.

In the English text, Adjective Phrases are used. Prepositional Phrases are used in both texts.

c. *Discourse*

In terms of foregrounding, there are formal and structural repetition, such as parallelism in both texts. In the Turkish text, cohesion, a logical link, between sentences is accomplished by coordinating conjunction. In both texts, anaphoric referents are used. In the English text, there is an exophoric referent (e.g.**the central one).** Coherence is established with appropriately used anaphoric referents in both texts**.**

b) Nemrut

i. *Dev heykeller mekânı Nemrut*

Adıyaman'ın Kâhta ilçesinde bulunan ve içinde Kommagene Krallığı'nın antik kentini barındıran milli park içerisinde, aslan ve kartal heykellerinin arasında 7 metreye varan dev heykeller bulunuyor. Bölge, tarih meraklıları için ideal.

ii. *Nemrut: Place of Giant Sculptures*

Nemrut is an ideal place for history fans. It locates in Kahta town of Adıyaman. In this area there is a national park which includes traces of Kingdom of Commagene an ancient civilization. There are gravestones and giant sculptures of lion and eagle head in 7 meters height.

a. *Lexical Categories*

In both texts, the vocabulary is complex, formal, descriptive and specific. The nouns are concrete. The adjectives are frequent. They are physical, evaluative and visual.

In English, the verbs carry an important part of the meaning. In both texts, the verbs are static; they do not refer to movements. Adverbs are not used in the texts.

b. *Grammatical Categories*

In both texts, declarative sentences are used. in the Turkish text, a minor sentence type with no verbs is used. In the Turkish text, the sentences on the whole have a complex structure; there is a notable occurence of anticipatory structure. In English compound sentences are used. In the English text, there is one relative clause, whereas in the Turkish text, almost all the sentences are formed with relative clauses.

Adjective Phrases are are used in both texts.

c. *Discourse*

In English foregrounding is established through the anaphoric referents, such as it, this area.

In both texts, cohesion is established by coordinating conjunction "and".

In the Turkish text, coherence in the title is established with a cataphoric referent, whereas in English, it is anaphoric.

A special deviation, metaphor, as foregrounding has been used to attract the attention of the reader to Nemrut through "Giant Sculptures".

c) The Aegean Region

i. *Antik kente gizemli yolculuk*

İzmir'in Selçuk ilçesi yakınlarındaki 4 bin yıllık Efes Antik Kenti, kiliseleri, çarşıları, mağaraları, çeşmeleri ile en çok ilgi çeken turistik mekânlardan.

ii. *Ephesus: A Mysterious Trip in Archaic City*

This archaic city is near the Selçuk town of İzmir. It has a history for 4000 years. It is the most attractive tourist place with its churches, bazaars, caves and founts. You should definitely visit this city to be witness of history and to feel it.

a. *Lexical Categories*

In both texts, the vocabulary is complex, formal, descriptive and evaluative. The nouns are concrete. The adjectives are frequent. They are visual, evaluative and attributive.

In the Turkish text, there are not any verbs. They are eliminated from the sentence.

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In English text, the verbs are both stative and dynamic. (e.g. Visit)

Adverbs of degree have been used in both texts. In the English text, there is also a significant use of sentence adverb, disjunct, "definitely"

b. *Grammatical Categories*

In Turkish, minor sentence type has been used, since there is not a verb. In English, the sentences have a simple structure. In Turkish, a dependent clause preceding the subject of a noun clause has been used.

Adjective Phrases have been used in both texts.

c. *Discourse*

In the English text, the external relation of the last part of the text gives a sense of social relation between the writer and the reader.

It is a kind invitation for the tourists to visit Ephesus.

Both texts can be said to be cohesive and coherent. In the tittle of the Turkish text, the "city" is exophoric, whereas it is anaphoric in the English text. Therefore, it gives an effect of reinforcement for the tourists to visit this area.

d) The Mediterranean Region

i. *HATAY: Nasıl Gidilir?*

Çeşitli illerden şehirlerarası otobüslerle karayolundan gidilebilir. Ayrıca Havayolu ile de şehre ulaşılabilir. İskenderun'da bulunan gar ve limandan da denizyolu ve demiryolu ile ulaşmak mümkündür.

ii. *HATAY: Transportation*

Hatay is easily accessible from all parts of Turkey by car or buses. It is also possible to reach Hatay by sea or railway transport. There is a railway station and a harbour in İskenderun.

a. *Lexical Categories*

In both texts, the vocabulary is both simple and complex; formal and evaluative. The nouns are concrete.

In English text, the adjectives are predicative, whereas in the Turkish text, they are both attributive and predicative.

The verbs are dynamic in Turkish text, whereas in English text, they are static through linking verbs. In Turkish text, there are not any adverbs, but in English text, to intensify the degree of adjectives, the adverbs have been used.

b. *Grammatical Categories*

In both texts, the declarative and simple sentences are used. In the Turkish text, the tittle is interrogative, "Nasıl Gidilir?",

Whereas in English text it is presented with a noun "transportation" to attract the tourists' attention directly to the aim.

c. *Discourse*

There are cases of structural repetition in both texts. Cohesion is established through conjunctions, "with, or, by, and". In the English text, there are no referents, whereas in Turkish there is only one anaphoric referent.

e) The Black Sea Region

i. *SAMSUN: Konaklama*

Turistik işletme belgeli ve Belediye belgeli olmak üzere, Samsun'da her bütçeye uygun birçok konaklama tesisi mevcut. Bunların bazıları normal otel statüsündeyken bazıları iki ya da üç yıldıza sahip otellerden oluşur.

ii. *SAMSUN: Accommodation*

A variety of accommodation facilities is available in Samsun, some carrying the national certificate for tourism enterprises and some licensed by the local municipality, catering to different needs and budgets. Some hotels have two-star or three star ratings, while many unrated enterprises provide an economical but valuable service.

a. *Lexical Categories*

In both texts, the vocabulary is both simple and complex; the complex nouns are more in number. They are formal and descriptive. The nouns are concrete.

In the Turkish text, the adjectives are referential, wheras they are evaluative in the English text.

The verbs are static in both texts and there are not any adverbs.

b. *Grammatical Categories*

In both texts, there are both compound complex sentence structures. The sentence complexity has been established through coordination, subordination and parataxis.

c. *Discourse*

In the Turkish text, the cataphoric referents have been used, while in English, anaphoric referents have been used.

In the English text, a structural repetition is seen through parallelism of the use of "some".In the Turkish text, opposition is used instead.

f) The Marmara Region

i. *İstanbul*

İmparatorluklar başkenti…kıtalara hükmeden kent…medeniyetlerin beşiği…kültürlerin, uygarlıkların, kıtaların buluşma noktası…İstanbul için söylenebilecek binlerce sözden yapılabilecek binlerce tanımlardan sadece birkaçı. İstanbul'u anlatmak için kelimelerin yetersiz kalması gibi sadece hakkında yazılanları okumak, anlatılanları dinlemek de İstanbul'u tanımanıza yetmez. Tarih kokan sokaklarını adım adım dolaşır, dünya üzerindeki en büyük imparatorluklardan olan Bizans ve Osmanlı'nın mirası eserleri yerinde görür, eşsiz konumunun sunduğu manzaraları, her köşesine saklanmış gizemleriyle tüm güzellikleri kendiniz keşfederseniz tanımaya başlarsınız İstanbul'u ve tanıdıkça da aşık olursunuz.

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ii. *İstanbul*

The capital of empires… the city that dominated continents…the cradle of civilasation…the meeting point of cultures and civilizations…These are some of the thousands of phrases that describe İstanbul. Yet neither words nor any amount of reading or listening are sufficient to truly describe and become familiar with the city. Only when you walk along its historic streets, when you see with your own eyes the architectural masterpieces of Byzantine and Ottoman Empires in their original setting, when you enjoy the panoramic vistas of its location, and when you start to explore its mystical beauties- only then will you begin to discover, and to fall in love with İstanbul…

a. *Lexical Categories*

In both texts, the vocabulary is complex, formal, descriptive, evaluative and emotive. The nouns are both concrete and absract. The adjectives are frequent. They are physical (**architectural**), visual (**panoramic),** referential (**familiar)** and evaluative (**mystical**). Besides, In the Turkish text, an gradabile adjective, (**the biggest**) has been used.

In both texts, the verbs are stative and dynamic. Additionally, the adverbs are frequent. There is a significant use of the adverb "**only"** to atract the tourists' attention.

b. *Grammatical Categories*

The Noun Phrases have been used at the beginning of each text instead of full sentences. The compound complex sentences have been used.

In the Turkish text, the conjuction "**and**" is only used, whereas in English, "**yet"** and **"only then"** are also used.

c. *Discourse*

In theTurkish text, as a foregrounding, the phonological scheme, alliteration of "[k]" and "[ş]" are used to take the attention of tourist readers to the slogans:

"İmparatorluklar başkenti…kıtalara hükmeden kent…medeniyetlerin beşiği…kültürlerin, uygarlıkların, kıtaların buluşma noktası."

whereas in English, "[k]", "[ş]" and "[s]" are used to take the attention of tourist readers to the slogans:

"**The capital of empires… the city that dominated continents… the cradle of civilasation…the meeting point of cultures and civilizations"…**

In both texts the cataphoric referents have been used for **"İSTANBUL"** to emphasize the city. Besides, in both texts,a metaphor has been used, such as "**the cradle of civilasation".**

g) The Central Anatolian Region

i. *Kapadokya Yürüyüş Yolu: Keyifli Tavsiyeler*

Doğa harikası Kapadokya bölgesinin eşsiz manzarası ve peribacalarının arasında Atlı yürüyüş, jeep safari, ATV (4 tekerlekli tek kişilik araç), scoter, bisiklet turları yaparak, isterseniz de muhteşem Kapadokya manzarasını yüksekten balon turu ile süsleyebilirsiniz. Günün yorgunluğunu Türk gecelerinde Sema gösterileri, Halk oyunlarının örneklerini izleyerek ya da Kaya disco barlarda bölgenin güzel şaraplarını tadarak atabilirsiniz.

ii. *Trekking in Cappadocia: Pleasant Advice*

In the wonderful landscape of Cappadocia among fairy chimneys, you might do a tour on horseback, a jeep safari, a ride on the ATV (a 4 wheel cart for only one person), a scooter or bicycle… or you could enjoy the wonderful landscape of Cappadocia by a balloon tour. Finally, you can get rid of the fatigue of the day watching the performances of the dervishes, Turkish folk dances in the evenings or sipping excellent local wine in a Rocky disco bar.

a. *Lexical Categories*

Simple, complex, formal, specific,descriptive and evaluative vocabulary has been used in both texts.

"Yorgunluk atmak" "get rid of fatigue" is an idiomatic expression in the texts.

Both concrete and abstract nouns are used. In the Turkish text, several adjectives have been used, whereas in the English text only two adjectives, such as **"wonderful"** and **"excellent"** have been used.

In the Turkish and English texts, the physical adjective, **"rocky",** referential, **"ATV"** and evaluative **"excellent"** have been used.

In the English text, the adverb **"finally"** has been used as a conjunction.The verbs are dynamic.

b. *Grammatical Categories*

In the Turkish text, compound complex sentences have been used with **"and"** and **"or",** while in the English text, only **"or"** has been used in order to present several alternatives to the tourist readers.

The tittle in Turkish has been presented by a Noun Phrase, whereas in English text, it is given through a Prepositional Phrase.

c. *Discourse*

In both texts, cataphoric referents have been used for Cappadocia as a foregrounding. Through the use of the exophoric referent, **"you"** in both texts, the tourist readers have been invited implicitly to Cappadocia.

h) Eastern Anatoian Region

i. *Van Gölü'nde günbatımı*

Van kültürel birikimi ve doğal güzellikleri, yöresel dokusuyla Anadolu'nun motiflerini yaşatabilen bir kent. Türkiye'nin en büyük gölü bu ilimizde. Van Gölü üç de ada barındırıyor: Bu adalardan en meşhuru Akdamar

ii. *The Van Lake:The Sundown in Van Lake*

Van can get motifs of Anatolia alive with its cultural accumulation and scenic beauties. The biggest

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lake of Turkey, which harbour three islands, is in this city. Akdamar is the famous one among these islands. There is also a historic castle in this island.

a. *Lexical Categories*

In both texts, the vocabulary is simple, complex, formal, descriptive and evaluative. The nouns are both concrete and abstract. The Proper names, "Van" and "Akdamar" have been used to take the tourist readers' attention to the environment of Van implicitly.

The adjectives are frequent. They are physical, referential and evaluative. Besides, a gradable adjective has been used in the Turkish text. Additionally, in the Turkish text, there is only one verb which refers to a state, which is a transitive one. In the other sentences, the verbs are deleted.

b. *Grammatical Categories*

In both texts, declarative sentences have been used.In the Turkish text, minor sentence types have been presented. On the contrary, in the English text, the simple, complex and compound complex sentences have been used.

c. *Discourse*

In order to attract the attention of the tourist readers to the Lake Van, the archaic word, **"sundown"** has been used instead of **"sunset".** Therefore, the tourists are implicitly exposed to the ancient motifs of Anatolia.

In both texts, anaphoric referents have been used. Cohesion is established well; but coherence is violated through the tittle on purpose. It is because the tittle is nothing to do with the content. Taking this foregrounding, deviation, into account, it can be said that the tourist readers are deliberately invited to visit the Lake Van to see its environmet, as well.

VI. Conclusion

a) Concluding Remarks

In conclusion, this study points out that the brochures as tourist-information texts have a language of tourism with some specialised vocabulary, and grammatical rules in an appropriately given discourse of two cultures, Turkish and English. As is seen in both languages, intentionality has shaped grammaticality. "Tourism is a specialised field and the language of tourism is, therefore, a specialised language" (Francesconi 2010: 20).

In order to accomplish this specialized language, it should be borne in mind that implicitly there is a social relation between the writer and the tourist readers.

The linguistic analysis of the texts shows that almost all types of adjectives have been used in both languages. Generally speaking, in the English texts, the adjectives are predicative, whereas in the Turkish texts, they are both attributive and predicative.

According to the referential meaning of two cultures, different vocabulary items have been used. According to the text types, the type of vocabulary changes; descriptive and specific vocabulary has been used in descriptive texts, whereas evaluative and specific vocabulary has been used in expository texts. In the Turkish expository texts, minor sentence type has been used, since the verbs are deleted. Therefore, through verbs, foregrounding is established to carry an important part of the meaning.

In order not to lead misunderstanding, in the English texts idiomatic expressions have been avoided. Foregrounding has been given importance in order to attract the tourist readers' attention.

All the linguistic elements have been presented through a well designed discourse.

b) Suggestions

1. The Language of Tourism texts should be given importance;
2. 2. Due to cultural diversity between languages, the translation of the source language into . the target language should be done cautiously in tourist-information texts;
3. In the translation departments of the faculties some linguistic courses on tourism should
4. be offered in order to train prospective translators for the field of Tourism;
5. The Tourism sector can be improved, conducting some Corpus studies.

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Reference and Appositive Repetition in Mariama Ba's So Long a Letter

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Abstract - The concepts of coherence and cohesion have both been widely studied in linguistics and scholars are in no disagreement that they are both principal ingredients in creating a text. By text we mean a piece of utterance, whether spoken or written, whose parts have been put together to form a unified semantic and syntactic whole. The former refers to a semantic property of discourses based on the interpretation of each individual sentence relative to the interpretation of other sentences, while the latter refers essentially to the relations of meanings generated by the coming together of clauses and sentences within a discourse. But our focus in this paper is on cohesion, which encompasses the relations obtaining among the components of a discourse. The discourse here is a piece of written literary text. In the present study we explore the use of both lexical and grammatical cohesive ties in the award-winning iconoclastic, epistolary masterpiece of Mariama Ba's So Long a Letter. At the end of the study, it is shown clearly that the novel, though the first by the author, was largely successful due to the smoothness, simplicity and accessibility of the language occasioned by the brilliant and appropriate deployment of the cohesive ties, most especially referential ties and the repetitive nature of language.

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REFERENCE AND APPOSITIVE REPETITION IN MARIAMA BAS SO LONG A LETTER

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Reference and Appositive Repetition in Mariama Ba's So Long a Letter

E. Taiwo Babalola

Abstract - The concepts of coherence and cohesion have both been widely studied in linguistics and scholars are in no disagreement that they are both principal ingredients in creating a text. By text we mean a piece of utterance, whether spoken or written, whose parts have been put together to form a unified semantic and syntactic whole. The former refers to a semantic property of discourses based on the interpretation of each individual sentence relative to the interpretation of other sentences, while the latter refers essentially to the relations of meanings generated by the coming together of clauses and sentences within a discourse. But our focus in this paper is on cohesion, which encompasses the relations obtaining among the components of a discourse. The discourse here is a piece of written literary text. In the present study we explore the use of both lexical and grammatical cohesive ties in the award-winning iconoclastic, epistolary masterpiece of Mariama Ba's *So Long a Letter.* At the end of the study, it is shown clearly that the novel, though the first by the author, was largely successful due to the smoothness, simplicity and accessibility of the language occasioned by the brilliant and appropriate deployment of the cohesive ties, most especially referential ties and the repetitive nature of language.

I. Introduction

The concept (of cohesion) refers essentially to the relations of meanings generated by the coming together of clauses and sentences within a discourse. It encompasses the relations obtaining among the components of a discourse. The relations are principally signalled by certain grammatical and lexical features reflecting textual structure on the semantic level. In line with the views of Olowe (1988), we believe that the concept of cohesion is a semantic one; it refers to relations of meaning that exist within the text and which define it as a text. Cohesion occurs where the interpretation of some elements in the discourse is dependent on that of another. The one presupposes the other; in the sense that it cannot be effectively decoded except by recourse to it. When this happens, a relation of cohesion is set up, and the two elements, the presupposing and the presupposed are thereby, at least, potentially integrated into a text.

According to Halliday and Hassan (1976) cohesion is a semantic relation between an element in the text and some other element that is crucial to the interpretation of it. Its location in the text is in no way determined by the grammatical structure. The two elements, the presupposing and the presupposed may be structurally related to each other or they may not; it makes no difference to the inherent meaning of the cohesive relation.

Cohesion is part of the systems of a language. The potential for cohesion lies in the systematic resources of reference, ellipsis and so on, which are built into the language itself. The actualisation of cohesion in any given instance, however, depends not merely on the selection of some option from within these resources, but also on the presence of some other elements which resolve the presupposition that this sets up. Cohesion again refers to the range of possibilities that exist for linking something with what has gone before. What cohesion has to do with is the way in which the meaning of the element is interpreted. Where the interpretation of any item in the discourse requires making reference to some other item in the discourse there is cohesion. This concept of cohesion accounts for essential semantic relations whereby any passage of speech or writing is enabled to function as text. It must be noted, however, that the extent to which a piece of writing can be said to be adequately cohesive is dependent upon such factors as the linguistic ingenuity of the writer, the nature of the discourse itself, and the pragma-stylistic features governing the tenor of discourse. These three factors we have found have combined to stand out our selected text of analysis.

a) *Cohesive Relations*

Since cohesive relations are not concerned with structure, they may be found just as well within a sentence as between sentences. They attract less notice within a sentence, because of the cohesive strength of grammatical structure. If a sentence hangs together already, cohesion is not needed in order to make it hang together but the cohesive relations are there all the same e.g.

If you happen to see Mr. Johnson, don't tell him his ship's gone down.

In the above sentence, the presence of the subordinate and the main clauses has made the sentence a grammatical structure of English, but the presence of *him* and *his* in the main clause are there to underscore the genitival relation between them and *Mr Johnson* earlier mentioned in the dependent clause, and not because they have made the sentence a structure. We can as well have the sentence as

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If you see Mr Johnson, don't say that the ship's gone down.

in which case *the* has conveniently replaced the personal pronouns, though the possession of the ship has been hidden.

Cohesion, like other semantic relations, is expressed through the strata organisation of language. Language can be explained as a multiple coding system comprising three levels of coding or strata: the semantic (meaning) lexico-grammatical (form) and phonological/ orthographical (expression). Meanings are realized (coded) as forms; forms are realized in turn (decoded) as expressions. To put this in everyday terminology, meaning is put into wording and wording into sound or writing. The popular term of wording refers to lexico-grammatical form, the choice of words and grammatical structures. Within this stratum, there is no hard and fast division between vocabulary and grammar; the guiding principle in language is that the more general meanings are expressed through grammar and partly through vocabulary; the more we have a text that is cohesive. We can therefore say that cohesion can be divided into two: *grammatical and lexical cohesion*.

The distinction between the two should not be unnecessarily stretched since both are significant for any semantic interpretation of a text. Also, what is taken, as been grammatical ties may sometimes be used as lexical and vice versa. For instance, repetition, which is commonly categorised as an example of lexical cohesion, can at times be grammatical. So also are conjunctions, which are usually, referred to as grammatical ties but which almost always have lexical implications. When we talk of cohesion as being grammatical or lexical, we do not mean that it is purely formal relation, in which meaning is not involved. Grammatical ties are items, which can be viewed as belonging to the closed systems of the language, while the lexical ones are those that can be subsumed under the open class.

Grammatical ties are broadly categorised as *reference*, *substitution* and *ellipsis* while lexical ties can be sub-divided into *repetition* or *reiteration*, the use of *synonyms* or *near synonyms*, *antonymy* and *collocation*, *hyponymic relations*, *idiomatic expressions*, and *polysemy* (See Halliday and Hassan, 1976 for details). In this paper, we will try to explore both grammatical and lexical cohesive ties with particular emphasis on reference (grammatical) and repetition (lexical), in Mariama Ba's iconoclastic masterpiece – *So Long a Letter*.

Reference, as a cohesive device, occurs when an item recourses to something else for its interpretation. It is a semantic relation, that is, a relation based on meaning. Put more clearly, the information to be retrieved is the referential meaning and cohesion lies in the continuity of reference, whereby the same item reoccurs in the discourse a second time. A reference tie could either be exophoric (situational) or endophoric (textual). While exophora is a reference outside of the text which does not name anything but helps to give meaning to the text, endophora is a reference to something within the text. It is either anaphoric (reference preceding text) or cataphoric (reference following text). Phoric is the referential property of a text.

It is possible for a reference item to combine both exophoric and cataphoric properties in a given text. However, what is essential is that the thing referred to has to be identifiable somehow. Endophoric reference alone is cohesive. Correspondingly, exophoric reference contributes to the creation of a text and its meaning by linking the language to its context of situation. Nevertheless, it is not directly connected with cohesion, in that, it does not integrate the various parts of a text and therefore will not be considered in this essay. Endophoric reference alone will be given prominence, as in these sentences

a) I saw *the woman* in the market. *She* was buying oranges.
b) *This* is the man. It was *his* car that was stolen.

Both sentences are endophoric, but while (a) is anaphoric, (b) is cataphoric. In (a) the personal pronoun *she* refers backward to the woman in the preceding sentence. In (b) the demonstrative *this* refers forward to 'the man' whose car was stolen. It is interesting to note that while 'this' is cataphoric to 'the man', the possessive pronoun 'his' refers anaphorically to the same antecedent 'the man'. In this case there is the use of both cataphoric and anaphoric references in the same text.

Substitution and ellipsis are devices for abbreviating and avoiding repetition. In effect, they are useful means of avoiding monotony that arises by the constant repetition of grammatical items in a discourse. Substitutes or proforms operate within and across sentence boundaries and are usually unstressed. The two devices are essentially the same process. Substitution is the replacement of one item by another. It is a means of representing a given piece of information in the environment of a new piece. Ellipsis on the other hand, is that type of substitution that replaces by nothing. Put more clearly, ellipsis is simply 'substitution by zero', or the omission of an item that can be recovered by recourse to an earlier sentence or parts of a sentence. Ellipsis implies that something is left 'unsaid' but that the 'unsaid' is understood. Substitution and ellipsis occur in structurally unrelated sentences and are normally unstressed. Let's consider the three versions of the sentence:

1. *The man bought the big box.*
   a. The wife the small.
   b. The wife *chose* the small *one.*
   c. The wife bought the small box.

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Each of the three alternatives (a-c) involves some repetition. The first choice is elliptical in repetition. It omits the verb 'bought' and the object 'the big box'. Thus, in (a) we have a minor sentence. The second repeats but by substituting the empty slot with 'chose' and 'one', while the final alternative is the repetition of the full form.

Repetition is essentially a literary term, which has been adopted in linguistics to describe a reiteration of linguistic items across the major or minor grammatical boundaries in a discourse to create certain effects such as emphasis and emotional impact in literature. It can be partial, full or appositive, as is almost always the case in the novel we are studying (as we shall soon show in this paper). The use of synonymous words, whether in juxtaposition or with intrinsic semantic colouration is another signal for lexical cohesion. Synonyms are different phonological words that have the same or very similar meanings. Though there are many instances of this and many entailing lexical items as well as some idiomatic expressions, the focus of this paper shall be on repetition as a lexical cohesive tie, and reference as a grammatical cohesive tie in the novel.

II. Biographical Sketch

Mariama Ba was born in Dakar, Senegal in 1929 and attended the French Berthe Maubert School in Dakar and later the Ecole Normale in Rufisque. She was brought up by her maternal grandparents and during the holidays she studied the Koran under the supervision of the then Chief Imam of the Central Mosque in Dakar.

The author's western education and Islamic religious traditions form the two major influences that manifest in her work. It is not amazing therefore, why there are lots of echoes of Islamic teaching sounding recurrently in her novels. This is more evident in *So Long a Letter* where the major theme focuses on religion and its influences on the educated woman.

Mariama Ba was one of the great prose masters of our generation. This is evident in her first novel. Although she appeared on the literary scene for a short time before the 'almighty' reaping hand of death snatched her away, she nevertheless made an impact on her world. Her first novel *So Long a Letter,* brilliant, sensitive and trilling, won her the much-acclaimed Noma award for publishing in Africa in 1980. The novel was acknowledged throughout the world as a unique innovation in post-colonial African fiction. Its precursor: Samuel Richardson's *Pamela and Clarissa* had been published outside the shores of Africa in 1740. Though the African-American, Alice Walker equally published an epistolary novel – *The Color Purple* in 1982, the publication of *So Long a Letter* two years earlier, had carved a niche for Ba as a force to be reckoned with in African literary arena. Like a 'colossus' she gained the attention of the African literary world. However, this glory was short-lived as death snatched her away six months after her return from Frankfurt. Before her death, she had written her second novel *Scarlet Song* which was published in 1981. This confirmed Ba as a prolific writer and one of the spokespersons of women in a patriarchal African society.

Mariama Ba was a schoolteacher, an active member of the Senegalese Feminist Movement, and she fought for the cause of the women, especially those in the developing society through her weapon of writing. In *Scarlet Song*, she depicts the ordeal of Murielle, a French woman who married an African and was caught in the throes of tradition of a male influenced society. Murielle was left abandoned, humiliated, isolated in a world foreign to her. Mariama Ba died in August 1981.

a) *So Long a Letter: An Overview*

So Long a Letter is a radical novel which adopts the form of a long letter. That is, as earlier said, the novel takes the pattern of epistolary, conversational style. It was told and written completely in the form of a letter. This is a deliberate device of writing used in unfolding to us the inner workings of the chief character's mind. The brilliancy of her work owes a lot to this and in fact, the emergence of great writing cannot but require idiosyncrasy. This is because since Mariama Ba debuted with this iconoclastic masterpiece, very few writers have succeeded in imitating the style. The novel was originally written in French language and later translated into English by Modupe Bode-Thomas, a Nigerian. It is our belief that the translation has really brought out Ba's fluid use of language and her dexterity in composing powerful cohesive texts.

A novel tells a story and the story in *So Long a Letter* is a daily dairy of events after the death of Ramatoulaye's husband, Modou. It is a letter written by the widowed heroine, Ramatoulaye, to her childhood friend Aissatou. This is evident in the excerpt below (p. 3):

> Modou Fall is indeed dead, Aissatou. The uninterrupted procession of men and women who have learned of it, the wails and tears all round me, confirm his death. This condition of extreme tension sharpens my sufferings and continues to the following day, the day of interment.

It is a series of reminiscences of their lives from childhood to adulthood. It focuses on their joys and grieves and the shared experience of their husbands` marriages to other wives, younger than themselves. The story is set in a polygamous Senegalese African Society, which is reinforced by Islamic religion. Ramatoulaye frequently uses the technique of flashback in order to explain the present state of affairs and we see the events from her point of view, that is, she is the narrator in the novel. She describes her terrible experiences of disappointment, neglect, insincerity and intense

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loneliness in a way that invokes our sympathy and at the same time condemnation of men's, nay, her husband's behaviour.

The theme of the novel is polygamy and it is closely tied to the Islamic religion. Islamic ideology reflects in almost every page of *So Long a Letter.* Ramatoulaye in the novel tells the story of her husband's sudden marriage to Binetou, a friend to Daba – her first daughter, in other words, somebody of her daughter's age. This he did after their twenty-one years of happy marriage that was crowned with twelve children. The protagonist cannot see the reason why her husband should engage in such an act of disavowal and this makes her to questionably lament (p. 12):

> Madness or weakness? Heartlessness or irresistible love? What inner torment led Modou Fall to marry Binetou? And to think that I loved this man passionately, to think that I gave him thirty years of my life, to think that twelve times over I carried his child.

Ramatoulaye therefore sees the husband's second marriage as a betrayal of trust and loyalty, degradation and an outright rejection of their family. Modou is portrayed as a responsible man who suddenly turns out undependable by abandoning his family for a new house, which he buys with the joint savings of Ramatoulaye and his. There he lives in luxury with his new wife and her mother. Not only that, he borrows money to pay for Bienetou's parents' visit to Mecca and he also sets aside a monthly salary for Binetou which she would have earned if she were working. Binetou and her mother live a life of total dependence on Modou without ever giving a fleeting thought to the fact that something could happen to their benefactor. Thus, Binetou and her mother are left with nothing to fall back on after the death of Modou Fall as a result of his sudden heart-attack. The house in which they live then is given to Daba.

The heroine inwardly seeks for liberation and fulfillment while holding strongly to her Islamic beliefs. She rejects polygamy and this is evident in her rejection of all the men that come to marry her after her husband's death. She also explores the virtues of informal education – orally received education – and also formal education or western education. To Ramatoulaye the latter is meant to get rid of superstitions and enhance civilization. Furthermore, the problems of drugs, sensuality among youths and the despising attitudes to traditional crafts are also examined.

So Long a Letter is an educative story. It deals subtly with the way mothers should handle the behaviours of their children. The writer, through the characterization of the heroine advocates recreational centres for children and this emphasis is made more realistic when one of her boys who is playing by the road side is knocked down accidentally by a cyclist.

She highlights the need for sex education as a means of reducing unwanted pregnancy and she feels that boys and girls should be allowed to discover themselves without feelings of guilt and secretiveness. This is illustrated in her reaction to Aissatou's pregnancy and to her boyfriend Ibrahima Sall. She constantly digresses to comment and recommend solutions on the problems of modern women, circular work and children upbringing.

Generally, *So Long a Letter* is about the problems and place of women in a Muslim society. Two cases are used as examples – the marriage between Modou and Ramatoulaye and that between Madow and Aissatou. Each ends in disaster mainly because the man takes a second wife. Ramatoulaye and Aissatou are unable to accept the indignity of living with a second wife. When Aissatou can bear it no longer she writes Madow to break the relationship between them (pp. 31–32):

> I cannot accept what you are offering me today in the place of happiness we once had. You want to draw a line between heartfelt love and physical love. I say that there is no union of bodies without the heart's acceptance, however little that may be… I am stripping myself of your love, your name. Clothed in my dignity, the only worthy garment, I go my way.

Ramatoulaye on the other hand decides to remain with Modou as long as possible even though Modou had deserted her and her social problems multiplied after his death. She struggles very hard not to abandon her marital home and shows a grim determination not to succumb to the wishes of those who want her to quit. In a nutshell, *So Long a Letter* is a beautiful, militant, sensitive novel on which Mariama Ba was very abstract, poetic and almost mystical.

III. Textual Analysis

a) *The Lexical Device of Repetition*

Repetition and the grammatical tie of reference are the most noticeable cohesive devices used in the novel. The lexical device of repetition is however the more powerful of the two. Examples are in the excerpts below:

1. My friend, my friend, my friend. (p.1)
2. One does not fix appointments with fate. Fate grasps whom it wants, when it wants. When it moves in the direction of your desires, It brings you plenitude. But more often than not, it unsettles, crosses you. (p. 2).
3. Modou, friend of the young as of old… Modou, the lion-hearted, champion of the oppressed… Modou, at ease as much in a suit as in a caftan… Modou, good bother, good husband, good Muslim… May God forgive him… May he regret his earthly stay in his heavenly bliss… May the earth rest lightly on him!

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4. Was it madness, weakness, irresistible love? What inner confusion led Modou Fall to marry Binetou? (p. 11, repeated on p. 12).
5. I think of all the blind people the world over, moving in darkness. I think of all the paralysed the world over, dragging themselves about. I think of all the lepers the world over, wasted by their disease….I think of the blind man who will never see his child's smile. I think of the cross the one-armed man has to bear. I think…. (pp. 11 – 12).

But the use of repetition in the novel assumes a somewhat striking regularity with the preponderance of appositive repetitions, especially in the early chapters of the novel. Two phrases are in apposition when they are logically equivalent and in the same grammatical relation to the rest of the sentence. It is a way of explaining a word or phrase, or giving additional information about it:

I spent my holiday in my favourite city, Lagos.

When we put the two phrases – 'my favourite city' and 'Lagos' – in apposition; the second phrase explains the first.

I will like to read a novel by Wole Soyinka, the 1986 Nobel Prize Winner in Literature.

'The 1986 Nobel Prize Winner in Literature' is in apposition to Wole Soyinka.

Usually but not always, apposition requires commas around the appositional phrase:

The Christmas of 1999, the most memorable I have ever had, was the grandest in the century.

The relationship underlined apposition is an intensive one. However, we can have full and partial apposition.

There are many instances of the use of appositive repetitions such as the examples given above in the novel. By the profuse use of this type of repetition, there is a kind of semantic reiteration that runs through the novel, such that the reader is immediately reminded of what has just been said by way of subtle or blatant re-statement. Thus, if the first mention of a point is unclear, the second mention, within the same grammatical slot, etches the meaning into the mind automatically. The pedagogical implication of this technique of writing is that the message of the novel is easily understood at the first reading of the novel, and the salient points discussed almost unforgettable. It has also made the narrative technique most gripping and factual. Here are some examples from the novel:

1. We walked the same paths from adolescence to maturity, where the past begets the present (p.1). – Partial Apposition.
2. … heart massage, mouth-to-mouth resuscitation, ridiculous weapons against the divine will (p.2). – Full Apposition.
3. Death, the tenuous passage between two opposite worlds, one tumultuous, the other still (p.2). – Full Apposition.
4. …his noble hands, hands of an absolute delicacy, supple hands used to tracking down illness (p.3). – Full Apposition.
5. …all parts of the country, where the radio has relayed the news (p. 3). – Partial Apposition.
6. The seven metres of white muslin, the only clothing Islam allows for the dead (p. 3). – Full Apposition.
7. The *Zem-Zem*, the miracle water from the holy places of Islam (p. 3). – Full Apposition.
8. …us, the widows (p. 4). – Full Apposition.
9. They are there, his childhood playmates on the field of football ground (p. 5). – Full Apposition
10. They are there, his classmates (p. 5). – Full Apposition.
11. They are there, his companions in the trade union struggles (p. 5). – Full Apposition.
12. …cola nuts, judiciously mixed, the first offerings to heaven for the peaceful repose of the deceased's soul (p.5) – Full Apposition.
13. …you Falls, grandchildren of Damel Madiodio (p. 7). – Full Apposition.
14. …purifying baths, the changing of my mourning clothes every Monday and Friday. – Full Apposition.

b) Grammatical Cohesive Ties: Reference

For our discussion of the grammatical cohesive ties, with particular reference to *reference*, we will use the following excerpt from page 3 of the novel:

Modou Fall is indeed dead, Aisatou, *the* uninterrupted procession of men and women who have 'learned' of *it*, *the* wails and tears all around *me*, confirm *his* death. *This* condition of extreme tension sharpens *my* suffering and continues till *the* following day, *the* day of interment. What a seething crowd of human beings come from all parts of *the* country, where *the* radio has relayed *the* news. Women, close relatives, are busy. *They* must take incense, eau-de-cologne, cotton-wool to *the* hospital for *the* washing of *the* dead one. *The* seven metres of white muslin, *the* only clothing Islam allows for *the* dead, are carefully placed in a new basket. *The* Zem-Zem, *the* miracle water from *the* holy places of Islam religiously kept by each family, is not forgotten. Rich, dark wrappers are chosen to cover Modou. *My* back propped up by cushions, legs outstretched, *my* head covered with a black wrapper, *I* follow *the* comings and goings of people. Across from *me*, a new winnowing fan bought for *the* occasion receives *the* first alms. *The* presence of *my* co-wife beside *me* irritates *me*. *She* has been installed in *my* house for *the* funeral, in accordance with tradition….

IV. Discussion

The extract above gives a picture of overwhelming use of the reference items by Mariama Ba

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So Long a Letter. From observation, it is clear that personal pronouns, personal possessives and determiners form the main block of grammatical ties in and across the sentences. There are forty endophoric reference items in the extract, out of which fourteen are instances of personal pronouns from which there are eleven personal possessives. There are also two instances of comparative referential items and an occurrence of a demonstrative reference item. There are twenty-five instances of determiners in the extract, which have been used as reference items, most of which are definite types. Only three of these determiners are indefinite. Out of the number, twenty instances are anaphoric, while five instances are cataphoric.

In addition, there are various types and modes of reference. We shall point out three types that are present in the above extract in particular and all through the novel in general: *definite reference*, *indefinite reference* and *generic reference*. There is no doubt that it is the definite reference which is the most crucial for the functioning of language, and by far has the highest number of occurrences in the extract. Let's consider the following sentences from the extract:

a. *The* seven metre of white muslin, *the* only clothing Islam allows for *the* dead, are carefully placed in *a* new basket.
b. *The* Zem-Zem, *the* miracle water from the holy places of Islam….
c. Across from me, *a* new winnowing fan bought for *the* occasion receives *the* first alms.

The first *the* in (a) is both definite and anaphoric, while the second *the* is definite but cataphoric, referring back to 'white muslin' mentioned earlier. But both the first instances are semantically different from the third *the* in 'the dead'. This is because the third *the* has the reading which involves what is called *generic reference*, that is, reference to a class of referents. So also is the first *the* in (b) of which use is generic. However, the use of *a* as in 'a new basket' in (a) and 'a new winnowing fan' in (c) are both instances of indefinite reference.

The essence of indefinite reference is that the identity of the referent is not germane to the message: that is, nothing hinges on the individual features of the referent, only the class features indicated are presented as relevant. Notice also that this has nothing to do with whether or not either speaker or hearer is in fact able to effect a unique identification of the referent. Suppose someone complains of extreme boredom, and in response I pick up a book and offer it to them, saying either (i) *Here, read a book,* or (ii) *Here, read this book*. The difference is that in both cases, the identity of the book is clear to both participants. The difference is that in (i) the identity of the book is not germane, just the fact that it is a book, whereas in (ii), the identity of the book is presented as (a) important to the message (e.g. *You're bound to find this particular one interesting*), and (b) accessible to the hearer. However, in the case of the examples from the extract, the introduction of the modifier 'new' in both nominal groups has introduced some specifications.

V. Implications and Conclusions

The epistolary form of the novel accounts for this cohesive and stylistic choice. The events in the novel are reminiscences of the Ramatoulaye's (narrator) life from childhood to adulthood and it was written at different time intervals. This literary style called for a cohesive device of continuity and conjunctive connectors that are replete in the novel.

In summation, anaphoric and cataphoric reference especially personal pronouns and personal possessives and determiners provide the most grammatical ties between sentences. Next in importance is the use of appositive repetitions, which have an enduring effect of reiteration and accessibility of the message. A critical observation of the study text reveals that lexical cohesion operates often in narrative and descriptive passages; where they function cohesively by reinforcing the entire passage. Apart from the linguistic effect of lexical cohesion in *So Long a Letter*, it also gives the passages the literary beauty of concreteness in details.

From the simple analysis attempted in this paper, it can be safely concluded that *So Long a Letter* fulfills the theoretical framework as given by Halliday and Hasan (1976). It also satisfies the descriptive framework we presented at introductory stage of the paper. It features both grammatical and lexical cohesion, though we have focussed on just reference as a grammatical tie, and repetition as a lexical tie. An examination of all the extracts in this study reveals that Mariama Ba's first literary prose – *So Long a Letter* – has a high proportion of cohesive items: referential, lexical and rhetorical items. Also the structural and textual functions of connectors cannot be overlooked, though they play more of structural roles than textual ones.

In general, the rhetorical elements, lexical item, and the tone of the novel give an indication of the author's Islamic background and values. In effect, the text *So Long a Letter* has a logical and an unambiguous structure as a result of the predominance of referential items, which are resolved within the text. This gives the prose work a simple, straight-forward and plain style; that makes for easy understanding and enjoyment of the text.

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Application of Management Techniques by Teachers to Control the Disruptive Behavior in Over-Crowded Classrooms

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Abstract - The study was accomplished to find out the problems of management of the crowded classrooms and their solutions in secondary schools of Punjab. The objectives of the study were; (i) to identify the problems faced by the teachers in managing the crowded classrooms; (ii) to analyze the perceptions of teachers and head teachers about the strategies of management of the crowded classrooms; (iii) to find out the strategies applied by the teachers to manage the crowded classrooms; (iv) to rank the problems and strategies used to manage the crowded classes. A cross-sectional survey was conducted using questionnaires for the teachers and students and an interview for the head teachers. Purposive sampling technique was used for the selection of the head teachers (18), secondary school teachers (54) and students (216). Two types of instruments were developed to collect the data. A questionnaire was used to identify the problems of the teachers. The interview of head teachers was conducted for the analysis of the perception about the solution of managerial problems.

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APPLICATION OF MANAGEMENT TECHNIQUES BY TEACHERS TO CONTROL THE DISRUPTIVE BEHAVIOR IN OVER-CROWDED CLASSROOMS

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Application of Management Techniques by Teachers to Control the Disruptive Behavior in Over-Crowded Classrooms

Muhammad Naqeeb ul Khalil Shaheen [α], Gul Muhammad Khan [σ], Muhammad Arshad Tariq [ρ], Tariq Mahmood [ω] & Shahbaz Hamid [¥]

Abstract - The study was accomplished to find out the problems of management of the crowded classrooms and their solutions in secondary schools of Punjab. The objectives of the study were; (i) to identify the problems faced by the teachers in managing the crowded classrooms; (ii) to analyze the perceptions of teachers and head teachers about the strategies of management of the crowded classrooms; (iii) to find out the strategies applied by the teachers to manage the crowded classrooms; (iv) to rank the problems and strategies used to manage the crowded classes. A cross-sectional survey was conducted using questionnaires for the teachers and students and an interview for the head teachers. Purposive sampling technique was used for the selection of the head teachers (18), secondary school teachers (54) and students (216). Two types of instruments were developed to collect the data. A questionnaire was used to identify the problems of the teachers. The interview of head teachers was conducted for the analysis of the perception about the solution of managerial problems. The questionnaire was used for the teachers to analyze their perception and practices and the questionnaire for students was used to analyze the teachers' practices for managing the crowded classrooms. Data was collected by visiting the sample secondary schools personally. Data of interview was analyzed critically by using percentage while data of questionnaires was analyzed by using one way chi-square test. The major problems were controlling the students and paying individual attention to them. The concluded solutions for the problems lied in pre-planning of the classroom activities and motivating the students. The major recommendations were to maintain students' record, classroom space and time.

I. Introduction

The teacher faces numerous problems in class and gets puzzled if he/she is not a good manager e.g. how to motivate students for initiating desirable behaviors and avoiding undesirable ones; how to control conversions, incoming, departure, and within the classes; how to modify and utilize The inadequate physical resources designed for upholding a high-quality instructive environment? So, the teacher may ponder upon the causes of the interrupting problems and use different strategies for the solutions. Anjum (2003) put forward that different teachers recommend different figure of students for a perfect class size. In Pakistani secondary schools, it is likely that class size be supposed to be of thirty-five students. Ashraf (1998) engraved that in Pakistan, a teacher has different number of students in a class the number from ten to hundred and even above. The teachers feel comfortable having thirty to forty students. Above forty, class becomes large… class becomes large when the teacher doesn't feel comfortable.

Haddad (2006) described that large classes are often major obstacles in ensuring quality education. Indeed, there are many research studies that point to the disadvantages of large classes and advocate small classes as a factor to ensure quality education. According to Khan (2008) the process of attaining organizational goals involved effective and efficient planning and organizing, leading and controlling of the organization's resources (human, physical, financial, information). Baldeo (1996) pointed out that it is that set of activities (or the relationships) through which the teacher establishes and maintains the classroom conditions which facilitate effective, efficient and productive instruction for the learning process.

Explaining the concept of a good classroom management Everson et al (1997) stated that a good classroom management is based on students' understanding of behavior expected of them. A careful planned system of rules and procedures makes it easier for you to communicate your expectations to your students, and it ensures that the procedures you set up will be workable and appropriate. Nayak and Rao (2002) wrote that the most effective decisions in classroom management are based on a clear concept of the goals and intended outcomes that a teacher wishes to accomplish.

Lemlech (1988) defined classroom management is concerned with the maintenance of the conducive learning environment in the classroom.

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Schein (1985) stated the importance of management as culture and structure, leadership and management all are necessary if an organization is to become highly effective. According to Louis and Miles (1992) management refers to designing and carrying out plans, getting things done and working effectively with people. The classroom management refers to a process that teachers guarantee the classroom instruction, the order, the effectiveness, dealing some matters and arranging the time and space. According to Law and Glover (2000), the managerial work of the class teacher is only material development that means to be a good classroom teacher; it is necessary to organize the material that is conducive for learning and achieving the objectives. Each manager needs a pocket theory of management.

A teacher is a manager. He/she has to handle the entire class. The teachers have very thick and crowded classes these days and they have to cope with them. So the teacher and the students should have clear and pre-decided rules of management. It does not mean that the teacher should implement his rules strictly to the students. The rules should be applied consistently and politely rather than strictly and forcefully.

Applying classroom management strategies, the teacher can handle his/her class successfully. It helps the teacher to make a high-quality and appropriate decision for suitable reinforcement of students. In addition to this, the strategies can help in increasing the overall effectiveness of the educational program. Ijaiya (1999) carried out study to find out the serious effects of overcrowded classroom on teacher-student interactions and the frequently used coping strategies adopted by the teachers. Findings showed that over-crowdedness diminished the quantity and quality of teaching and learning with serious implications for attainment of educational goals. It was suggested that both the federal and state Government should make the building of additional classrooms and provision of students' furniture a priority in their educational planning at all levels.

Orr (1999) put forward a study to determine types of behaviors pre-service teachers viewed as inappropriate classroom behaviors. Results indicated that talking, disruptive behavior, disrespect, inattention, and not doing/refusal to do assigned work accounted for the majority of the responses when identifying behavior problems. The most successful strategy reported in handling discipline behavior problems was verbal reprimand and the least successful strategy reported was ignoring the behavior. Shaheen (2003) concluded that the teachers felt problems in students like grouping and conflict, misbehavior, disturbing the class, irregularity, escaping from class and lack of interest while the school failed to provide proper physical facilities to the students. It was recommended that double shifts in school might be started for reducing the workload of the teachers.

II. Data Analysis and Results

Data was analyzed by using one-way Chi-Square (χ^2) technique in order to test the significance of statements. The level of the significance used for the statements was 0.05. Questionnaire about managerial problems was analyzed using percentage technique while interview was analyzed critically.

Problems faced by the teachers in managing the crowded classrooms.

Table 4.1 : Responses of the teachers to the crowded classrooms creating problems

S #	Problem description	Yes	%age	No	%age
1	Difficulty in controlling the students	54	100%	0	0%
2	Difficulty in paying attention to the individual student	54	100%	0	0%
3	Difficulty in planning activities for students	48	88.9%	6	11.1%
4	Difficulty in developing and maintaining co-operative learning atmosphere	45	83.3%	9	16.7%
5	Difficulty in motivating all the students	50	92.6%	4	7.4%
6	Lack of using available physical resources	44	81.5%	10	18.5%
7	Difficulty in maintenance of record	53	98.1%	1	1.9%
8	Difficulty in time-management	54	100%	0	0%
9	Difficulty in ensuring convenient seating arrangement	43	79.6%	11	20.4%

It is clear from the above table that the teachers faced all the above mentioned problems in the crowded classrooms.

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a) Open-ended question about managerial problems

Table 4.2 : Responses of the teachers on the crowded classes creating problems(other than mentioned above)

S.#	Problem description	N	%age
1	Cheating	22	40.7%
2	Absenteeism	20	37%
3	Students' aggression (bullying, quarrelling)	12	12.3%

It was clear from the above table that the teachers faced problems like cheating (40.7%), absenteeism (37%) and students' aggression (bullying, quarrelling) (12.3%).

Practice of managing the crowded classrooms

b) Body language

Table 4.3 : Responses of the teachers on the use of their body language according to the classroom atmosphere

Option	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2/ f_e$
Strongly agree	27	10.8	16.2	262.44	24.3
Agree	17	10.8	6.2	38.44	3.55926
Undecided	5	10.8	-5.8	33.64	3.11481
Disagree	2	10.8	-8.8	77.44	7.17037
Strongly disagree	3	10.8	-7.8	60.84	5.63333
Chi-square					43.7778

df = 4 $\alpha = 0.05$ $\chi^2 = 9.48$

It was clear from the above table that the observed value of χ^2 (43.78) was greater than the tabulated value (i.e. 9.48). So, the statement was accepted that the teachers used their body language according to the classroom atmosphere.

c) Time management

Table 4.4 : Responses of the teachers on the management of classroom time

Option	f_o	f_e	f_o-f_e	$(f_o$-$f_e)^2$	$(f_o$-$f_e)^2/ f_e$
Strongly agree	15	10.8	4.2	17.64	1.63333
Agree	14	10.8	3.2	10.24	0.94815
Undecided	22	10.8	11.2	125.44	11.6148
Disagree	1	10.8	-9.8	96.04	8.89259
Strongly disagree	2	10.8	-8.8	77.44	7.17037
Chi-square					30.2593

df = 4 $\alpha = 0.05$ $\chi^2 = 9.48$

It was clear from the above table that the observed value of χ^2 (30.26) was greater than the tabulated value (i.e. 9.48). So, the statement was accepted that the teachers managed their time well in the crowded classroom.

d) Appropriate behavior

Table 4.5 : Responses of the teachers to the use of disciplinary strategies to ensure appropriate behavior of the students

Option	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2/ f_e$
Strongly agree	20	10.8	9.2	84.64	7.83704
Agree	12	10.8	1.2	1.44	0.13333
Undecided	6	10.8	-4.8	23.04	2.13333
Disagree	6	10.8	-4.8	23.04	2.13333
Strongly disagree	10	10.8	-0.8	0.64	0.05926
Chi-square					12.2963

df = 4 $\alpha = 0.05$ $\chi^2 = 9.48$

It was clear from the above table that the observed value of χ^2 (12.30) was greater than the tabulated value (i.e. 9.48). So, the statement was accepted that the teachers used disciplinary strategies to ensure appropriate behavior of the students.

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e) Questioning Technique

Table 4.6 : Responses of the teachers on exercising questioning technique in the crowded classrooms

Options	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2/ f_e$
Strongly agree	8	10.8	-2.8	7.84	0.72593
Agree	24	10.8	13.2	174.24	16.1333
Undecided	11	10.8	0.2	0.04	0.0037
Disagree	8	10.8	-2.8	7.84	0.72593
Strongly disagree	3	10.8	-7.8	60.84	5.63333
Chi-square					23.2222

df = 4 $\alpha = 0.05$ $\chi^2 = 9.48$

It was clear from the above table that the observed value of χ^2 (23.22) was greater than the tabulated value (i.e. 9.48). So, the statement was accepted that teachers exercised questioning technique in the crowded classrooms.

f) Physical Resources

Table 4.7 : Responses of the teachers on the use of the available physical resources in the classroom activity (s)

Option	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2/ f_e$
Strongly agree	19	10.8	8.2	67.24	6.22593
Agree	17	10.8	6.2	38.44	3.55926
Undecided	13	10.8	2.2	4.84	0.44815
Disagree	3	10.8	-7.8	60.84	5.63333
Strongly disagree	2	10.8	-8.8	77.44	7.17037
Chi-square					23.037

df = 4 $\alpha = 0.05$ $\chi^2 = 9.48$

It was clear from the above table that the observed value of χ^2 (23.04) was greater than the tabulated value (i.e. 9.48). So, the statement was accepted that the teachers used the available physical resources in the classroom activity (s).

g) Record

Table 4.8 : Responses of the teachers on maintaining the record of the students'conduct

Option	fo	fe	fo-fe	$(fo-fe)^2$	$(fo-fe)^2/ fe$
Strongly agree	9	10.8	-1.8	3.24	0.3
Agree	11	10.8	0.2	0.04	0.0037
Undecided	14	10.8	3.2	10.24	0.94815
Disagree	16	10.8	5.2	27.04	2.5037
Strongly disagree	4	10.8	-6.8	46.24	4.28148
Chi-square					8.03704

df = 4 $\alpha = 0.05$ $\chi^2 = 9.48$

It was clear from the above table that the observed value of χ^2 (8.04) was less than the tabulated value (i.e. 9.48). So, the statement was rejected that the teachers maintained the record of the students' conduct.

h) Knowing students' names

Table 4.9 : Responses of the teachers on knowing all or most of the students by the names

Option	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2/ f_e$
Strongly agree	21	10.8	10.2	104.04	9.63333
Agree	16	10.8	5.2	27.04	2.5037
Undecided	10	10.8	-0.8	0.64	0.05926
Disagree	5	10.8	-5.8	33.64	3.11481
Strongly disagree	2	10.8	-8.8	77.44	7.17037
Chi-square					22.4815

df = 4 $\alpha = 0.05$ $\chi^2 = 9.48$

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It was clear from the above table that the observed value of χ^2 (22.48) was greater than the tabulated value (i.e. 9.48). So, the statement was accepted that the teachers knew all or most of the students by their names.

i) Help by head teachers

Table 4.10 : Responses of the teachers whether head of the institute helped in maintaining good learning atmosphere

Option	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2/ f_e$
Strongly agree	17	10.8	6.2	38.44	3.55926
Agree	14	10.8	3.2	10.24	0.94815
Undecided	6	10.8	-4.8	23.04	2.13333
Disagree	9	10.8	-1.8	3.24	0.3
Strongly disagree	8	10.8	-2.8	7.84	0.72593
Chi-square					7.66667

df = 4 $\alpha = 0.05$ $\chi^2 = 9.48$

It was clear from the above table that the observed value of χ^2 (7.67) was less than the tabulated value (i.e. 9.48). So, the statement was rejected that heads of the institutes helped the teachers in maintaining good learning atmosphere in the crowded classrooms.

j) Applying Rules

Table 4.11 : Responses of the teachers on applying the rules strictly

Option	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2/ f_e$
Strongly agree	10	10.8	-0.8	0.64	0.05926
Agree	24	10.8	13.2	174.24	16.1333
Undecided	12	10.8	1.2	1.44	0.13333
Disagree	4	10.8	-6.8	46.24	4.28148
Strongly disagree	4	10.8	-6.8	46.24	4.28148
Chi-square					24.8889

df = 4 $\alpha = 0.05$ $\chi^2 = 9.48$

It was clear from the above table that the observed value of χ^2 (24.89) was greater than the tabulated value (i.e. 9.48). So, the statement was accepted that the teachers applied the rules strictly in the crowded classrooms.

k) Motivation

Table 4.12 : Responses of the teachers on motivating students during class/ group work

Option	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2/ f_e$
Strongly agree	25	10.8	14.2	201.64	18.6704
Agree	15	10.8	4.2	17.64	1.63333
Undecided	7	10.8	-3.8	14.44	1.33704
Disagree	2	10.8	-8.8	77.44	7.17037
Strongly disagree	5	10.8	-5.8	33.64	3.11481
Chi-square					31.9259

df = 4 $\alpha = 0.05$ $\chi^2 = 9.48$

It was clear from the above table that the observed value of χ^2 (31.96) was greater than the tabulated value (i.e. 9.48). So, the statement was accepted that the teachers motivated the students during class/ group work.

l) Being Consistent

Table 4.13 : Responses of the teachers on being consistent in managing the crowded classrooms

Option	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2/ f_e$
Strongly agree	22	10.8	11.2	125.44	11.6148
Agree	17	10.8	6.2	38.44	3.55926
Undecided	10	10.8	-0.8	0.64	0.05926

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Disagree	3	10.8	-7.8	60.84	5.63333
Strongly disagree	2	10.8	-8.8	77.44	7.17037
Chi-square					28.037

df = 4 $\alpha = 0.05$ $\chi^2 = 9.48$

It was clear from the above table that the observed value of χ^2 (28.04) was greater than the tabulated value (i.e. 9.48). So, the statement was accepted that the teachers were consistent in managing the crowded classrooms.

m) Homework

Table 4.14 : Responses of the teachers on maintaining homework diaries of the students

Option	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2/ f_e$
Strongly agree	11	10.8	0.2	0.04	0.0037
Agree	12	10.8	1.2	1.44	0.13333
Undecided	7	10.8	-3.8	14.44	1.33704
Disagree	8	10.8	-2.8	7.84	0.72593
Strongly disagree	16	10.8	5.2	27.04	2.5037
Chi-square					4.7037

df = 4 $\alpha = 0.05$ $\chi^2 = 9.48$

It was clear from the above table that the observed value of χ^2 (4.70) was less than the tabulated value (i.e. 9.48). So, the statement was rejected that the teachers maintained homework diaries of the students.

n) Seating Arrangement

Table 4.15 : Responses of the teachers on keeping seating arrangement convenient to all the students

Option	f_o	f_e	$f_o - f_e$	$(f_o - f_e)^2$	$(f_o - f_e)^2/ f_e$
Strongly agree	23	10.8	12.2	148.84	13.7815
Agree	9	10.8	-1.8	3.24	0.3
Undecided	8	10.8	-2.8	7.84	0.72593
Disagree	7	10.8	-3.8	14.44	1.33704
Strongly disagree	7	10.8	-3.8	14.44	1.33704
Chi-square					17.4815

df = 4 $\alpha = 0.05$ $\chi^2 = 9.48$

It was clear from the above table that the observed value of χ^2 (17.48) was greater than the tabulated value (i.e. 9.48). So, the statement was accepted that the teachers kept seating arrangement convenient to all the students.

III. Discussion

Classroom management is crucial for education to take place and there may be a number of factors that trigger misconduct; yet, by means of effective inspection of the problems they are not insurmountable. The teachers must know their students to identify their needs and tailor their instruction accordingly. In case of the crowded classrooms the problems like controlling the students, maintaining students' record, paying attention to the individual student, maintaining classroom time and space, planning and organizing classroom instructions and activities, absenteeism and bullying etc. is amplified. Classroom management thus helps the teachers to create a non-threatening atmosphere in which they are less likely to face these problems.

It was found that the teachers felt difficulty in controlling the students and paying attention to the individual student. Sarıçoban (2001 & 2005) supported these finding by concluding that the teachers failed to control the students in the crowded classrooms. The teachers did not have time to help all the students and if there were a small class, it would be easy to assist each individual. Moreover, the introverted students could not received proper help from the teachers. Shaken (2003) and Al-Maneea (2007) also concluded that these problems existed in the crowded classrooms and might be managed by applying suitable strategies. Preston and Shake ford (2005) stated that new teachers usually encountered these problems. It was found that the teachers felt difficulty in time-management, maintenance of record, motivating all the students, developing and maintaining co-operative learning atmosphere, planning activities for the students, using available physical resources, ensuring convenient seating arrangement, cheating, students' aggression and absenteeism. Haddad (2006) favored these findings and pointed out

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large classes were often major obstacle in ensuring quality education.

The study also revealed that the solutions for the problems lied in pre-planning of the classroom activities and motivating the students. Doyle (1986, p. 339) supported these findings by saying the time-management procedures, such as appropriate pacing and well-planned transitions helped in managing the crowded classrooms. It was found that the teachers use their body language in the crowded classrooms. Dixie (2007) favored this finding and concluded that eight year research on the use of body language in the classroom that it is a quality of a good teacher to use his/her body language well in the crowded classrooms. It was found that teachers knew the students' names. Killen (2003) and Mishap (2007) favored it and pointed out that knowing students by name was absolutely vital to good classroom control. It was found that the teachers were gradual, consistent and used motivational techniques. Nissman (2000) and Sajjad (2007) favored that it was a part of classroom management plan and the teachers might provide incentives to the students. It was also found that the teachers apply rules strictly and ensured appropriate behavior. Edwards (1993) and Nissman (2000) favored it and concluded that the teachers first pointed out the inappropriate behaviors and then identified the rules and consequences. It was found that the teachers ensured convenient seating arrangement in the crowded classrooms. Everson et al (1999), Ijaiya (1999) and Leach (2006) favored it. It was also found that the teachers fell short in maintaining the record of students' conduct. Shay (2003) stressed that the teacher might maintain the record of the students for the legal considerations. The major recommendations were splitting the class into small groups and training teachers the managerial strategies of the crowded classrooms.

Consequently, this study recommends that the teachers may assign home-work for better management in the crowded classrooms. Creative assignments in this respect may prove effective instead of copying from the text-books. The teachers may be trained by the latest management strategies and techniques. The crowded classes may be split into small groups. Collaborative talk between students may be helpful for them. Students' record may also be maintained. More studies may also be conducted to explore the problems of management of the crowded classrooms and their solutions. The present study may be extended to the college or university level.

IV. Recommendations

Following were some major recommendations;

1. Teachers may be trained by the latest management strategies and techniques for the crowded classrooms. Special training material may be developed for this purpose. This may not only help them sort out the problems of the crowded classrooms but also solve them.
2. Homework diaries may be properly maintained for the betterment of management in the crowded classrooms. The teachers may give creative assignments instead of copying the textbooks. The teacher may manage his/her time by pre planning the home work.
3. Avoiding corporal punishment may have better results as the students may feel comfortable and it may create positive effects on students' learning.
4. The crowded class may be split into small groups. Well maintained groups may create good learning atmosphere in the crowded classrooms. Collaborative talk between students may be helpful for them.
5. Maintaining students' record and using classroom space and time may prove helpful for the teachers in managing the crowded classrooms.

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Review papers: These are concise, significant but helpful and decisive topics for young researchers.

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The recommended size of original research paper is less than seven thousand words, review papers fewer than seven thousands words also.Preparation of research paper or how to write research paper, are major hurdle, while writing manuscript. The research articles and research letters should be fewer than three thousand words, the structure original research paper; sometime review paper should be as follows:

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(a)Title should be relevant and commensurate with the theme of the paper.

(b) A brief Summary, "Abstract" (less than 150 words) containing the major results and conclusions.

(c) Up to ten keywords, that precisely identifies the paper's subject, purpose, and focus.

(d) An Introduction, giving necessary background excluding subheadings; objectives must be clearly declared.

(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, unless non-standard.

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(g) Discussion should cover the implications and consequences, not just recapitulating the results; conclusions should be summarizing.

(h) Brief Acknowledgements.

(i) References in the proper form.

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References

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27. Refresh your mind after intervals: Try to give rest to your mind by listening to soft music or by sleeping in intervals. This will also improve your memory.

28. Make colleagues: Always try to make colleagues. No matter how sharper or intelligent you are, if you make colleagues you can have several ideas, which will be helpful for your research.

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30. Think and then print: When you will go to print your paper, notice that tables are not be split, headings are not detached from their descriptions, and page sequence is maintained.

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Key points to remember:

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A purpose of organizing a research paper is to let people to interpret your effort selectively. The journal requires the following sections, submitted in the order listed, each section to start on a new page.

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· Present your points in sound order

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· Use past tense to describe specific results

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The summary should be two hundred words or less. It should briefly and clearly explain the key findings reported in the manuscript--must have precise statistics. It should not have abnormal acronyms or abbreviations. It should be logical in itself. Shun citing references at this point.

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- To the point depiction of the research
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- Present a justification. Status your particular theory (es) or aim(s), and describe the logic that led you to choose them.
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- Materials may be reported in a part section or else they may be recognized along with your measures.

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- Report the method (not particulars of each process that engaged the same methodology)
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What to keep away from

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The page length of this segment is set by the sum and types of data to be reported. Carry on to be to the point, by means of statistics and tables, if suitable, to present consequences most efficiently.You must obviously differentiate material that would usually be incorporated in a study editorial from any unprocessed data or additional appendix matter that would not be available. In fact, such matter should not be submitted at all except requested by the instructor.

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- Sum up your conclusion in text and demonstrate them, if suitable, with figures and tables.
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- Present a background, such as by describing the question that was addressed by creation an exacting study.
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- Not at all, take in raw data or intermediate calculations in a research manuscript.
- Do not present the similar data more than once.
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Approach

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- In spite of position, each table must be titled, numbered one after the other and complete with heading
- All figure and table must be adequately complete that it could situate on its own, divide from text

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

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