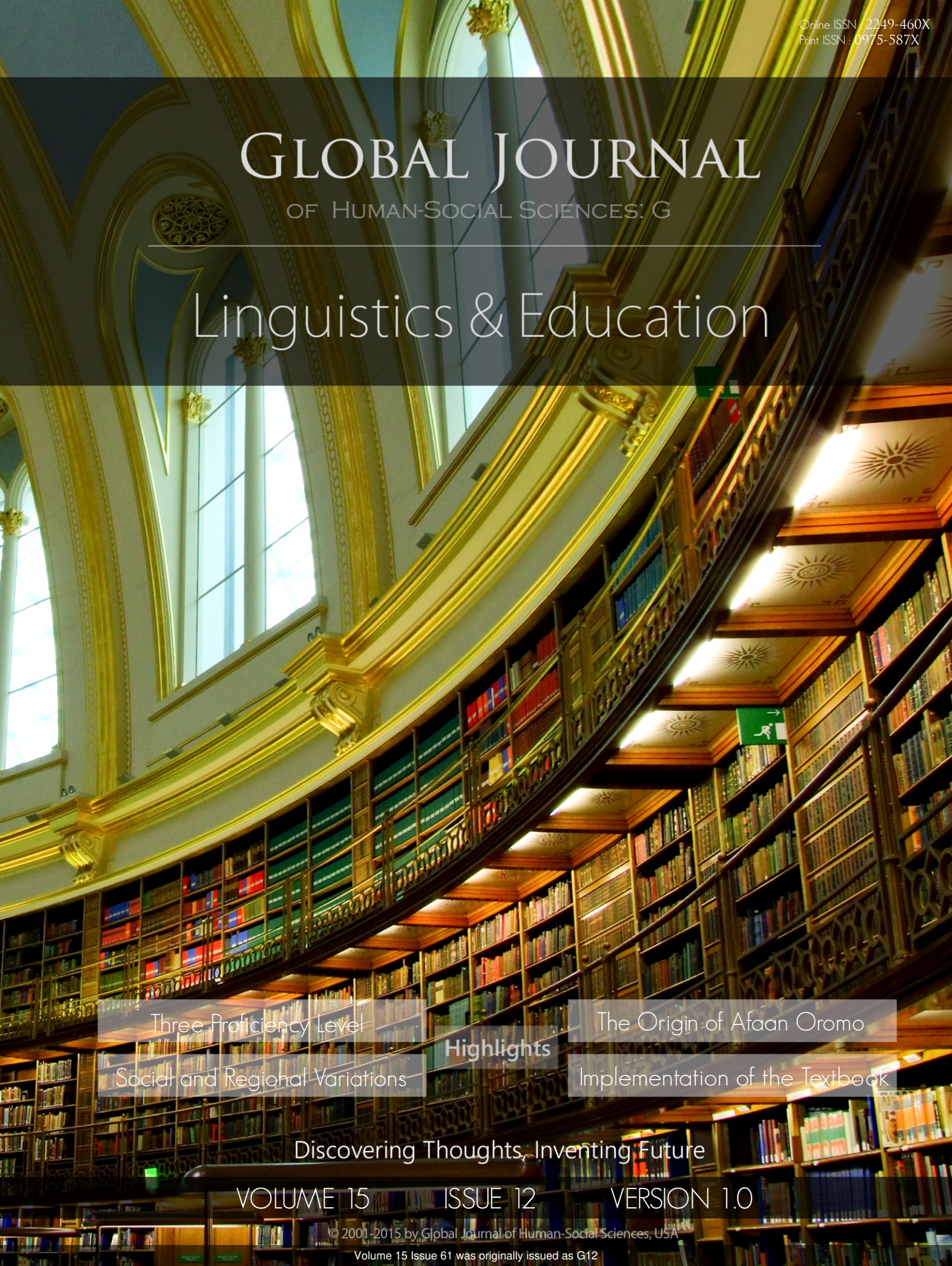
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Three Proficiency Level

Social and Regional Variations

Highlights

The Origin of Afaan Oromo

Implementation of the Textbook

Discovering Thoughts, Inventing Future

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Exploring Vocabulary Learning Strategies used by Bangladeshi Undergraduate EFL Learners: A Comparative Analysis of Three Proficiency Level Learners

By Nousin Laila Bristi
Faculty United International University, Bangladesh

Abstract- The goal of the study is to explore Vocabulary Learning Strategies used by Bangladeshi undergraduate EFL learners. The survey was conducted among 70 undergraduate BBA major students of United International University, a private university in Bangladesh. A 45 item-Vocabulary Learning Strategies questionnaire was used as the research tool. The finding reveals that, Bangladeshi undergraduate EFL learners highly use determination strategies and moderately use social, memory, cognitive and meta-cognitive strategies. Among them cognitive strategy is least used. The study also discovered that, these learners make little changes in their strategy uses at different proficiency levels. Considering the findings, the researcher has pointed out some implications for teaching VLS. It has also offered some suggestions regarding more effective use of Vocabulary Learning Strategies by Bangladeshi undergraduate EFL learners.

Keywords: vocabulary learning strategies, proficiency level, Bangladesh, undergraduate EFL learners.

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Exploring Vocabulary Learning Strategies used by Bangladeshi Undergraduate EFL Learners: A Comparative Analysis of Three Proficiency Level Learners

Nousin Laila Bristi

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Keywords: vocabulary learning strategies, proficiency level, Bangladesh, undergraduate EFL learners.

I. Introduction

It is impossible to think of a language without words. Zhi-Liang (2010) cited from Laufer (1986) that, it is not possible to understand even the mother tongue if someone doesn't know enough words of that language. So, in a second or foreign language learning context learning enough words deserves high attention. Unfortunately, the importance of teaching and learning of vocabulary in an EFL context is one of the recent issues that have got lots of attention from EFL/ESL researchers and educators (Gu, 2003, Shen, 2008, Schmitt, 1995, Zhi-liang, 2010, Richards and Renandya, 2002). Until some 20 or 25 years ago, the importance of teaching and learning vocabulary of a second language was not realized (Richards and Renandya, 2002: 255).Researchers have been exploring many areas of teaching and learning vocabulary. Vocabulary Learning Strategies (VLS) is one of the widely studied areas. Without knowing enough vocabulary, learning a foreign language is unfeasible and without strategies it is tough to effectively learn new words of that language. When a learner's vocabulary strategies are poor and vocabulary size is small they cannot be successful up to their expectation and get deprived of many benefits of knowing the global language, English (Richards and Renandya, 2002: 255).

In universities of Bangladesh vocabulary is taught both as integrated and individual content. Still this area is not given proper attention so far. Specifically, a comprehensive understanding of frequency of the applications of Vocabulary Learning Strategies (VLS) by learners is quite out of focus. Whether students are using VLS customized to their needs and proficiency levels is still unknown to the educators and researchers. In consequence, the researcher inspects the VLS used by undergraduate EFL learners of Bangladesh.

II. Literature Review

a) Vocabulary learning and vocabulary knowledge

There is no straight-forward definition of vocabulary knowledge, but it is more or less approved by the researchers that, learning vocabulary is a continuous process or a continuum (Shen, 2008, Laufer, 1998). Learning vocabulary means gaining the knowledge of the word and increasing the number of vocabulary with time (Laufer, 1998). According to Scmitt and Scmitt (1995) knowing a word refers to knowing more than its meaning. Knowing a word refers to receiving and producing other information related to the word's structure and use. Tılfarlıoğlu and Bozgeyik (2012) defines vocabulary learning as

> "….. The knowledge of the spoken or written form of a given word, its meaning and morphology. In a detailed description, two concepts, receptive and productive vocabulary knowledge, deepen the complexity of vocabulary knowledge further. It contains a wide range of components such as being able to retrieve the correct word for productive use and the right meaning for receptive use, being aware of various relations between words and being able to select appropriate words taking into consideration the degree of formality."

When an EFL learner learns a new word in English, he/she also gains and employs the knowledge

Author: Faculty United International University, Nobonir Government Officers' Residence, Khilji Road, Mohammadpur, Dhaka.
e-mail: n.l.bristi@gmail.com

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of 'frequency, style, register, dialect, collocation, structure, semantics, polysemi, translation' (Campillo, 2012 cited from Linda Taylor, 1990).

Researchers agree that, learning vocabulary in a foreign language is not a simple thing (Campillo, 1995). For that reason, learning new words in a foreign language requires a lot of efforts. Moreover, the learning speed and success of the learners depend on a number of factors. Gu (2003) has identified learner's 'age, sex, language aptitude, intelligence, prior knowledge, motivation, self-concept/image, personality, and cognitive and learning style' as the affecting factors while learning vocabulary.

Vocabulary learners can be of two types. In the first type learners receive input through reading and listening. In the second type they produce output through speaking and writing. The first type of involvement with the words is passive one and the second type is active one. Based on this, vocabularies are divided into two groups (Laufer, 1998, Moghadam, Zainal, Ghaderpour, 2012, Ebrahimi, Azhideh and Aslanabadi 2015, Nation, 2001). They are

- Productive/active vocabulary: Productive vocabulary means what they learn while writing or speaking in English (Nayan and Krishnamy, 2015).
- Receptive/ passive vocabulary: receptive vocabulary learning means what they learn while they read or listen. In that case they just need to understand the meaning of the word. The size of receptive vocabulary is bigger than the size of receptive vocabulary (Moghadam, Zainal, Ghaderpour, 2012).

To sum up, learning vocabulary can rather be seen as a circle of many interwoven aspects of the learner and the content. Consequently, it can be said that, learning vocabulary is an essential but complex feature of foreign language learning. For handling this complexity and meet the linguistic necessity, the EFL learner does not have any alternative but being strategic. As a result, the study is dedicated to the discovery of VLS used by Bangladeshi undergraduate EFL learners.

b) Vocabulary Learning Strategies (VLS)

VLS is usually seen as a branch of language learning strategies (Abadi, Baradaran, 2013, Zhi-Liang, 2010). Therefore, the nature of VLS can be understood from the characteristics of general language learning strategies. Language learning strategies are a mental process (O' Malley and Chamot, 1995), and studies related to language learning strategies is actually a part of cognitive psychology.

Vocabulary learning strategies (VLS) are the actions taken by the language learners to learn new English words (Safian, Malakar and Kalajahi, 2014, Jafari and Kafipur, 2013, Zarrin and Khan, 2014). Takac (2008) cited from Ellis (1994) that, VLS trigger different actions that include trying deliberately to find new words, carefully organizing words, guessing meaning based on situation, and preserving the information in the 'long-term memory'. VLS help them to gain grammatical, phonological, semantic and contextual knowledge about words in the foreign language. To say simply, VLS help learners to cope up with the difficulties of learning new words and to learn the words more effectively. Nation (2013) has identified some characteristics of VLS. They are:

- First of all, a number of strategies are available from where learners can make choice
- Then, these strategies are learns through several stages
- Next, In order to use VLS successfully one needs knowledge of these strategies and guidelines from training
- Finally, these strategies should enhance the ability to learn and use new words.

However, same language learning strategies are not effective for all learners (He, 2010).According to Gu (2003) the effectiveness of learning strategies depends on a learner's attitude, motivation, schemata, style, difficulty, complexity, generality and learning environment. To this list can be added Oxford's (2002) career/academic motivation, learning level, cultural background. She has found that, more motivated L2 learners use more strategies. Aptitude is also another influencing factor (Takac, 2008). Scmitt (1997) recounted from Chamot and Rubin (1994) that, the success of both teaching and employing learning strategies is driven by some variables like "proficiency level, task, text, language modality, background knowledge, and context of learning, target language, and learner characteristics."Therefore, learners need careful instructions to make good choices of VLS which are appropriate for their contexts.

Learners' choice of VLS often is representative of the type of learners they are.VLS can be used either consciously or unconsciously. Oxford (2002) in her article states that, effective learners are conscious about their learning strategies and they can successfully choose strategies needed for the language activity. Moreover, the highly effective learners can use both cognitive and meta-cognitive learning strategies together. On the other hand, the less effective students sometimes unconscious about the strategies they are using. Sometimes, even if they are aware, they cannot choose the necessary strategies carefully. Schmitt (1997) evidenced from Ahmed (1989) that 'good learners' use more VLS and they are more grounded about their strategies than 'poor learners'. Nation (2013) has divided learners in two groups based on their VLS

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use. He thinks that, active learners determinately use VLS and they have a very good storage of words and proficiency. On the other hand, the passive learners try to learn new words by memorizing, and they don't use a lot of strategies.

Strategies are very important in a second language learning context. Vocabulary learning strategies help low proficiency learners to overcome difficulty while learning new words in foreign or second language. They enlarge the scope of learner's extensive reading which in turn will also increase the size of vocabulary (Nation, 2013). In this way VLS contribute to learner's overall language proficiency. VLS are also important because it makes learners to learn new words independently without taking help of the teacher. Oxford (2002) has said, "Strategies are tools for the self-directed involvement necessary for developing communicative ability". A study among Iranian EFL learners shows that, there is a strong relationship between learners' use VLS and learners' autonomy (Abadi, Baradaran, 2013). Zhi-liang (2010) says that, VLS help learner to increase the speed of their vocabulary learning. According to him, it is not possible to know all the words. Additionally, learning vocabulary takes place both inside and outside the class. Respectively, it is not possible for the teacher to teach and monitor the learning of all necessary words. Accordingly, it is better to teach the strategies thanto teach the words in the EFL class. In fact, many recent theories are more occupied with teaching the VLS than the words.

c) Schmitt's (1997) taxonomy of VLS

Although many taxonomies of VLS have been prepared and used by many linguists, this study has chosen to use Schmitt's (1997) taxonomy for its comprehensiveness and wide use around the world. In the original taxonomy he included 59 items which was later modified and used by many other researchers. While preparing this taxonomy, other previous taxonomies and classification of strategies were taken into account. He prepared this taxonomy to investigate the VLS used by Japanese learners. Schmitt (1997) has categorized all the VLS into five types under two major categories, namely discovery strategies and consolidation strategies.

The first strategy is determination strategy which helps learners to find out word meaning using their previous knowledge about the form of language, inferring based on situation, inferring from cognates in their mother tongue, connecting to related things, and asking somebody for the meaning.

Secondly, social strategy means asking other people specially the teachers who know the meaning of the new word. It also indicates finding word meanings through group work with classmates.

Thirdly, memory strategy means remembering the meaning of new words through past knowledge, picture or grouping.

Fourthly, cognitive strategies include mental processing of the words. Scmitt (1997) believes these strategies are used to gain high competence.

Finally, meta-cognitive strategies are used to take control of own learning and evaluate to the learning. This strategy enables students to make choices of strategies and help them to change or continue the strategies based on their effectiveness.

d) Vocabulary teaching and learning in Bangladeshi universities

To be honest, here vocabulary learning and teaching is still old fashioned and entangled with so many problems. Ashraf (2014) has pointed out that, one of the main obstacles to teaching vocabulary is the Bengali medium background of the students. As a result, these learners have very poor stock and knowledge of words. Moreover, they have common fear about this language. She has also indicated that, the language courses still focus on grammar. Jahan and Jahan (2011) have found that, majority of learners don't read outside the text in English. Hence it becomes difficult to teach them enough words within the short duration of classes. Hasan (2014) has identified some problems of teachers while teaching new words, like inadequacy of contextual words, relevant wordlist, prolific teaching methods, ideas, coherence between vocabulary and other language items, proper direction for spelling and pronunciation of new words. She has also identified some problems related to the learners, like learning difficulty, fear of English, lack of interest to learn, ineffective teaching, lack of strategy use and unawareness about the strategies. Despite all these problems, recent studies in this field prove that, the concern for effective teaching and learning vocabulary is rising.

e) A glimpse of teaching and learning vocabulary at United International University

About 95% of the students here are from Bengali medium background. Due to recent degradation of standard of education in Secondary and Higher Secondary levels, they get good grades even with a poor knowledge. When they come here, especially in the first year, they find it very challenging to cope up with the English medium environment. This institution offers three English courses based on the proficiency levels of students. They are Pre-English, Basic English, and Composition and Communication Skills. After admission test, students with pre-intermediate level language skills have to take pre-English course, and students with intermediate level language skill take Basic English course. Students who take Pre-English, after finishing this course, they also take Basic English course the next

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semester. In these two courses they are taught vocabulary with other language activities as integrated item as well as individual item. The text book contains a vocabulary section for teaching vocabulary. After success fully finishing these two courses, they take Composition and Communication Skills course. At this stage it is supposed that, they have upper intermediate level language skills. In this course they are given Awl Academic Sublist. In addition to all these, students are also asked to find the meanings of new words while doing reading and listening activities. For teaching vocabulary some common strategies are advised. They are asked to bring mobile dictionary and use it as frequently as possible. They are also prescribed to guess word meanings from contexts and the structures of the words.

f) Statement of the problem

Schmitt, (1997) asserts that, it is more important to know what strategies students are already using than to decide what strategies they should use. Keeping this in mind, before planning the teaching of VLS, it is necessary to gain knowledge about the current practices. However, little is known about the VLS used by Bangladeshi undergraduate EFL learners as this fact has not been explored by any other educator or researcher yet. Thereupon, the study will inquire into Bangladeshi undergraduate EFL learners' use of VLS. Additionally, the study will scrutinize the differences among three proficiency level learners regarding their use of VLS.

g) Aim of the research

- To know how frequently Bangladeshi undergraduate EFL learners use VLS.
- To make teachers and learners aware about the VLS.
- To help making better plan for teaching VLS.
- To help learning vocabulary more effective.

h) Significance of the study

The study is particularly important for Bangladeshi private university context where students struggle a lot because of not knowing many words. This study will help learners to become aware about their vocabulary learning strategies. Teachers will be able to make decisions about how to teach new words as this study will open their eyes to a wide range of VLS and their frequency of use. Furthermore, this study will enable teachers to give proper instructions to the learners to learn new words.

i) Research questions

The study will try to find the answers of following questions:

- In general, how frequently do Bangladeshi undergraduate EFL learners use VLS?
- Are there any major differences in the use of VLS among the three proficiency level (Pre-Intermediate, intermediate and upper intermediate) learners?

j) Research design

Participants: The participants of this study are 70 undergraduate EFL learners of United International University. All of them are majoring in BBA. The distribution of participants is shown below.

Table 1 : Demography of participants

Proficiency level	Name of course	Number of participants	Percentage
Pre-Intermediate level	Pre-English	23	32.9%
Intermediate level	Basic English	23	32.9%
Upper-Intermediate Level	Composition and Communication Skills	24	34.3%
Total		70	100%

To be clear only 8.6% of the intermediate level participants took pre-English course while all the learners of upper intermediate level took Basic English course. For selecting participants convenience sampling (Leard Dissertation, Convenience Sampling, 2012) method was used.

Instrument: Schmitt's (1997) taxonomy of VLS was used to collect data. Some items were deleted from the original taxonomy considering the context and knowledge of the students. Also, considering the language level of the students, the items were rephrased. The questionnaire is consisted of two parts. In the first part the questionnaire briefly introduced the research work and asked the participants to provide some personal data like age, gender, present course, past course/s etc. The next section of the question includes 45 research items. Each item was measured with five point likertscale (1=always, 2= often, 3=sometimes, 4= almost never, 5= never). The items are divided into the five categories of VLS. The distribution of these items in the questionnaire is shown below:

Table 2 : Distribution of questionnaire items

Serial	Category	Item numbers
1	Determination Strategy	7
2	Social Strategy	7
3	Memory strategy	16
4	Cognitive strategy	9
5	Meta-cognitive strategy	6
	total	45

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Data collection and analysis: Before collecting data, the particular groups of students were informed through their teachers. Then, during the class, the researcher personally went to the class and collected the data. Descriptive statistics and ANOVA test were used to get the answers of the research questions. SPSS 16.0 version was used to get the results.

k) Findings of the survey

Frequency of VLS use: This section will present the frequency of VLS used by Bangladeshi undergraduate EFL learners. Within the scope of the first research question, it will also present the analysis of top 10 mostly used VLS and top 10 least used VLS.

Table 3 : Frequency of each type of VLS use

Serial	Category	mean	Standard deviation	Status
1.	Determination Strategy	2.3449	.61649	High
2.	Meta-cognitive strategy	2.6310	.64761	Moderate
3.	Memory strategy	2.7232	.47439	Moderate
4.	Social strategy	2.8755	.58266	Moderate
5.	Cognitive strategy	2.9794	.81787	Moderate

The table displays that, Bangladeshi undergraduate EFL learners moderately use all types of VLS. In their choice the first priority is determination strategy. In the second and third positions are meta-cognitive and memory strategies respectively. Social and cognitive strategies are least used VLS types by Bangladeshi undergraduate EFL learners. It seems they are lacking strategies they may help them learn new words through producing them.

Table 4 : Top 10 mostly used VLS

Serial	Category	item	Mean	Standard deviation
1.	Meta-cognitive	I watch English movies, cartoons, news to learn new words.	1.8143	1.17081
2.	Memory	I try to explain and make the word's meaning simple.	1.8857	.98603
3.	Determination	I use English to Bangla dictionary to find the word meaning.	2.0000	1.29660
4.	Determination	I try to understand the meaning of the word from the situation/incident/story where it is used	2.0143	1.01429
5.	Meta-cognitive	I keep learning new words all the time.	2.0143	1.06992
6.	Memory	I examine the sound of a word	2.3286	1.13854
7.	Cognitive	I say the new word again and again	2.3571	1.11688
8.	Determination	I use English to English Dictionary to find the word meaning.	2.4143	1.36724
9.	Determination	I try to understand the part of speech of the new word	2.4429	1.24686
10.	Determination	I check the prefixes and roots	2.4571	1.30424

In this table among 10 strategies, 5 are determination strategies; 2 are meta-cognitive strategies; 2 are memory strategies; 1 is cognitive strategy.

Firstly, using bi-lingual dictionary (item 3, M=2.000), guessing from context (item 4, M=2.0143), guessing from the parts of speech of the word (item 8, M=2.4429), using monolingual dictionary (item 9, M=2.4143) and checking prefixes and roots (item 10, M= 2.4571) are the mostly used determination. It is noticeable here that, they are very interested to use the dictionaries in developing their vocabulary knowledge and stock. However, it seems they are more comfortable with bi-lingual dictionary which can be an indicator that, they have difficulty in learning new words from their synonyms or antonyms. Guessing from context is one of the top five most used strategies. Since these learners have matured and gained knowledge about the world and the language for many years, they can utilize that knowledge for understanding new words. In most cases these learners are mixed ability learners. They need contextual as well as structural clues to understand meanings of words. For that they give considerable attention to the prefixes and the parts of speech to understand the meaning of new words.

Then explaining or paraphrasing word's meaning (item 1, M=1.8857) and checking the sounds of new word (item 6, M=2.3286) are the most used memory strategies. Paraphrasing strategy is the second mostly used strategy which reveals that, they learn new words through a very comprehensive meaning representation of the word. They try to remember the word through its simplified meaning because it helps them remember the word for longer time. The sounds of words are particularly popular among them because of using digital dictionaries.

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Next, oral repetition of word (item 7, M= 2.3571) is the only most used cognitive strategy. This strategy is one of the most common learning strategies among general students of Bangladesh. So, it seems they hold on to the age old cognitive strategy without making much modification in it.

Finally, watching English films and other programs (item 2, M=1.8143) and continuously learning new words (item 5, M=2.0143) are the most used meta-cognitive strategies. Watching English films and other programs is the most used strategy among all other strategies which affirms that, they are more interested to learn new words from its contextual representations instead of structure of the words. It can also be because of the high availability of internet and appealing programs on the television. They may feel the urge to enjoy the satellite programs by putting more concentration on the new words they hear or see in the subtitle.

Surprisingly, among the ten most used VLS there is no social strategy which confirms that, they are employing those strategies most that are related to receptive learning. In order to make vocabulary learning successful and to enhance productive leaning, they should employ more and more social and cognitive strategies.

Table 5 : Top 10 least used VLS

Serial	Category	item	mean	Standard deviation
1.	Social	I ask my teacher to translate the word in Bangla	3.0286	1.07638
2.	Cognitive	I write English names on physical objects	3.0571	1.46343
3.	Cognitive	I keep a vocabulary notebook where I write down any new word that I find anywhere	3.2000	1.39979
4.	Social	I ask the teacher to say a sentence using the new word.	3.2714	1.08910
5.	Memory	I make group of words based on their parts of speech	3.3000	1.18383
6.	Cognitive	I make lists of new words while listening or reading something in English	3.3286	1.27087
7.	Cognitive	I listen to tape of word lists to learn new words.	3.3286	1.33755
8.	Memory	I underline first letter of the word.	3.5714	1.42006
9.	Cognitive	I make small cards where new words and their meaning, related information	3.6143	1.37570
10.	Meta-cognitive	I simply ignore the new word	3.8143	1.32198

Among the top 10 least used VLS, 5 are cognitive strategies; 2 are social strategies; 2 are memory strategies; 1 is meta-cognitive strategy.

First of all, asking teacher to translate word meanings in Bengali (item 2, M= 3.0286), asking teacher to make sentence with new word (item 3, M= 3.2714) are the least used social strategies. It can be understood that, they are less interested to involve the teacher in learning new words. Hence, learning through communication doesn't often take place as they meet many new words during their class.

Secondly, making list of words based on parts of speech (item 5, M=3.3000), underlining first letter of the word (item 8, M= 3.5714) are the least used memory strategies used by Bangladeshi undergraduate EFL learners. They have little interest in making list of words because in many cases they have little understanding about the parts of speeches. Moreover, many of them may not be familiar with this strategy. They don't use the underlining strategy very frequently perhaps because they are matured now and can often remember words even without marking them.

Thirdly, writing English names on objects (item 1, M= 3.0571), keeping vocabulary notebook (item 4, M= 3.2000), making list of words while listening or reading (item 6, M= 3.3286), listening to tape of word list (item 7, M= 3.3286) and using flash cards (item 9, M= 3.6143) are the least used cognitive strategies. They have very little interest for the cognitive strategies which involve learning of words as isolated items even though sometimes those words are taken from a written or oral text. In many cases these strategies are not known to them, especially, the use of flash card or writing names of objects. These strategies are rarely hard about in their context. Again some strategies are not always easily available, like the tape of word list may not be available or at least they may not know the sources of those lists.

Finally, just ignoring the new word (item 10, M= 3.8143) is not only the least used meta-cognitive strategy, but also the least used strategy among all VLS. This confirms that, they are very much aware about the importance of continuous learning of new words. They have motivation and they preserve that motivation carefully as a strategy to keep learning new words.

Differences among three groups regarding frequency of VLS used: This section will report the findings related to the differences among three proficiency levels regarding VLS use.

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Table 6 : Mean scores of three proficiency level in for each category

Proficiency level	Determination	Social	Memory	Cognitive	Meta-cognitive
Pre-intermediate	2.3913	2.9130	2.6576	2.7971	2.5507
Intermediate	2.2795	2.8882	2.8315	3.2222	2.6884
Upper intermediate	2.3631	2.8274	2.6823	2.9213	2.6528

First, the table indicates that, pre-intermediate level learners use more determination strategies than the intermediate level. Although the students of pre-intermediate and intermediate level both are newcomers, the students of pre-intermediate learners use this strategy more because they have more difficulty in absorbing the new words. It helps them to utilize most common strategies to cope up with the English medium instructions. On the other hand, in the upper intermediate level the use of this strategy decreases because with time they have become more expert in guessing word meaning with a greater than before vocabulary stock.

Next, the social strategy is least used by the pre-intermediate level learners, and it gradually increases in intermediate and upper intermediate levels. It is because learners at the pre-intermediate level have less linguistic command and subsequent less confidence. As a result, they fail to utilize the social strategies to learn new words. With maturity and linguistic development, this barrier goes away, so they use more social strategies.

Then, memory strategy is most used by the pre-intermediate level. They use this strategy most because they need as many words as possible to absorb the English medium education and the initial shock. Remembering words' meaning can save them from initial downfall. Upper intermediate level learners use it least because they have more opportunities for extensive reading and writing which help them learn from guessing and context.

After that, cognitive strategy is most used by the pre-intermediate level. Because of their low language ability, they feel the urge to learn new words both in receptive and productive way. On the contrary, it is least used by the intermediate level because they are often not aware about them. It increases a little in the upper intermediate level as they have big list of words as a part of their syllabus. Tocope up with this, they need a lot of cognitive strategies.

Finally, meta-cognitive strategy is also most used by pre-intermediate level learners. In intermediate level it decreases, and in upper intermediate level it increases again. It seems learners at pre-intermediate level are more conscious about learning new words than those of intermediate level. With maturity the use is somewhat restored.

Table 7 : Anova between groups mean differences

Between Group mean differences	Sum of Squares	df	Mean Square	F	Sig.
Determination strategy	.156	2	.078	.200	.819
Social strategy	.092	2	.046	.132	.877
Memory strategy	.409	2	.204	.906	.409
Cognitive strategy	2.202	2	1.101	1.678	.195
Meta-cognitive strategy	.235	2	.118	.275	.761

Table 7 shows that, there is no significant difference among these three groups regarding their uses of VLS. This indicates at different proficiency levels learners make slight changes in the use of VLS.

III. Discussion

The findings of the study are in consistent with the findings of the studies conducted in other parts of the world. The study discovered that, Bangladeshi undergraduate EFL learners mostly use determination strategy which is similar to the findings of Baharudin and Ismail, (2015), Jafari and Kafipur (2013), Amirian and Hesmatifar (2013) and Tılfarlıoğlu and Bozgeyik (2012).They also moderately use social, memory, cognitive and meta-cognitive strategies which is similar to the findings of Jafari and Kafipur (2013) and Baharudin and Ismail, (2014). The least used VLS type of the participants is cognitive strategy which is similar to the findings of Baharudin and Ismail, (2015).Schmitt (1997) and Oxford (2002) mentioned that, highly efficient learners use cognitive strategies. Therefore Bangladeshi undergraduate EFL learners need to gain more linguistic capacity to be able to apply more cognitive VLS users and subsequent effective learners.

The highest used strategy is learning new words through English movies, cartoons etc. Using TV programs for developing vocabulary is an effective strategy because it provides the participants with contextual, oral, written (subtitle) repetitive and pictorial presentation of the words to be learnt (Wang, 2012). Paraphrasing one of the most used strategies by these learners. Harris (2014) indicated that, this is a very valuable active learning strategy which enables the learner to enhance their ability to understand things. In this sense it can be confirmed that, Bangladeshi undergraduate EFL learners are employing a strategy

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that involves the authentic material and hence effective learning happens.

They also moderately analyze parts of speech. These findings are similar to the findings of Nirattisai and Chiramanee (2014). One of the top five priorities of Bangladeshi learners is using bilingual dictionary which is similar to the findings of Nirattisai and Chiramanee's (2014), Amirian and Heshmatifar's (2013) and Schmitt's (1997) study. However, using dictionary is one of the most used passive vocabulary learning strategies (Mokhtar, Rawian, Fauzee, 2013). Many researchers agree that, using dictionary is ineffective in learning vocabulary because it reduces the speed of learning (Knight, 1994 cited in Huang and Eslami, 2013). As a result, learners should use guessing strategy more than using dictionary (Huang and Eslami, 2013). These learners also use context for learning new words meaning which is widely appreciated strategy. This strategy helps weaker and struggling learners to overcome difficulty of unknown words (Zorfass, Gray, WORKS, 2014). These learners also utilize their knowledge of prefix and suffixes to understand new word's meaning which is in compliance with the findings of Schmitt (1997).

Although keeping vocabulary notebook is suggested for autonomous and productive learning (Walters and Bozkurt, 2009), these learners have very little interest for using this strategy. This again reinforces the fact that, they have little interest in productive learning of words. The finding is similar to that of Nirattisai and Chiramanee (2014). The use of flash cards is the least frequent VLS among Bangladeshi learners which is similar to the findings of Nirattisai and Chiramanee's (2014) and Schmitt's (1997) findings. Underlining first letters is one of the least frequently used strategies which is similar to the findings of Amirian and Heshmatifar (2013). It was found that, Bangladeshi learners are very interested to learn new words and don't skip words which is in compliance with Amirian and Heshmatifar's (2013) and Schmitt's (1997) findings.

The study has unveiled that, there is little difference among the three levels of learners whereas Schmitt (2001) mentioned that, as learners mature their strategy use change. Safian and Malakar and Kalajahi (2014) in a study among the second and third year EFL learners in Malaysia and Schmitt (2001) in his study among Japanese learners, Jafari and Kafipur (2013) in their study among Iranian learners found a lot major differences among the three proficiency level learners.

IV. Implications for Teaching VLS

The factor behind the high use of determination, meta-cognitive and memory strategies is these strategies are more common and easily accessible in the English language teaching and learning context of Bangladesh. On the other hand, the lower uses of cognitive and social strategies may be because instructions for these strategies are traditionally rarely instructed and practiced. Accordingly, learners are not aware about these strategies. It can be further implied that, even the instructors here have little awareness about teaching wide range of suitable strategies since in most cases they have the similar type of VLS experiences and have little specialization on the teaching of VLS when numerous focuses are given on teaching grammar.

Moreover, as they have also shown high interest for learning words through watching TV programs and films, using CALT (computer Assisted Language Teaching) will be highly beneficial for them. Since participants like using paraphrasing, encouraging them to do this consciously will increase both their productive and receptive word knowledge. As they have also demonstrated interest in context based learning, instructions for extensive reading can bring success for them.

Keeping the interest for learning new words alive is a strategy that these learners strongly stick to. Consequently, these learners maintain their motivation and keep on learning regardless the degree of their learning success. In addition, table 7 indicates that,at different proficiency levels they make little modifications in the uses of VLS. All these imply that, they are very much unaware about using these strategies and their suitability to their own needs and context. In order to be successful learners, instead of randomly using all types of strategies, they need to choose strategies carefully (Schmitt, 2001). Oxford (2003) has observed that, learners often lack the ability to be aware about the strategies. Hence, it is the educators who have the responsibility to make learners aware about learning strategies. Thence, it can be said that, proper instructions about VLS can make them more effective learners.

V. Recommendations

To begin with, learners should be made aware about the various strategies and making choices among many strategies. For doing this, the teaching of VLS should be given good attention in the pedagogy. In the syllabus design for vocabulary teaching and learning, various strategies should be indicated. If that is not possible, then there should be some specific guides for teachers about teaching the VLS.

Next, the teaching of social and cognitive strategies should be introduced with more care. Specific classroom instructions and activities should be designed to enhance the uses of these strategies. In this respect, classroom interactions and vocabulary games can be taken under consideration.

After that, the study is limited in the sense that, it was conducted in one institution. Also, it excluded the learners from public institutions. For this reason, the

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findings may not be generalized. Accordingly, to get a broader view of the VLS use in Bangladesh, a similar study in broader context should be run.

In the end, only knowing the frequency of VLS may not help learners, educators and planners to set the effective strategies. The effectiveness of the used VLS should be investigated too. On that note, co-relative studies on VLS and language proficiency should be carried out in Bangladeshi context.

VI. Conclusion

The research paper has uncovered important facts about the Vocabulary Learning Strategies used by Bangladeshi undergraduate EFL learners. It has reported that, they highly use determination strategy and moderately use all other types of strategies. However, they make little modifications in their VLS use with maturity. The study implies that, learners are quite unaware about the strategies that they are using. Practically, without awareness VLS use cannot be fruitful, and without proper instructions it is not possible to be aware about them. While closing, it is worth quoting Aktekinand Guven (2003), 'Skilled and experienced teachers help their students develop an awareness of learning strategies so that they can use a wider range of appropriate strategies because learning to learn has become enormously important.'

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Social and Regional Variations of English Language

By Mamedzade Sevinj
Odlar Yurdu University, Azerbaijan

Abstract- Nowadays, English language is one of the most important languages in the world. It is spoken not only in English speaking countries, but also in other countries of the world. It is the official language of huge countries. However, it has several variations. So, sometimes it causes difficulties for linguists, interpreters and other researches.

In linguistics, dialect is the language that is used in certain area. Even when two people speak the same language, they may not speak it in the same way. In linguistics, we use the terms dialect and variety to describe the particularities of the speech of any regional or social group. Although all speech (and all language) belongs to one variety or another, the speech of the dominant class is popularly referred to as the standard and the speech of minority groups are labeled as dialects. Knowing the history of the different varieties of a language can tell us a lot about the history of a language, a region, and a people.

Keywords: regional dialects, social variations, spoken language, sociolinguistics, standard english, american english, british english, pidgin english, black english.

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Social and Regional Variations of English Language

Mamedzade Sevinj

Abstract- Nowadays, English language is one of the most important languages in the world. It is spoken not only in English speaking countries, but also in other countries of the world. It is the official language of huge countries. However, it has several variations. So, sometimes it causes difficulties for linguists, interpreters and other researches.

In linguistics, dialect is the language that is used in certain area. Even when two people speak the same language, they may not speak it in the same way. In linguistics, we use the terms dialect and variety to describe the particularities of the speech of any regional or social group. Although all speech (and all language) belongs to one variety or another, the speech of the dominant class is popularly referred to as the standard and the speech of minority groups are labeled as dialects. Knowing the history of the different varieties of a language can tell us a lot about the history of a language, a region, and a people.

English language is not only the language of 300 million people who live in America, it is also the native language of England, Canada, New Zealand and so on. The main thought of linguists about the variations of English is as following. Despite that the English is the official language of the countries above, there are several ethnic groups who live in these countries. They have their own language and dialects. And such difference forms this or another variation of English language.

This article deals with the social and regional variations of English language. The main purpose of the research paper is to classify all the regional dialects and social variations of English language in different regions.

Keywords: regional dialects, social variations, spoken language, sociolinguistics, standard english, american english, british english, pidgin english, black english.

I. Social Varieties

British English variation is traditionally called the Standard English (according to lexical and grammatical characters). It is the speech of upper-class Londoners which carries the Saxon elements. The pronunciation of poor-class is the Cockney accent which carries the mixture of Saxon elements. The Cockney dialect of London is the pure social dialect of England. It started to spread over from London in the XVIII- XIX centuries. So, the Cockney accent changed its social character. During those times the British English changed into views of social levels and all the people of different classes started to speak in Received Pronunciation (RP). People started to pay attention to their pronunciation. It is fact that before the World War the II all work places and jobs were closed to those ones who didn't know the Standard English. But this tendency, to our mind, is not correct according to linguists. Despite, that Standard English is accepted by everyone, the pronunciation doesn't carry an importance.

The history of Cockney dialect goes back to the period when Anglo-Saxons captured England. This fact tells us that there was another social dialect in London during those times. After the war, during the urbanization, the influence of Standard English to dialects increased. The word "Diglossia" started to be used in terminology and linguistics.

A. Wolfram, R. Shay and other linguists published different research papers about this theme. While speaking about social dialects in Great Britain we always talk about the upper and lower class speech. Prof. S. K. Alan published an article about upper and lower class speech and he reflected the characteristically features of these levels with a list of words. For example, when a person from lower class doesn't hear a question he says- pardon? However, the upper-class uses the question word- what or sorry? Upper and lower class differ from each other from their speech, table manners and so on. So, it is important to pay attention to these differences while speaking about social variations.

While speaking about the variations we have to point out our speech with children. Because, when we speak with children we choose special words. We speak in "their language". For example: dickey (bird), upsa (daisy), chap (boy), fellow (young man) and so on. Such variations and their increase form real problems for social linguists. It is difficult to speak about good research without paying attention to these problems.

II. Regional Dialects

Regional dialects in English language are very wide. These variations formed within long years after the results of the historical progress, in the beginning of XVIII century. Even in the United Kingdom there are England, Scotland, Wales and Ireland dialects. Today, English is spread over the whole world and it means that it has several variations in different places. The regional dialects reflect all the new words in the social lifestyle, in flora and fauna of these places. And such kinds of words being the dialect of one place are not understandable to another group of people who live in

Author: Odlar Yurdu University, Baku, Azerbaijan.
e-mail: mamedzade-1982@mail.ru

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other place or otherwise, the new word is widely used and understood by everyone. It enters the dictionary of the language and stays there for a long time.

Nowadays, American and Australian varieties of English influence to Standard English language. The new words which are formed in American English influence to British English. The influence of American English is mostly reflected in Canadian English and this process is rapidly growing. The varieties of English language may be called either international variety (ex: British and American variety) or dialect variety (Cockney and Hampshire dialect). While speaking about variations we point out the northern and southern English, Irish English and Welsh English. It doesn't mean that there is only one English, one Irish or one Welsh accent in Great Britain. No, within one accent there are several accents which have their own specific phonetic characters.

While talking about the regional dialects it is interesting to speak about "Pidgin" English. (The mixture of Chinese and English). It was the language of sailors and merchants who travelled through the world and spread their new words. Such kinds of words influenced to English language from the XVIII century. For example, the word "bob", "bobbery" (noise, disturbance) were pidgin words and they transferred to English language. Now they are widely used in English. (Christopherson, "Pidgin English", 1969)

One period of Pidgin English was the times of slave commerce. During those times human bargainers sold black people to American plantations and with this way they influenced to the progress and spread of pidgin language and formation of new language variation. While working in these plantations these slaves used their own words during their speech and with this way they spread out new words to English language. Thus, new language variation- the pidgin or the language of black people from Africa (Black English) expanded through the world. For example: *poto-poto* (mud), *obcan-troki* (tortoise) and so on. (Steward, "Differences between Black English and Standard English" 1996) Even the merchants Jon Atkins made the tapes of the speeches of African slaves and that tape is now kept in the library of Washington University.

American linguist Steward made a lot of efforts to explore the differences between Black English and Standard English. Some words like *goeber* (peanut), *juke* (box) and others entered to the English language dictionary. The word *goeber* is, I think of, African origin. In Haussa (West African tongue), *guya* is ground-nut. (A.F. Chamberlain: Science, Vol. 12, No 284). Such kinds of words like *uh-huh* (yes) is understood in the U.S. either by black or white people. However, people from Great Britain don't understand and don't accept these words. (Steward, "Differences between Black English and Standard English", 1996)

One famous writer Daniel Defoe used the pidgin language in his works. For example, the speech of "Friday" in "Robinson Crusoe" is the real proof of this. Let's give some examples to Pidgin English.

a) Bonini Pidgin English

What he dat ditto? Can I eat'em or wear'em?

No fair- it be capt-crow.

Ya-ya, what me do to me god!

b) Jamaika Pidgin English

God bless massa. How poor massa do? Long live massa. Massa buy me, he won't kill me.

c) Grenada Pidgin English

What for me isn't free? No massa, shark never eat him negger here.

d) South America Pidgin English

Me no longer going, sir, and have a daughter.

e) South Carolina Pidgin English

All bery like you, what a many family you hat, massa.

First time, in 1734, the people in New England (Massachutset) heard Pidgin English from Chinese merchants. An American man named Merrison heard these sentences from the Chinese merchant: "You and I do flen, you belong honest man, only no get chance. All finishee, you get go, you please. (Marrison, "English as international", 1961, New-York)

The Chinese Pidgin English was widely spread in the west coast of America in 1849. The Chinese merchants and sailors played a great role for the spread of Pidgin English. They didn't just carry goods and different things; they also carried new language to the new land. Also, we can say that there were different nations like Germans, Douche, French and Spanish in that place. They interacted with native people and their speech, of cause, influenced to the native speaker's speech. In the XIX century Pidgin English was very popular on the west coast of America. (Cristopherson, "Dably Pidgin English", 1969)

As missioners wrote, the Africans were not only the people who spoke in Pidgin English. Recently, in Hawaiians and in America you can meet people who speak Chinese and Japanese languages. There are different variations of English there today. And such kind of mixture of languages is called "sandwich" island language. Let's pay attention to one Hawaiian proverb: "Fall into some of the holes and kill neck." (Bickerton, "Hawaiian Pidgin English", 1981)

Some linguists think that the Pidgin words belong to the place where they are formed, however, Wool ford Shows that these words are not the words that are formed separately, they are the lexical variations. (Wool ford, "American English, 1983) He belongs these terms to "two mouth taken" (stockings

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with two mouths). Owen gives this term as "drawers" as lexical variation. (Owen, "Pidgin and Maritime", 1982)

In order to differentiate the specific characteristics of various dialects, first of all we have to get information about the roots of the people who lived here. That's why the historical-geographical map of the U.S. was created after the studies of the people from different regions. It was founded that 1291 families firstly came to New England and 687 families came to Virginia from England. (H. Kurath, "Differences in Spoken American English"). The studies show that these families that came from England kept their dialects and pronunciation style. Despite the changes they tried to keep the original form of some words.

There are some Indian words in American dictionary as big canal, big chief, big heart, big medicine, big talk and big water and so on. In the United States there are several area names with words big, great and grand. Indians influenced a lot to English language as the first settlers to the United States. Also, they influenced to the languages of other nations. At the same time, Europeans saved the lexical foundation of their language with main role of patriotism of white people. So, as the sailor terms, the Pidgin English was brought to the new world and mixed with other variations, then travelled to other coasts.

The source of the first foreign words in Pidgin English goes back to Portuguese language. This fact shows us that the first people who settled in America from Europe were Portuguese people. They mixed with native Indian tribes, formed native pidgin groups and their dialect influenced to English language.

III. Summary

When a person talks, his or her dialect firstly depends on the situation or the speech manner. If his or her speech has official character, the speech manner will also carry the official character. Example: When we write an official letter we'll write "the person to whom I write". Otherwise, we'll write "the chap I write to" and so on.

Language varieties also depend on where you talk or whom you talk with. If you are in official meeting you have to speak in Standard English. When you chat with your friends you may speak in different variations or dialects of English. The main purpose is not to spoil the standard form of pure English language.

Ernest Weekly says: "100 or 50 years later there will be more new terms and words in English language. English language will accept not only the linguistic words, but also new words from different spheres." (E. Weekly, "Old and New English" 1986)

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Slow Thinking & Deep Learning; Tversky & Kahneman's Cabs

By Mike Bedwell
Ukrainain Education Center, Ukraine

Abstract- This note describes my experience in encouraging the 'deep learning' that has long been advocated in the pedagogic literature. My students have typically studied statistics only as part of another discipline, such as economics, business or law. So while they have mostly been aged 17 or over, my approach has necessarily presumed only elementary mathematics and thus should be adaptable to younger people.

My main example is a problem story constructed by Amos Tversky in the 1970s to evaluate human beings' intuitions about statistical inference, and which in 2012 was revisited in a best-seller by his colleague, the Nobel prize-winner Daniel Kahneman. In his book he describes this problem as 'standard' and unequivocally answers with a simple fixed-point number. I describe how I have encouraged my students to challenge the certainty of this assertion by identifying ambiguities unexplained in the story; in the process I strive to stimulate individuals' Thinking, Fast and Slow, to use the title of Kahneman's book, arguing that his 'slow thinking' is a prerequisite of deep learning.

Keywords: deep learning, slow thinking, cab problem, Bayesianism.

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Slow Thinking & Deep Learning; Tversky & Kahneman's Cabs

Mike Bedwell

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While Kahneman more fully describes the problem as one of 'Bayesian inference', his story can be de-constructed without reference to the work of Thomas Bayes. However, the bitterest conflicts in the statistical academic community continue to arise from the Bayes-frequentist controversy; this we cannot expect our students to resolve, but we owe it them to explain its causes. So my article includes as an appendix a 'Bayes Icebreaker' where I show an analogy between the cab story and an exercise previously described in *Teaching Statistics*.

Keywords: deep learning, slow thinking, cab problem, Bayesianism.

I. Introduction

Much of my recent teaching has been to a 17+ age group of Ukrainian students, eager to understand western education. They often want to to take direct advantage of it, their first step being to prepare for such computer-implemented tests as the TOEFL, GRE and GMAT. The principle of 'deep learning' is often novel to these young people; even though born well after the break-up of the USSR, they have usually been taught in schools and universities where the culture has remained one of rote-learning, corruption and nepotism.

The internet has progressively become my major tool in helping these students; the others have included two best-selling paperbacks that are cheap to buy but which have proved priceless in enlightenment, to me as much as my students. For these two books have provoked me to ruminate on my own *Thinking, Fast and Slow*, the title of one of them (Kahneman, 2012). One clear conclusion I have come to is that deep learning can and should be inculcated in much younger people, and that as teachers of statistics we are well placed to take the lead.. I will argue that the level of mathematics needed is within the grasp of even primary school children anywhere in the world.

Author: Ukrainain Education Center, Kyiv, Ukraine.
e-mail: Michael_Bedwell@hotmail.com

II. Discussion of the Pedagogy

As might be crudely explained, the 'slow thinking' of Kahneman's title corresponds roughly to the popular adages 'count to ten before replying' or 'engage brain before opening mouth', and I have interpreted it as a prerequisite for the 'deep learning' that the pedagogic literature has long advocated. Below is a problem from Kahneman's book which I have regularly posed to my students to stimulate such thinking, and which he and his co-worker Amos Tversky had developed in their research some years earlier:

'A cab was involved in a hit-and-run accident at night.

Two Cab companies, the Green and the Blue, operate in the city.

You are given the following data:

- 85% of the cabs in the city are Green and 15% are Blue.
- A witness identified the cab as Blue. The court tested the reliability of the witness under the circumstances that existed on the night of the accident and concluded that the witness had correctly identified each one of the two colors 80% of the time and failed 20% of the time.

What is the probability that the cab involved in the accident was Blue rather than Green?

(Tversky and Kahneman, 1980, in Kahneman, 2012, pp166, 167)

Whenever possible, it has been my practice to have this problem printed out, double-spaced and with wide margins to allow ample room for annotations. For younger students I would imagine it necessary to have some discussion of the meaning of' 'percent' and 'probability', although in the UK, most children will have acquired some familiarity with these words; only too early in their lives they are exposed both to TV lottery shows in the home and to state-imposed, statistically-processed testing at school.

With my maturer students, I immediately get them into groups and then walk round amongst them,

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eliciting and answering questions. I encourage those engrossed in any electronic device to find the problem on Google, especially when I suspect them to be indulging in some sort of private communication. Elsewhere (Bedwell, 2009) I have argued that technology in the classroom serves only to disrupt the all-too-precious time we can spend in face-to-face discussion with our students. I expect mine to behave accordingly.

III. Discussion of the Problem

My approach is to put to each group the following questions:-

a) *What is your answer to Tversky's problem?*

Lack of motivation is common among the students I have known in Ukraine, where I have mostly taught in private universities; these have their admission policy determined less by students' academic interest than by the income of their parents. As a statistical aside, I have found this problem diminishes with class size; the greater the number of students, the higher the probability of there being among them enthusiasts with whom the others learn to compete. Nonetheless, I have to be prepared to deal with such answers as 'Dunno', or the Slavic equivalent; after indeed mentally biting my tongue in the effort to 'think slowly', I try as a prompt asking ' Do you mean you don't have enough information to decide – or that "it all depends" ? '.

Less discouragingly, other students will ask ' what formula should we use?'. I parry this by writing on the whiteboard such numerical answers as I have gleaned from the rest of the class, all of whom I direct to the next question.

b) *How do you imagine the detail of the test undergone by the witness?*

I am aware that I should allow time for the students to develop their own scenarios, but to date have lacked the patience to do other than steer them to the following of my own contrivance: 15 of the city's Blue cabs and 85 of the Green were paraded in random order before the witness. She was envisaged as calling out in turn the colour she judged the cabs to be, so that each could be labeled with either a 'B' or a 'G' sticker, before being directed to one corner of a rectangular parking area. This has space for 10 cabs in each row and each column, 100 in all. To facilitate discussion of the diagram I'd sketch on the whiteboard, we imagined the park to be oriented on the cardinal directions so, for example, Blue cabs wrongly identified as Green ended up in the NW corner. My students have then had little difficulty in using the quantitative information in Tversky's story to calculate that number as 20% * 15% * 100 = 3, as shown Fig 1(a), before similarly confirming the numbers shown in the other three corners. The precision with which the reliability was specified in the problem, and the simplicity of the subsequent arithmetic once inspired a student to speculate that 'this was probably the scenario the experimenters had in mind'. I return to this comment in discussing the next question.

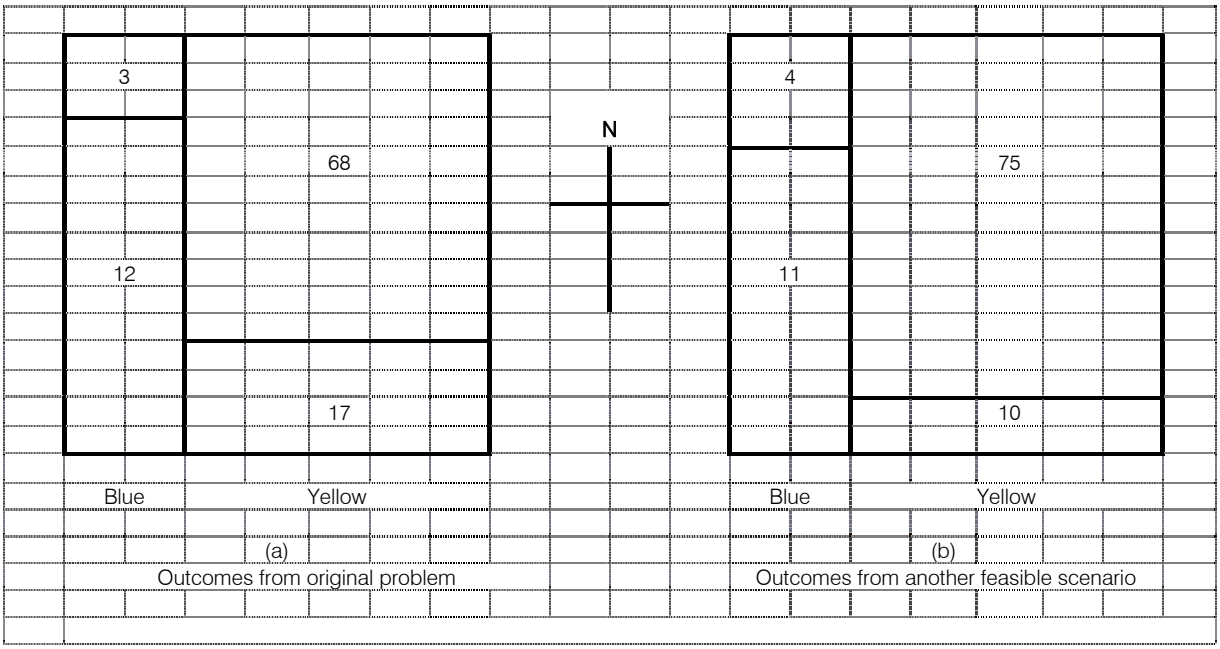


Figure 1 : Final disposition of Cabs in the Car-Park

Many years living in a student hall of residence have made me only too aware of the fire alarm dilemma: the more sensitive the setting of the detector, the smaller the risk of it failing to warn of a real emergency, but the greater the incidence of false alarms. By analogy, the witness will generally prove better at detecting one colour than the other, so a perfectly feasible result of the test could be the values in Fig. 1(b).

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Some students have objected that here the numerical values do not give a simple, whole-number value for the reliability, as was the case in the original problem. I address this by asking; 'are the reliability values in either case experimental data, or are they the calculated outcomes from such data?' They then appreciate that the reliability value of 80% in the original problem can only have been calculated from the results from the 'test', even if its construction in Tversky's imagination had been different from our own. I have found no need to introduce here any new terminology such as 'Type I 'and 'Type II' errors.

I am further exploring a boundary case, not shown diagrammatically, which has a third set of test results; my the aim is to explicate one of the common fallacies reported by Falk and Greebaum (1995, pp. 81-82), namely that of applying to problems of inference arguments that are valid only in deductive logic. In this scenario we suppose the witness's reliability to increase to 100% when identifying Blue, but to remain less than 100% when identifying Green. We can express this as two conditional statements:

- "If the witness says 'green', the cab is *certainly* Green". But if the test organizers know the cab to be Blue, then they deduce that the witness is *certainly* wrong.
- "If the witness says 'blue', the cab is *probably* Blue". But if the test organizers know the cab to be Green, they should again deduce that the witness is *certainly* wrong,

However, subjects often conclude in (2) that the witness is only *probably* wrong, in the mistaken belief that any conclusion is subject to the same measure of doubt as the complement of the conditional statement. This is a fallacy which Falk and Greenbaum report as prevalent even among professional statisticians.

I used to make a practice of pointing out that the E-W division of the park (depicted by the line running N-S in the diagram) could be marked out *before* the test, which is why the base- rate is often called the '*Prior*'. However, I shall henceforth soft-pedal on this, having only recently appreciated from the writings of Falk (1989, p 178) that a conditioning probability does not necessarily have to precede the acquisition of experiential evidence.

More importantly, I find no difficulty in provoking students to question the plausibility of what they are trying to imagine; as Falk (1989, p 175) points out, there is inevitable 'ambiguity about the "given" in probability story-problems'. Even if 'the conditions that existed on the night of the accident' can be preserved throughout the parade, there is an obvious problem of temporality: will the condition of the witness not change, during both the interval between the accident and the test, as well as in the course of the test itself? Won't her power of discrimination then be either improving with experience, or deteriorating through boredom, thus invalidating the assumption that her judgments during the test were representative of her judgment at the time of the accident?

c) *Why should the witness's reliability be independent of the base rate?*

To discuss this question, I put two others to the students:

- 'Have you ever been to New York?
- What colour are most cabs in New York?

Even those who answer 'No' to the first question universally answer 'Yellow' to the second, and the class readily grasps that any answer to Tversky's question that is based on the numbers in Fig 1(a) must rest on the strong assumption that experimental evidence – here the witness's reliability -- is independent of the base rate. To drive the point home we replace "Green' in the original story with 'Yellow'; then, as one student put it, 'I can almost hear the witness asserting in court "yes, of course I know that most cabs are yellow, that's why I'm so sure that the cab I saw was different" '. Yet in his book, Kahneman states unequivocally that the ' correct answer ' to this 'standard problem' is 41%, which from Fig. 1(a) we can check as

$$\{12/ (12+17)\} \times 100\%$$

By contrast, most of my students have given values close to the witness's 'reliability' score of 80%. This is in common with most of the subjects in Tversky's original experiment, whom Kahneman accuses of 'base-rate neglect' (Kahneman 2012, p88), and hence concludes that we human beings are by intuition imperfect statisticians. But perhaps Tversky and Kahneman are no better than the rest of us?

IV. Conclusion

I used to invoke Tversky and Kahneman's Cab problem in introducing Bayes's formula to my class, but hope to have shown the story's effectiveness in promoting deep learning without mention of Bayesianism. This is a highly controversial area that has been more thoroughly explicated by others, notably Falk (1989, pp180-182); writing well after the first publication of the cab problem, she and a colleague (Falk & Greenbaum, 1995, p.91) concluded that 'no single procedure can be offered to replace that ritual; surely not any mechanical recipe'. Their 'ritual' and 'recipe' refer to hypothesis testing, which necessarily subsumes Thomas Bayes's theories. Surprisingly, however, the authors do award Bayes the accolade of referring to his *theorem* (p78), a term avoided by Kahneman (2012) who instead speaks of Bayes's *rule* (p166) and of Bayesian *statistics* (p154), *thinking* (p169) and *reasoning* (p172). Teachers, at grade-school level at least, could be forgiven for deciding that Bayesianism is a minefield where they should fear to tread.

However, the choice is not open to that majority of Western teachers who are constrained by syllabuses

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which they may aspire to influence, but which are nonetheless state-imposed. Moreover, Googling 'Conflicts in the Classroom' will reveal the controversies already extant in the classroom throughout all stages of education, at least in the Anglosphere. Their causes are rooted not in what is taught, but in racism and sexism; while it is in this context that Varmi-Joshi (2007), for instance, has asserted that '…teaching controversial issues is all-important', there is no reason to suppose that this should apply to the substance of our teaching any less than its conduct.

So feeling it imperative to grasp the nettle of Bayesianism with at least my abler students, I direct them to another best-selling paperback, *The Black Swan,* by Nicolas Taleb (2008). Ironically, this is despite his making not a single reference to Bayes; rather it is because he draws extensively on Tversky and Kahneman's work while writing dismissively about statistics and statisticians in general.

More particularly, among the sins Taleb lays at statisticians' door is what he dubs the 'ludic fallacy' (Taleb, 2008, pp122-123); by this he means that there is nothing to be learnt about the untidy, inferential 'real' world from games involving dice or other artifacts of randomness. Given that it is precisely the comparison to such artifacts that forms the bedrock of statistical hypothesis testing, it is vital for our students -- indeed, for all of Taleb's readers -- to confute this as one of the more outrageous of his claims. So once embarked on the teaching Bayesianism, I call on the dice-based 'Bayes Icebreaker' developed by Jessop (2010); in the Appendix I show how this can be related to Tversky's cab-story.

Though often using statisticians as subjects, in his book Kahneman (2012) nowhere describes himself as a statistician. But a question he might ask in discussing the base-rate bias (pp. 146-150) is 'Are statisticians likely to be in the majority of people who read either my book or Taleb's?' The answer is surely 'no'. Identifying the intellectual conflicts latent in these two books in itself stimulates students' deep learning. Indeed, this is a message we teachers can proselytize more widely whenever these books are mentioned in social conversation. Axiomatically, as best-sellers, they often are.

V. Appendix

a) Bayes Ice-Breaker

The table in Fig 2 below is an adaption of the table in the 'Ice-breaker' developed by Jessop (2010). In the original. Jessop considers three six-sided dice one with the faces inscribed with tossed, the forename NATHAN, and two with the name ANTHEA. The problem is to calculate the relative diagnostic worth of each of the letters A-E-H-T-N when displayed after tossing just one of the three dice picked at random: if for example an N appears, the chances of either name are 50:50, while an E makes ANTHEA a 100% certainty. This nicely illustrates Bayes's formula. To permit a comparison with the cab problem, I reduce the evidence to the Vowel/Constant dichotomy. The table in Fig 2 thus corresponds to Jessop's Tables 1 and 2, while the diagram on the right shows the 'cab-park' equivalent of his problem, From either the tables or the diagram, we readily deduce that the probability of the dice being Anthea is 6/ (6+2) = 75% if a vowel is tossed, but only 6/ (6+4) = 60% in the case of a consonant.

Constituents of sample Space			
Evidence	Vowel	Consonant	Sum
NATHAN	2	4	6
ANTHEA	6	6	12
	Likelihoods		
Evidence	Vowel	Consonant	Base Rates
NATHAN	2/6	4/6	1/3
ANTHEA	6/12	6/12	2/3

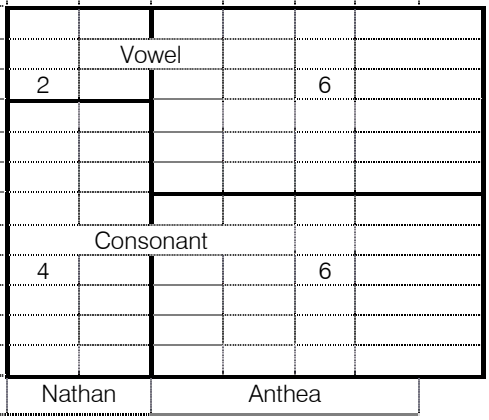


Figure 2 : Jessop's Icebreaker with two Antheas and one Nathan

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Personnel Motivation as Correlate of Organizational Commitment in Academic Libraries in Lagos State, Nigeria

By Ajie, Ifeoma A., Soyemi, Opeyemi D. & Omotunde, Oluwatobi I.
National Open University, Nigeria

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A survey research design was used. The population consisted of 224 personnel in academic libraries in Lagos State. Using total enumeration all 224 library personnel participated in the study. For data collection a questionnaire was used. A response rate of 81% was obtained. Data was analyzed using include descriptive statistics, Correlation and linear regression analysis.

Keywords: organizational commitment, personnel motivation, library personnel, academic libraries.

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Ajie, Ifeoma A. [α], Soyemi, Opeyemi D. [σ] & Omotunde, Oluwatobi I. [ρ]

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A survey research design was used. The population consisted of 224 personnel in academic libraries in Lagos State. Using total enumeration all 224 library personnel participated in the study. For data collection a questionnaire was used. A response rate of 81% was obtained. Data was analyzed using include descriptive statistics, Correlation and linear regression analysis.

The findings revealed that on the overall, library personnel had average level of commitment (mean=2.73). However, there appear to be more of Affective Commitment (mean=2.88), followed by Normative Commitment (mean=2.82) and then Continuance Commitment (mean=2.48). Library personnel motivation was at an average level (mean=2.95). The tested hypothesis revealed that motivation is not significantly related to Commitment (r=0.09, P>0.05). This may imply that other factors other than motivation are responsible for organizational commitment.

Organizational commitment remains pertinent to fulfilling the mandate of any academic library. Therefore, policies and programs that will help maintain the affective commitment of its personnel and work towards improving normative commitment and continuance commitment should be put in place.

Keywords: organizational commitment, personnel motivation, library personnel, academic libraries.

I. Introduction

Tertiary institutions are primarily established to impart knowledge and conduct research. For this to be achieved academic libraries are established, stocked with information resources and personnel to render services to users. Academic libraries set out to offer quality service to their users but this is highly dependent on the caliber of library personnel who to a large extent determine the quality of service the users enjoy. Hence, library personnel play a significant role of providing relevant information to users in order to satisfy their need. Personnel in academic libraries are classified as either professionals, para-professionals and non-professionals saddled with the responsibility of providing information services that supports teaching, learning and research. In order to fulfill this mandate, they must be committed to the library's mission. Commitment can be described as an intention to persist in a course of action. It is considered to give effective responses or attitudes which link or attach an employee to the organization. Commitment, according to Atak (2011) is an attitude which involves loyalty of employees to the organization, internalization of goals and objectives and the willingness of employees to contribute towards achieving these goals and objectives. In other words, the employee has to accept all that the library stands for and be willing to be part of her success story. Many academic libraries put strategies in place to boost their personnel's commitment, thereby reducing employee turnover. This is because committed personnel will work harder and be more likely to "go the extra mile" to achieve the library's goal. In libraries, one of the strategies put in place to boost personnel commitment is motivation.

Motivation is a process of stimulating individuals by an action in order to achieve a desired task. Luthans (1998) defined motivation as an energetic, driving factor in behaviour which induces employees to do their jobs and achieve identified goals. He asserted that motivation is the process that arouses, energizes, directs and sustains performance. In other words, motivation is a process that drives or stimulates employees to achieve set goals. Motivation could either be intrinsic or extrinsic type. Intrinsic motivation means internal or personal drive or determination to achieve a set goal. When someone is motivated at the intrinsic level, he or she engages in skill development for higher competence and personal accomplishments. On the other hand, extrinsic motivation involves giving the personnel physical items and recognition such as money, trophies, medical support, promotion and other benefits. Therefore, it is expected that when a library personnel is motivated he or she will be committed to the mission of the library.

In libraries, the extent to which personnel are motivated influences their level of commitment to the

Author α: Learning Resources Center /Library, National Open University of Nigeria. e-mail: Iraj9@yahoo.com
Author σ ρ: Department of Information Resources Management, Babcock University, Ilishan-Remo, Ogun State, Nigeria.
e-mails: yemshod1404@yahoo.com, Omotundetobi@yahoo.com

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library's goals and mission. In Nigeria, Tella Ayeni and popoola (2004) studied the work motivation in relation to organizational commitment and job satisfaction of library personnel in academic and Research libraries in Oyo State. The findings of the study revealed a correlation exists between perceived motivation, job satisfaction and commitment. This means that motivated and satisfied library personnel will be committed to the goals of his or her library.

II. Statement of the Problem

Commitment can be considered to be an affective response or attitude of an employee to the organization. Ensuring continuous commitment of employees depends greatly on personnel motivation. Unfortunately, there appears to be low commitment of library personnel as mobility/ high turnover has characterized academic libraries. Could this be because they are not motivated enough for them to remain committed to their libraries? Hence, it becomes necessary to explore the dynamic relationship that exists between personnel motivation and organizational commitment in academic libraries in Lagos state.

III. Research Questions and Hypothesis

The study sets out to provide answers to the following research questions:

- ascertain the level of commitment among library personnel in academic libraries in Lagos State
- determine the level of motivation among library personnel in Lagos State.
- examine if motivation significantly predicts organizational commitment among library personnel in Lagos State.

Hypothesis

The hypothesis below was tested at > 0.05 level of significant

H_o^1: There is no significant relationship between motivation and organizational commitment.

IV. Literature Review

a) Concept of Organizational Commitment

Organizational commitment forms the basis of a wide-ranging literature which has focused on the background of organizational commitment and its consequences on work behavior for example, turnover, motivation, job performance, satisfaction and so on. Research conducted on organizational commitment has given more attention to the psychological attachment of personnel to their workplaces, possible factors contributing to this attachment and the consequences of the attachment (Cole & Bruch, 2006).

Organizational commitment can be defined as the individual's identification and his/her level of engagement with an organization. It reflects an individual's attitude towards the goals, objectives and values of the organization as well as the intention to stay with the organization. Organizational commitment can also be defined as an attitude which involves loyalty of employees to the organization and it involves the internalization of goals and objectives and the willingness of employees to play a role in achieving those goals and objectives (Atak, 2011; Altindis, 2011). Due to this multidimensional nature of organizational commitment, there is growing support for a three component model proposed by Meyer and Allen (1996). The three dimensions are as follows; affective commitment which involves the employees' emotional attachment to, identification with, and involvement in the organization, Continuance Commitment involves commitment based on the costs that the employee associates with leaving the organization and normative commitment which involves the employees' feelings of obligation to stay within the organization.

The level of organizational commitment directly affects the performance of an organization. The low level of organizational commitment is considered the most important reason for turnover. According to Wong, Wong, Hui, and Law (2001), it is also stated that an employee's commitment to the organization is an important attitude that organizations should cultivate. Because of the conceptual differences in the three dimensions of commitment, Meyer & Allen (1991) proposed the psychological states reflecting the three components of commitment will develop as the function of quite different antecedents and have different implications for relevant behavior. The three forms of commitment are not mutually exclusive. And employees can experience the three forms of commitment to varying degrees. Cha (1996) indicated that there is a service orientation discrepancy between managers and employees. Employees saw themselves as more enthusiastic and less bureaucratic than managers and this service orientation was inversely correlated with employee organizational commitment. Hence the higher the level of service orientation the stronger the degree of the employee's organizational commitment. The implications for management center on designing training, communication, and motivational programs and other human resource management programs for employees. Awolusi, (2014) investigated the commitment level of employee in banking industry in Nigeria. Result revealed that majority of the respondent, especially the junior staff, believed that they were not being properly motivated, hence, poor employee job commitment.

b) Concept of Motivation

Motivation can best be defined as 'an internal state that induces a person to engage in particular behaviours' (Spector, 2003). The field of motivation arose in an attempt to answer the question why people behave as they do. It also addresses what energizes and directs the behavior of people. Motivation is

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basically concerned with why people behave in a certain way. The basic underlying question is:- why do people do what they do? According to Mullins (2001), motivation can be described as the direction and persistence of action. It is concerned with why people choose a particular cause of action in preference to others and why they continue with a chosen action, often over a long period and even in the face of difficulties and problems. Newstom and Davis (2002) postulate that motivation represents the complex forces and needs which provide the energy for an individual to perform a particular task. He further explains that the role of managers is to successfully motivate employees and influence their behavior to achieve greater organizational efficiency.

i. *Types of motivation*

Extrinsic Motivation relates to tangible rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of service. These are what need to be done to or for people to motivate them. They are often determined at the organizational level and may be largely outside the control of the individual managers. Extrinsic motivators can have an immediate and powerful effect but will not necessarily last long (Mullins, 2005). Intrinsic motivation on the other hand relates to psychological rewards such as the opportunity to use one's ability. This includes a sense of challenge and achievement, receiving appreciation, positive recognition, and being treated in a caring and considerate manner. Psychological rewards are those that can be determined by the actions and behaviour of the individual managers (Mullins, 2005). Intrinsic motivators are concerned with the quality of work life and are likely to have a deeper and long-term effect because they are inherent in individuals and not imposed from outside. (Armstrong, 2006).

ii. *Motivation of personnel in the Library*

Library managers must look for a variety of strategies for motivating their staff. Appraisal and development schemes offer a chance for library personnel to explore their diverse development needs with their most senior librarians. Opportunities for personnel professional development include attending training courses, conferences, seminars, and work-shops (Rowley, 1996). Badu (2005) examines 12 factors that motivate professional and non-professional staff at two university libraries in Ghana: having a sense of belonging to the library; being held in high esteem; having physiological needs met; achieving dreams; having job security; receiving punishment for wrong-doing; participating in decision making; receiving praise and recognition; having interesting work; being trusted by senior managers; earning a sufficient salary; and having performance related to pay.

Abifarin (1997) investigates the level of motivation among professional librarians and para-professional staff in Nigerian university libraries and they are; examining training opportunities, promotion, work environment, communication, and style of management. He found that the university libraries did not provide enough training courses for their staff. It was recommended that modern accessories, tools and equipment be provided for staff in order to create a comfortable working environment. Basic training for staff is important as it helps them feel confident and competent at work. If managers take these factors into consideration, it would help in motivating staff and resolving the problems identified by employees. Motivation gives people the reason to work and to succeed and is needed even more with the challenges currently facing library services. Library managers are by no means alone in the process of motivation but undoubtedly they play a key role in ensuring that libraries provide effective services.

Carlsen (2003) believes a motivated workforce is essential, as the complete participation of employees will inevitably drive the profitability of the organisation. The issue of motivation among librarians is quite critical in that a motivated librarian is directly linked to higher productivity. This is because lack of motivation compromises the professional conduct, leading to poor work culture such as poor performance, absenteeism, lateness, and other bad behavioral tendencies such as corruption, use of abusive language and also idling around within the library premises or even outside. Awolusi, (2014) investigated the sources of motivation among employees in Nigeria majority of the respondents unanimously indicated good salaries and fringe benefits as their best source of motivation.

c) *Relationship between Motivation and Organizational Commitment among Library Personnel*

Personnel motivation has emerged as one of the most important organizational behaviour that affects commitment at work. In today's rapidly changing economy, the worldwide competition continues to increase. For that reason, organizations are searching for more efficient ways to raise their commitment of their workers. To do that effectively, it is important to make use of the skills of employees (George & Jones, 2008). In order to make employees satisfied and committed to their jobs in any sector, there is a need for strong and effective motivation at the various levels of the organization. Luthans (1998) asserted that motivation is the process that arouses, energizes, directs, and sustains behavior and performance and it is the process of stimulating individual to action and to achieve a desired task. One way of stimulating employees is to employ effective motivation, which makes them more satisfied with their job and committed to their jobs. Money is not the only motivator and there are other incentives which can also serve as motivators. Motivated employees are needed in our consistently changing workplaces and motivated employees to help organizations to survive.

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Both motivation and organizational commitment are psychological states, based on internalized values, external rewards, and moral involvement. Both have been described as energizing forces with implications for behavior (Meyer & Becker & Vandenberghe, 2004).

In the previous research, scholars have examined the relationship between the traditional intrinsic motivation, extrinsic motivation (intrinsic process, instrumental and goal internalization) and organizational commitment. It is also proved that affective commitment is a main determinant of many work outcomes (Cohen & Keren, 2008). Koestner, and Martens (2004) proposed that affective commitment would be facilitated by employees' autonomous motivation. Likewise, Warsi, Fatima and Sahibzada (2009) indicated that the work motivation is strongly positive associated with organizational commitment among the private sectors employees of Pakistan.

Newman & Sheikh (2012) highlighted the few factors those can promote employee commitment. The results showed the extrinsic rewards, intrinsic rewards and social rewards act the vital part in motivating the commitment among employees. The major determinants of emotional commitment were found i.e. role clarity and satisfaction with supervisor. Finally, in a study conduct by Iqbal et al, (2013) on the role of employee motivation on organization commitment in the banking sector, they found a significant positive relationship between incentives and employee commitment and a positive relationship exist between job involvement and employee commitment.

V. Methodology

The study adopted a survey research design. Its population comprises a 224 library personnel in academic libraries in Lagos state. Using the total enumeration technique all 224 library personnel were included to participate in the study. For data collection a structured questionnaire titled Motivation and Organizational Commitment was used. Then 224 copies were distributed with 182 copies of the questionnaire retrieved and consequently analyzed. Therefore the study had 81% response rate. The descriptive statistics like frequency distribution, percentage and mean score were used to analyze the stated research questions and correlation analysis for hypothesis testing. The statistical tool used for analysis was the Statistical Package for Social Science version 21.

VI. Results

Table 1 : Demographic Characteristics of Respondents

	Category	Frequency	Percent
Gender	Male	79	43.9
	Female	101	56.1
	Total	180	100.0
Age	21-30	41	22.8
	31-40	73	40.6
	41-50	45	25.0
	51-60	19	10.6
	61 and above	2	1.1
	Total	180	100.0
Highest Academic Qualification	SSCE	17	9.4
	ND	29	16.2
	HND	21	11.7
	BLIS	44	24.4
	MLIS	32	17.8
	MInfSci / MIRM	13	7.2
	PhD	3	1.7
	BSc/BEd/BA	14	7.8
	NCE	3	1.7
	MPA/MEd/MSc	3	1.7
	PGD	1	.6
	Total	180	100.0
Years of working experience	1-5	47	26.1
	6-10	76	42.2
	11-15	29	16.1
	21-25	14	7.8
	26-30	6	3.3
	31-35	8	4.4
	Total	180	100.0

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In this study, a total of 56.1% of the respondents were female while 43.9% were male. The age distribution of respondents ranged from twenty-one to sixty-one and above; with 31 – 40 being the age group with the highest number of respondents (40.6%) and 61 and above being the lowest of respondents (10.6%). This implies that there are younger library personnel in Lagos state than older library personnel still in service. This implies that the library have library personnel who should be vibrant and energetic in carrying out their duties.

In respect of the academic qualification, library personnel with BLIS constitutes the highest number of respondents with about (24.4%), next to it is MLIS with (17.8%) and the least qualification of respondents is (0.6%) which is Post Graduate Diploma in Library Science. The implication of this is that majority of the personnel in academic libraries in Lagos State have the minimum of a Bachelors Degree in Library and Information Science.

Finally, it is interesting to note that the years of working experience of the respondents from the category of 6-10 years has the highest number of respondents with about 42.2%, next to it is the category of 1-5 years with about 26.1% and the least category is 26-30 years of working experience with about 3.3%.

Table 2 : Distribution of respondents based on Organizational Commitment

	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean	Standard Deviation
I do feel emotionally attached to this library	49 (27.2%)	102 (56.7%)	16 (8.9%)	13 (7.2%)	3.04	.808
I do feel a strong sense of belonging in this library.	44 (24.4%)	94 (52.2%)	24 (13.3%)	18 (10.0%)	2.91	.880
I enjoy discussing my library with people outside it.	41 (22.8%)	91 (50.6%)	23 (12.8%)	25 (13.9%)	2.82	.940
I really feel as if this library's problems are my own	34 (18.9%)	97 (53.9%)	31 (17.2%)	18 (10.0%)	2.82	.855
I do feel "part of the family " in this library	38 (21.1%)	92 (51.1%)	29 (16.1%)	21 (11.7%)	2.82	.900
	Affective Commitment				2.88	0.70
Right now, staying with this library is a matter of necessity as much as desired.	17 (9.4%)	102 (56.7%)	42 (23.3%)	19 (10.6%)	2.65	.794
One of the major reasons I continue to work for this library is that leaving would require considerable personal sacrifice	21 (10.6%)	88 (48.9%)	52 (28.9%)	21 (11.7%)	2.58	.831
One of the few serious consequences of leaving this library would be scarcity of available alternatives.	21 (11.7%)	70 (38.9%)	62 (34.4%)	27 (15.0%)	2.47	.887
It would be very hard for me to stop working for this library, even if I wanted to.	63 (15.0%)	63 (35.0%)	55 (30.6%)	35 (19.4%)	2.46	.971
Too much in my life would be disrupted if I decide to stop working for this library.	51 (8.9%)	51 (28.3%)	78 (43.3%)	35 (19.4%)	2.27	.875
	Continuance Commitment				2.48	0.60
I do believe that a person must always be loyal to his/her library	62 (34.4%)	102 (56.7%)	8 (4.4%)	8 (4.4%)	3.21	.725
If I get another offer for a better job elsewhere I will not feel it was wrong to stop working for this library	44 (24.4%)	93 (51.7%)	26 (14.4%)	17 (9.4%)	2.91	.874
I think people these days move from working for one library to other libraries.	35 (19.4%)	95 (52.8%)	42 (23.3%)	8 (4.4%)	2.87	.770
I was taught to believe in the value of remaining loyal to one library.	30 (16.7%)	80 (44.4%)	47 (26.1%)	23 (12.8%)	2.65	.906
Things were better in the days when people stayed with one library for most of their career	27 (15.0%)	62 (34.4%)	62 (34.4%)	29 (16.1%)	2.48	.936
	Normative Commitment				2.82	0.51
	Overall Score				2.73	0.47

The measuring scale for table 2 was scored as SA = 4; A = 3, D = 2, SD= 1.
Also, the commitment pattern was categorized as;
Low commitment for mean score lower than 2;
Average commitment for mean score between 2 and 3;
High commitment for mean score higher than 3.

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The result on table 2 above shows that with respect to affective commitment, 102 (56.7%) of the respondents admit that they are emotionally attached to their libraries with a mean score of 3.04 while 63 (35.0%) admit that it would be very hard for them to stop working for the library even if they wanted to with a mean score of 2.82. The implication of this is that there is a high level of affective commitment in these libraries. On continuance commitment, 102 (56.7%) of the respondents admit that staying with their library is a matter of necessity as much as desired with a mean score of 2.65 while 63 (35.0%) agreed that it would be very hard for them to stop working for the library even if they wanted to with a mean score of 2.27. This shows that continuance commitment is equally high among the respondents however; they might not be able to resist the pull from a more attractive offer from another library. For normative commitment, 102 (56.7%) admit that a person must always be loyal to his/her library with a mean score of 3.21 while 62 (34.4%) agreed that things were better in the days when people stayed with one library for most of their career with a mean score of 2.48. The implication of this is that normative commitment is relatively low in academic libraries in Lagos state.

On the overall, the commitment level of library personnel had a mean score of 2.73, which may imply that many of them perceived their commitment level as being average when the mean score is put on a scale of 4. Affective commitment scored the highest with a mean value of 2.88 followed by normative commitment with a mean value of 2.82. At a much lower level (2.48) came continuance commitment. This suggests that relationships accounted to a relatively high degree for respondents' level of commitment to their libraries.

Table 3 : Distribution of respondents based on Personnel Motivation

	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean	Standard Deviation
My work must provide me with opportunities for increasing my knowledge and skills.	1 (0.06%)	7 (3.9%)	71 (39.4%)	101 (56.1%)	3.51	.602
I am strongly motivated by the appreciation I can earn from others	-----	11 {6.1%)	98 (54.4%)	71 (39.4%)	3.33	.589
The greater the challenge the more I enjoy trying to complete the task.	3 (1.7%)	13 (7.2%)	102 (56.7%)	62 (34.4%)	3.24	.655
I believe success means doing better than other people	11 (6.1%)	26 (14.4%)	80 (44.4%)	63 (35.0%)	3.08	.858
	Intrinsic Motivation				3.29	0.42
My job in my institution is very secure.	4 (2.2%)	16 (8.9%)	102 (56.7%)	58 (32.2%)	3.19	.683
I get due promotions timely	10 (5.6%)	41 (22.8%)	79 (43.9%)	50 (27.8%)	2.94	.853
I am eagerly motivated by the money I earn	14 (7.8%)	50 (27.8%)	87 (48.3%)	29 (16.1%)	2.73	.824
Apart from my salary, my institution provides fringe benefits	31 (17.2%)	50 (27.8%)	74 (41.1%)	25 (13.9%)	2.52	.936
I think there is no point in doing a good job if nobody else knows about it.	58 (32.2%)	64 (35.6%)	42 (23.3%)	16 (8.9%)	2.09	.953
	Extrinsic Motivation				2.62	0.49
	Overall Score				2.95	0.36

The measuring scale for table 3 was scored as; SA = 4; A = 3, D = 2, SD 1.
Also, the motivation pattern was categorized as;
Low motivation for mean score lower than 2;
Average motivation for mean score between 2 and 3;
High motivation for mean score higher than 3.

The result on Table 3 above reveals that with respect to intrinsic motivation, 101 (56.1%) strongly agree that their work provides them with opportunities for increasing their knowledge and skills; 98 (54.4%) are strongly motivated by the appreciation they can earn from others; 102 (56.7%) agree that the greater the challenge, the more they enjoy trying to complete the task and 80 (44.4%) believe success means doing better than other people. This result shows that intrinsic motivation is relatively high among the respondents. For intrinsic motivation, 102 (56.7%) agree that their jobs in their institutions are very secure; 79 (43.3%) get due promotions timely while 41 (22.8%) disagree to it. 87 (48.3) are eagerly motivated by the money they earn while 14 (7.8%) disagree to it and finally, 74 (41.1%) agree that apart from their salaries, their institutions

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provide fringe benefits. This result shows that extrinsic motivation is relatively low among personnel in academic libraries in Lagos State.

On the overall, the motivation level of library personnel had a mean score of 2.95, which may imply that many of them perceived their motivation level as being average when the mean score is put on a scale of 4. However, they seem to be more intrinsically motivated (mean = 3.29) than extrinsically motivated (mean = 2.69).

Table 4 : Result of correlation to determine the relationship between Motivation and Organizational Commitment among personnel in academic libraries

Variables	Mean	Standard Deviation	N	R	Sig.	Remarks
Motivation	2.69	0.37	180	0.09	0.229	Not Significant
Organizational Commitment	2.73	0.47	180	---------	---------	

Table 4.6 indicates that motivation does not have any significant relationship with organizational commitment of library personnel ($r = 0.09$; $p > 0.05$). Therefore, the null hypothesis is accepted. This implies that the level of motivation of personnel does not in any way affect organizational commitment of personnel in Lagos State.

VII. Discussion of Findings

The first major finding of this study is the level of organizational commitment among library personnel in Lagos State, Nigeria, which indicated that library personnel on the overall are averagely committed to their libraries. However, there seem to be more of Affective Commitment followed by Normative Commitment and then Continuance Commitment. Further, this study found that respondents on the overall are averagely motivated, however they seem to be more intrinsically motivated than extrinsically motivated. Extrinsic motivation here is low and it is related to tangible rewards such as salary and fringe benefits, security, promotion, contract of service, the work environment and conditions of service. This corresponds with Abifarin's (1997) investigation of the level of motivation among librarians and para-professionals in Nigerian university libraries which revealed a general dissatisfaction with training opportunities, professional development, work environment, sabbatical leave, communication, and management style. Further, Abifarian suggests some practical ways of motivating staff. Among these is the management style of university librarians going out to see for themselves what is going on in the various sections of the library. By this, library managers will be able to observe their staff at work, talk to them in their various sections on a regular basis and be able to carry out on-the-spot assessment, listen to, and praise staff as the case may be. Akintoye (2000) has a contrary view; he asserts that money remains the most significant motivational strategy. He explains that money has the power to attract, retain, and motivate individuals towards higher performance. Based on this finding, it is important that library management to be aware of other factors that will motivate personnel in academic libraries in Lagos State. Finally, the finding from the hypothesis testing revealed that motivation does not have any significant relationship with organizational commitment of library personnel. This implies that the motivation available in the library is not related to why library personnel are committed to their respective duty at work. This result negate the findings of Warsi, Fatima and Sahibzada 2009 and Iqbal et al, (2013) who found a positively relationship in the motivation and organization commitment of employees.

VIII. Conclusion and Recommendation

The academic library plays a prominent role in every academic institution and so the personnel should be duly motivated and satisfied with their jobs so that they can be committed to their primary assignment as information providers. The researchers therefore conclude that more attention should be given to motivation which is a correlate of organizational commitment of personnel in academic libraries in Lagos State.

Based on the major findings of this research, the following recommendations were suggested:

- Library management needs to map out strategies to better improve their personnel's level of extrinsic motivation and maintain the level of intrinsic motivation. Some of such strategies include but are not limited to adequate remuneration, staff promotion, awarding staff, security, fringe benefits and staff training.
- Library management should strive at maintaining the affective commitment of its personnel and work towards improving normative commitment and continuance commitment.
- From the findings, motivation does not predict commitment but it is believed that when it is mixed with other variables, commitment will be more on the part of the personnel.

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When is a Reorganization of Practicum in Initial Teacher Education Implemented? Administrator Perspectives

By Laila Niklasson
Mälardalen University, Sweden

Abstract- Practice in Initial Teacher Education is an ongoing discussion with proponents for a mainly university-based ITE and a mainly school-based ITE. Another focus of discussion in constant change is how to organize practicums (i.e., student teaching). A national initiative was taken in Sweden during 2014 aiming to increase quality of practicums. The changes include fewer schools, increased expectation of competence development for mentors, and closer co-operation between practice schools and university concerning development. The aim of this article is to increase knowledge about implementation of the change in the organization of practicums. The data collection consists of responses from administrators working with the re-organization regarding a suggested timeline, a logic model and a SWOT analysis. The results revealed that a static conception of implementation can be disputed as there is a turnover of schools and thereby mentors. The quality issue is also a matter of continued exploration such as in how the change affects the balance between skills in how to teach and the knowledge and skills needed for reflection and critical discussion.

Keywords: initial teacher education, practicum organization, implementation, administrators.

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I. Introduction

The initiative in 2014 from the Swedish government concerning re-organization of practicum in Initial Teacher Education (hereafter abbreviated ITE) can be viewed as part of a more extensive ambition to reform the Swedish education system. In 2010 a new Education Act (SFS 2010:800) was enacted, and in 2011 a revised curriculum for preschool (SKOLSFS 1998:16/2011:69) and new curricula for compulsory school (SKOLSFS 2010:37) and upper secondary school (SKOLSFS 2011:144) were launched. A re-designed ITE was already proposed by a special investigator of the teacher program in 2008 (SOU 2008:109) and resulted in a government proposition for a new teacher program (Prop. 2009). In the proposition the suggested changes for practicums were only partly realized; the most important was a reduction of practice time to 30 ECTS (one semester) carried out in courses during the program. Earlier practicums could be integrated in other courses.

Along with the 2014 governmental initiative was a possibility for financing an experimental change of practicum. The term "experimental" is used because the choice of organizer to be funded is based on the fact that is should be possible to compare different designs and their outcome. Not all applications for funding of the re-organization were accepted but the application from Mälardalen University (hereafter abbreviated MDH) was (Mälardalen University, 2014).

In this article the focus is on the implementation of the new organization of practicums. The aim of this paper is to increase knowledge about implementation of the change and the results of the study will be a contribution to a continuing discussion about the role of practicums in ITE (Moran, Abbott and Clarke, 2009; Iucu and Platis, 2012; Niklasson 2011, 2014). In addition, staff in ITE whose voices have been heard less often, i.e., administrators, give their response to the issue. The article contributes with an example of using a timeline, logic model and SWOT analysis as a method when gathering data.

The article continues with a presentation of selected earlier literature about practicums in ITE and is followed by a description of the local organization of practicums in the selected case study. After that the method for data collection and results are presented. The results are discussed and lastly, the limitations of the study are clarified. The article ends with a conclusion.

II. Practicums in Teacher Education

The literature review show that practicums are both a hope for integrating theory and practice and a part of ITE which is often critically discussed. Staff at school supervising the student teachers are referred to as "mentors" below and staff at MDH as "teachers."

This discussion is not new according to Vick (2006), but has been a constant since the early 20th century when mass education started and ITE became formalized in Teacher Education Colleges. ITE should be both an education where graduates should be able to start teaching immediately in the classroom, mainly following established routines, and at the same time be informed by new research and not only follow tradition but contribute with the latest knowledge concerning education. By using data from the early 20th century in England and Australia (about 1900-1950) Vick argues

Author: Mälardalen University, UKK, Eskilstuna.
e-mail: laila.niklasson@mdh.se

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that some of the issues in current ITE have been debated since the start of formalized ITE. Many student teachers spread out in schools over a vast area created problems in visits from college teachers (12 would be the limit during a year), while other schools could be overloaded by trainees. The amount of time spent in practice teaching has changed over the years, and mentors´ lack of skill in discussing lectures and college teachers´ lack of current teaching practice in relevant school forms have also been issues.

These issues were addressed with placing students in carefully selected schools closer to the Teacher College, some mentors got part-time work at the Teacher College to teach methods and also visit the student teachers at schools and a closer cooperation could start between college teachers and mentors as they were in the same department. Even placing students four days a week in schools and using their practice teaching to inform theoretical lessons were used. Changes were carried out, but the form with on-campus and practice schools and staff at both remained, ITE was perceived as a collaborative assignment. The solutions also led to new problems such as criticism of the part-time mentors/teachers for ignoring the college directives. This historical review gives insight into earlier issues. many of which seem to remain. Vick (2006) suggests that a historical perspective on new reforms can lead to more modest expectations concerning practice teaching in ITE.

Reid (2011) also uses a historical perspective when she discusses a possible shift to practice in ITE. Three different perspectives could be described: apprenticeship, training and education. In early ITE the student teachers could be working in the classroom and get instructions from the formal teacher, a practice-based kind of apprenticeship. Later in the 20th century ITE was more formalized into institutions and the student teacher was supposed to learn from observing model lessons in model classrooms, a teacher-training perspective. The latter was a reaction toward the apprentice model which could result in repeating traditional methods. Depending upon the current reform perspective, ITE could also be perceived as education that includes more of other subjects and a deeper knowledge about philosophical and sociological aspects. Despite changes, as Reid notes, it seems that ITE could never meet the standard of the stakeholders. Either it is too university based, or too practice based.

A close co-operation between university and schools could not only concern the student teachers, it could also concern professional development for both student teachers and staff. Darling-Hammond, Bullmaster and Cobb suggest close cooperation where professional development is enhanced within so-called professional development schools (PDS) (1995; Darling-Hammond, 1999). The model with PDS includes a restriction of the number of schools and an increase in research into collaboration between staff at university and schools.

An additional issue is where ITE itself is placed in the education system. Elstad (2010) describes how ITE during the early 20th century was organized autonomously from the university (where some of the teacher students studied subjects separately) in Norway. A discussion started during the 1970s about merging Teacher Colleges with universities which resulted in a suggestion in this direction in 1986. This merging resulted mainly in adaptation to university standards, that is, teaching experience is regarded as having lower status than research. In texts suggestions for practice are considered “recipes”; critical discussion is perceived as more academic. On the other hand teacher educators could perceive the current educational research as impractical. In a hierarchy at the university, ITE could be perceived as having a low position. This situation continues a tension between a school-practice orientation and a university-based ITE, even though it is gradually decreasing in the Norwegian example.

The challenges seem to have continued, but researchers have suggested how they could be coped with. Lynch and Smith (2012) carried out a study about how increased co-operation between university and schools affected ITE. One challenge in ITE concerns the fact that ITE is often framed by national directives and a demand for accreditation of the organization of ITE. The design of ITE implies a common understanding between different stakeholders, which Lynch and Smith doubt can be realized. Instead there are different understandings of partnership. In addition the directives for ITE give little opportunity to create and construct at a local level. Despite this, it was possible to carry out changes within a selected ITE in Australia and compare the results between this and an ITE without the same changes. The main changes concerned more extensive co-operation between a university and schools such as flexibility in which assignments the student teachers got during practice. The aim of the changes was to create mutual co-operation and responsibility for a mutual goal, ITE, instead of what Lynch and Smith call a “practicum service agreement” where communication mainly happens via a student teacher handbook.

The results from a survey to student teachers (graduated from ITE) and mentors from the ordinary and revised programs showed that the students from the revised program felt better prepared for teaching, while the mentors also rated them as better prepared. Comments during interviews with mentors in the revised program underlined the importance of increased communication between the university and the schools, as well as the possibility to make input to the program (the flexibility with practice assignments). The earlier university-based tasks were considered inflexible and not suitable for the day-to-day work in class. This

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flexibility also resulted in revised practicum handbooks. The conclusion Lynn and Smith make is that partnership has to include shared decision-making in an integrated organization, which also includes discussion of resource allocation.

An increased co-operation between university and schools could be perceived as a shift to practice, or rather a focus on practice. However, Reid (2011) argues that a shift to practice with ITE based at schools and a minimum of university is not a solution. With early entry to practice, and ITE based in schools, there is a risk that student teachers will have trouble reflecting about teaching due to lack of distance to their own experiences of school. The student teacher needs to take on a novice role and successively develop knowledge and skills to achieve the level of advanced beginner or competent performer (Dreyfus & Dreyfuss, 1980, 1986, 2004; Green, 2008, as cited in Reid, 2011).

A further critical discussion about university-based and school-based ITE is carried out by Beach and Bagley (2013) who argue that a shift to practice has some doubtful consequences. When they compare education reforms in England and Sweden they found that changes in England during the late 1970s, not always positive, have been introduced in Sweden later on, during the early 2000s. Their main focus is on whether a student teacher should participate as an apprentice and be trained to more or less execute directives in a curriculum (how) or be educated and able to critically scrutinize reforms and have a deeper knowledge of context of a curriculum and education as a political construct (why). In a historical overview Bagley and Beach present an early ITE in both countries which was to a higher degree practice and school-based, with a later, more formalized ITE in institutions where ITE became more theory-based.

The theories concerned not only how to become skillful in teaching subjects, but, here simplified, also concerned the role of school in society. According to Beach and Bagley there was a gradual de-theorizing of ITE in the 1970s in England, which was followed 30 years later in Sweden. The result is that student teachers are no longer required to have research skills and from a policy level there is less interest in investing in research to create a scientifically founded base for ITE. As Sjöberg (2011, as cited in Beach and Bagley, 2013) phrase it, there is a change in focus toward subject knowledge and skills in how to teach the subject, a competency-based teacher training, instead of support for critical thinking.

The short overview above shows that there are some lasting issues in ITE. The roles and responsibilities between staff at university or schools are not always clear, and not agreed on. Staff at both organizations dispute each other´s knowledge and competencies. In practical terms there is a problem if schools are widely dispersed when student teachers should have visits, while on the other hand some schools could be overloaded with student teachers. The place and amount of practice time in ITE is critically discussed and even ITE as such could have a low status at universities. Lastly the question of research, about what and with whom, is an issue of concern. Where there does seem to be agreement, even though reluctantly, is that staff at schools and universities have to co-operate and that policy writers have to acknowledge this need.

In the next section the re-organization of practicum at MDH is presented and shows if any of the abovementioned issues are addressed.

III. Are-Organized Practicum during ITE

a) Government Initiative

All school forms in Sweden have separate ITE, such as for preschool, kindergarten class and primary school, lower secondary and upper secondary (including adult education). When the current ITE was launched in 2011 an important change concerning practicums was already carried out (prop. 2009). First of all, the school–based practicums became formalized in course plans including content, learning goals and description of assessment to get ECTS. Secondly, the practicum period was reduced to 20 weeks (30 ECTS) during a teacher program, independently of whether ITE was aiming at work in preschool, compulsory school, upper secondary or with adults.

Earlier critical voices concerning how practicums were carried out (Skolverket 2007, Högskoleverket 2008:8R, and Lärarförbundet 2008 in Utbildnings departementet 2014) concerned student teachers placed in school forms not relevant for their future teaching and getting mentors without the relevant subject knowledge, while others were concerned that the placement could be changed too often during ITE. As a response to the critique a committee suggested that practicums should be strengthened by a system that involves selected “field schools” with mentors who had relevant supervision education (SOU 2008:109). The name “field schools” was introduced and an increased number of mentors attended supervision courses but there was no selection of schools. In spring 2014, the government offered financial subsidies, via the Ministry of Education, for reorganization of the practicum in ITE according to certain directives (SFS 2014:2). For institutions with approved applications the implementation of the reorganization was supposed to be carried out from autumn 2014 to spring 2019.

b) Local response

Due to the acceptance of the application for re-organizing practicums (Mälardalens högskola, 2014), the university will have a dual organization of practicums with field schools and practice schools. The organizers of K-12 shall select schools based on new criteria (SFS

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2014:2). The practice school should organize education matching the actual ITE offered and the student teachers should have their placement at the selected practice school during the main part of their practicum. The school should have at least six mentors who have participated in a supervision course comprising 7.5 ECTS for mentors, they should participate in a mentor work team at each school and have several student teachers. As there should be at least six mentors and several student teachers for each mentor there will be about 12 student teachers at one school. The consequence is a reduction of schools and an increase in the number of student teachers at each school. The placement of student teachers at practice schools started in autumn 2014 with 210 student teachers and is planned to comprise about 1,300 student teachers by 2018.

A contract is written between the university and the organizers of K-12 where roles, responsibilities and payment to organizers of K-12 is settled. The choice of practice schools was carried out by the organizers of K-12, which guaranteed that the criteria mentioned above were met. The university offers mentor education comprising 7.5 ECTS. The practicum courses are organized by the university, and teachers and mentors should follow and contribute to the development of the student teachers during practicum. These teachers should aid the mentors in the assessment of the practicum. There is now a possibility for mentors (or other teachers at schools) to have a combination assignment, working in school as well as at university. This combination assignment is also meant to encourage collaborative research. A special center at the university, the Mälardalen competence center, will organize open lectures and support increased research where the practice schools should be engaged.

c) Practicum courses

There are three practicum courses within ITE irrespective of which school form the student teacher is going to work in. The course plan includes content, learning goals and directives for assessment. The work team at the university consists of a teacher responsible for the course and course teachers. Teachers visit the practice school during the three practicum courses, and have a three-party dialogue (student teacher, mentor and teacher) as part of the assessment of the student teachers. The teachers should also lead seminars with student teachers and mentors in midcourse. All student teachers receive a handbook for practicum, in which the three courses during practicum are presented. They document their learning process in this book, and the mentors write comments about their process. This document is subsequently given to the responsible course teacher, who is responsible for the final assessment of each course after a concluding seminar at the university, to which the mentor is invited.

In summary, the status of practice could be perceived as increased when the practice was organized in a formal course since the introduction of 2011 ITE. The remaining problems are some already presented in the earlier research, while some seem to be in the Swedish context. The supposed lack of skill among the mentors is addressed both in offering courses and in the demand that mentors must participate in the course. The selection criteria addresses the problem of a large number of schools, which are now clearly reduced. But the selected schools are not necessarily close to the university, so a "visiting problem" can continue. A demand for separate work team with mentors at school and central contact persons from the organizers of K-12 could be perceived as strengthening of the practice organization. The organization is also strengthened by administrative support to the implementation.

d) Administrative support to the project

During the application period in spring 2014 there was a coordination group. The group consisted of one professor, an administrator responsible for ITE, the leader from MKL, one representative from the practice work team at MDH and a project leader (earlier member of the practice work team).

During autumn 2014 the participants in the coordination group changed. A new work team was created for practice with a leader and two coordinators. The leader for the work team also became the new project leader. The administrator for ITE continued and an additional administrator for placement during practice was aligned. The leader from MKL also continued. The researcher made observations during these meetings in 2014 and also reported from the study to the participants.

During autumn 2014 it became clear that the coordination group did not have any mandate to make decisions, as a steering group was lacking. The coordination group was dissolved and instead a steering group was created in 2015. It consists of the manager for the department, two professors, a representative from organizers of K-12 and the leader from MKL. The project leader is always adjunct to the meetings. In practice the manager of the department is the one with last say in all issues. The researcher does not observe, but only reports to the steering group.

IV. Method

When the application for re-organization of student teaching from MDH was written it also included that the implementation should be followed by one or more researchers. That is, this study is part of an ongoing research study concerning the implementation of the reform in a local context.

In a first step an ex-ante evaluation was carried out by the author during 2014 (Niklasson, 2015). The

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ex-ante evaluation with timeline, logic model and SWOT analysis suggested limitations and possibilities for change (van der Knaap, 2011). The logic model was constructed based on boxes for resources/input, activities, outputs, as well as immediate, intermediate, long-term, and ultimate outcomes for the participants (the longitudinal goals concerning change) (Holliday, 2014). In a second step a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) (Cojocariu, Lazar, Nedeff and Lazar, 2014; Iucu and Platis, 2012) was carried out. The empirical data used for the timeline, logic model and SWOT analysis were texts concerning the forthcoming practicum (SFS 2014:2; Utbildnings-departementet 2014; Mälardalens högskola, 2014) and observations during meetings with the planning committee.

The timeline, logic model and SWOT analysis were then used for critical discussions with the administrators working with the re-organization of practicums in ITE (Fielden, Rusch, Masinda, Sands, Frankish, & Evoy, 2007; Poon, Leung Wing-sea, Louie, & Vergel de Dios, 2013). The administrators included the first project leader (only in the first group meeting), the project leader/leader of the practicum work team, the two coordinators for practicums, the administrator for placement and the leader for MKL.

Before the group interviews the respondents got the text with timeline, logic plan and SWOT analysis to read. Two group interviews were carried out in winter 2015. The timeline and logic plan were discussed during the first group meeting and the SWOT analysis during the second group meeting. The meetings took place in conference rooms at the university and lasted one and a half hours. The group interviews were transcribed verbatim.

All respondents were informed about the research assignment and that the research applied ethic rules according to the Swedish Research Council (Vetenskapsrådet, 2011). That is, they participate voluntarily, they are informed about the aim of the study, and their individual answers should not be traceable.

The data is analyzed in two separate steps. First the data from the group interviews were repeatedly read and then summarized in the results section. The presentation is in sequence in accordance with how the timeline, logic plan and SWOT analysis were discussed. An additional analysis is carried out in the Discussion based on which perspective of ITE the challenges and solutions contribute to: apprentice, training or education. The additional analysis is thereby a contribution to a critical discussion about practicums and ITE.

V. Results

The results are presented in accordance with sequencing of the timeline, logic plan and SWOT analysis. For each section the suggestions from the author are stated first, after which the group discussion starts. If the authors' suggestions are reintroduced it will be clarified in the paragraph. MDH will be referred to as "university."

a) Revision of the timeline

The suggested timeline for the project consisted of three phases (Niklasson, 2015). Spring 2014 was regarded as the first phase with application, initial contact with organizers of K-12, letter of intent and a dual admission to the course for mentors. Autumn 2014 was suggested as a second phase with implementation of the re-organization and realization of the training for the mentors. In a third phase, 2015-2018, the organization was expected to be established as well as the course for mentors.

The idea of autumn 2014 as implementation time was not perceived as correct by the group. Even though a contract was written and the student teacher had chosen the practice schools, only the student teachers in the preschool program had completed their practice teaching. There was also a change as schools are added and deleted in the practicum organization. The implementation was instead regarded as ongoing until spring 2019. It is not until all student teachers have placement in the field schools that the implementation could be regarded as accomplished. In general the concept established was not used as the practicum organization would be constantly changing.

Then the question was raised about what actually was "established": was it a model, an organization, a concept or an idea? It could be perceived that the concept of practice schools will be established, but never the organization, as it always changes. Instead the concept of "operational idea" could be used. Then it could be perceived that a concept was implemented both in theory and in practice during 2019 when the new criteria will be met (six mentors with supervising education, 12 student teachers, fewer schools, etc.).

The change is not necessarily a question of geographical distance from the university, as some organizers are located far from it (one hour), but to a higher degree of a combination of meeting the new criteria and access to good transport facilities. The consequence is anyway that few rural schools will be practice schools. They will not be able to meet the criteria with six mentors.

b) A revised logic plan

The first logic plan (Niklasson, 2015) regarded national level and local level. Challenge/opportunity, resources, activities and desired change were suggested. As it is the same implementation case, some repetition is unavoidable.

On the national level challenges/opportunities were presented as practicum-related problems in ITE. The resource was national financing, the activities were directives for application, information about acceptance

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and a potential follow up. The desired change was quality assurance of practicums in ITE.

After a first glance, the group had some comments regarding the national level. Those in the group who had already been engaged in practicum issues wanted to underline that the quality problem in practicums was a problem from a national perspective. The local practicum got positive reviews from students and also from national inspections. The declining results from Swedish students in the PISA testing could be a major incentive for this national initiative, "better teachers will lead to better school results." There was a suggestion during the latest ITE reform in 2011 that an ITE model from Finland should be introduced, much like practice schools, which was not accepted by the Swedish organizers of ITE. This idea has now been re-introduced.

The change could also be perceived as a response to a "big city area" problem where it has been harder to get placements, and student teachers had to practice in school forms where they would not be teaching. Placements in school forms is more strictly regulated in the practicum school organization.

On the local level the challenge/opportunity was presented as sustaining and improving quality of practicums in ITE and participation in a national initiative (Niklasson, 2015). The group agreed about this, but added that the change is perceived as a development project at the local level. The financing also contributed to the interest and there is hope for an increase in status, as the university was selected among several applicants. This status could also be attributed to the schools involved.

This description of the local practicum is rather positive, but not everyone at the university was positive about the change. Why change a system that is functioning well? It was also a fear that the staff at school would think that some schools are A-schools, which are practicum schools, and some are in a B-group, with excluded schools. Due to "exclusion" it could be harder to recruit staff as the student teachers are not familiar with the school. One response to this issue will be invitation to all schools concerning open lectures about research.

The suggested resources in the logic model were based on the earlier timeline with three phases (Niklasson, 2015). These phases were already dismantled during the earlier discussion about the timeline, and now a division was made between the application phase and the next phase, the implementation. In the application phase the resources were a work team with a project leader, with the caveat that the vice chancellor had approved a re-organization and an affiliated researcher. There were no comments from the group regarding this description.

During the first suggested implementation phase the resources were a coordinating team, a project leader, an affiliated researcher, a doctoral student, teachers for the supervising course and local and national financing. The group commented that some changes had been made in early 2015. Contact was made with administrative managers from organizers of K-12 in preparation for creating an external reference group. Instead of a coordinating team there was a steering group and the work team for practicum could be added instead as a resource. The center for further education, MKL, was also mentioned as a resource.

In addition, the structure with contact persons from each organizer of K-12 should be mentioned. In this case the contact persons are from all organizers, not only the practice school organization. Successively, there will be fewer contact persons, and they will have an increased number of student teachers. The contact person, in turn, works with the leaders of the practicum work team at each school. This leader could actually work with mentors from different schools as a practicum work team could comprise several schools (most oftenpreschools). There are also schools that have deliberately teamed up because they are located in areas with different socio-economic situations. With this cooperation the student t eachers could be placed at one school and visit the other. A few schools also have staff working in combination assignments, partly at school, partly at the university, who are also perceived as resources.

A professional advisory board for preschool with participants from organizers of K-12 and staff from MDH is established. There will be one for compulsory school and one for upper secondary school. These boards are considered resources.

The first suggested activities to reach the aim (Niklasson, 2015) were a work team, writing application and assigning an affiliated researcher. All organizers of K-12 were invited to get information. Letters of intent were written and signed for the actual participating organizers of K-12. After the letters of intent, regular agreements were signed with actual participants (as the vice chancellor of the university had decided that the re-organization should take place, irrespective of national financing). Supervision courses were announced and carried out. The comment from the group regarding this first suggestion was that it should be underlined that there is a duplicationof the supervision course.

The goal is to have at least six mentors having accomplished supervising education with at least two student teachers. The mentors should be gathered in a practicum work team. The field school system should be ended. There should be combination assignments where staff from school work at the university (Niklasson, 2015). The comment on this from the group is that the goals will not be reached during 2015. Some mentors have just started their supervising education and not all schools have 12 student teachers. It is not clear what "at the same time" means when a mentor

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should have at least two student teachers "at the same time." Are these student teachers from the same group in a program or could they come from different groups? One comment was that it will be two students coming each term who are assigned to this mentor. The issue continued to be unclear.

One activity should be added and that is the open seminars where research is presented arranged by MKL. There is also an initiative taken for funding of research concerning practice schools where research teams can apply for funding. This announcement will be published in 2015 by MKL.

During the discussion some suggestions were made concerning information activities, such as logo, information material and maps showing the inclusion and exclusion of schools.

The suggested activities (Niklasson, 2015) should lead to a desired change such as fewer schools, increased number of student teachers at each school and practicum work teams with trained supervisors. This description was perceived by the group as correct and partly accomplished. Here a comment was made concerning quality, that the mentors now will have a supervising course was suggested as an increased quality. Another issue was discussed about what could be perceived as result and effect. The example was "fewer schools" which could be perceived as a short-term result, but also as an effect.

Another suggested change (Niklasson, 2015) was that the stakeholders in ITE reported increased satisfaction with practicums. This raised a question in the group about what the stakeholders are satisfied with and what the baseline is concerning this issue. One important stakeholder is the student teacher group and their perceived satisfaction. Then students in the same semester should be compared, not the total groups. In addition the comparison has to be made after one semester as some leave early in the program.

One issue could be whether the student teachers pass the practicum course and how many times they fail before they pass. One comment was that this is a grey area because some student teachers drop out. This leads to the issue of comparing differences in the number of students accomplishing the ITE. Especially in the ITE for upper secondary it would be positive if increased cooperation between mentors and the university would lead to fewer dropouts. Dropouts during ITE is one issue, but another is dropping out of in-service teaching, the retention rate. It would be a positive effect if student teachers from practicum schools were more inclined to stay and teach as the practicum experience led to a better preparation for everyday work at school.

ITE is financed nationally and an amount of money is distributed via organizers of ITE to organizers of K-12. A desired change was suggested (Niklasson, 2015) that mentors at practicum schools are granted the prerequisite for developing pedagogic work. This suggestion started a discussion in the group about how the money to the schools is used and the impression was that it was often used for substitute staff when mentors attended seminars or courses. The increased cooperation between schools and university should be underlined, and an open question was raised, what is the effect of this? The group agreed that this was a desired change. The re-organization will have as an effect that an "infrastructure" be created for starting common school development.

Another issue concerned whether the researcher from the university works together with practice schools concerning research. A question was raised whether there is evidence that this actually leads to development work and increased results. Development work could be the aim of research, but not necessarily increased results. On the other hand, it could be perceived as positive if researchers are engaged in school development, which in turn can strengthen the professional teacher identity and role in itself. A comment was made that when a researcher is engaged questions are asked and the staff has to reflect about everyday life in a manner which is not always possible to do, sometimes due to time limits. When an external researcher is engaged then someone is interested and it could increase a desire to develop pedagogic work.

A discussion followed about how the re-organization would affect student teachers and in the long run the pupils. An important positive effect could be that all staff (school, university) is more inclined to perceive that ITE is a common endeavor and all are parts in a greater unity. This could be a question of identity.

In the national documents it was implied that this re-organization could affect the status of teachers (Niklasson, 2015). The group commented that it would be a positive effect if mentors in practice school would perceive that they have an increased status, that their work is acknowledged. It will be very hard to measure status in general for teachers and the mentors at practice schools, so a suggestion is to ask them about their perception. From experience there will be an abundance of articles in mass media in the future about the "bad situation at school and about how unskilled teachers are."

In the end a discussion started in the group about the national intention. Not all organizers of ITE are re-organizing, and those who do re-organize practicums all have different models for the re-organization. Therefor it is vital to call this project a trial. Some in the group perceive that the intention is that the idea should spread to all organizers of ITE, others maintained that it is a trial and the result will show if there will be further implementation.

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c) A revised SWOT analysis

In the earlier ex-ante evaluation (Niklasson, 2015) the SWOT analysis was used as a final discussion of the implementation. This final discussion could also be read as a summary, and as mentioned above, some repetition is unavoidable.

In the first SWOT analysis (Niklasson, 2015) a division was made between internal strengths and weaknesses and external opportunities and threats. First the group discussed how to define what was internal and what was external. An agreement was made that sometimes it is hard, but essentially activities arranged by or within the university were considered internal. In addition, an internal weakness could also be perceived as a threat and during the discussion this wording will sometimes also be used for internal weaknesses. The group also discussed within which time-frame the SWOT analysis should be carried out, was it the current situation or was it the future? A suggestion was that internal was to a certain degree regarded as the current situation, while external was to a higher degree regarded as in the future.

The suggested internal strengths (Niklasson, 2015) were an existing practicum organization, that no arguments had come up showing resistance, that an application was written and accepted, and that contacts were made with organizers of K-12 with letter of intent and agreement. Finally an organization for the implementation had been devised.

A comment was made from the group that earlier there had been internal opposition. The earlier practicum work team was not in favor of changing an organization which worked well. The remaining staff from that group have accepted the decision and are working according to the directives. The organization with support from university level and department manager level, a project leader, the change to a steering group and an external reference group were perceived as internal strengths. The practice work team with partly new members has found its structure and is prepared to work with continuing issues. The communication within the practicum organization and externally is open. Any doubt about the possibility of re-organization has faded away. There is also an interest from the researchers to be engaged.

Another internal strength mentioned was that the entire practicum organization is changed, compared to other organizers of ITE who change for some groups. Now there could be a discussion for some time about differences in the parallel system, but the intention is clear.

The number of courses in Higher Education depends on national assignments or contract education. The directives from the vice chancellor have been to prioritize programs and not offer too many separate courses. This could lead to a better status for ITE as its importance is strengthened.

The suggested internal weaknesses (Niklasson, 2015) were that there was a lack of information to the work team about the process of application and its content, lack of examples of what the achieved higher quality could consist of, unclear goals and a risk that decisions concerning use of money are not being supportive concerning implementation of the change.

The group was concerned about how to distinguish between what was an issue because of the re-organization and what was an earlier perceived problem. An example is field studies during theory courses, which is not actually an issue for the practicum work team. On the other hand, if the practice schools think that the shorter visits create a problem, then the cooperation/partnership is affected and suddenly an issue for the team. So there are a lot of “gray areas” to handle. One suggested way was to present theory courses with field studies on the website.

The external communication about the change was perceived as more effective than within MDH. There is a supposed line of communication from the practicum work team to a program council (for each school form) which should inform all staff in the respective programs, which do not seem to function that way. Staff working in the programs are not always informed. This led to a discussion about the status of practicum within the teacher program, which was perceived as low.

The use of money was commented on as the application is written in a detailed way and suggests roles and activities which have to be funded. At the same time it is stated in the application that the suggestion are not financed by the practicum funds. This creates a dilemma.

The lack of examples of achieved higher quality was discussed and could be handled if the stakeholders could be engaged in this issue. The quality issue is complicated as student teachers placed at field schools should have the same quality as those placed at practice schools (which should have increased quality). This also creates a dilemma.

Suggested external opportunities (Niklasson, 2015) were the already existing cooperation between organizers of K-12 and the university, that the university was perceived as reliable, that letters of intent were signed, that there was no total change in the practicum organization, that hundreds of mentors are already educated and that there is national funding.

There are several organizers of K-12 in line to become partners, which was perceived as an external opportunity by the group. Several organizers of K-12 have also expressed a positive expectation concerning school development due to increased research. There is an understanding among the organizers of K-12 that this re-organization will last for several years.

The suggested external threats (Niklasson, 2015) were uncertainty whether the information has reached all levels of organizers of K-12, difficulties in

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explaining the reason behind the change externally, not conveying examples of expected achievements, which can lead to lack of motivation, and exclusion of some schools, which might create perturbation among the organizers of K-12.

The group reminded that an initial information about the amount of money to the schools was changed in a later phase, and the sum was lowered. This was perceived as a possible threat to the credibility of the university. In addition the university has to present an attractive activity which is financed by the reduced sum. On the other hand, the schools are getting extra implementation funds during the first year based on number of students.

The group commented that a another threat is that some organizers withdraw from the cooperation or that it will be hard to find volunteer representatives in the different groups of stakeholders which are created (such as professional advisory board and external reference group).

An additional threat is that the communication about the re-organization has not reached all levels, as some central contact persons, headmasters and mentors have not understood the design. In autumn 2014 student teachers could contact mentors who did not know that the school was a practice school. Other mentors called the university and asked why they did not get any student teachers. More information, such as a film with presentation of practice school organization is suggested. It became clear that some organizers of K-12 also prepared information.

Another threat is that there will be too few mentors, or that organizers of K-12 do not provide the resources that the mentors need. It is possible to compare offers between different organizers of ITE as some have an organization which could be perceived as "better" (money directly to mentors).

The timing of practicum during a semester has also long been an issue. Sometimes it is placed over holidays when the pupils are not in school. Sometime practicum overlaps between several groups of student teachers, that is, a large group of student teachers is present. This is due to organizational issues at the university, but could lead to too heavy burden on the mentors. On the other hand, the concentration of student teachers is a vital issue. In the earlier organization a mentor could have two student teachers with one visiting during autumn and the other during spring. The idea is to have a continuum of student teachers.

VI. Discussion

Earlier literature (Darling-Hammond, 1999; Vick, 2006; Moran et al., 2009; Reid, 2011) shows that the practicum and its place in ITE is a constant issue to discuss for researchers and for deciding on reforms for politicians. During the implementation of a reorganization of practicums in a national and local context it was possible to find both opportunities and challenges according to the administrators working with the re-organization of the practicum.

Based on discussions on timeline, logic plan for the implementation and a SWOT analysis it became clear that some of the earlier challenges during ITE, already present for a century or more, are still at hand. Even though there is progress as well. The issue with widely scattered schools (Vick, 2006) is partly addressed with the six mentors with adequate supervising education criteria which limits the amount of schools, especially in rural areas.

The compulsory education for mentors seem to address an earlier issue concerning mentors´ skills. The often discussed tension between staff at school and staff at university (Reid, 2011; Lynch and Smith, 2012) seems not to be the biggest challenge, instead it is risk of not assigning enough mentors with required education, unfavorable prerequisites for mentors at schools, problems with reaching out internally and externally with information and disputed clarity in how funding should be used. These are some of the perceived issues. In addition the status of ITE at the university and for practicum in ITE are issues considered worth noting (Elstad, 2010).

The new practicum organization includes a renewed interest in research, but not necessarily in the way Beach and Bagley (2013) address the issue. Just like Reid (2011), they are interested in whether the focus is to train student teachers to know how to teach a subject, an apprentice perspective, or also to reflect and carry out a critical discussion about the teaching and the education system in itself, an education perspective. The reformed ITE from 2011 did shorten the practicum time, so in that aspect there is an increase in amount of time for theory. But it is another issue whether the theory content is subject theory (Sjöberg, 2011, as cited in Beach and Bagley, 2013) or theory that is useful, for example to take part in public debate. Earlier studies have shown that inspiring stakeholders in education, such as teachers, to take part in critical discussions about issues concerning education is a difficult matter (Hilton, Assuncão Flores and Niklasson, 2013).

However, within the practicum organization there are aspects that could support a critical stance. The open seminars with presentation of the latest research can open a window for student teachers, mentors and teacher to jointly listen and reflect. In addition the concentration of student teachers and mentors in combination with school development projects could lead to an increased interest in reflection and critical discussions. This direction also supports the professional development schools argued for by Darling-Hammond (1995, Darling-Hammond, Bullmaster and Cobb, 1995)

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Finally, when is the practicum re-organization accomplished? From the literature review and the findings from the data collection, the current re-organization can be preliminary accomplished, but the role of the practicum in ITE seems to be a long-term issue.

VII. Limitations of the Study

The study is limited in several ways. The data collection was carried out in the first phase of the implementation of the re-organized practicum in ITE. By that there are many uncertainties in how the implementation will proceed. As such the opportunities and challenges are limited to this initial phase. As ITE varies due to national context, especially concerning whether or not subject studies are completed before pedagogic studies and practicum, the findings cannot be generalized. The findings show that an initial picture of mostly positive perspectives is now enriched with some earlier and current doubts concerning implementation. The group interview could therefore be supplemented with results from individual interviews with the administrator as this could reveal even further critical insights.

VIII. Conclusion

The opportunities and challenges concerning re-organization of practicum outlined in the article seems to align with an understanding that ITE and especially practicums within ITE are a matter of constant dispute and reform. Every time period is affected by national policy, even international policy, and staff at school and universities have to be prepared for future changes too. An insight that the ITE and its practicum aspect is a construction based on research, but also on political decisions, is essential for retaining engaged staff at school and at universities.

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Digital Tools for Learning, Engagement, and Research: An Argument for Student Affairs and Academic Libraries

By Dr. Michael Perini
Virginia International University, United States

Abstract- The higher education landscape is changing rapidly, challenging academic professionals to think critically about their roles in the field. Digital tools can promote innovation, learning, and student engagement throughout such institutions and offer specific opportunities for the promotion of student learning outside the classroom. Moreover, digital tools provide ready-made research projects for faculty and staff in non-tenure track fields, such as student affairs and academic libraries, which often are overlooked in the academic environment due to fewer required implicit or explicit expectations of scholarly productivity. This comparative discussion considers the use of social networking by student affairs and virtual reference by academic librarians in hopes of promoting additional student engagement and enhancing the respective roles of these professionals through academic output and opportunities.

Keywords: *student affairs, academic libraries, digital tools, scholarly productivity.*

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Digital Tools for Learning, Engagement, and Research: An Argument for Student Affairs and Academic Libraries

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Abstract- The higher education landscape is changing rapidly, challenging academic professionals to think critically about their roles in the field. Digital tools can promote innovation, learning, and student engagement throughout such institutions and offer specific opportunities for the promotion of student learning outside the classroom. Moreover, digital tools provide ready-made research projects for faculty and staff in non-tenure track fields, such as student affairs and academic libraries, which often are overlooked in the academic environment due to fewer required implicit or explicit expectations of scholarly productivity. This comparative discussion considers the use of social networking by student affairs and virtual reference by academic librarians in hopes of promoting additional student engagement and enhancing the respective roles of these professionals through academic output and opportunities.

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I. Introduction

Digital tools, by a short definition, are any type of software or hardware that can be used for education (Mahiri, 2011). They can of course be employed in the classroom by faculty in a variety of forms, from anything as simple as PowerPoint presentations to complex programming software. However, this comparative discussion will focus on learning outside the classroom, examining how student affairs and library personnel utilize digital tools of social networking and virtual reference, respectively, to enhance their interaction and communication with various entities in the academic community.

Additionally, the conversation will consider whether the employment of certain digital tools might modify the perception of both student affairs and librarians within the campus community. Due to opinions regarding student learning processes, the supposition has been made that student affairs and librarians occupy a status supplemental or even subordinate to the faculty in the higher education community (Magdola & Magdola, 2011). It will be posited that research, either collaborative or independent, might enhance the characterized impact of these fields in the totality of the educational process.

Author: General Education, Faculty Development, & Research Coordinator at Virginia International University in Fairfax, VA, USA.
e-mail: decimai_mp@yahoo.com

II. Definitions

Student affairs departments and libraries employ a variety of personnel in full-time and part-time status, as well as classified staff or professional and administrative faculty. Depending upon the individual employee's role, many of the duties and responsibilities blur. For example, a classified staff member in the library may focus on similar professional tasks as a faculty-level librarian, such as reference interaction and individual publication. For clarification purposes in this paper, "student affairs personnel" and "librarians" or "library personnel" will encompass all of these employees and the terms will be applied interchangeably.

III. Challenging Environment

At this point, a consideration of the roles that both student affairs professionals and librarians and library staff occupy on the campus may be appropriate. "Because the profession came into being primarily to provide counseling and services to help students develop beyond intellectual training, it has historically been characterized as addressing the nonacademic components of college life" (Magdola & Magdola, 2011, p.12). The origin of student affairs thus has hindered the growth of respect for the field around academe.

Libraries and their staff on the other hand have been a functioning part of academic study almost since its inception. Of late, academic libraries are increasingly viewed as service-oriented organizations as opposed to mere repositories of materials (Jeevan, 2007). This is not wholly optimistic, as such a mentality does not serve the promotion of collaboration between libraries and other researching parties on campus.

Advances in technology have resulted in the availability of more research tools for the librarians to utilize (Cardina & Wicks, 2004). The changing functions of academic librarians, along with the influx of technological means for gathering information have created a unique opportunity for these professionals. As Wolfe, Naylor, and Drueke (2010) assert, "reference librarians are perfectly positioned to collaborate with other stakeholders…[as] they operate in integrated virtual and physical worlds, where the human and the

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computer work together" (p. 110). However, just as with student affairs, academic librarians are viewed as a form of sub-faculty who struggle for parity in their communities (ACRL, 2012), thereby hindering their outreach abilities.

Some of the issues revolve around the collegiate culture and the real or perceived silos that manifest around college campuses. "Cultural differences between the divisions, as well as the real and perceived differences in the deeply held values and beliefs about students and their education, hamper the pursuit of cross-divisional partnership" (Arcelus, 2011, p. 64). In this environment, student affairs professionals find it difficult to promote their contributions to student learning and counter the conception that their work actually detracts from in-class education (Benjamin & Hamrick, 2011). "Many student affairs professionals believe that faculty members regard them as second-class citizens who merely provide nonacademic services to students" (Magdola & Magdola, 2011, p.12), ultimately marginalizing their status in the campus community.

It is the same struggle for librarians. Academic librarians frequently are viewed as service-oriented, non-collaborative sub-faculty. They regularly are omitted decision making processes available to other faculty members around campus, to their detriment. "[Librarians] should be involved in library governance, and that involvement in university governance improves the perception among the teaching faculty of academic librarians" (Wyss, 2010, p. 381). Basically, instructional faculty considers their role in the education of the student more relevant to the students' complete learning outcomes than those experiences offered by student affairs opportunities or librarian roles.

This is the environment from which student affairs professionals and library personnel function. While not all faculty view these roles as supplemental to classroom learning, it is an additional obstacle that both fields must address prior to initiating any collaboration or outreach campaigns, and especially so when utilizing digital tools due to their complexity, rapid disuse, and expense. The conversation now turns to student affairs use of the digital tool of social media for enhanced student engagement.

IV. Student Affairs and Social Networking

Student affairs encompass a great deal of services offered at both a physical and distance campus. Depending on one's definition or perspective, these might include orientation personnel, academic advising, financial advising, career services, university life and social organizations, and so on. Student affairs represent a critical position in the academy, since their work aids in the development of the individual through non-class related activities. "What students do during college counts more in terms of what they learn and whether they will persist in college than who they are or even where they go to college" (Kuh, et al., 2005, p. 8). Digital tools in fact increase student affairs personnel's effectiveness for reaching a diverse number of students.

For example, consider one facet of student affairs: academic advising. The importance of academic advising on campus has been established (Christian & Sprinkle, 2013; Schulenberg & Lindhorst, 2008), but the goal is to provide equal service to all students, including distance learners (National Academic Advising Association, 2010). Academic advising for distance students owns a significant role in moving the students towards graduation (Curry, Baldwin, and Sharpe, 1998). Distance education has been shown to exacerbate feelings of isolation (Burns, 2010), which in turn may lead to a greater chance of students dropping out (Tinto, 1987). As such, academic advisors have a central position in student retention because distance students have a higher rate of dropout due to a lack of institutional interaction (Gravel, 2012). Ultimately, it is the connection and communication developed between advisor and student that becomes the focal point of the student success (O'Connell, 2009; Steele & Thurmond, 2009). Digital tools provide a variety of interactive means through which advising personnel may communicate and interact with the student base.

Other aspects of student services, such as career counseling or orientation, may actually benefit from an online presence because the viability of organizing resources online is easier than on campus (Smith, 2005). It has been established that orientation can increase student interaction and understanding between distance learners (Kanuka & Jugdev, 2006) and models exist in how to best facilitate this communication (Cho, 2012), and better monitor their progress through the entirety of their studies (Wozniak, Pizzica, & Mahony, 2012).

Therefore student affairs personnel must determine the best means of enhancing opportunities for communication with the student base. One popular methodology is through digital tools such as social networking sites, such as Facebook and Twitter. Given the multitude of student affairs departments, the possibilities of application are plentiful. For example, career services can utilize both informally with Twitter (Harr & Baumhardt, 2011) and formally with career-oriented sites liked Linkedin (Albrecht, 2011). Institutions should persuade incoming students to participate in orientation activities (Schofield & Sackville, 2010).

Interpersonal and identity building relationships may be developed through social networking and amplified with monitoring by student affairs personnel. "Student affairs professionals can correctly discern that student use of social networking sites has implications for student identity development and for students'

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understanding, presentation, and perception of gender, race and ethnicity, and social class" (Schuh, et al., 2011, p. 520). Learning about oneself and the surrounding culture is a key factor to student engagement and education outside the classroom (Kuh, et al., 2005).

Social networking also provides additional means of social engagement for geographically diverse communities. Social networking has been shown to enhance communication among on-campus groups (Kord & Wolf-Wendel, 2009), but what about distance education students? While distance eliminates some of the social opportunities available to on-campus students (LaPadula, 2003), other organizations exist, such as academic clubs and alumni organizations (Veletsianos & Navarrete, 2012; Mandernach & Mason, 2008; Klages, Pate & Conforti Jr., 2007). Again, this reiterates the significance of communication with social networking and engagement of students regardless of learning modality.

Social Networking and its usage is fluid, with interfaces rapidly changing. One can find plenty of journal recommendations regarding the implementation of MySpace (Strayhorn, 2012), for example, but it is no longer a popular medium with the students (Gillette, 2011). Therefore student affairs personnel must monitor social networking usage on their respective campuses and determine whether it is worthwhile to invest time and resources in development of a presence in a potential ephemeral interface. As well, student affairs personnel should have boundaries of interaction via social networking, so as not to compromise the integrity of an organization (Schuh, et. al., 2011).

Lastly, from a pragmatic student affairs perspective, all of the communication via social networking provides the opportunity for accumulating quantifiable information regarding student learning. For example, (with Institutional Research Board approval) a university life coordinator might question whether student involvement in a particular club enhances their in-class learning. This could be done by compiling GPAs of participating students at the beginning and end of a semester. For an additional measurement regarding social networking, compare the grades of club members who frequently communication via the club's social networking site with those who rarely do or not at all. Hypotheses for any GPA changes that researchers might argue are plentiful; enhanced social identity, development of studying networks, and increased mentoring are just a few options. The point is, employment of digital tools for learning enhancement not only has the potential to benefit student learning, but it also affords student affairs individuals research prospects. This may amplify their position regarding the impact of student learning through student affairs and at the very least illuminate their work to the wider college community.

V. Libraries and Virtual Reference

Academic libraries offer a substantial connectivity to the university academic collective since they bridge the information gap between the faculty and the student. Libraries aid the acquisition of information for the student that supplements in-class learning. As well, advancing technology has resulted in the availability of more research tools for the librarians to utilize (Cardina & Wicks, 2004). As a result, libraries gradually have increased their presence digitally and online, providing more resources to faculty and students on campus or at a distance.

Consequently, the use of the once-traditional library itself had begun to shift (Lougee, 2002). Physical volumes of some journals are being phased out in favor of online subscriptions. The on-campus library is evolving into a smaller study center and less of a repository (Jeevan, 2007; Lougee, 2002). This modification of thought is significant since it made the transition to servicing faculty and students in their ubiquitous digital learning much more natural.

Despite this reduction in physical presence, faculty and students have expressed increased interest in access to the libraries resources (Zirkle, 2001). Services available to campus-based students such as digital interlibrary loan have been extended to distance learners as well (Davis & Foss, 2009). In addition, libraries continually increase electronic resources such as online periodicals and e-books (electronic books) (Croft & Davis, 2010; Grudzien & Casey, 2009). Even so, several of the library technologies, such as e-Books, have more work needed before they may be considered truly user-friendly (Young, 2006). Some of the other outreach technologies employed by librarians are online information guides (Roberts & Hunter, 2011; Robinson & Kim, 2010) and live and recorded web tutorials (Shiao-Feng & Kuo, 2010; Charnigo, 2009; Dunlap, 2002), with mixed efficacy (Shaffer, 2011). These services provide vital educational aid for faculty and students students unable to access the physical library.

All of these enhancements to library services create the potential for libraries and their staff to modify and perhaps improve the understanding of their role in the larger campus community. Beginning with the faculty, one way to adjust this opinion is through the publication of academic works. Lamothe (2012) advocated publishing due to its facilitation of discussion amongst individuals in the academic environment. "Writing and publishing is an opportunity for conversation among professionals where ideas are exchanged, agreed upon or argued, elaborated, and clarified" (Lamothe, 2012, p. 157). Due to mixed responsibilities of librarians at different institutions though, librarians do not always emphasize their professionalism through publication (Lamothe, 2012). This likely contributes to the misunderstanding of the

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role of the librarian around campuses. Tenure-track faculty is required to publish. Librarians, while not always required to publish, may gain respect and status by doing so. The success of this suggestion, though, ultimately rests on the librarians and the directors or vice-presidents of the library to make the campus community aware of this production.

Additionally, librarians may choose to collaborate with other faculty on publications. Tucci (2011) supports integrating librarians into the academic community outside of the library, particularly with faculty/librarian relationships and librarian and faculty collaboration has been proven successful (Kenedy & Monty, 2011). This does not suggest a mere service role where faculty contacts librarians for assistance when suitable research material seems difficult to find. Rather, the proposition suggests a working, collaborative relationship where both faculty and librarian may benefit by publishing or creating other collaborative enterprises together.

Unfortunately, college faculty primarily still utilize the library primarily for the acquisition of materials and occasionally as space for research labors (Marcus, Covert-Vail, & Mandel, 2007). For example, one study found that a vast majority of faculty value library services, but only a fraction utilized their liaisons for instruction and found the greatest use of the library as ordering books or serials for the faculty (Yang, 2000). Essentially, research has shown that faculty like and seemingly appreciates the services provided by the libraries, but the faculty does not wish to maintain or initiate them and therefore they may not provide long-term opportunities for collaboration.

Nevertheless, collaboration becomes all the more available with the introduction of digital repositories and extended access. “In an environment where digitized and born digital content is growing at an accelerated pace, [digital development] shows how previously disparate institutions can work together to seize the opportunities this presents and help libraries and researchers exploit the benefits of digital cultural heritage” (Reilly, Lefferts, & Moyle, 2012). The materials are available increasingly in a format that makes interaction and collaboration available both inside and outside the confines of the physical library. Libraries and their librarians often have several options for outreach and interaction with students on campuses, such as invited lectures, roving reference (where librarians carrying laptops aid research at different locations on campus), and in-class instruction, all of which can employ the usage of digital tools. However, the popular suggestion to achieve rapid interaction is through virtual communication (Bennett & Simning, 2010; Hawes, 2011), labeled virtual reference.

The premise of virtual reference is simple. The librarian is not tied to a specific reference point, such as a desk or phone, and the interaction is immediate, so the communication is quicker than email. The medium of communication creates the potential for extended hours of service both on-campus and off. Virtual reference includes avenues of written digital communication such as Instant Messaging (IM) (Whitehair, 2010; Bower & Mee, 2010) and video chat, such as via Skype (Booth, 2008a).

IM actually seems like an antiquated means to communicate with the student base, particularly due to its association with AOL IM. Founded in 1997 (Warren, 2012), AOL IM had over 100 million users in 2006 (New Literacies, 2013), but by 2011 AOL IM only had 0.73% of the global market share on messaging (OPSWAT, 2011). This is only part of the discussion though, as other mediums of IM exist, such as Yahoo Messaging, Facebook, and others. In fact, the different varieties of IM fueled library experimentation with interfaces (Pulliam & McMullen, 2006) and probably expedited its implementation into reference.

Virtual Reference grew from libraries attempting to use digital tools in order to provide learning opportunities and communication with patrons who could not directly visit a reference desk. Through pilot studies utilizing various written IM interfaces, it was determined that librarians could in fact provide basic, needed reference guidance through IM (Pulliam & McMullen, 2006). Literature regarding the usage of IM began to appear around 2002 (Luo, 2007), and since then numerous articles regarding the training (Radford & Connaway, 2013), implementation (Chan, Ly, & Meulemans, 2012), best practices (Devine, Paladino, & Davis, 2011), and user perspectives (Chang & Yang, 2012) on virtual reference via IM have emerged, all demonstrating its viability as a digital reference tool. As well, the use of IM reference actually has the potential to increase in-person communication with library patronage (Pulliam & McMullen, 2006). For example, some questions asked via IM result in quick responses, such as those regarding library hours and quick links to other information. However, some questions too complex to analyze through IM prompt librarians to request that the patron either visit the reference desk in person or contact a specialist librarian who might further aid them.

Skype and other brands of video chat add another dimension of digital communication with reference patrons by adding synchronous video chat (Booth, 2008a). It provides an additional layer of interaction adding accountability and a face to the communication process, which benefits the collaborative experience (Cordell, 2012). As with written IM communication, video communication requires training and understanding of the technological platform (Booth, 2008b). Given that chat via programs like Skype requires more technical operations (sound and picture) it may take more time and higher frequency of use in order to fully understand its nuances. Regardless, it

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provides yet another opportunity for the librarian to interact with prospective collaborative parties.

Virtual reference is not a complete solution though. First, such interaction presumes that the monitor answering questions are properly trained in order to best answer questions or direct patrons to the individual(s) who do have proper responses. Also, simple considerations like the placement of widgets (the interface software of the communication method) on the library page greatly influence its usage (Graybill & Bicknell-Holmes, 2013). If the widget is buried multiple pages into a library webpage interface, the frequency of inquiries sharply declines. Moreover, consider the time factor. Some institutions provide virtual reference 24/7, though this is not universal (Muelemans, Carr, & Ly, 2010). If virtual reference hours correspond to the physical reference desk hours, say, 9am-7pm Monday through Friday, a patron has multiple options for contacting a library professional, albeit not 24/7 accessibility. Librarian communication with that student may be delayed long enough so that the interaction is no longer beneficial to the student. Despite these concerns, virtual reference using digital tools such as IM and Skype have been shown to be successful means in which to engage the campus community.

Similar to student affairs, library professionals may use statistics provided by their management of digital tools such as IM and video chat. Librarians do not always know the learning outcomes of their students, as there may be no communication between the parties following initial interaction. For example, a student visiting a librarian may learn how to use databases efficiently enough not to warrant a future visit to library reference. Therefore it becomes difficult to accurately gauge and argue the value of student learning in the libraries. However, statistics regarding mode of interaction, topic, and frequency may be examined to determine the usage of specific services by the academic community. In doing so, professional academic projects emerge, and as suggested earlier, present librarians with an opportunity to justify their standing in the academic community through published work.

VI. Conclusion

Digital tools offer a variety of modes of interaction between parties in an academic community. Social networking provides a multitude of options for student affairs personnel to interact with students regardless of learning modality in hopes of enhancing their out-of-class education. Virtual reference increases speed of information acquisition for library patrons regardless of locale. As with any technology, the specter of obsolescence hovers, forcing personnel to monitor usage rates and efficacy of communication via their respective technologies. However, both social networking and virtual reference remain practical digital tools and readily utilized means to improve experiences for all constituencies.

It also was posited that both student affairs and library personnel do not always have the reputation on campus they deserve for the work that they perform in service to the institution. Student affairs and library personnel should consider usage of such digital tools not only for the improvement of their communication within the community but also as a means of ready-made research data. While it may not always lead to a rapid change of perception, it will disseminate information on the successes and challenges of various organizations around campus for the benefit of the collective whole.

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The Origin of Afaan Oromo: Mother Language

By Ibrahim Bedane
Madda Walabu University, Ethiopia

Abstract- Many people have spent their lives in search of language origin and have made great efforts to discover which language is the mother of all other languages (Mother language). As their efforts were not rightly directed, they could not achieve success. Thus, this paper examines the origin of Afaan Oromo and its impact on theories of languages and language origin. In the area of language and language origin, this paper argued that Afaan Oromo has unique properties to offer the field, or at least the richness that is provided by the majority of words creation offers basic and unusual opportunities for theoretically-minded theories. In both cases what we have learned from Afaan Oromo has provided us major insight into the nature of language origin and mother language.

No wonder, 'One of the best-kept secrets of the Afaan Oromo is the predictability, clarity, source imitating and/or conceptually approximating nature and rules of roots and its verb inflections'. Afaan Oromo is purely natural nature based language. Each and every roots of Afaan Oromo were created from either corresponding Sounds or available roots and thus, converges to sounds proximate to it.

Keywords: afaan oromo, imitative root, mother language, root system, root creation, sign, sound, symbolic root, 5s acquisition process.

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The Origin of Afaan Oromo: Mother Language

Ibrahim Bedane

Abstract- Many people have spent their lives in search of language origin and have made great efforts to discover which language is the mother of all other languages (Mother language). As their efforts were not rightly directed, they could not achieve success. Thus, this paper examines the origin of Afaan Oromo and its impact on theories of languages and language origin. In the area of language and language origin, this paper argued that Afaan Oromo has unique properties to offer the field, or at least the richness that is provided by the majority of words creation offers basic and unusual opportunities for theoretically-minded theories. In both cases what we have learned from Afaan Oromo has provided us major insight into the nature of language origin and mother language.

No wonder, 'One of the best-kept secrets of the Afaan Oromo is the predictability, clarity, source imitating and/or conceptually approximating nature and rules of roots and its verb inflections'. Afaan Oromo is purely natural nature based language. Each and every roots of Afaan Oromo were created from either corresponding Sounds or available roots and thus, converges to sounds proximate to it. Verbs, nouns and new roots were created from available related sound imitating roots and so and so on again and again. Thus, Oromo followed up the idea and elaborated language.

According to this paper language is, not a fully developed faculty in people, acquired by human gradually on day to day 5S (Sense, Sort, Set, Schematize and Speak) acquisition process. The author's propose that it was a gradual phenomenon that new roots possessed from new sound sensed and derivations were done as human thought progressed. The perception of community in interpretation and creation of meaning and relationship between the roots and sounds corresponding (sound root imitates) alone explains language origin. Afaan Oromo, mother language of human being, has the most natural sound imitating roots. Other languages have fewer natural sound based roots depending on when they were derived from Afaan Oromo.

Keywords: afaan oromo, imitative root, mother language, root system, root creation, sign, sound, symbolic root, 5s acquisition process.

I. Introduction

Our world has over five thousand languages that are spoken in 2004 (Dalby 2004). Every language is unique and uniquely important way to make sense of the world. Every language display, to the practiced eye or ear, some of its own history: words are clearly borrowed from other languages, voice inflections, and turn of phrase that seems to be shared by two adjacent which shows phenomena of language convergence but otherwise very different languages (Yearley 2006).

Author: Madda Walabu University, Ethiopia.
e-mail: ibrahimbedhane@gmail.com

Recent work by a small but increasing number of scholars has convinced us that there is a genetic relationship between European, Asian, and African languages. Judeo, Christian and Islam religions provide an account on the mother language. The story of the Tower of Babel of Judeo-Christian tradition explained that, there are now many languages and linguistic diversity rather than just one as a punishment for human arrogance (CARSTAIRS n.d.). In noble Quran, Almighty tells us: ""O' mankind, we have created you from male and female and have made you into nations and tribes, that you may know one another. Indeed the most noblest of you with Allah is the one who has the most piety." (Al-Quran Surah al-Hujuraat 49:13). The way that people have constructed their own cultural, tribal, national, ethnic, racial identity from single ancestral family gives a clear understanding of languages divergence from single language. As humans are genetically endowed with language, then, logically, all languages are related and diverge from single purely natural mother language. A language family originates from a single dialect. From such language and culture that have broken up into Africa, Asiatic, and European and within them a very long time ago (Yearley 2006).

For centuries, people have speculated over the origins of human language and have made great efforts to discover the mother Language (Alonso-Cortés 2007). Even some point out language of their own based on their personal perception and value they give to that specific language. Some of them laid separate claims; the Arabic, the Parsees, the Hebrew and the Aryas languages, have already awarded their language as mother language of mankind without clear evidence (Shah, Syed Sajid Ahmad and Zia H 2000). And also, Webb (1669) stated Chinese as the primitive language of humankind, happily preserved by Noah and his family in the ark (Christiansen 2015). As their efforts were not rightly directed, they could not achieve success. Thus, they failed to discover the true origin of mother language.

Around the end of the 20th century European Science Foundation was emerged as a promising organization to study the origin of language and of languages by collaborating prehistoric archaeology, genetics, cognitive sciences, neurophysiology, anthropology, linguistics, computer science and robotics (Hombert 2003). When and how did human acquire language? Have all languages developed from a single source? What is the world's oldest spoken language?

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Which can give answer for: Where did human life first surface on our cosmos? Who contrived the original and prime human culture and civilization? These questions are fascinating, and have provoked experiments and discussions whose history dates back at least three millennia (Bednarik 2006). The irony is that the quest has been fruitless so far. Each generation asks the same questions, and reaches the same impasse; the absence of any scientific evidence relating to the matter given the vast distant time scale involved. To date, there was no language with clear proof of its origin. But there is a fair body of evidence that can be brought to bear on this subject.

A best reason for studying languages is to discover about ourselves in order to know what makes us human being. The best place to start such study is with our mother tongue that has nurtured our minds and formed our world view (Algeo 2010). Oromo Language, referred as Afaan Oromo by its speakers and in this article, is the second most widely spoken indigenous language in Africa next to Hausa in Nigeria (Demie 1996). It is one of a highly developed language of the Cushitic languages spoken in Ethiopian, Somalia, Sudan, Tanzania, and Kenya. From forty different Cushitic linguistic and cultural groups in Africa, The Afaan Oromo speakers are considered as one of the largest in terms of population and their language Afaan Oromo is the most extensive of the Cushitic languages (Demier 1996). When we first catch sight of it in historical records, it is the speech of some none-too-first civilized[1] tribes on the earth. Of course, it had a still earlier history, going back perhaps long before that to origins we can only speculate[2] about. From those murky and undistinguished beginnings, Afaan Oromo has become the most widely spoken Cushitic language in the world. In Oromia state, in Ethiopia, it is the official language used in courts, schools and administration (Demie 1996).

The Afaan Oromo speakers, Oromos, have had a remarkable history. Bates in 1979 stated that, the Oromo as an ancient race, the indigenous stock, perhaps, on which most other peoples had been grafted (Hussein 2006). They belong to the original family of Cushitic peoples lived in the central highlands of the North-Eastern and Eastern Africa which is known as "Ethiopia" for thousands of years. Linguistic, anthropological and historical data have linked the Oromo to the so-called eastern Cushitic-speaking peoples who have been in the Horn of Africa as far as their history is known (Lewis 1966).

Oromos were the source of democracy named Gada[3], owner of Lunar based calendar (Ayyantu)[4], believer of a single and eternal God Waaqa. That is why Scholarly undertakings saw the Oromo as the dynamic nation. As sited in Mohammed Hassen article titled A Short History Of Oromo Colonial Experience 1870's-1990's, Disinterested nineteenth century travellers among the Oromo, D'Abbadie, were impressed by Oromo's culture and underlying unity and wrote book of 'les Oromos grande nation africaine', and the great missionary explorer, Ludwig Krapf, suggested that '*Providence has placed this nation in this part of Africa for very important reasons*. *It is the Germany of Africa*'. Krapf,; naively and certainly ethnocentrically saw Oromo as the dynamic nation. Homer, in even more flattering language, described them as, '*the most just of men; the favourites of gods'* (Hassen 1999).

The long, rich and fascinating history-history of greatness, independent existence, and stable democratic political culture based on the rule of law and democratic governance of Oromo has impacts on Afaan Oromo. Nature based self-sufficient culture of Oromo with its own unique moral principles, norms, beliefs, creeds and teachings have an influence on the ways in which possible Afaan Oromo words are created and meanings are understood. How Afaan Oromo begins and become the mother language of the world is the subject of this paper.

When I was third year University student in 2008, I spoke Amharic language to my grandfather, Wako Kabato, who advised me to speak natural language.

- He said *"Afaan Uumaa fi Uumamaa hasahii, dhalatoo dhiisii"* which means '*Speak natural nature based language not fabricated'*.
- Then I asked him '*how he figures out'*.
- He replied *"Afaanotaa fi Uumaa xinxalii, ni hubattaa"*, literally translated, *"look at nature and languages, you can understand it*.'

From that time on wards, I got motive to study and understand Origin of languages so that I do know; what is language, divine gifted or acquired knowledge? How did words come to be, in the very beginning? And what is the world's oldest spoken language? Because of my academic background, personal nature of languages and linguistic considerable diversity on the origin of language, treating these properly would be a major undertaking. In the light of these interests and

[1] The Cushitic civilization has flourished in the Horn of Africa for thousands of years. Archaeologists have found the remains of a Cushitic people, the ancestors of the Oromo, who lived along the banks of the Nile river, possibly over seven thousand years ago(Davidson 1991)

[2] Cush and Cushitic genetic lines

[3] Asmarom Legesse stated 'the Gada-based Oromo democracy is one of those remarkable creations of the human mind that evolved into a full-fledged system of government, as a result of five centuries of evolution and deliberate, rational, legislative transformation' (Legesse 2000).

[4] Watson 2001 stated that Oromo's indigenous calendar, Ayyantu, is based on skillful readings of the astronomical configurations of the moon and the stars (HUSSEIN 2006)

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obstacles, this paper examines the origin of Afaan Oromo and its impact on theories of languages and language origin.

II. Methodology

Over the years many different methods and approaches are used to study language origin (Alonso-Cortés 2007). Each with its own theoretical basis, have come and gone in and out of fashion. We cannot have witness account of historical data and evidences, oral traditions and/or even revelation about beginning and origin of language. After visiting some renowned origin theories, I bear host of evidence to the beginning of language by focusing on core understanding of language and nature.

Organization and complexity in language is at the heart of language study and affects the ways we approach it. Language is made up of words and a series of rules that connect words together. A word is the basic stuff of language. Sounds and letters are the way words are expressed, and grammar is the way words are arranged. Thus language is centrally words. But linguistic signs[5] are not words alone; they may also be either smaller or larger than whole words. The smallest linguistic sign is the morpheme, a meaningful form that cannot be divided into smaller meaningful parts (Algeo 2010). Understanding language structure and origin of base morphemes or language's root system and root origin become part of our stance and, as such, influence our method.

There is just no way words could ever have come up on its own randomly. It is difficult to have all imitative roots. A good approach to understand language origin is having Knowledge about language speaker's culture and understanding how speakers perceive signs and use words. Knowing a word's early history, or etymology, may be useful in dividing words into morphemes, but the decisive factor to know source of word is the form-meaning link (Algeo 2010). Understanding every root origin and root creation system of language needs critical analyse and understanding of the connection between the corresponding sounds and signs at particular life phenomena and words root.

Though, putting sounds on paper and phonetic representation of sounds in written form was completely conventionalized, in this paper, I decided to use, Latin based Afaan Oromo, "Qubee" alphabet, writing system. Qubee has 33 characters representing distinct sounds. It has both capital and small letters. Afaan Oromo has a considerable amount of glottal stops. An apostrophe, and less commonly a hyphen, is used "'" represent this sound in writing. Sometimes an H, which represents the closest glottal sound, is also used in place of an apostrophe. For a reason to be apparent later, the apostrophe will be considered as a distinct symbol (say, as the 27th letter of the alphabet). In Afaan Oromo writing system, Geminated consonants and long vowels are represented by double letters. In addition to seven compound symbols[6], not all the 26 letters correspond with their English sound representation as shown in table below.

Table 1 : the qubee letters in international phonetic writing (IPA)

Qubee		IPA	Qubee		IPA	Qubee		IPA
A	a	/a/	L	l	/l/	W	w	/w/
B	b	/b/	M	m	/m/	X	x	/t'/
C	c	/č'/	N	n	/n/	W	w	/w/
D	d	/d/	O	o	/o/	Z	z	/z/
E	e	/e/	P	p	/p/	CH	ch	/č/
F	f	/f/	Q	q	/k'/	DH	dh	/đ/
G	g	/g/	R	r	/r/	NY	ny	/ň/
H	h	/h/	S	s	/s/	PH	ph	/p'/
I	i	/i/	T	t	/t/	SH	sh	/š/
J	j	/ğ/	U	u	/u/	TS	ts	/s'/
K	k	/k/	V	v	/v/	ZH	zh	/ž/

In this paper, my discussion will be organized as follows. I discuss about Afaan Oromo root system where I have uniquely contributed to organization of Afaan Oromo in comparison with languages claiming origin for all other languages. Then, I discuss creation and origin of Afaan Oromo roots at large where I have uniquely contributed to language Origin theory. After this I conclude by considering the contribution of Afaan Oromo to language origin theory.

III. Analysis and Interpretation

Various new words and roots are constantly entering languages. When the speakers of a language have need for a new word, they can make one up, borrow one from some other language, or adapt one of the words they already use by changing its meaning (Algeo 2010). Afaan Oromo create new roots for new and first accessed signs using corresponding sound or already available related words, and adapt, adopt, and benchmark some borrowed words for unfamiliar phenomena to describe already coded signs and others technology, socio-cultural life, economic activity, political conditions and other signs with their languages. Other than Afaan Oromo, understanding the origin and root creation system of other language is a very rare phenomenon indeed.

The structure and conceptual design of Afaan Oromo word is of an entirely different. What makes the Afaan Oromo verbal architecture so special is not the

[5] In language, signs are what the system organizes. A sign is something that stands for something else—for example, a word like apple, which stands for the familiar fruit. (Algeo 2010)

[6] Based on Dungo Advanced Oromo-Amharic- English dictionary CH, DH, NY, PH, SH, TS and ZH are seven Afaan Oromo compound letters. (Hinsene Mekuria 2012)

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templates like Semitic, but rather the remarkable idea and sources behind the system of pronounceable roots and prefabricated prefixes and/or suffixes. There is just no way could those pronounceable roots ever have come up with such an imitative nature its own. Even they have a reference for conceptual design of roots for non-signalling and soundless conditions. In next section we deal with Afaan Oromo Root System, root creation system and roots origin respectively.

a) Afaan Oromo Root System

Afaan Oromo is a very well and the most-organized language. It has extensive roots. The root of Afaan Oromo is not a pronounceable string of consonants and vowels, like English 'twist' or 'turn,' and not an abstract entity which consists exclusively of consonants like Sematic[7], The vast majority of Afaan Oromo words are built from roots consisting basic pronounceable sounds. The root usually conveys a certain core meaning that is made more specific by having added to it the prefixes and suffixes belonging to one often patterns called Forms. Its meaning may range widely from the core meaning inherent in the root, depending on the Form it has developed over the centuries.

Afaan Oromo word is composed of two parts: (1) the root (base morpheme), which generally consists of basic sound and provides the basic lexical meaning of the word, and (2) the pattern, which consists of prefixes and/or suffixes and gives grammatical meaning to the word. Thus, the root /Bar/ combined with the pattern /-e/ gives Bare 'learned,' whereas the same root combined with the pattern /-te/gives Barte 'she learns'. There are many dozens of such root sounds and patterns, through which Afaan Oromo can express every conceivable nuance of verbs.

A verb can be modified to indicate mood, voice, tense, person, gender, and number. The prefixes and suffixes for person, gender, tense and number are essentially identical in all Forms. For example, root *'Deem-'*has the basic meaning of Waking. The root may be conjugated in simple past, present, continuous and perfect tense, in singular and plural, forms as shown below:

Person	Past	Present	Continuous	Perfect
1st	Deeme -e	Nideema Ni- -a	Deemaara -aara	Deemeera -eera
	Deemne -ne	Nideemna Ni- -na	Deemaarra -aarra	Deemneerra -neerra
2nd	Deemte -te	Nideemta Ni- -ta	Deemaarta -aarta	Deemteerta -teerta
	Deemtan -tan	Nideemtu Ni- -tu	Deemaartu -aartu	Deemtaniirtu -taniirtu
3rd	Deeme -e	Nideema/ti Ni- -a/ti	Deemaara/ Deemarti	Deemeera/ Deemteerti
	Deeman -an	Nideemu	Deemaaruu	Deemaniiru

The root *'Barr-'*has the basic meaning of marking, inscribing or writing. The root may be conjugated in simple past tense (perfect) verb forms such as:

Barreessera he wrote
Barreessaniiru they wrote
Barreessiterti she wrote
barreessinerra we wrote

Similarly, there are simple and predictable rules for present (imperfect) and imperative forms of the basic root, such as:

Barreesse he writes
Barreessan they write
Barreessitan you write
Barreessine we write
Barreessi write!

And then the vastness really begins to be seen as additional forms such as verbal nouns are created from the same simple root *'Barr-'* to describe things such as:

Barreessaa Writer
Barreessuu the act of writing
Barreeffamaa some writing, book
Barruu Books
Barreettii Letter

The language also makes use of prefixes and suffixes, which act as subject markers, pronouns, prepositions, and the definite article".... and on and on. This is only a limited sample of the immense variety of words that can be formed by simple and predictable usage of the root which was only the sound 'Barr-'.

In Afaan Oromo, plural is a category of a grammatical number that indicates a noun, pronoun, determiner, or an adjective refers to two or more persons, animals, or things. The irregular forms apart,

[7] The root of Semitic (Arabic or Hebrew) is an abstract entity which consists exclusively of consonants. Vowels are inserted into a sequence of sounds with empty slots for the three root-consonants templates. (Shah, Syed Sajid Ahmad and Zia H)

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the plural of the countable nouns tallied is formed by adding- oota, - ota, - wwan, or - lee. But the uncountable or mass nouns do not have plural form. on the basis of the data tallied from the four issues of Bamiaa newspaper, Tziahun Gamta conculude that the most commonly used plural markers in Afaan Oromo are –ootaa/-ota (60.1%), -wwan (30.2%), and -lee (9.7%). And also He find out how to predict the environment in which –ootaa and -ota can occur. Without any exception, –ootaa is suffixed only when there is a short vowel in the syllable that immediately precedes the final syllable of a singular noun. On the contrary, the plural marker -ota is suffixed only when there is a long vowel in the syllable that immediately precedes the final syllable of a singular noun (Gamta 2004).

The word *'Manabaruumsaa'*, which means school, has four morphemes in it (one free and three bound), as a step-by-step analysis shows:

- Mana-Baruumsa
- Baru-umsa
- Bar-u

Thus 'Manabaruumsaa' has one free morpheme/root (Bar-) and three bound morphemes (mana– a prefix and two suffixes -umsaa and -u). Since this paper aims to show origin of Afaan Oromo free morphemes/roots, the following two sections will analyze and interpret Afaan Oromo root creation system and origin in detail.

b) Afaan Oromo Root Creation System

Oromo's culture, history, population distribution, beliefs, knowledge on nature and natural environment, Skill of creating suitable stable social environment based on understanding and Attitude toward nature, natural environment, Almighty, and human being affect the way in which meaning full words of Afaan Oromo is created or communicated. What makes the Afaan Oromo so special is not so much the sheer bulk of the roots, but rather the remarkable idea behind meaning Creation.

There is just no way Afaan Oromo roots could ever have come up on its own randomly. Creating roots from nothing is comparatively rare. Oromo think, believe, plan, do, act and check their life based on perceived nature and natural environments around them. Nothing is done randomly; nothing is done or named without reason and references, even name of place, person, action and etc. which have significant effects on Afaan Oromo word creation. For instance, they use single word *'Baatii'* for "Moon and Month", which shows their knowledge about nature and astronomy, their astronomical skill and attitude towards word creation. Even word 'Afaan Oromo' derived from 'Afaan', which means Mouth, and 'Oromo', language Speakers. Together, Afaan Oromo Means 'Oromo language'.

Afaan Oromo roots were created from either corresponding Sounds or available roots. Each and every roots of Afaan Oromo converges to sign and sounds proximate to it and its roots. Verbs, nouns and new roots were created from available related words and so and so on again and again. Thus, Oromo followed up the idea and elaborated language.

When Oromo have need for a new word, to create new meaning, they adapt one of the most related available sound or root. By adapting one of the sound or words they are using based on corresponding phenomena and perceived conditions, they create new roots. That is why a single Afaan Oromo word can have multiple meanings and a single sign posses multiple words.

For example: Beside word Nitii (wife), Oromo uses Kaadhimee (fiancée, wife), Ibidda (fire, wife), Buqqee (Gourd, wife), Haadha manaa (wife, owner of a house) and others. They perceive wife as fire and Gourds based on their Socio-cultural perception as follow:

Nittin ibidda, Si oo'ifti ykn si gubdii.	Wife is fire, either worm or burn you
Nittin buqqee. Kununsinaan ni fayadi, darbinaan ni cabdii	Wife is gourd, You can use or through and break her

In other hand word "Buqqee" with root Buqq- from uprooting sound refers to more than one signs as shown below.

Buqqisuu- uprooting	Sound created
Buqqee- Gourd	Uprooted material
Buqqee- Squash	Structural similarity
Buqqee- Skull	Structural similarity
Buqqee- Wife	Socio-cultural perception

Oromo adapt sounds or roots they already have based on their Physiological, structural and anatomical proximity or similarity (like Gurra/Ear, Guurii/Ear mucus, and Gurundoo/area around the ear), Socio-cultural, Conceptual and psychological perception proximity (tufi/spit, tuffi/despising, tuffee/pens), Behavioral (Furri/nasal discharge, Funuuna/nasal bleed, Fulla'uu/slip through a narrow opening), functional similarities (Fuuloo/horse headstall, Funyoo/rope) and Causal relationship (Gabaa/market, Gabbara/payment, Gaabbii/regret) and others to create new most related roots. Thus, you can tress back to the origin of every Afaan Oromo words other than borrowed.

In short, Oromo create new roots:

- By symbolizing sounds: by deriving symbolic Sound at least in part from the other members of their alike sets
- By shifting and changing sounds of most related old root using relatively similar basic sound
- By interchanging and reorganizing the sounds of most related old root

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i. *Symbolizing*

Most of Afaan Oromo symbolic roots regularly come from sound and/or roots in sets that rime or alliterate symbolized related sounds. They derive their symbolic Sound at least in part from the other members of their alike or perceived as a like sets. For example Oromo rime by symbolizing sound "ma" and create:

Nama	Human
Ilma	Child
Ulma	Women in childbed
Harma	Brest
Elma	Milking

By symbolize sound "Fii" for signs referring Quickness and Quickness effects and create alliterate words like: Fiige/run, finiinu/sweat, fixuu/finish and others.

Most Afaan Oromo words alliterating similar root sound represents related signs and converged to single sounds from which they derived from. By affixing affixes to sounds or old roots which is usually conveys a certain core meaning that is made more specific by having added to it the prefixes and suffixes; Oromo create new roots for related sign. For example

Word	Root	Afaan Oromo words
Flaying	Bar	Barrisaa
Morning	Bar	Barii, barraaqa,
Education	Bar-	Barumsa
Study	Bar	Bare,
Student	Barat-	Barataa
Teacher	Barsiis-	Barsiisaa
Writer	Bares-	Bareesaa
Magazine	Barr-	Barruu
school	Bar	Manbarumsaa
Letter	Bar	Barretti

ii. *Shifting*

Oromo drive new roots from old roots, a meaning in some way different from that of its elements, by reorganizing and changing, old roots structure and sounds. For example

Gurbaa- boy	Gabaa- market
Gorba- calves	Gabara- payment
Garba- slave	Gaabaa-regret payment

iii. *Interchanging*

They drive new root from old roots by interchanging and reorganizing old root's sound with a meaning in some way different from that of its elements. For example

Nama	Human	Mana	Lineage, House
Mala	Method	Lama	Two
Lafa	Land	Fala	Bless
Laga	River	Gala	provision
Qaama	Body	Maqaa	Name
Gaara	Mountain	Ragaa	Evidence

c) *Afaan Oromo Root Origin*

Sound alone is the basis of a limited number of roots. If we examine roots of Afaan Oromo onomatopoeic words carefully, most of them appropriately imitate sounds from where they acquired. Oromo imitate corresponding sensed and/or perceived sounds, and found useful mimicking cries roots as signs of the objects from which they proceeded. Imitative roots[8], which are basic for all other roots and words since other roots are derived from them, were acquired by mankind over time from natural phenomena, sounds, and communities' perception as need arose. By simple and predictable usage of available sounds and/or roots, Oromo derive new roots from most correlating available roots. Most of derived roots are made from imitated old roots. The imitated roots in the language are used quite extensively with an almost mathematical precision since every derived root was derived from them one way or another. Variety nouns, roots and verbs are formed by simple and predictable usage of the roots.

Danish linguist Otto Jespersen[9] (1860–1943), theories of language origin, grouped commonly held origins of language theories into four types, Echoic, Interjectional, Natives and Labour. By adding one of my own I study Afaan Oromo roots origin. They are:

- Echoic roots: from sounds in nature (Onomatopoeia),
- Interjectional roots: from sounds arose from instinctive emotional cries, expressive for example of joy or pain,
- Natives roots: from sounds arose because of people reacted to the stimuli in the world around them, and spontaneously produced sounds (oral gestures) which in some way reflected or were in harmony with the environment,
- Labour roots: from sounds arose from work and working environment, noises made by people engaged in joint effort because, as people worked together, their physical efforts produced communal, rhythmical grunts, which in due course developed into chants,
- Simulative Roots: from sounds simulating, stimulating or affecting associated Signs.

i. *Echoic*

Most of these, Echoic roots actually imitating sounds in nature (Onomatopoeia), such as the voices of Animals, the thunder of the clouds, the roaring of the sea, the rustling of the forest, the murmurs of the brook, and the whisper of the breeze. Oromo imitate voices of Animals around them and create imitative roots. For example;

Animal	Their voices	A/O word
Hen	Kaka	Kaakise
Ox	Baar	Baroodee

[8] Imitative roots are Basic roots directly mimicking corresponding sounds to create onomatopoeic words.

[9] David Crystal in chapter 54 of his book How Language Works (Shah, Syed Sajid Ahmad and Zia H 2000)

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Horse	Himmm	Himimse
Donkey	Halk	Halaakee
Hyena	Yuuu/koko	Yuuse/kolfe
Lion	Baaroo	Baroode
Mating Goat	Hobbb	Hobobsee
Caw/calf/goat/sheep	Maa	Mar'atee
Colobus monkey	Korr	Korrisee
Snake	Sis	Sisee
Birds	Wacccc	Wacce
Mouse/rat	Xixx	Xiixe

They imitate sounds of nature and natural environment around them.

Natural Environment	Sound	Oromo word
thunder of clouds	Gig	Giigise
murmurs of brook	Shaa	Bishaan
Sludge	Dhoq	Dhoqee
Wet land	Caf	Caffaa
whisper of breeze	Buu	Buubee
rustling of forest	Qaq	
Fire	Bob	Boba'aa
Rolling of Stone	koko	Kokolataa

ii. *Interjectional/Ejaculation*

Some Roots arose from instinctive emotional cries, expressive for example of joy or pain. Oromo imitate more or less instinctive vocal responses for example of joy ko-ko or pain like ohh, uhh, aa, ii, and etc...

One of these ejaculations, "oo", is something of a mystery: The oo'ee, oose are derived from oo, presumably imitative of what a human exclaims at fairly mild pain, such as stubbing a toe or hitting a thumb with a tack hammer. When one is suffering really rigorous continuous pain, hardly anything more severe for one is not likely to have the presence of mind to remember to say "aa!" The vocal reaction, if any, is likely to be a shriek or a scream. Aa- may be regarded as a root conventional representation of the sounds actually made when one is in continuous pain. The interesting thing is that the root "aa" has become so familiar for continuous pain and practices.

Cries	*Root*	*Afaan Oromo- English word*
Kkkk	Ko-	Kolfee- laugh
Aa	Aa-	Aade- scream lightly
Uu	Uu-	Uulfate- heavy
Ii	Ii-	Ittane- strain every nerve
Oo	Oo-	Oo'ee- scream

iii. *Natives*

Most Afaan Oromo Roots are imitating sounds arose because of people reacted to the stimuli in the world around them, and spontaneously produced sounds (oral gestures) which in some way reflected or were in harmony with the environment. For example, sounds of breathing, sneezing, vomiting and etc and Sounds made due to work and working environment by engaged nature in satisfying humans need and interest. Because, as people worked on their day to day life to live on this planet their physical efforts, their production process, production activity, their social interaction make a sound (like cocking, walking) as shown below.

NATIVES	Sound	Root	Afaan words
Roaring in sleep	Huur,	Huur,Hur-	Huurse
Breathing	Har,	Har-	Hargane
Nasal discharge	Fuu	Fuu/ Fur-	Fuurrii
Vomiting	Haq-	Haq-	haqee
Sneezing	Axiish	Axii-	Axifate
Yawning	Hamuum	Hamoom-	Hamuumate
Snoring	Koor,	Koor-	Korrise
Smelling	Fuuf	Fuuf -	Fuufate
Abdominal grooming	Gig	Gig-	Gigise
Hiccupping	Hiq	Hiq-	Hiqifate
Walking	Deem,	Deem-	Deeme
Scratching	Hooq,	Hooq-	Hooqe
	Dhuuf,	Dhuuf-	Dhuufe
Sweeping	Har-	Har-	Haruu
Kicking	Dhah,	Dhah-	Dhahe
Sucking	Xux	Xux-	Xuuxe
Splitting wood	Baq-	Baq-	Baqasu
Drinking	Dhug	Dhug-	Dhuge
Firing	Bob	Bob-	Bobese
Blowing	hafuuf	Hafuuf-	Hafuufuu
Boiling	Fee	Danf-	Danfee
Exploding	Dhoo	Dhoo-	Dhose
Squeaking	xiix	xiix-	Xiixuu
Wrestling	Fiis	Fiis-	Fiise
Spiting	Tuuf	Tuuf-	Tufe
Whispering	Hasss	Hasaas-	Hasaase
Spiting through teeth	Cirrr	Cirriq-	Cirriqee
Sharpening	Qar	Qar-	Qare
Sling	Fuur	Fuur-	Fuurise

iv. *Labour*

Some Afaan Oromo Roots arose from noises made by people engaged in joint effort. Because, as people worked together, their physical efforts produced communal, rhythmical grunts, which in due course developed into chants, and thus roots. For example

communal sound	Root	Afaan Oromo word
Hoo	Hoo	Hoohoyoo, hoyaahoyee
Iyaa	Yaa	Iyaasee
YO	YO	Yooyaa
HE	HE	Helemaa

v. *Simulative*

Some Afaan Oromo Roots arise from sounds simulating Sign associated with. They imitate perceived sounds. Like; sounds simulating corresponding sign, sounds activating corresponding signs, sounds you can

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generate at that particular sign, and sounds affecting and/or stimulating that particular signs. Oromo actually imitates these sounds to demonstrate the sign and create imitative roots. Whatever sound your ear hear nothing sensitive like that of sound Gurrrr to our ear. Try it! Oromo imitate gurr, most ear stimulating sound and create root Gurr- for word Ear (Gurra) and drive many more related words, roots and verbs using this most stimulant sound which justifies the beauty of this language in root creation and word multiplication approach. For example

Sound	Root	Afaan Oromo- English word
Seeq	Seeq-	Seeqe – smiling
Ciniin	Ciniin-	Ciniine – teething
nyaat	Nyaat-	Nyaate- Eating

This is only a limited sample of the immense variety of words that can be formed by simple and predictable usage of the basic sounds/roots. No wonder, "One of the best-kept inspiring secrets of this language is the origin and logic it used in Symbolizing sounds to generate other roots. Even for that of justice and truth. Its common, *You Offer justice and accept truth*. So that Oromo drive words for justice (haqa) from vomiting (haqqee) and truth (dhugaa) from drinking (Dhugaatii). They correlate them based on their Socio-cultural, Conceptual and psychological perception proximity. Most do not want to vomit, vomit mixed foods, you feel unhealthy when you vomit and you get relief after it. Similarly, most do not want to offer justice; offer justice for mixed unhealthy life, you feel unhappy when you offer justice and you get relief after it. So do that of truth.

Note: For signs having more than one corresponding sound, Oromo uses roots composed of two or more sounds associated. Most of these roots imitate pre, during and/or post sign sounds fully or partially. For example: the sound we can make after we pee /caa/ combined with symbolic perceived pre activity/activating sound /fin/ gives Fincaa 'Urine.

In general, the system of elementary Afaan Oromo word is perfect, and comprises all nouns and verbs of the same roots, and illustrates their mutual relationship by arranging them in a wise pattern. This characteristic is not found in other languages in the same perfect degree. The vast majority of Afaan Oromo words are built from roots consisting basic sounds and prefixes and/or suffixes belonging to one often patterns in the most perfect degree. The root usually conveys a certain core meaning that is made more specific by having added to it the form. Most Afaan Oromo Roots regularly alliterate or rime sounds from which they come from or derive their symbolic Sound at least in part from corresponding natural sounds or roots of their alike members or perceived as a like sets.

Roots of Afaan Oromo acquired through acquisition process using basic natural sensed nature and/or available roots based on communities' perceptions like conceptual, psychological, behavioural or physical relationship analysis toward signs. Most Afaan Oromo's of imitative roots are mimicking crises of imitated sounds sensed, which are as few as sounds sensed. Using multiplication approach Oromo drive other roots from imitative and/or old available roots. They followed up the idea and elaborated language as shown in figure and example below.

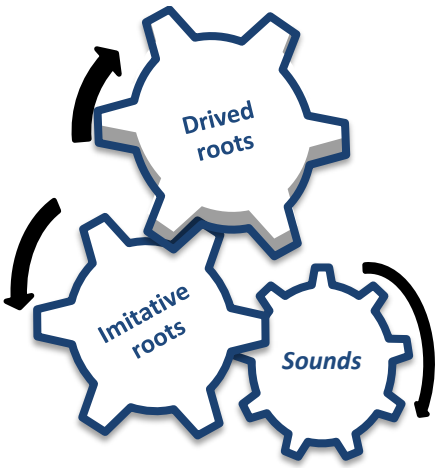


Figure 1 : Afaan Oromo Roots creation System

For more, let us look at some Afaan Oromo words etymologies for words created from sound 'fuu' of nose shown in table below, which serves as the overall 'summary' for origin of Afaan Oromo roots creation and words derivation system. /.

Afaan Oromo	English	From
Furrii	Nasal discharge	Sensed Sound
Funyaan	Nose	Furrii
Funyee	Nasal	Funyaan
Fungaa	Agley nose	Funyaan
Fuggina	Contrast	Fungaa
Fuggisoo	Turn upside down	Fugguu
Fugguu	Negation	Fuggina
Fuula	Face	Funyaan
Fuuleeffannaa	Focus	Fuula
Fuulii	Decoration of horse	Fuuloo
Fuullee	Face to face	Fuula
Fuuloo	Headstall	Fuula
Fuuluu	Decorate	Fuullee
Fuudhuu	Take	Fuullee
Fuutuu	Moth	Fuudhuu
Fucha	Accidentally	Fuunuunuu
Funyoo	Rope	Fuuloo
Fufa	Knot	Fufuu
Fuftuu	Dots	Fufu
Fufuu	Continue	Funyoo

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Furamuu	Relieved	Funyoo
Furfuuruu	Swell face	Fuula
Furgaasa	Slip-knot	Fufa
Furmaata	Solution	Furamuu
Furtoo	Calming down means	
Furuu	Loosen	Furmaata
Funuuna	Nasal bleeding	Funyaan
Funaanuu	Collect	Funuunu
Fududuu	Dart away/run	Fuduuddee
Fuduuddee	Slope	Funyaan
Futtaasuu	Spring	Furrii
Futta'uu	Loosen suddenly	Fulla'uu
Fulla'aa	Perforated	Futta'a
Fulla'uu	Slip through narrow opening	Furrii
Fullaastuu	Burglar	Fulla'aa
Furaa	Loosen/relaxed	Fuduudu

They were derived from the other members based on signs

Structural similarity	Causal relationship
Physiological proximity	Psychological correlation
Behavioral similarity	Sociocultural perception correlation
Functional relationship	Logical correlation

IV. Discussion and Conclusion

Linguistics' have contributed to the theory of language origin in a number of ways. In the area of language and language origin, it can be argued that Afaan Oromo have unique properties to offer the field, or at least, that the richness that is provided by the majority of words creation provides basic and unusual opportunities for theoretically-minded theories. In both cases what we have learned from Afaan Oromo has provided major insight into the nature of languages origin.

We are created with exceptional unique gift called brain; sense organs-ear, vocal organs like mouth and Communicative innate behaviour. Almighty create us in stimulating environment, sounds, not for nothing. Like A proverb of feeding and fishing, which states "if you experience individual with the test of fish or what to eat, show him how to fish or eat you teach him how to live so that he can live himself' if he get necessarily tools, almighty create us with all necessary organs, environment, knowledge, skill and attitude suitable to create our own words.

Brad Harrub, Bert Thompson and Dave Miller on their article, *the origin of language and communication*, stated that: Humans are capable of communicating because God created them with language ability. God spoke to Adam and Eve[10] from the very beginning of their existence as humans (Genesis 1:28–30). Thus, they had the ability to speak on the very day that he/she was brought into existence. Based on bible witness, Adam and Eve were created with oral communication capability. (Brad. H, Bert Thompson and Dave Miller 2003)

Adam was trained on how to name animals and he did so even before the creation of Eve (Genesis 2:19-20). Then he was asked about names he gave and responded all the answers easily. During this lesson Adam learned means of communication (what, why and how to communicate). He learned how to name signs and acquired reasonably naming knowledge and practices. That is why Adam said, 'this is now bone of my bones and flesh of my flesh; she shall be called Woman, because she was taken out of man', when he was asked about Eve (Genesis 2:23). Hence he, Adam, was equipped with all basic organs brain, sense organs, vocal organs and others, taught that *'name for everything and every name have unique thing',* experienced reasonably naming practices and mode of communications, he possessed the ability to create words, speak and understand verbal communication; thus, he can acquire language of his own himself. That is why in noble Quran Allah tells us:

Bounteous God, taught the Quran, created man as a social being and taught him the mode of expression. (Al Quran 55:2-4)

Thus, mother language is language human acquire to express, create and interpret meanings on their daily lives themselves to maintain their social tie based on nature and natural environment. It is all in all nature based words to communicate what happens in the Surrounding based on the ways in which they understand nature. Thus, over time, mankind acquired roots and develop language using natural phenomena, sounds, and communities' perception as need arose. Hence, language acquisition involves an awareness of the ways in which brain identify, interpret and code signs based on perceived nature and culture of that community so us vocal organs say it easily, They create roots and words from sounds and roots using their learning and cognitive nature.

Afaan Oromo, nature based language, alone explains the root processing system and the systematic development of the nature based mother language clearly. One way or other most sound related word of Afaan Oromo has imitative roots derived from corresponding sound sensed. Afaan Oromo has the most imitative words from imitative roots. Other languages have fewer, depending on when they were derived from Afaan Oromo. Thus, Roots of Mother Language, Afaan Oromo, are useful mimicking cries of corresponding sounds imitated as signs of the objects from which they proceeded.

[10] According to Judaism, Christianity and Islam religions books, Adam and Eve are first man and woman creator created

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Thus, Language is not a vibrant, fully developed faculty in people, but is possessed through process. It is learned and acquired on day to day acquiring/learning process. Language began when our ancestors started imitating the natural sounds around them. It was a gradual phenomenon that new roots processed from new sound sensed and derivations were done as human thought progressed.

The author concludes that the systematic development of languages would have been possible without revelation. The correlation between natural sounds and language roots based on the way community perceive and interpret them to create meaning is crucial to know origin of mother language. Author of this article propos *5S Language Acquisition Process,* which can explains the current data and information about the language origin far better than any of the preceding theories, which creates room for a better and a more satisfying theory.

These *5S Language Acquisition* process, discus and illustrate language acquisition system based human learning and cognitive nature to understand its environment using gifts given to him by his creator. According to this theory proposed by the author of this article, the systematic development of languages would have been possible without revelation.

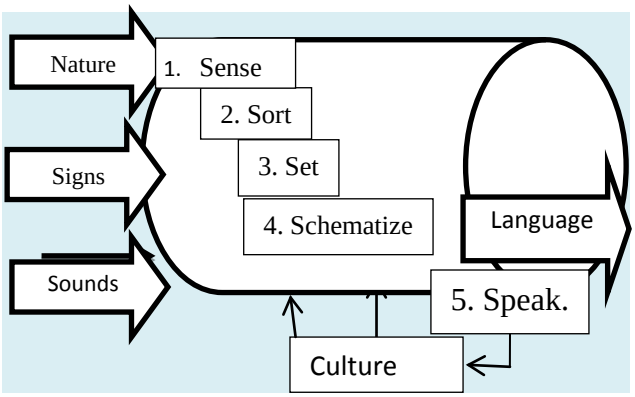


Figure 2 : systematic development of Mother Language

In actual language, creating and interpreting meaning is done within a cultural framework. Thus, culture acts as feedback mechanism on word creation process.

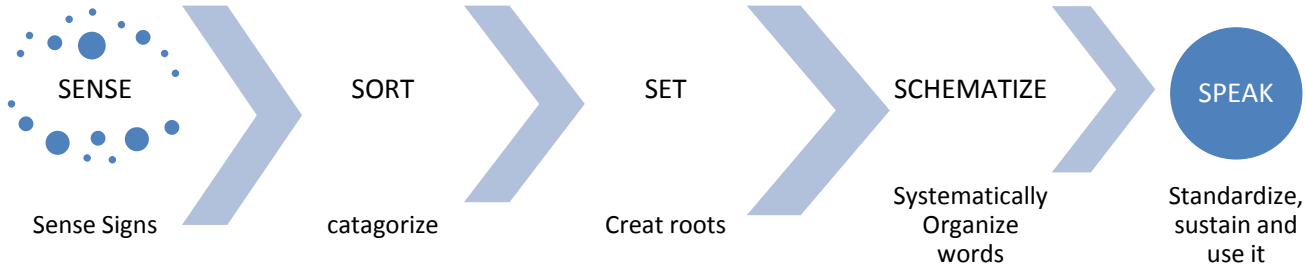


Figure 3 : 5S Language Acquisition Process

Sense:	Sort:	Set:	Schematize:	Speak:
On their day to day social, economical, personal and cultural life, human being experience new signs requiring new names. At this step they identify and understand needs of naming new signs they experiencing. These signs can be with sensible sounds like breathing, sneezing, vomiting and…, signs we can simulate with sounds or perceived signs without sensitive or Simulative sounds.	Identify sources, causes, effects, conditions, behaviors, strictures, functions and every other considerable situation and group them based on their proximity to most related signs with sensed or simulated sounds. They categorize signs based on their Physiological, functional, Causal, Logical, Behavioral, structural, and psycho Socio-cultural perception proximity and correlation.	Create roots from sensed or simulated sounds or most correlated old root of category it corresponds. Mother languages acquire imitative roots from sensed or simulated sounds and drive other roots from available roots and so and so on again and again systematically. Imitative roots imitate sensed or simulated sounds of its category, and assign found useful mimicking cries root as signs of the objects from which they proceeded so that everyone experiencing that particular sound understands what it meant for.	Systematically Shine roots, derive words from acquired roots by having added to it the prefixes and/or suffixes belonging to one often patterns, called Forms based on language root system. Then systematically arrange words so that they can convey message they are standing for clearly and easily. Finally, standardize word creation and organization system so that it do have grammatical rule respected and conventionalize language	Speak words and sustainably utilize them for that particular sign on daily basis.

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Literary Texts as Language Teaching Aids

By M.A. Yakubu
Kogi State University, Nigeria

Abstract- This work is divided into six parts. The first part is the introduction which throws light on the relationship between language and literature and points out the aspects of language that literary text can be used to teach. The second part: teaching comprehension passages, attempts to show that both comprehension and literary studies require critical thinking. It is pointed out in the third part: teaching of composition, that in good literary works are expository, narrative, and descriptive passages, which can be used to teach composition. The discussion in part four shows how useful literary texts can be in the teaching and learning of lexis and structure. Part five is the presentation of the result of the use of descriptive passages from the two novels used to teach descriptive writing in GNS101 class. Finally, the conclusion and recommendations part rounds off the discussion with suggestions on how students can improve in descriptive writing. It has been discovered that literary texts are useful materials for language teaching and learning.

Keywords: literary texts, teaching aids, pedagogical stylistics, composition writing, vocabulary development.

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I. Introduction

The dearth of language teaching aids in our schools today cannot be overemphasized. Literature is an application of language and the best teaching materials for the latter are literary texts. Literature and language have many things in common because the former is a manifestation of the latter. Anyone who is dealing with literature should know that he is dealing with language as well. Passages extracted from literary works are usually good materials for comprehension exercises.

Writing has techniques which writers have used to produce good literary works. So, in literature, there are texts that language teachers can use to teach different styles of writing. Writers have a good command of the language they use to write literary works, therefore, every literary text is a good material that can improve students' knowledge of language.

Reading literary works increases learners' vocabulary a great deal and improves their knowledge of sentence construction. We come across, in literary works, uses of punctuation marks and other aspects of language. When appropriate texts/extracts are chosen, bearing in mind some criteria, difficulties that are always encountered in the teaching and learning of language will surely reduce.

It is to point out that this study is an endeavour in the area of interdisciplinary studies. It falls under pedagogical stylistics which Ogunsiji (2011:33) observed is the type of stylistics that shows the instructional use into which stylistics is put. He quotes Wales who opined that stylistics has been unarguably, considered a teacher's ready tool of teaching language and literature to both native and foreign speakers of English (cited in Ogunsiji, 2011:33). It has also been noted that pedagogical stylistics is a close ally of classroom discourse analysis. Features of language in literary works are useful materials for language teaching and learning.

II. Teaching Comprehension Passages

Passages from literary texts are good materials for comprehension lessons. A literary text seeks to convey a massage, which is understood through the writer's use of language and style of writing. Critical reading is required to understand the author's massage and answer questions on a text. Therefore, a passage from a literary text serves the purpose for which comprehension work in a language classroom is designed. Comprehension exercises require different forms of performance, which could be inferential, lexical, factual information, critical interpretation and evaluation. Comprehension according to Olaofe (1993: 44). "Demands not only a thorough understanding of the passage, but also the ability to interpret the stated and unstated author's intentions, as well as passing value judgments."

The view expressed by Olaofe on comprehension studies is applicable to literary studies which involve reading between lines. Learners are required to use their intuition to give answers not overtly stated in the text.

As pointed out by Collie and Slater (1987:5):

> The extensive reading required in tackling a novel or long play develops the students' ability to make inferences from linguistic clues and to deduce meaning from context, both useful tools in reading other sorts of materials as well

Introducing language learners to literary texts will develop their ability to make inference. Some comprehension passages require the skill indentified by Collie and Slater which shows a closely knitted relationship between comprehension and literary texts. The analogy drawn here justifies the use of literary texts for comprehension lessons.

The technique that literature teachers use to teach the subject is useful in comprehension lessons in the language classroom. Learners of English language should be made to read literary texts with questions on

Author: Department of English and Literary Studies, Kogi State University, Anyigba. Nigeria. e-mail: attaimy@gmail.com

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them in order to improve their performances in comprehension exercise.

Evaluative and interpretative comprehension questions in English language are open-ended like questions on literary works, which have no one main or fixed answer. Literary studies require critical thinking. Some comprehension exercises are equally like this. This is why Grant, Nnamonu, and Jowitt (1998:18) wrote that reading comprehension passages for critical evaluation requires the ability to comment on how the author presents his or her ideas. It also involves understanding the writer's purpose, intention or point of view. This task can easily be tackled if learners are introduced to literary works.

The training of literature according to Bolaji and Alabi (1994:259) is to develop a critical mind that can evaluate and sift the grain from the chaff. This skill is useful for the comprehension exercise. In language lessons, passages from literary texts as well as write-ups with literary background help to develop sharp and acute minds. As stated by Oluikpe, Nnaemeka, Emeka,Elsie and Onuigbo (1997:197)"…not every comprehension exercise is a test. Rather, the exercise should be regarded as activities designed to develop different thinking and reasoning skills".

What Oluipke, et al have stated here is also the domain of literary studies. Literary works as well as some comprehension works are designed to develop learners' intellect, and answers to questions on them show the learners' level of intelligence. By and large, the similarities between literary texts and comprehension studies show that the best materials for comprehension exercises are literary texts.

III. Teaching of Composition

Every literary work is a written composition in which the author has employed the techniques of writing. Therefore, in good literary works are expository, narrative, and descriptive passages, which can be used to teach essay writing. In Read's (1994: 116-117) *English Prose Style*_an excerpt from Henry Fielding's *Adventures of Joseph Andrews*_is used to illustrate a narrative style of writing. According to Aiyenigba, Yakubu, Otaru and Balagbogbo (2002:28),

> A paragraph contains an idea, which is an aspect of the main topic of the essay. Sentences in a paragraph contribute to the development of the idea, which the paragraph is all about.

In a paragraph, there must be unity and coherence. Sentences that do not contribute to the idea, which the paragraph is all about should not be included. It should be understood that the structure of a paragraph is similar to the structure of an essay.

In literary works, there are paragraphs that can be used as models of paragraph writing. Read (1994:70) Commented on a passage he extracted from D. H. Lawrence's *Twilight in Italy* that:

> …the unity of the paragraphs is no less intact,… Each paragraph opens with an action of the old spinning woman; almost as invariably it closes with a reflection of, or concerning the narrator.

In a good expository paragraph there should be a main idea which is introduced in the topic sentence and which is developed by other sentences known as sentence developers to be rounded off by the last sentence called restatement sentence.

Chinua Achebe is one of the writers whose style of writing can be useful for composition teaching. As observed by Cook (1977:77):

> …there always is in good writing, a "key" sentence in every paragraph either at the beginning announcing the subject which is then developed in the body of that particular paragraph, or at the end to bring together the points that have been raised… Achebe has adopted in *Things Fall Apart* a style which is tightly trussed up and carefully modulated; and to suit his purpose, he has employed a rather more formalized conception of the paragraph.

Cook has pointed out the rule of paragraph development which Achebe has complied with. This is very important in writing a good paragraph and an essay. In *Things Fall Apart,* there are many descriptive passages that can serve as models of composition. In the novel are paragraphs that contain sentences which are in harmony with one another to discuss or deal with one aspect of the main topic.

Another technique of writing a good composition is logical arrangement of ideas or events in the narrative. Points have to be arranged in natural order so that ideas can flow for coherence and good understanding. Every good literary work complies with this. In Achebe's and Ngugi's novels are accounts of events that are in chronological order. Other good examples abound in the works of other writers.

Descriptive writing is a task which students face in their language lessons. In literary works are copious descriptive passages that teachers can use to teach descriptive essay. Read (1994:118) wrote of Jane Austen that: "the characteristics, indeed, 0f her style are rather those of the essayist. The action is reduced to a minimum, and the mind turns instead to analysis, to decoration (scene-painting)…"

In Jane Austin's novels are vivid description 0f places, situations, and characters. Her novels can be used to make students easily grasp the knowledge of descriptive writing.

There are many aspects of language in literature, which researchers have appreciated. Collie and Slater (1987:4) stated that "In reading literary texts, students… gain additional familiarity with many different

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linguistic uses, forms and conventions of the written mode: with irony, exposition, argument, narration and so on.

Literature has a lot to contribute to the studies of language because it is language applied. There will be a lot of improvement in the language class if literary texts are utilized for language teaching.

IV. Vocabulary Development and Sentence Construction

Literary texts give learners the opportunity to acquire more vocabulary. As they come across new words in various contexts, these words will add to their repertoire of words.

Collie and Slater (1987:) points out that:

> Literature provides a rich context in which individual lexical or syntactical items are made more memorable. Reading a substantial and contextualized body of text, students gain familiarity with many features of the written language.

Literary texts can be read after which sentences are picked out to illustrate different sentence types. The way words are used together with how various sentences are constructed in the text will help in the mastery of Lexis and structure.

Fowler (177: 23) observed that novels are like sentences, which are coding of experience. Their basic structural categories have a lot in common with the elements of sentence structure. A novel is written in sentences. It is like a continuous piece of writing, such as an essay, which is composed in sentences. A writer is proficient in a language, which he uses to write. In novels and short stories, writers have demonstrated useful techniques of written language.

If a complete novel is not possible to be read to teach different aspects of language because of limited time, excerpts that are appropriate for certain aspects can be taken.

Assignments should be given so that learners are encouraged to read complete works on their own. This will definitely improve their performance in their language class. According to Bolaji and Alabi (1994:258),

> Literature improves our standard of English by providing new opportunities for learning new idioms and expressions. Literature provides ample opportunities for extensive use of language devices, and a lover of literature will not only pick up fresh and useful expressions in English, but he will also come across the intricate, but correct use of words to construct sentences.

Other aspects of language like the use of punctuation marks, register, code-switching, direct speech, etc. can be well imparted by using literary texts. Literary texts are demonstrations of the possibilities, ability, flexibility, and workings of language and therefore, they provide great opportunities for learners of a language to master the language.

a) Passages from Novels and the Teaching of Composition in Gns101 Class

In the syllabus for GNS 101: Use of English for National Diploma one students of Nigerian Polytechnics, there is a portion on paragraphing. Both the paragraph and essay are forms of composition with the same method of development. Experience has shown that many students find paragraph writing as well as essay-writing very difficult.

At the beginning of the First Semester of 2003/2004 academic session, the following questions were given as class work.

- In a paragraph, describe Kogi State Polytechnic, Lokoja.
- Write a paragraph entitled: "How to Prepare My Favourite Food"

At the end of the exercise, 40 scripts were randomly selected to be marked; the remaining 203 scripts were marked but not recorded. The mark distribution is as follows:

Content: $4^{1/2}$ marks, expression: $2^{1/2}$ marks, organization: $1^{1/2}$ marks, mechanical accuracy (M/A) $1^{1/2}$ marks, total: 10 marks.

When the scripts were marked, the scores are as shown below:

Score	No. of Student	Percentage
5-10	0	0%
4-$4^{1/2}$	9	22.5%
3-$3^{1/2}$	10	25%
2-$2^{1/2}$	14	35%
0-$1^{1/2}$	7	17.5%
Total	40	100%

This result shows that many students have a poor knowledge of writing. The forty students used as guinea pigs are a good representation of the entire class because none out of the remaining 203 is outstanding.

To improve in their writing skill, descriptive passages were earmarked to be read in the class. Chinua Achebe's *Things Fall Apart*_and Ngugi Wa Thiong'O's *Petals of Blood*_were used for this purpose. These two novels were recommended more so, as literature is an aspect of GNS 101. One of the passages from *Things Fall Apart*_used as a model of descriptive composition is:

> Obierika's compound was as busy as an anti-hill. Temporary cooking tripods were erected on every available space by bringing together three blocks of sun-dried earth making a fire in their midst. Cooking

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pots went up and down the tripods, and foo-foo was pounded in a hundred mortars. Some of the women cooked yams and cassava, and others prepared vegetable soup…(Achebe 1986: 78-9).

The purpose of descriptive work is to present a picture in words for a good knowledge of or information on what has been described. While reading a composition like that quoted above, readers can visualize the action going on in their minds' eyes.

Below is a description of a process and it is one of the passages from *Petals of Blood* used.

She mixed the crunched millet seedlings with fried maize flour and put the mixture in a clay pot, slowly adding water and stirring. She covered its mouth with the mouth of yet another pot through which she had bored a hole. A bamboo pipe was fixed into the hole and its other end put in a sealed jar over which she placed a small basin of cold water. Then she sealed every possible opening with cowdung and when she had finished, she stood back to survey her work of art and science. *(*wa Thiong'o :206*).*

A good descriptive composition involves step by step explication of the thing or action being focused. A person, a thing, a place, an event, an action, and a process can be described. To do this successfully requires the knowledge of writing techniques as employed by the novelist whose works are cited here.

The reading of these passages in the class was accompanied by an explanation of the technique of descriptive writing. Before the First Semester Examination, another class work on the descriptive composition was given. The same number as well as the method of random selection was maintained. The result is as displayed below:

Score	No. of Student	Percentage
7-10	0	0%
6-6$^{1/2}$	4	10%
5-5$^{1/2}$	6	15%
4-4$^{1/2}$	10	25%
3-3$^{1/2}$	14	35%
2-2$^{1/2}$	4	10%
0-1$^{1/2}$	2	5%
Total	40	100%

The reason for improvement in the performance of students in this class is because models of descriptive composition were used from the two novels to teach descriptive writing.

V. Conclusion and Recommendations

That literary texts are good teaching materials is obvious. Literature exposes students to the range and use of language. Many aspects of language abound in literary works. However, before choosing a text to use in a language classroom, teachers should bear in mind certain criteria like the language, learners' interests, cultural background, and the message conveyed by the literary work. In such a text, there should be linguistic features that can facilitate language teaching to improve learners' knowledge of language.

It should be noted that some students have the idea but lack the knowledge of the techniques of writing. Literary texts demonstrate these techniques, which can develop their writing skill. While reading a novel or passages from it to teach composition writing, Teaching should point out the techniques used by the writer to develop the central idea.

Furthermore, the text to be chosen should be carefully studied to ensure it has the linguistic features that are useful in language teaching and learning. Copies of the text to use should not only be available but easy to get from bookshops. Teachers can also type out and distribute to students for use in class excerpts from literary texts that demonstrate aspects of language.

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NCTB English Curriculum and Implementation of the Textbook at Primary Level in Bangladesh: An Assessment

By Mohammed Humayun Kabir
International Islamic University, Bangladesh

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NCTBENGLISHCURRICULUMANDIMPLEMENTATIONOFTHETEXTBOOKATPRIMARYLEVELINBANGLADESHANASSESSMENT

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Abstract- Primary English language teaching curriculum in Bangladesh underpins Communicative Language Teaching (CLT) approach. It focuses on developing communicative competence among EFL (English as a Foreign Language) learners in Bangladesh. NCTB (National Curriculum Textbook Board) is responsible for developing English textbooks for primary level students with a view to promoting communicative competence among the learners. However, it is observed that principles of CLT are not reflected in classroom teaching and testing. This study aims at exploring the existing scenario of our English classroom practice. By adopting a mixed method approach we tried to investigate into the issue. The analysis of the collected data reveals that there exists no uniformity between curriculum statement and classroom teaching and testing method. At the end of the study, we have suggested some recommendations to address the mismatch between Primary English teaching curriculum and its implementation.

I. Introduction

English teaching and learning was introduced in Indian sub-continent during the British rule in the region. Gradually English language became a vital medium of communication during colonial period. ''It began with the necessity to meet the commercial needs, and reached a place where it had to meet the demands of employment, enlightenment, scientific and technological advancement, political identity, and modernization'' Kabir (2011:157). Even after the departure of the British colonizers, both India and united Pakistan did not undermine the necessity of English language. However, Bangladesh Government decided to minimize the use of English after achieving the independence from Pakistan in 1971.But very soon it was proved that abandonment of English will be suicidal. So Government revised the decision when the educated society of Bangladesh advocated to reintroduce English language teaching.

The Government of Bangladesh introduced Communicative Language Teaching(CLT) in the late 90s.The curriculum development of National Curriculum Textbook Board (NCTB) clearly puts emphasis on the development of the communicative competence of the learners in English as Ministry of Education (MoE) decided to implement Communicative Language Teaching (CLT) in Primary, Secondary and Higher Secondary levels. ''Hence, it is of paramount importance to look at the successful implementation of CLT as it is related to the overall human development agenda of Bangladesh as stated in the curriculum document.'' Haider & Chowdhury (2012:12). The objective behind introducing CLT is stated in the NCTB document, which states, ''English needs to be recognized as an essential work-oriented skill that is needed if the employment, development and educational needs of the country are to be met successfully. English should, therefore, be taught as something to be used, rather than as something to be talked about,'' (NCTB, 1996: 135-136).

In Bangladesh, formal schooling starts from Primary level in the public schools. So, to improve the whole education system, we have to give importance to primary education. In order to comply with the international obligation as well as implement the constitutional provision for free, universal and compulsory education, the Government launched the compulsory primary education program during the early 90s. In 1991, the government declared primary education free for all children in government run schools. The primary level of education is managed by the directorate of primary education and textbooks are designed by National curriculum and textbook board. Before the introduction of CLT, grammar translation method was followed in our country.

As a practising teacher, I have observed that English language teaching is not properly carried out in our schools. It is true that the syllabi, curricula, and textbooks have been revised in line with the CLT principles in Bangladesh but other vital issues like classroom teaching, assessment policy, etc. remained largely unchanged. We feel that we need to assess the implementation of English Language Teaching (ELT) textbooks as our students get the chance to learn English only by using those textbooks in their school life.

a) Background to the study

The main objectives of teaching English in Primary level education in Bangladesh are to enable students to understand simple commands, instructions and requests in English and also carry them out (National Curriculum and Textbooks Board, 2012). But real scenario is different from their objectives. In city

Author: Associate Professor, Department of English Language and Literature, International Islamic University Chittagong, College Road, Chawak Bazar, Chittagong, Bangladesh.
e-mail: arshad.mayar@gmail.com

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area due to the awareness of the guardians, children can communicate in English especially in the private schools. However, this is not achievement of the schools, indeed. But in the remote rural areas, the situation is miserable. Teachers lack the necessary skill to teach English as per the requirement of CLT. There is a huge gap between curriculum and textbook implementation.

i. *NCTB curriculum statement*

The main objectives of learning English at Primary level are:

a. To understand simple commands/ instructions/ requests and carry them out.
b. To use English to talk about day to day life and fulfill communicative functions.
c. To read and understand different types of texts appropriate to the learners' level.
d. To write in English, to describe persons, objects, places and events and to express needs and feelings.

The new English curriculum has taken the word 'globally' into consideration and hence set the teaching-learning activities in a more global context.

- It has included 'filling out forms', interviews, etc. in the planned learning activities in class-5.
- Some basic routine expressions needed for social interaction have been introduced at every level.
- Emphasis has been given to Listening and Speaking as the foundation on which to develop Reading and Writing skills. Content for pronunciation, stress and intonation have been specified for each class.
- Topics/themes have been suggested in a way that would help students address the needs of real life situations, for example, authentic texts such as announcements, instructions with or without signs/symbols, medical instructions, etc.
- Suggestions have been made to include audio video materials for the development of Listening and Speaking skills, particularly for pronunciation.
- Planned activities against most of the learning outcomes have been presented in a way to indicate teacher and student activities.
- Teacher's Training with prior emphasis on developing Teacher's own language skills has been strongly suggested as what the teachers are expected to do in classroom to involve and engage the students in communicative language activities is directly linked with the teachers' own competence in the language skills.
- Inclusion of the English sound symbols with examples and explanations in the Teacher's Guide has been suggested.
- Suggestion has been made to include a section on sample classroom language in the Teacher's Guide.

Rahman (2012) states the key issues of Primary English curriculum in the Preface of the English Textbook in the following manner:

The primary curriculum ''emphasizes learning English as an international language for communicating locally and globally. The *'English For Today'* textbooks have been developed to help students attain competence in all four language skills in English through meaningful and enjoyable activities. Emphasis has been given on listening and speaking skills as the foundation on which to develop reading and writing skills. Topics and themes have been selected in a way that would not only help students address the needs of real life situations, but would also inculcate humanistic values in them as well as broaden their mental horizon. Grammar points and planned activities to develop students' competence in all four language skills have been presented within contexts in a systematic and graded way.''

ii. *Primary Education*

The importance of primary education in our national life is beyond description. Primary education is the starting process of building up a skilled citizenry. It is considered as the foundation stone from where our future generation launches its golden start of education. So, equal opportunities will be created to ensure access of all sections of children to primary education irrespective of ethnicity, socio-economic conditions, physical or mental challenges and geographical differences. This is the constitutional responsibility of the state. Since this stage forms the foundation of subsequent levels of education, so delivery of quality primary education is a must. It was declared that ''by 2010-11, 100% enrollment of primary education will be ensured. At least one primary school will be established in the villages that have none.''

Bangladesh has one of the largest primary education systems in the world with an estimated 16.4 million students studying at different primary schools (aged 6 to10 years). There are 365,925 primary school teachers (approximately 53% of teachers and 23% of head teachers are women), working in more than 82,218 schools (with ten different types of schools, including Madrasahs).

b) Research problem

It has been more than a decade since CLT was introduced in the Primary EFL classrooms of Bangladesh in the place of GTM. However, the impact of this methodological change has been under-researched. This study looks at the English language teaching and learning practices in selected primary schools and attempts to relate them to the features of CLT as mentioned in the NCTB curriculum document. The study also aims to identify the problem areas that

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impede the successful implementation of CLT in the classrooms of Bangladesh and offers suggestions to deal with them. Most of the researchers worked with implementation of textbooks but we found hardly any study on NCTB English curriculum and textbooks implementation at primary level. Curriculum implementation success depends on textbooks and other teaching materials. Environment is another factor for success of a curriculum. This study is on NCTB curriculum and textbooks implementation at primary level. We hope by carrying out this study we can explore the existing scenario at primary school level.

c) Research Question

i. How much our teachers are able to implement our curriculum?

ii. Is there any gap between English curriculum policy and its implementation?

II. Literature Review

a) Formal and effective education can only be ensured if there is a balanced and well planned curriculum. A syllabus is designed in line with the curriculum statement. So the principles of a curriculum are reflected in a syllabus, indeed. A syllabus is a specification of the contents of a course of instruction and it lists what will be taught and tested. Thus the syllabus for primary level might specify the four basic skills (listening, speaking, reading and writing) and ensure that it can be practiced by all students with proper materials. ''A syllabus describes the major elements that will be used in planning a language course and provides the basis for its instructional focus and content'' (Richards, 2001:152).

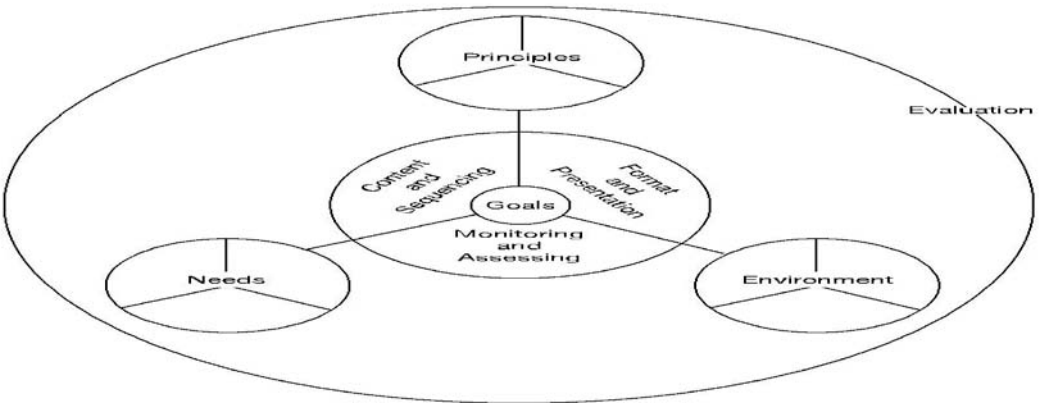
Curriculum development is a process that are used to determine the needs of a group learners, to develop aims and objectives for a program to address those needs, to determine an appropriate syllabus, course structure, teaching methods and materials and to carry out an evaluation of the language program that results from these processes. Curriculum development in language teaching began in the 1960s (Richards, 2001:2).

b) Curriculum Design

According to David Nunan (1988)), curriculum is the principles and procedure for the planning, implementation, evaluation and management of an educational programme. Curriculum embraces syllabus design and methodology. ''There has been a comparative neglect of systematic curriculum development. There have been few attempts to apply in any systematic fashion, principles of curriculum development to the planning, implementation and evaluation of language programmes. Language curriculum specialists have tended to focus on only part of the total picture – some specializing in syllabus design, others in methodology and yet others in assessment and evaluation'' (Nunan, 1988:3).

Nation & Macalister (2010:1) maintain that ''Curriculum design can be seen as a kind of writing activity and as such it can usefully be studied as a process. There is a wide range of factors to consider when designing a course. These include the learners' present knowledge and lacks, the resources available including time, the skill of the teachers, the curriculum designer's strengths and limitations, and principles of teaching and learning''. They opined that if the above factors are not considered, the course may be unsuited to the situation and learners for which it is used. In the end, the curriculum may be ineffective and inefficient as a means of encouraging learning.

Nation & Macalister (ibid) illustrate a curriculum design model which consists of three external circles (principles, environment and needs) and a subdivided internal circle (goals of the curriculum) .Nation & Macalister (2010:2) vividly show that ''the three-part shape that occurs in each of the outer circles (the ''Mercedes'' symbol) also occurs in the large inner circle, and also occurs in the way the three outer circles connect to the inner circles''.



[A model of the parts of the curriculum design process, adopted from Nation & Macalister (2010)]

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It is possible to imagine a large circle drawn completely around the whole model. This large outer circle represents evaluation. Evaluation can involve looking at every aspect of a course to judge if the course is adequate and where it needs improvement. It is generally a neglected aspect of curriculum design.

Richards, Platt & Weber (1985:70) hold that a curriculum is an educational program which states.

''a. the educational purpose the programme (the ends)

b. the content, teaching procedures and learning experiences which will be necessary to achieve this purpose (the means)

c. some means for assessing whether or not the educational ends have been achieved.''

c) *CLT and its implications in curriculum and syllabus design*

Nunan (1988:11) states ''during the 1970s, communicative views of language teaching began to be incorporated into syllabus deign''. In CLT "the heart of the language lesson is the communicative activity itself" (Howatt, 1984: 279). The idea of communicative language teaching emerged following Hymes' (1972) philosophy of 'communicative' competence, which greatly emphasized learners' ability to use language appropriately in context, mainly, in terms of "social demands of performance" (McNamara, 2000: 116). ''It emphasizes students' initiatives and interactions rather than teacher-centred interactions'' (Maley, 1986: 86).

CLT conveys a new viewpoint of language learning which focuses ''what does the learner want/need to do with the target language? Rather than, what are the linguistics elements which the learner needs to master?'' Nunan (1988:11). Therefore, it is thought that ''the goal of communicative teaching is to develop an ever-improving capability to use English to communicate with others and to develop and apply an increasing understanding of how English is organized, used and learned'' (Clark et al., 1994: 37).

CLT gives priority to the environment/ context where the acquired language will be used which is also very much synonymous with situation. The following discussion will include this issue.

i. *Environment analysis*

Environment analysis is also known as situation analysis. Situation analysis is an analysis of factors in the context of a planned or present curriculum project that is made in order to assess their potential impact on the project.

Richards (2001: 91-106) mentions some factors that might be encountered in implementing a curriculum. These factors are

- Societal factors
- Project factors
- Institutional factors
- Teacher factor
- Learner factor
- Adoption factor

The goal of situation analysis is to identify key factors that might positively or negatively affect the implementation of a curriculum plan. (Richards, 2001:106)

Environment analysis involves looking at the local and wider situation to make sure that the course will fit and will meet local requirements. There is considerable research data on many of the important environment factors, including class size, motivation, learners of mixed proficiency and special purpose goals. Good environment analysis draws on both analysis of the environment and application of previous research and theory. In some models of curriculum design, environment analysis is included in needs analysis (Macalister and Nation, 2010:20-21).

ii. *Needs analysis*

The term used to refer to wants, desires, demand, expectation, motivations, lacks, constrains and requirements. But linguistically it means difference between what a learner can presently do in a language and what he or she should be able to do (Richards, 2001:54).

Nunan (1988, 14-17) said that techniques and procedures for obtaining information from and about learners to be used in curriculum development is called needs analysis. Information will need to be collected not only on why learners want to learn the target language but also about such things as societal expectations and constraints and the resources available for implementing the syllabus.

III. Methodology

In this part we are going to discuss the research methodology including research setting, method, instrument, data collection procedure, data analyses etc.

a) *Method*

Mixed method is followed in this study. Mixed method is the combination of quantitative and qualitative method. Mixed method research is recognized as a legitimate research methodological form of inquiry in the social science. ''Qualitative and quantitative principles can also be combined at the data analysis stage'' (Dornyei, 2000:45).

b) *Instruments*

I have used three instruments to collect data. I prefer questionnaire, interview and class observation for my study. I have used questionnaire for quantitative data, interview for qualitative data and for real situation of my participants I choose observation.

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c) Questionnaire

The questionnaire survey is a versatile technique that allows us to collect a large amount of data in a relatively short time. The questionnaire is relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information. The result of questionnaires survey is typically quantitative, although the instrument also contains some-open ended questions that will require a qualitative analysis. We received 65(sixty five) responses from 90 students participants.

d) Interview

Interview helps a researcher to collect data directly from the participants. There are four types of interview: single or multiple session, structured, unstructured and semi-structured interviews (Dornyei, 2000:134-136). Because of shortage of time we chose structured interview. In this format we arranged a pre-prepared interview with twenty five (25) teachers which contained a list of questions related to my study.

e) Observation

Observing the world around us is the basic human activity to help us learn the world we want to explore and gain understanding. Observation is the fundamentally different from questionnaire because it provides direct information rather than self-report accounts (Dornyei, 2000:178). There are two types of classroom observation, participant versus non-participant and structured versus unstructured. For this study we took twenty six (26) classroom observations of twelve (12) schools.

IV. Data Presentation and Analysis

I analyzed my findings from questionnaire, interview and observation in the following part of discussion:

a) Quantitative data presentation and analysis

I got my quantitative data from teachers and students questionnaires. The following section contains the analysis of the data we collected from different sources:

i. *Questionnaire for student*

a. Speaking skill

Can you speak English?

The data reveals that only 2% percent student-participants can speak English fluently, 5% can speak well and 93% cannot speak in English at all. But according to our curriculum, students of class 3-5 are supposed to speak in English.

b. Writing skill

Can you write letter, composition, dialogue, etc.?

20% student participants replied that they can write letter, composition and dialogue well and 40% of the participants can write a little. But it is very frustrating that 40% students think that they cannot write letter, composition and dialogue at all.

c. Reading skill

Comment on your reading ability

From the collected data we found that 40% student-participants can read well whereas 60% students face problem while they read.

d. Comprehension level

Do you enjoy your English textbook?

94% students enjoy their textbook. It is success of NCTB that they can make books according to students' comprehension level.

e. The lessons student like most

What areas of your textbook do you enjoy most?

More than 30 students said that they likes story. Less than 10 students like poem and a few likes dialogue. Textbooks board should be more careful about selecting topic.

f. Speaking practice

Do you practice speaking activities in your class?

89% student participants said that they do not practice speaking in classroom, 11% stated that they engage themselves in language activities classroom.

g. Listening practice

Do you practice listening activities?

14% students said that they practiced listening activities in their classroom, 29% said a little while 57% participants stated that they never got any listening class.

ii. *Questionnaire for Teacher*

a. English Background

What subject have you graduated from?

The data exposed that only 3% English teachers are English graduate and 97% English teachers are from other disciplines like Bengali, sociology, history, geography, etc.

b. Teacher's feeling to teach English

Do you enjoy teaching English?

90% teacher- participants are interested to teach English. 10% feels as usual.

c. Idea about English curriculum

Do you have clear idea about Primary English curriculum?

37% teachers said that they had clear idea on curriculum but 63% said that they didn't have any idea about Primary English curriculum.

d. Training

Do you have training on curriculum?

28% teacher-participants say that they have training on recent curriculum and 72% said that they do not.

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e. Delivering lecture

Do you deliver lecture in English?

All of my participants say that they deliver their lecture in English language.

f. Curriculum provides appropriate primary foundation

Recent curriculum provides appropriate primary foundation

80% teachers agree to this statement. 10% strongly agreed and 10% stated that they are not sure.

g. Usefulness of textbooks

Existing textbooks are useful for the implementation of the curriculum

70% teachers agree to that and 30% strongly agreed to this statement.

h. Student's reading ability

40% agree that students can read the texts aloud with proper pronunciation, 10% strongly agree. It is worrying that 50% teachers do not believe that students can read properly.

i. Student's writing ability

40% teachers agree that students can write short and simple composition, personal letter and fill up form. But 60% teachers do not agree.

j. Student's speaking ability

Only 40% teacher agree that students can take part in conversation practice session. However, 60% respondents do not find interest in speaking session.

k. Audio-video materials

In response 85% teachers said that schools do not have audio-video materials for practicing speaking and listening skills but 15% said that they have a some materials.

l. Teacher's guide

85% teachers say that they do not have teacher's guide. Only 15% say that they have it.

m. Group or pair works for student

25% teacher participants state that students practice group or pair work for practicing speaking skill in classroom.

n. Students enjoy the lesson

60% teachers think that students enjoy the lesson a little and 40% think that they like the lesson very much.

b) Qualitative data presentation and data analysis

The qualitative data that we gathered through interview and open ended question from questionnaire is presented in the following part:

i. *Our teacher's ability to implement our curriculum*

They have a very superficial idea about English curriculum. Some of them do not also know that CLT approach is followed in recent curriculum. A few teachers know about CLT. Most of the teachers do not have training on CLT. Without training on CLT they are not able to understand the curriculum and without having thorough idea about the curriculum, they cannot teach well. So they cannot implement the declared curriculum. They are not sure about fulfilling the aims and objectives of the course. They said that they are trying their best but the environment does not support them. Only class work is not enough for implementation of the curriculum. Students are not getting English speaking zone outside the class room.

c) Classroom observation

We took 26 class observations from twelve (12) different schools. We find that most of the class size is large where teachers are to teach 65 to 80 students in a section. It is tough for one teacher to conduct a class of 40/45 minutes. In every class teacher read the text aloud and then student also read aloud which makes a huge noise. There is no possibility to find out who is wrong and who is right. Then teachers find out some difficult words from the text and show some words which are written in white paper with colour pen and told meaning of the words. Then again they use Bangla to make them understand. Some teachers cannot instruct in right way. Most of the teachers' English pronunciation is miserable I am doubtful whether they can communicate in English. Students do not ask any question from teacher. We did not find students to practice group or pair work that their English textbooks contain. Teachers do not have lesson plan. Teachers are only following the textbooks. Only one school has audio materials which are also not enough. Teacher faces problem to use technology and waste class time. Students memorize the word meaning and write down it.

d) Gap between English curriculum and its implementation

The majority of the Primary schools are unaware of Primary English curriculum. Most of the teachers lack training, they fail to implement CLT in classrooms. Many teachers complained that most students are reluctant to participate in group/pair work, presentation activities, etc. They complain that they do not have proper materials in their school which hinders the process of the implementation of primary English curriculum in Bangladesh. They want audio-video materials in their schools to implement listening activities. On the other hand, students complained that teachers are harsh and unfriendly to them in the classrooms. They hardly encourage them to participate in different language activities. Students are found to be dependent on guide books (Note books) greatly to learn/understand English lesson. Moreover, their (students) dependence on private tutors or coaching center is also noticeable.

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V. Summary of the Findings

Most of the teachers do not have proper knowledge about English curriculum and it certainly hampers their teaching, indeed. Most of the teachers stated that they did not take any subject related training on recent curriculum. But two of the interviewees told that they had English subject based training. As they do not have idea about it, how will they conduct classes in line with the curriculum and how can they fulfill the objectives of it? It is frustrating that students cannot speak much. Because of large class size, teachers cannot find out everyone's problem. There is lacking of teaching materials. For proper implementation of curriculum teachers need audio-video materials.

Teachers try to make active the students. They tell them to read, write and ask question. Very rarely they arrange group/ pair work, dialogue practicing.

VI. Recommendations

This research found that primary school teachers are a little aware of the aims, objectives of English curriculum. When most of the teachers do not know the aims and objectives of English curriculum, it is tough to achieve expected curriculum goal. Due to this lacking of curriculum knowledge, teachers become unable to conduct English language class in a proper way and this may affect English language classes. So, teacher training is crucially important. Training would help teachers to enrich their knowledge about teaching methodology, using teaching materials, accurate evaluation system, and management etc. It also helps them fulfill the aims and objectives of the curriculum.

Teachers' guide is an important instructional material. It helps teacher to follow proper teaching methods and conduct classroom activities perfectly as desired in the curriculum document. Authority concerned should make teachers' guide available for every teacher. A stimulating atmosphere for language teaching can be created by supplying proper materials. Audio-video materials are necessary for the implementation of curriculum.

VII. Limitation

My data sample was too small in comparison with the real scenario of our country wide Primary education network. If we could have included wider sample, we might have generalized the findings of the research.

VIII. Conclusion

Since English is the foreign language to the people of Bangladesh, students of our country find it a complex task in their education. Considering the global needs, English was introduced as a compulsory subject since 1977 at primary level in this context. It is a matter of great worry that effective implementation of English curriculum is still far behind from the desired goal. To achieve the curriculum goals and objectives, government and non-government organizations should take some short and long terms plan by considering existing condition of English language learning and teaching.

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Language Versus Thought, and Theory of Formation of Meanings

By Ali Ammar, Dr. Zia Ahmad & Gohar Ayaz
Zakariya University Multan, Pakistan

Abstract- There is a long debate going on for years that either language shapes thought or thought shapes language. Many thinkers, philosophers, psychologists, anthropologists, and linguists have tried and reasoned to support either the superiority of language over thought or of thought over language. This article attempts at proving that language and thought are combined to make, mould, effect, and modify language and thought further. A research was conducted on two different groups of students and teachers. One group of teachers and students dealt with literary studies while the other group of students dealt with linguistics studies. The students of literary studies were affected by the themes and ideas which they studied in their text books, while the students of linguistics were not affected by the themes and ideas rather they had learning of structure of language. Both groups had dealt with English. This research proves that formation of meanings by language and thought combined has affects. I call this theory of formation of meanings.

Keywords: language, thought, theory, meanings, linguistics.

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Language Versus Thought, and Theory of Formation of Meanings

Ali Ammar [α], Dr. Zia Ahmad [σ] & Gohar Ayaz [ρ]

Abstract- There is a long debate going on for years that either language shapes thought or thought shapes language. Many thinkers, philosophers, psychologists, anthropologists, and linguists have tried and reasoned to support either the superiority of language over thought or of thought over language. This article attempts at proving that language and thought are combined to make, mould, effect, and modify language and thought further. A research was conducted on two different groups of students and teachers. One group of teachers and students dealt with literary studies while the other group of students dealt with linguistics studies. The students of literary studies were affected by the themes and ideas which they studied in their text books, while the students of linguistics were not affected by the themes and ideas rather they had learning of structure of language. Both groups had dealt with English. This research proves that formation of meanings by language and thought combined has affects. I call this theory of formation of meanings.

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I. Introduction and Background

Very often linguists, philosophers, psychologists, and anthropologists have spent a great deal of their time and words in finding out the relationship between thought and language. Does language shape thought or thought shapes language? The thinkers like John Locke (1690), Bertrand Russell (1921), Paul Grice (1957 and 1969), and David Lewis (1969) have said that language functions just for communicative purposes, performing a public role rather than cognitive. This is known as communicative conception of language (Carruthers, 1996). Whereas the figures like Ludwig Wittgenstein (1921 and 1953), Lev Vygotsky (1934), Benjamin Lee Whorf (1956), Daniel Dennett (1991) have stressed upon the view that thoughts are devised in language. They have given reasons that language shapes thoughts. Then there is popular Sapir-Whorf hypothesis that nature is dissected along lines provided by our native languages (Carroll, 1956). This hypothesis suggests that our thoughts are shaped by the underlying principles and systems of classifications which are provided to us by the language in which we are born. Still, this is regarded as hypothesis which has been reasoned against by many like Martin (1986), Fortescue (1984) and Pinker. Furthermore, there are imagists who believe that images represent thoughts which are translated by language and thinking consists of images. There is also famous example of the early Spanish explorers and Grand Canyon which shows that thinking comes prior to perception. The party that went down into Grand Canyon never returned because they could not perceive the actual depth and measurement of Grand Canyon. This means that their thinking was earlier than their perception. Structuralists and deconstructionists have played upon this example and have pointed out that language shapes our view of the world. They argue that in the language of Spaniards there was nothing like Grand Canyon so they could not have actual perception of its measurements (Tyson, 2006). Yet, there is Chomskeyan view that all languages have similarities except for the minor differences of syntax and lexis. It has been induced from this generalization that all humans think alike, more or less in the same way towards the world. A person living in remote areas of Africa and a person living in remotest corner of Australia would be thinking on the same lines except for sociological differences, which are minor. This means that human beings have an innate and generalized web of linguistic structure with which they operate and learn different languages and also participate in linguistic creativity. Fodor (1978) emphatically reasons that the sentences may be related, not to a natural native language, but to an innate, universal, language of thought, which he calls 'Mentalese'. This language consists of an innate lexicon, or vocabulary, and an innate set of rules for the creation of perfect sentences, which naturally exist in all human beings, and perhaps by all other creatures that share the features of our mental capabilities. Contrary to this universal grammar view, are the ideas of those like Kaplan and Mathiot assert that there are differences in languages all over the world and all languages have different effects on the thinking patterns, perspectives and approaches of the speakers.

Hence there can be, broadly, two aspects of relationship between language and thought. One aspect is that our thoughts regulate and produce language. We think and then give language to our thoughts. Language is dependent on our thoughts. Our thoughts make us pick and chose certain type of vocabulary and make certain sentence constructions. Suprasegmentals and punctuations go along with language as we think.

Author α ρ: PhD Scholar, Institute of Social Sciences, Bahauddin Zakariya University Multan, Pakistan.
e-mail: aracademy123@gmail.com
Author σ: Associate Professor, Institute of Social Sciences, Bahauddin Zakariya University Multan, Pakistan.

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Second aspect is that language, be it native or non-native (whatever we know) shapes our thoughts. Here thoughts are dependent on language. We cannot think beyond language. Those ideas, of whose language we do not know, do not enter our brain. And thus we cannot express them. But both of these aspects leave many questions unresolved. Where do new words come from which do not exist in language if language is dependent on thought? How can we think of new thoughts if thought is dependent on language? If language shapes thought, why do people of different languages come up with the same essential philosophical questions? Why have philosophers of different regions speaking different languages have been thinking on the same philosophical questions and almost on same lines? If thought shapes language, why does a new word creates a new idea in brain and changes the existing consciousness of the learner or thinker? These and many other questions have posed a great challenge for linguists, psychologists, anthropologists and philosophers. In this article an attempt has been made to find out the relationship between thought and language, and also if there is any other factor that controls and influences these.

II. Results and Discussion

In order to find out the effect of English language (L2) on the thoughts of students, a research was conducted. A questionnaire was formed to get the response of 50 teachers of MA English courses who taught literary subjects and 50 teachers of MA English classes who taught linguistics subjects. Another questionnaire was developed to get the response of 50 students of MA English literature and 50 MA English linguistics. Teachers were to respond to a set of ten questions like: Do you find your students talking more about themes of writings like ultimate reality, abstract ideas like life and death and so on? Do your students respond to traditional things (like prayers, concept of marriages, rituals) in the same way as they did in the beginning of their classes? Do they take interest in literary writings and attempt at doing their own creativity? Whereas, students were to respond to another set of ten questions like: Do u feel like writing your own poems or stories? Do you like the idea of any writer and want to follow him? Does lexicology of words attract you more than the way these are joined together to make sentences? Do you feel any change in your ideas about the world around you? All questions were formed deliberately to get the answers in yes or no. The questions were developed also to see only a specific kind of effect i.e. change in ideas towards world from their regional and traditional perspective to English writers' perspectives. If the answer would be 'yes' by those who taught and studied literary courses, it would show the effect of literature on students; and if the answer would be 'yes' by those who taught and studied linguistics courses, it would show that linguistics had also the same effect on their thoughts. If the answer would be 'no' by those who taught and studied literature it would mean that literature did not affect their thoughts; and if the answer would be 'no' by those who taught and studied linguistics it would show that linguistics also did not change their thoughts.

The results are summarized in the following table.

Table 1 : Which students' ideas are affected by their courses?

Respondents	Frequency of 'Yes'	Frequency of 'No'	Percent
Teachers teaching literature	46	4	92%
Teachers teaching linguistics	5	45	10%
Students studying literature	47	3	94%
Students studying linguistics	8	42	16%

As the above table shows, teachers teaching MA in literature responded that 92% of their students' ideas and outlook different than their native perspective was changed by what they studied. Teachers teaching linguistics said that only 10% students' outlook towards life was changed. 94 % of students who studied literature asserted that their previous ideas towards life were changed after studying English literary writers. Only 16 % students' ideas, who studied linguistics, were changed. This shows that study of literature has deeper effect than the study of linguistics. But what does it has to do with language and thought?

This research was conducted for a very specific purpose. The notable point is that both types of students have been taught English vocabulary. They all dealt with words of English language. But their learnings were different. Why so? It proves that words alone do not have effect if not joined together to form certain ideas. Individual words do not shape thoughts. Vocabulary is just like dictionary. When words are joined together to form an idea, then that idea changes, modifies, or replaces the previous idea. The joining of words is purely dependent upon the need or will of the individual. So, the key player in changing thoughts in neither language nor thought, rather it is the will or need of an individual that motivates one to form certain combination of words for certain meanings and that changes ideas. It can also be concluded that words, when combined, form certain idea. That very idea shapes thought and even language (as literary writers mostly keep on affecting language in many ways like

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giving new meanings to a word, coinage, and forming new grammatical expressions).

III. Conclusion

A significant conclusion can be drawn from this research that the attitude of learner is also determinant in change of thought. Those students who studied literature were, consciously or unconsciously, aware of the fact that they were studying ideas and themes of many writers about life. And that their job was to ponder and evaluate. Whereas, the students of linguistics were mainly concerned with sounds and structures. Their attitude was different than those of literary students. Literary students focused more on ideas, hence change in ideas occurred, while linguistics students focused more on language, their learning took place about language. If thought means mental activity, then every word generates that activity. Then language (precisely every new word) affects thought. If thought is taken as an idea or point of view then those ideas are not just shaped by merely the presence of words rather by their presence in a specifically arranged sequence with specific meanings. Again, the arrangement of words plays a key role in effecting thoughts.

Hence, the arrangement of words, which form certain meanings, which is done due to certain will or need (while will or need is based either on some idea, feeling, and other countless factors), is what I call the theory of formation of meanings, shapes language as well as thought. It is not just language alone that is shaping thought neither it is thought alone that is shaping language. Thought and language are combined to make new thought and language. They affect, shape, mould, and modify themselves which is not possible if any of this pair is taken independently.

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A Post-Colonial Study of Harriet Beecher Stowe's *Uncle Tom's Cabin* (1852) and Mary Henderson Eastman's *Aunt Phyllis's Cabin* (1852)

By Dr. Najlaa Hosny Ameen Mohammed
Shaqra University, Saudi Arabia

Abstract- This paper is a comparative study of two post-colonial novels written in the nineteenth century: Uncle Tom's Cabin (1852) by Harriet Beecher Stowe and Aunt Phillis's Cabin (1852) by Mary Henderson Eastman. Each novelist convinces her readers of her stance on slavery. Stowe's post-colonial fiction stands against the then dominant discourse of slavery, whilst Eastman accords with contemporary pro-slavery views, refuting Stowe's novel defending the institution of slavery.

The paper comprises three sections. The first introduces the theoretical framework for the study, and a literature review about the practice of slavery in Africa, alongside a prefatory note about reviews of different post-colonial narratives and perspectives. The second section provides an analysis and presentation of key portrayals of religion, racism and feminism in the two novels. It also illustrates the post-modern techniques and methods employed by the two novelists.

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APOSTCOLONIALSTUDYOFHARRIETBEECHERSTOWESUNCLETOMSCABIN1852ANDMARYHENDERSONEASTMANSAUNTPHYLLISSCABIN1852

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The paper comprises three sections. The first introduces the theoretical framework for the study, and a literature review about the practice of slavery in Africa, alongside a prefatory note about reviews of different post-colonial narratives and perspectives. The second section provides an analysis and presentation of key portrayals of religion, racism and feminism in the two novels. It also illustrates the post-modern techniques and methods employed by the two novelists. Both writers effectively use techniques such as: intertextuality, juxtaposition, satire, breaking the fourth wall, reader involvement, and so on. The third section presents a discussion of the results and the research conclusion, illuminating the results of the research.

In summary, the study explains that language and literature combine to construct the post-colonial binary of an American self and a non-American Other, underlining colonial authority. Moreover, both writers interpolate their colonial subjects by incorporating them into a system of representation. Whether the American novelist favors or opposes slavery, the study of colonial discourse leads us to a fuller understanding of colonial institutions.

A Comparative Study

Literature offers a space in which inner and outer worlds can be portrayed from diverse standpoints, and where inner and outer experiences of these different worlds can be exquisitely articulated in narratives that give voice to subjective or collective truths. Imagination and innovation are central concepts informing those nineteenth-century narratives that mapped the collapse of grand enlightenment narratives. This period witnessed a significant change in analytical discourse, laying emphasis on the social and the historical conditions that paved the way for specific forms of representation. As a genre, post-colonial fiction detected and deconstructed the binary opposites inherent in power relations, e.g. other-self, margin-center, and colonizer-colonized. Several scholars, including Ania Loomba, G. C. Spivak, John Thieme, Martin Gray, and Patricia Waugh, have illustrated how postcolonial criticism and discourse sought to emphasize the impact of European cultures on the former colonies. This paper interrogates the positions of two post-colonial American novels written in the nineteenth-century: *Uncle Tom's Cabin; or, Life among the Lowly* (1852) by Harriet Beecher Stowe (1811- 1896) and *Aunt Phyllis's Cabin* (1852) by Mary Henderson Eastman (1818- 1887). Both texts examine the institution of slavery from an entirely different perspective. By examining two critical nineteenth-century narratives, the aim here is to understand nineteenth century writers' perspectives on slavery. The research objective is to scrutinize, highlight and discuss literary post-colonial techniques utilized by the two writers to enhance their views on servitude. The current research intends to test the hypothesis that these two opposing works of post-colonial fiction draw on different literary techniques and methods to convey their specific religious, social and cultural standpoints regarding the institution of slavery, Africa, and the non-European Other.

I.

This research is presented in three sections: the first introduces the theoretical framework by reviewing literature touching on the institution of slavery in Africa, and offering a prefatory note on reviews detailing different post-colonial narratives and perspectives. The second provides an analysis and presentation of the results attained when examining the two texts through the lens of post-colonialism. This approach involves a critical examination of the novelists' literary and aesthetic styles, alongside American representations of the colonized people and their culture. The third section presents a discussion of post-colonial interpretations resulting from scrutinizing the two texts.

Many American post-colonial narratives focused on the institution of slavery during the nineteenth-century, either drawing on a pro-slavery or anti-slavery

Author: Assistant Professor of English Literature, English Department, Huraymilaa College of Science and Humanities, Shaqra University, Riyadh, Kingdom of Saudi Arabia. e-mail: nhsayn@su.edu.sa

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narrative. Harriet Beecher Stowe's famous novel *Uncle Tom's Cabin* exemplifies cogent post-colonial literary attacks on slavery. The novel was praised by Abraham Lincoln, who said, when he met Stowe: "So you're the little lady who wrote the book that started this Great War" ("Harriet", 2012). By this 'Great War', Lincoln is referring to the American Civil War (1861-65). In contrast with this important anti-slavery text, many post-colonial literary works of fiction emerged in the 19th century justifying and defending slavery. For instance, the Southern author Mary H. Eastman's *Aunt Phyllis' Cabin*. Both novels were massively popular, and both were written in 1852 by female authors who achieved remarkable success.

In the nineteenth century, post-colonialism influenced the literary style of those writers who chose to write about the institution of slavery. This post-colonial literary style marked the "collapse of the grand narratives of history, justice, equality, founded on the concept of universal reason, by developing context-specific strategies" (Waugh, 1992: 3). The post-colonial style introduced the aesthetic practices of postmodernism, involving playful irony, parody, intertextuality, allusion, breaking the fourth wall, and juxtaposition, among others (Waugh, 1992: 2). Nineteenth-century post-colonial discourse describes "any kind of resistance particularly against class, race, and gender oppressions" (Thieme, 2003: IXX). *Uncle Tom's Cabin* revolves around the societal effects of the evils brought by slavery, both in general and as it affects slaves themselves specific. The protagonist, Uncle Tom, is portrayed as an angelic character who is loyal to his masters, despite having borne severe physical and emotional torture during his life. His wife, Aunt Chloe plays an active role striving to emancipate her husband when he is sold to a new coarse master. Due to fear of her son becoming a slave, Eliza runs away with him to the north, encountering death more than once, but ultimately surviving to be reunited with her husband George at the end of the novel. Thus, the idealized characters in the novel are drawn to attract the sympathies of the white reader.

Conversely, Mary Henderson Eastman's *Aunt Phyllis's Cabin* artfully defends slavery, portraying slaves living in the South as possessed of an essential happiness in contrast with the suffering of free blacks and the working classes in the North. Through typecasting, Eastman performs what Ania Loomba describes as: "the gathering of 'information' about non-European lands and peoples and 'classifying' them in various ways determined strategies for their control, e.g. the different stereotypes were generated through particular colonial policies" (97: 1998). Using her characters to convey her anti-Tom concepts and racial stereotypes, she introduces the 50-year-old Aunt Phyllis who is proud to be a slave and enjoys the rapport with her paternalistic master. She works on a plantation and cherishes her family, which consists of three children and her husband, Uncle Bacchus. Her master is widower Mr. Weston, who lives with his daughter-in-law Anna Weston and his niece Alice, who is engaged to Mr. Weston's son, Arthur. Arthur cites the failures of free society, emphasizing the supposed benefits of slavery. The only dissenting character in the novel is Aunt Peggy, who is portrayed as senile; she eventually dies after lifetime spent working in the plantation.

This paper will explain how both Stowe and Eastman thoroughly employ numerous literary post-modern techniques in their texts to convince readers of their viewpoints. Discourses of religion, racism and feminism are introduced at various points throughout the two novels in light of the post-colonial approach. In addition, the researcher examines how the two post-colonial novelists are able to successfully utilize numerous post-modern techniques, which include intertextuality, biblical allusion, satire, juxtaposition and breaking the fourth wall, to convey post-colonial opinions on slavery.

II.

a) Religion

Both writers depict the institution of slavery from totally different viewpoints, and introduce additional discourses to support their stances. Religion is one such discourse, since it had come to be a conspicuous informant of thought during the post-colonial era. John Thieme submits that many nineteenth-century post-colonial discourses espoused the aim of civilization, often employing religious motives (2003:54). Shands (2008) propounds that the interaction between colonialism and religion can be used as an effective method by Christians to conduct so-called civilizing missions. In *Postcolonialism, Feminism, and Religious Discourse*, it is written that "the very terms 'religion' and 'sacred' are problematically imbued with western presuppositions" (2002: 1). Eastman uses an exquisitely religious tone to exhort slaveholders to treat their slaves mercifully and to provide them with food, clothing and shelter, so as to be rewarded by Christ Jesus. Throughout the novel, Eastman conveys her viewpoint regarding the required role of the master towards slaves; claiming masters' behavior and attitudes towards slaves should be as "heavenly masters" (Eastman, 1852: 70). Thus, the slaveholders should teach slaves the doctrines of Christianity in order to lead them to be more useful and better servants. Eastman cites religious terminology to convey her pro-slavery standpoint.

Eastman highlights several spiritual Christian rules as essential to uphold as part of the institution of slavery. The master, Eastman says, must treat his slaves in accordance with the Bible and the merciful spirit of the Christ. For example, Arthur, who is considered the Author Surrogate, expounds considerably on the role of

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the master in liberating slaves, by allowing them to become educated, religious and civilized "slaves". Moreover, Eastman provides an example of the ideal master and slave relationship, as Arthur, a noble master, calls his servant "my friend". Moreover, as well as being a slave, Phyllis is glorified for being a "Saint" and a "noble Christian women" (Eastman, 1852:62). Religion thus plays a prominent role in the post-colonial agenda.

By contrast, Stowe presents several alternative religious propositions in her novel, *Uncle Tom's Cabin*. Stowe deliberately channels a religious tone and presents imagery throughout the novel to deliver diverse and indispensable messages to her readers. The slaves in her novel find religion to be their only refuge as it heals the wounds of servitude and humiliation. For instance, the religious ceremonies held by the slaves in Uncle Tom's cabin are full of "merriment", "beautiful readers", "exhortations" and "prayers" (Stowe, 1852: 18). Such "gatherings" strengthen the slave's autonomy and solidarity (Stowe, 1852: 50). Frequently, Tom quotes the Bible, radiating inner tranquility and relief, stating: "I'm in the Lord's hands" (Stowe, 1852:64). Huggan (2001) observes, "postcolonial studies, it could be argued, has capitalized on its perceived marginality while helping turn marginality itself into a valuable intellectual commodity" (VIII). Elsewhere, anti-slavery critics Ward, Thomas and Co (1841) vehemently condemn the extreme brutality and diabolical dehumanization of Slavery in their famous text, *Slavery and the Internal Slave Trade in the United States of North America*. Under the pretext that slavery is blessed by "Divine providence", the slave traders accrued huge wealth that served as a strong incentive to defend the slave trade. This trade resulted in an "unmitigated appalling amount of human misery" (Ward and Co, 1841: 3). Thus, the analysis of colonial discourse leads us toward a better understanding of colonial institutions and specific ways of representing social ideologies and cultural manifestations.

Discussing the use of the discourse of religion to support or counter slavery, Goulet (2007) explains that many postcolonial writers identify and correlatean interplay between race, class and gender with religion in general, questioning colonial rule in light of "the religious" and "the fearful" to observe how the inferior classes were affected by the colonizers. Certainly, Stowe cites religion to substantiate the fact that the violent institution of slavery is against the will of God, and uses the religious nature of those in servitude to prompt her readers to imaginatively empathize with them. This is illustrated in her harsh criticism of family separation, whether as a consequence of trading in slaves, death, or fleeing out of dear. To exemplify, Stowe unequivocally intends to shocks the reader with the painful death of slave Pure's baby when her owners refused to give her money to buy milk for the little infant. Afterwards, Pure "cried, and cried, and cried, day and night" (Stowe, 1852: 149) until she willingly met her death, which was a hundred times more merciful than continuing to live her onerous life within the abominable institution of slavery. Of course, God never approves such trauma to his creatures. Stowe thereby defends her antislavery standpoint, and encourages her readers to take active action against slavery, by highlighting the deficiencies of the institution of slavery under God's law.

b) Racism

Eastman and Stowe differ in their view point of the master-slave relation in the context of Africa. Each writer defends her own stance by using diverse post-colonial narratives to imply a rapport between American masters and African slaves during the nineteenth century in Africa. Throughout *Uncle Tom's Cabin*, Stowe intertwines postcolonial criticism with the detection and deconstruction of binary opposites that are inherent in power relations, such as other-self, margin-center, and colonizer-colonized. Her novel provides what Andre Brink, one of the most prolific writers in South Africa, has called a 'reinvention', 're-visiting', or 're-imagining' of history in its representation of post-apartheid South Africa (Shands, 2008: 18). In contrast, Eastman adopts a racist approach in *Aunt Phyllis's Cabin*. She claims that the institution of slavery offers slaves tranquility and a decent life, in contrast with that led by those who choose to run away to escape their so-called inevitable destiny.

Stowe scathingly attacks racism in *Uncle Tom's Cabin*. In *Confluences: Postcolonialism, African American Literary Studies, and the Black Atlantic*, John Cullen Gruesser argues, "South Africa has suffered from a double colonialism, one external, stemming from colonial conquest in the nineteenth century and the other internal and related to apartheid" (cited in Shands, 2008: 19). Stowe exquisitely portrays this racial discrimination as rooted in the distinction between master and the slave throughout Uncle Tom's Cabin. For example, Haley refers to Eliza, Tom, and Harry as "articles" and "unfeeling animals", haughtily saying "these critters an't like white folks" (Stowe, 1852:2). By terming slaves 'critters 'Haley forcefully detaches them from humanity.

Certainly, interrogating slavery from a post-colonial perspective "can be useful since for the contemporary American context it makes more sense to relocate and rename the center of power so as to speak about internal colonialism and Euramerican dominance" (Hestetun, 2001 cited in Shands, 2008: 9). Stowe's anti-slavery stance exemplifies such renaming, and thus her work belongs to the trope of "writing back" (a the term first used by Salman Rushdie in a Times newspaper article, "The Empire Writes Back with Vengeance") since she criticizes the American racial and political agenda in Africa (Thieme, 2003: 83). Stowe uses her considerable literary skills for "dramatizing a number of situations,

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some inspiring and sympathetic" to convey the American view about African slaves and lead the readers towards "a better understanding of the principles on which the United States was founded" (Newborn, 2011).

The anti-slavery Stowe criticizes the fact that the American master views the slave as a truly genealogical isolate and as such socially desperate. This resonates with Orlando Patterson's viewpoint, famously expressed in *Slavery and Social Death*; that slaves are "[f]ormally isolated in their social relations with those who lived, the slaves also are seen as culturally isolated from the social heritage of his ancestors" (1982: 5). To apply this to the novel, Mrs. Shelby describes slaves as "poor, simple, dependent creatures" (Stowe, 1852: 23). Miss Jane also looks upon them as if they are "low creatures" (Stowe, 1852: 147), and Miss Ophelia scorns them, regarding them as: "low-minded, brutal people" and "inferiors" (Stowe, 1852:153).

According to Buruma and Margalit (2004), America failed to find a moral way to achieve economic growth in Africa (cited in Shands, 2008, 11). Stowe attacks racial ideological thoughts through the character of Miss Ophelia, and her racially discriminatory and imperialist attitude; she says slaves are "debased, uneducated, indolent, provoking … people who have neither consideration nor self-control, who haven't even an enlightened regard to their own interest" (Stowe, 1852:151). Stowe attacks the American corrupting influence that undermines the spiritual characteristics, mental abilities and cultural worth of the Africans.

By contrast, Eastman's novel claims that slaves lead a decent and luxurious life under the institution of slavery; she highlights the benefits and blessings they gain from the institution. She justifies her proslavery viewpoint by claiming that without their American slave owners they would be unable to support their own lives and satisfy their needs. As Wisker (2007) discusses, American writers also enabled the reader, through typically imperial writing and colonial strategies to "re-read history and cultural expression through the lens of the marginalized, disempowered, maddened and silenced Other" (160-161), to pave the way fora racial agenda and political expansionism in Africa. Eastman looks to assist those slaves who fail to manage a decent life under the institution of serfdom as directed by white people.

For example, Eastman draws the readers' attention throughout the novel to the fact that slaves enjoy their lives within the institution of slavery. She claims that Southern slaves are much better off as slaves than they would be as free men. Once they finish their daily chores, slaves can enjoy their evening pleasantly. In Eastman's words, they are "all at ease, and without care" (Eastman, 1852: 30).Their cabins are neat and clean, and they can relax in a scene of genuine enjoyment. When they are freed, slaves are never as happy or comfortable as they were when under a master. Susan provides an example of a runaway who fails. "Poor Susan!" Eastman laments. She has absolutely no means, no money. Her guilt for leaving her mistress piles up, and her feelings are constantly agitated. According to Eastman, Susan feels she has gone "out of the frying pan and into the fire" (Eastman, 1852: 58-61).At least with her mistress, Susan was well provided for and at peace. Thus, Eastman claims that the institution of slavery protected poor slaves from facing an uneasy destiny, illustrating that those slaves who escaped from their masters encountered multiple challenges as they unfortunately failed to adapt.

Furthermore, Eastman contends that the slaves were mentally incapable of managing their own lives. This resonates with the view presented by pro-slavery sociologist Arthur De Gobineau in his book *The Inequality of Human Races*, published in 1915toelucidate the intellectual superiority of the white races, in contrast to the black ones. He explains that the so-called black "savages" are biologically incapable of managing their own lives, and thus they ought to be enthusiastic about being enslaved to the white nations who have the potentiality to offer them "civilization" and "progress" (Gobineau, 1915: 4). He never considers this alleged interpretation as degrading (Gobineau, 1915: chapter XIII). Similarly, Eastman introduces a character to portray this viewpoint; Aunt Phyllis, who represents acquiescence to servitude, prefers to keep her young children "with the white people that they might acquire good manners" (Eastman, 1852: 46).

Under the pretext of taking responsibility for civilizing the black countries, Eastman defends the institution of slavery. In 2003, John Thieme writes:

> In the nineteenth century, Colonialism is practiced in most eras of human history. During this period Europe characteristically represented it as a 'civilizing' project that would bring enlightenment to less developed parts of the world and their supposedly 'backward' peoples. Such a discourse is based on racist assumptions of European 'superiority' and frequently masked economic opportunism. Most of its manifestations have entailed economic exploitation … (2003: 54)

Articulation of imperial ideologies is an important post-colonial strategy in the pursuit of colonial, economic and political ends.

Eastman purports out that the black countries were subjugated and colonized by the white because they are inferior, asserting an overtly racist viewpoint thus: "The emancipation of her slaves will never be accomplished by interference or force. Good men assist in colonizing them, and the Creator may thus intend to Christianize benighted Africa" (Eastman, 1852: 20). Being an incompetent and low-minded creature, Susan hands 10 dollars to her new mistress Mrs. Moore for she

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is not rational enough to manage her own life and finances. The proslavery writer adopts George Fitzhugh (1854) sociological perspective claiming that it is essential that slaves "were deprived of the protection and security of slavery …. Their miserable condition was proof of the curse that freedom would prove to their race" (cited in Trimarchi, 1854: 8).

In the two post-colonial novels, each writer portrays the conditions experienced by slaves, alongside the master-slave relationship. However, despite their differing perspectives, the two writers do appear to call for a better lifestyle, and more appropriate and more humane conditions. Ato Quayson notes that post-colonialism can then "be seen as a project to correct imbalances in the world" (Shands, 2000: 9). John Thieme also observes that "cultural practices have both a historical and discursive relationship to Western imperialism, whether each phenomenon is treated critically, ambivalently or collusively" (2003: IXX). Therefore, either from a pro-slavery or an anti-slavery standpoint, both writers look forward to attaining a rapport between the white slave and the black master, aside from the direct and indirect goals of each writer's work.

Critics of post-colonial literature have observed that it functions as "an anti-colonial intellectualism that reads and valorizes the signs of social struggle in the fault lines of literary and cultural texts" (Huggan, 2001: 6). In *Uncle Tom's Cabin*, Stowe deliberately reflects the slaves constant exposure to internal panic triggered by their masters. For instance, young master Henrique is a cruel "despot" who has inherited immoral flaws that lead him to beat his servant severely when his horse is dusty (Stowe, 1852: 183). This is compounded by the incessant sense of fear and horror that haunts runaway Eliza as she "in despair, throw herself into the river" and her fear made her "flesh and nerves impregnable" (Stowe, 1852: 34). In addition is the slave Prue, who longs for death in order to escape the merciless stab of slavery. In addition, Miss Ophelia threatens the little child Topsy saying: "I'll whip you" if [Topsy] does not bring [Miss Ophelia] some roses (Stowe, 1852: 166). In an attempt to criticize the inhumane treatment of the slaves in Africa by their white masters, Stowe draws readers' attention toward the humiliating scenes that afflict their lives.

Huggan also argues that post-colonial literature, it "could be argued, has capitalized on its perceived marginality while helping turn marginality itself into a valuable intellectual commodity" (2001: 11). This explains why Stowe underscores how the inhumane master-slave relationship deprives slaves of their self-esteem and self-respect. She seeks to change the status-quo in Africa out of concern for black slaves. A sense of patriarchal degradation overwhelms Tom when the young George teaches him writing and reading. Moreover, the runaway George blames God and society because he has lived life as a humiliated slave with no self-worth. His utmost dream is "to act worthy of a free man" (Stowe, 1852: 127). Such issues have been discussed by sociologists such as Orlando Patterson, who stated that the master-slave relationship is based on "the strong sense of honor the experience of mastership generated, and conversely, the dishonoring of the slave condition" (1982: 11). This sense contributes to the spiritual and social death of slaves. Never does the slave dream of the freedom of the body, instead he seeks rebirth in a just society. From a post-colonial perspective, Stowe illustrates the deep sense of humiliation undergone by African slaves because of their white masters.

For her part, as explained above, Eastman agrees with the arguments pro-slavery Fitzhugh's statement that: "Slavery protects the infants, the aged and the sick. … They are part of the family, and the self-interest and domestic affection combine to shelter, shield and foster them" (qtd. In Trimarchi, 1854: 16). Thus, the happiness of the slaves and the hospitality of their masters in the South are conspicuous in Eastman's text. Mrs. Moore, for instance, embraces the confused runaway Susan, bringing her into her house, and teaching her Christian instruction. Although her new mistress attempts to Susan's wounds that resulted from slavery, she believes that Susan deserves suffering "for her ingratitude" to her old master (Eastman, 1852: 27). Here the author calls on the necessity of an intimate master-slave bonding based on co-existence, reciprocity and affection, as she attempts to convince her readers that slavery is more beneficial to slaves than their freedom as this institution satisfies their needs and secures their futures.

John Thieme expands on this type of Colonial discourse. In light of his standpoint, Eastman presents "a uniform phenomenon", which is regarded as an "expression within the colonizing nation [that] often worked towards producing a homogenizing narrative of Empire, in which Western culture was bringing enlightenment to the supposedly benighted regions of the world" (2005: 54). In this sense, Eastman elaborates on the advantages and rectitude of slavery in the South. For instance, she depicts the ties between the slave and master through the relationship between the merciful and kind Miss Ellen and her darling slave, Lucy. When Miss Ellen encounters death, Lucy is devastated as "her eyes heavy weeping, and her frame feeble from long fasting, and indulgence of bitter, hopeless grief" (Eastman, 1852: 15). Thus, Eastman highlights the emotional and positive rapport between the virtuous kindhearted master and the faithful obedient slave.

c) Feminism

In "Under Western Eyes", Chandra Mohanty's propounds that numerous post-colonial feminists unpicked the consciousness of the colonized nations,

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citing the Eurocentric perspective that privileges Western notions of liberation and progress, describing Third-World women as victims of poverty, ignorance and restrictive notions of culture and religion (1991). Considering the role of feminism in post-colonial literature is important when discussing these two novels. Chris Weedon in "Key Issues in Post-colonial Feminism: A Western Perspective" writes:

> Aboriginal people's struggle for recognition of their history since white settlement forms an integral part of the broader fight for human rights and equality and Aboriginal women are active in this fight, while at the same time urging white feminists to take these issues seriously. In Europe and North America, the economic and political legacies of colonialism have radically changed the 'racial' and ethnic makeup of societies, bringing with them problems of white ethnocentrism, ethnic conflict and racism that feminists must address. (2002: para. 2)

That is to say, the trans-Atlantic slave-trade is a topic that provoked urgent discussion among white female writers like Stowe and Eastman. Not only do the two writers portray features of the colonized countries and the Other, but they also discuss the concepts of non-white and non-western from differing points of view.

As a discussion of the slave trade by a female writer, *Uncle Tom's Cabin* is embellished with feminist techniques intended to deliberately introduce several female characters to convey certain messages in respect of slavery. For example, the Mrs. Shelby and Aunt Chloe is epitomized by Mrs. Shelby's active attitudes. Mrs. Shelby prevents her husband from falling in bankruptcy, and the active Aunt Chloe succeeds in liberating her husband through the food store she sat up to raise enough money for his sake. Thus, Stowe encourages her readers to liberate themselves from the chains and the shackles of societal stereotypes, in an attempt to bring about liberation and independence.

For instance, Eliza is portrayed as a docile obedient slave who willingly living in bondage to her merciful Christian masters. Yet, when her master was about to separate her from her child, she embraces her maternal role, stating: “but your mother will save you yet” and becoming a defiant and courageous female who succeeded in protecting her child from his black destiny of enslavement (Stowe, 1852: 24). Underlying Stowe perspective, David Richardson explains in his book, *Abolition and its Aftermath* that women had to oppose the wide-ranging stereotypes of passive and ineffective creatures. Simply put, women constituted the “backbone” of the institution of slavery, thus, their resistance paved the way to emancipation and freedom (1985: 27).

Cherri Moraga (1981) illustrates in her book entitled *This Bridge Called My Back. Writings by Radical Women of Color* different processes for acknowledging and acting upon differences that are hierarchically structured through radicalized power relations. For instance, Moraga calls for overcoming the non-conscious forms of the institutionalized injustice within the masculine society at that time (1981: 30). Therefore, it is understood that Eastman seeks women’s liberation from male-dominated society and the submissive stereotypical roles in which they are unwillingly entangled. Judging on masculinity and strength, men mistakenly thought of women as inferior creatures. Exquisitely she likens the wives to slaves urging both to fulfill “mental and bodily emancipation” (Eastman, 1852: 50). In an attempt to defeat both social enslavement and female subjectivity, Eastman induces “wives to be obedient to their own husbands” and “servants to be obedient to their own masters” (Eastman, 1852 50).She succinctly delivers an effective solution to helpless women: “Religion seems to be a necessary qualification of the female mind” (Eastman, 1852: 62).

By choosing a female protagonist Eastman conveys a clear message to readers, for example she mentions in her novel: “strong-minded female steps forth from the degraded ranks, and asserts her positions” (Eastman, 1852: 50). If Aunt Phyllis is understood to represent miserable and powerless women in Eastman's society, her religious personality also allows her to overcome all life’s troubles. The strong slave Phyllis speaks the words of Jacob: “Surely God is here” (Eastman, 1852: 68). Similarly, women “would have been truly happy to have obtained her own freedom, and that of her husband and children” (Eastman, 1852: 46). Eastman’s helpless woman, Aunt Phyllis, gains power through her spiritual bond with God. Interestingly, in reviewing post-colonial ideologies, Shands mentions that while the minds of the West are capable of great economic successes, and of developing and promoting advanced technology, they cannot grasp the higher things in life, for they lack the spirituality that proceeds from understanding human suffering (2008: 12). The Dalai Lama also stated in an interview in 2006, “people in the West “have become too self-absorbed. The West is now quite weak, it can’t cope with adversity and has little compassion for others”.

d) Techniques

The two novels, *Uncle Tom's Cabin* and *Aunt Phyllis's Cabin*, were written in the nineteenth century when discourse was characterized by resisting “the fragmentation of the modern by reformulating the narratives of the past within the historically constituted practices and traditions which we inherit as a part of cultural community” (Waugh, 1992: 3). It is form of post-colonialism in which literary works were marked with “the increased visibility of academic intellectuals of Third World origins as pacesetters in cultural criticism”; Arif Dirlik calls 'post-colonialism' a child of postmodernism (Loomba, 1998:247). That is to say, a new sort of

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nineteenth-century post-colonial novels emerged, marked by the collapse of the grand narratives paving the way to the prioritization of aesthetic and the functional strategies. Language and Literature played a cooperative role, together establishing a bond between the European self and the non-European self. Edward Said, the Palestinian-American critic, added that such linkage "is a part of the creation of colonial authority" (cited in Loomba, 1998: 95).

Loomba expounds the view that post-colonial writers tend to record a discourse where 'truth-effects' produce the same effects as actual events; this was laid down by Foucault who explains that such effects express the material effects of ideology with conflating the two (95: 1998). Both writers made good use of language, literature, culture and philosophical ideas for subversive purposes. Many writers confirm that post-colonial culture relies upon discourse as Tiffin and Lawson illustrate; "Colonialism (like its counterpart racism), is a formation of discourse, and as an operation of discourse it interpellates colonial subjects by incorporating them in a system of representation" (Loomba, 1998: 95). To elaborate, Stowe and Eastman utilize several post-modern techniques, such as intertextuality, juxtaposition, and satire, among others, to represent and persuade the reader of their post-colonial ideologies, which concern the institution of serfdom.

i. *Intertextuality*

Stowe's anti-slavery text *Uncle Tom's Cabin* intertextualizes biblical allusions and religious vocabulary, intentionally employing both to influence and encourage readers to take action against slavery. For instance, Eliza uttered "Lord, help! Lord, save me" and "We must have faith" (Stowe, 1852:34), when she courted death by casting away caution to jump over the ice mountain escaping from the grip of the slave-catchers. Here, as Aunt Chloe said: "The good Lord have pity on us!" (Stowe, 1852:26). It is apparent that a strong bond with God relieves the anxiety and despair felt by the miserable slaves. Stowe used religious terminology in her novel *Uncle Tom's Cabin* to sympathetically influence readers to take action against the institution of slavery.

Eastman's novel, *Aunt Phyllis's Cabin* achieves what Julia Kristeva describes as intertextuality. *The Routledge Dictionary of Literary Terms* defines intertextuality as "the manner in which texts of all sorts (oral, visual, literary, virtual) contain references to other texts that have, in some way, contributed to their production and signification" (Childs and Fowler, 2006: 121). It is obvious that both novelists employ intertextuality in their texts in order to build a "pattern of interconnected fields within which its meaning is transmitted to the reader through already-known vocabularies of generic and discursive formation" (Childs and Fowler, 2006: 121). This post-modern form of intertextuality is embedded by Eastman and Stowe in the post-colonial texts *Aunt Phyllis's Cabin* and *Uncle Tom's Cabin*.

Eastman supports her pro-slavery argument by offering an alternative interpretation of the Bible. Her text mentions in the preface that Ham, the son of Noah, brought the wrath of God upon himself, and that because of his sin God cursed Ham and his descendants to forever be a race subservient to God's chosen people (Eastman, 1852: 13-15).According to Eastman's interpretation, slavery is "a curse on Ham and Canaan and their prosperity", and this curse has existed since then. Accordingly, the Southerners enslave Africans, the direct descendants of Ham. In addition, Eastman says there is no reference in the Bible condemning those who enslave "heathens" (Eastman, 1852:15-16), and God's Prophets including Abraham, Isaac and Jacob held slaves. When Jesus Christ, the Son of God came he did not free the slaves, though he encountered many, nor did his Apostles after he died (Eastman, 1852: 18-20). Eastman confirms the fact that Christ "was all powerful to accomplish the Divine intent"; thereby establishing God's will for "a world sunk in the lowest depth of iniquity" (Eastman, 1852: 18-23). In her post-colonial novel Eastman introduces different religious reasons to justify, defend and authorize the institution of slavery.

Moreover, Eastman frequently uses biblical allusion to convince Christian readers of the validity and divine approval for slavery. Cuddon defines allusions as:

> Usually an implicit reference, perhaps to another work of literature or art, to a person or an event. It is often a kind of appeal to a reader to share some experience with the writer Often using allusions a writer tends to assume an established literary tradition, a body of common knowledge with an audience sharing that tradition and an ability on the part of the audience to 'pick up' the reference. (1991: 47)

Eastman uses allusion to enrich her work and give it more depth and significance. Biblical allusions are intentionally employed to remind the readers of the judgment on Ham and Canaan, so readers understand that slavery was divinely sanctioned. For example, Arthur reflects the writer's ideology in Chapter VI: "I see rules to regulate the conduct of the master and slave in Scripture, but I see no where the injunction to release them; nor do I find laid down the sin of holding them" (Eastman, 1852:33). Spirituality thereby becomes a central feature in post-colonial studies.

ii. *Juxtaposition*

Patricia Waugh propounds that in post-colonial discourse, knowledge is no longer critical, but functional; it depends mainly on the "structure of feelings as it foregrounds aesthetic implications and concerns in the sense that the concept of universal

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reason develop context-specific strategies or local interventions which draw on the concept of language" (1992: 3). Among the aesthetic practices used by the two novelists are the tools of comparison and contrast, although they are employed in the texts for entirely different ends. Comparing and contrasting different characteristics, events or goals serves a more functional purpose, aside from the aesthetic one.

From the anti-slavery perspective, Stowe uses comparison and contrast to draw the reader's attention to the distinction between slavery and freedom. Stowe contrasts between Miss Ophelia the hypocritical southern lady, who treats slaves as poor inferior creatures and her later depiction of a true Christian female who decries the evil system of enslavement. Comparison is also made between the angelic "high-bred" child Eva, born "of ages of cultivation, command, and education, physical and moral eminence", and the heathen slave Topsy, whose personality is stained by ages of "oppression, submission, ignorance, toil, and vice" (Stowe, 1852: 168). Such a technique provokes readers to criticize themselves for allowing an unjust system and discrimination to prevail in society. Stowe's use of this technique supports and strengthens her post-colonial stance concerning servitude.

Eastman also utilizes comparison and contrast to intensify her pro-slavery post-colonial stance. For instance, she starkly contrasts between the destiny of Susan under the enslavement of her mistress, on the one hand, and that of the abolitionist, on the other. Susan enjoys a comfortable and well-paid life with her former mistress, plus "she had never been put to hard work" (Eastman, 1852: 24). When sheltered by the abolitionists, Susan is overloaded, low-paid and "felt very much as if it was out of the frying pan into the fire" (Eastman, 1852: 25). Eastman contrasts her slave characters - Suzan and Phyllis -with the characters in *Uncle Tom's Cabin*- Tom, for instance - in order to emphasis the benefits and the merits of slavery in Africa.

Eastman, offers a shining example of the noble slave, a deacon who was "uneasy" to accept five cents more than his regular wage as "he was afraid he was imposing on" his master (Eastman 34). Another instance of the noble traits of the slave comes through the character of Aunt Phyllis; she weeps to her merciful master Mr. Weston, after secretly hiding the runaway Jim in her room without permission. On the other side, Susan serves to embody the ungrateful slave, leaving her kind mistress and her sick baby who immediately meet sits death after her departure. Eastman contrasts the different characters, to highlight the fact that the slaves' lives under slavery are much better than they would be were they free. This technique is more functional than aesthetic; focusing on ideological thoughts and post-colonial messages.

iii. *Satire*

By citing Stowe's *Uncle Tom's Cabin*, Eastman satirically contrasts the discrepancies between the conditions of the slaves in the North and the South. Eastman uses satire to refute the former anti-slavery novel and make her case to readers. Satire is defined in *The Routledge Dictionary of Literary Terms* as a literary genre in which "the author attacks some object, using as his means wit or humour that is either fantastic or absurd" (Childs & Fowler,2006: 211).She deplores and satirizes Stowe's description of the slaves' cabins in her novel: "They were rude shells, destitute of any pieces of furniture, except a heap of straw, foul with dirt, spread confusedly over the floor" (Stowe, 1852: 53). If the North is rife with poverty, suffering and squalor, Eastman confirms, by contrast, that the South contains "healthy and airy" cabins which secure "the comfort and the happiness of the slave" (Eastman, 1852: 52). She delineates the south as "a land of pure delight" (Eastman, 1852: 55). Unlike the Northern slaves, the slaves in the south do not need to "strive after wealth, yet he is always provided with comfort" (Eastman, 1852: 55). Eventually, Eastman advises the Northern Christians to avoid supporting emancipation, as it only that deprives slaves of an ecstatic and comfortable life. Satire is a post-modern technique used by Eastman to exaggerate her post-colonial viewpoint regarding slavery.

Another technique used by postmodern novelists, especially in the nineteenth-century, involved inserting the author into the text. This is a meta-fiction technique also known as 'breaking the fourth wall' (Phillips, 2015). Magher also notes that "postmodernism is more playful and self-reflective. Many works of postmodernism are mimetic, meaning that they call attention to the fact that they are works of fiction. They may break the "fourth wall" by addressing the reader directly or by talking about the process of writing fiction" (2015).As well as drawing attention to their own presence throughout the novels the two writers mainly use this technique to explicate their post-colonial thoughts and critical ideologies, and to encourage the reader to engage with the events and the characters. John Thieme comments that "post-colonial commentary that homogenizes colonial discourse runs the risk of being viewed as a practice suited to fulfilling the needs of the Western academy" (2003: 54). In this sense, Eastman employs the technique to convince readers of the utility and benefits of slavery in Africa.

Eastman satirizes Stowe *Uncle Tom's Cabin* by breaking down metaphorical walls with the readers. She attempts to convince readers that slaves are happy in the south, to refute the abolitionist movement. She also directly addresses readers, interacting with them as if they are real characters in a play, for example:

> My readers must go with me to a military station at the North, and date back two years from the time of

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> my story. The reason must change, and instead of summer sunsets and roses, we will bring before them three feet of snow, and winter's bleakest winds. (Eastman, 1852: 20)

By breaking the fourth wall, she draws their attention in an ironical and direct way to the false promises of the abolitionists who seduce slaves, telling them to runaway and leave their masters. Eastman gets close to her readers and addresses them in a straightforward way to persuade them of her pro-slavery manifesto.

Another instance of Eastman's playful language game and self-reflective technique is reader involvement. This technique essentially interrelates with the creation of meaning. As Cuddon explains, "a text may have totally different meanings for different readers at different times. Thus, what readers bring to a text (knowledge, assumptions, cultural background, experience, insight, etc.) affects their interpretations. A reader is in a position to create the meaning of a text" (1991: 397). This technique is employed when Eastman, as author within the text requests reader involvement in posing questions to abolitionists:

> But, what will the Abolitionist say to this scene? Where were the Whip and the Cord, and other instruments of torture? Such consideration, he contends, was never shown I the southern country (Eastman, 1852: 20).

Eastman indicates a discrepancy between slavery in the South and the North. Emphasizing the joy of the Southern slaves, Eastman satirizes the fake attitudes of the Northern abolitionists and refutes their role in the American society as reformers calling for a different type of democracy. She encourages readers to stand for slavery as a promising outcome in the South. Different post-colonial messages are also referenced, to be conveyed to the readers by Eastman, with the aim of highlighting the importance of the institution of slavery and attacking any attempts to eradicate it. Both Stowe and Eastman draw on multiple post-modern techniques to strengthen their post-colonial claims about slavery, and to encourage their readers to take effective action.

III.

Postcolonial criticism brings about useful and significant findings. It enables us to listen to and participate in cross-cultural and multi-voiced dialogue. It also challenges the preconceptions of the reader about slavery, and the American ideologies of Africa in the nineteenth century. The American writers Harriet Beecher Stowe and Mary Henderson Eastman successfully introduce their readers to history, reality and culture from totally opposing perspectives. From a post-colonial perspective, it is understood that each novelist tends not only to share differing opinions about the institution of slavery in nineteenth century in Africa, but also reconfigures cultural forms and ways of life in Africa on the periphery. Colonial discourse is seen to bring minority practices and the ethnic diversities to the fore in both texts, although each takes a different standpoint. Throughout this analysis, and the two depictions of the roles of the colonizer and the colonized, the principles on which the contemporary world is based emerged.

In this context, we should understand that post-colonial criticism as a project is intended correct the imbalances of the world. To exemplify, Harriet Beecher Stowe's *Uncle Tom's Cabin* has proved to be a pivotal post-colonial work of fiction attacking the violation and mistreatment of black African slaves by white masters. *Uncle Tom's Cabin* is an example of a writing-back-to-the-empire-narrative, giving voice to the colonized Other, who is characterized by silence, weakness and backwardness. On the other hand, Mary Henderson Eastman's *Aunt Phyllis's Cabin* is a pro-slavery post-colonial novel that not only justifies slavery, but also calls to inhibit attempts by the abolitionists or the slaves themselves to give African slaves their freedom.

This research also highlighted the different religious narratives and cultural methods employed by the two novelists to convey their viewpoints to their readers. Post-colonial critics explain that religion was considered an effective tool by nineteenth-century novelists, and this is apparent in both texts. Both, in an attempt to move nineteenth-century readers who were characterized by their religious beliefs and spiritual motifs, use religious tone, biblical allusion, sacred justification, and divine terminology.

Racism is also viewed differently by the two novelists. Stowe attacks the racial assumptions underlying authority of white American masters over black African slaves. She offers numerous examples and depicts many scenes of severe torture, intense suffering and indecent humiliation. Eastman, by contrast presents a discourse in which Western superiority and power, on the one hand, and African inferiority and backwardness on the other, are indisputable.

Furthermore, both Stowe and Eastman use the female character as a powerful tool to portray the need for equality, an end to discrimination and a need for balance in nineteenth century patriarchal society. Despite discrepancies in their treatments of the topic of slavery, both writers strengthen the structure of resistance against slavery and pave the way to freedom, by introducing key female characters in post-colonial texts. By offering different examples of helpless and strong women, the position of the woman is presented as a symbol of social enslavement and female subjectivity.

The many literary techniques used by the two novelists to render their post-colonial texts more effective in bringing about real change in respect of the institution of slavery, offer a wealth of aesthetic

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understanding, including, intertextuality, biblical allusion, juxtaposition, satire, breaking the fourth wall, meta-fiction, and reader involvement Language occupies a subversive role in the canon of post-colonial literature, supporting revolutionary narratives in all tenors.

Receiving success and attention from many politicians, thinkers, theologians and critics, the two novels succeeded in challenging the social convictions that were entrenched in the American society of their day. Sellman (1993; 1999) comments on the forthright attitude of Stowe in *Uncle Tom's Cabin*, stating: "the novel's characters were, to a considerable extent, unflattering stereotypes that relied upon demeaning racial caricatures of the 19th century minstrelsy. It played a crucial part in turning Northerners against slavery and against the south" (1993; 1999: 5). On the other hand, Meir (2010), propounded Eastman's narrative in her "dazzling novel" *Aunt's Phyllis Cabin*, stating, "she sees the Sioux as human beings, both in their strengths and in their weaknesses, and she recognizes the value of their history, legends, and religious beliefs" (2010: para. 2).

Thus, the post-colonial approach succeeds in bringing forward new findings in terms of two nineteenth-century novels. Not only does Stowe and Eastman's literary style prove to be quite distinctive, its ideological presuppositions and the religious, social, and cultural references within it are noteworthy in terms of enhancing the post-colonial standpoint of the novelists.

The conclusion reveals that language and literature are both implicated in the construction of the binary of the American self and the non-American Other, which comprise the creation of the colonial authority. Both writers interpellate colonial subjects by incorporating them in a system of representation. Whether the American novelist takes a stance for or against slavery, the study of colonial discourse leads us to a fuller understanding of colonial institutions and American ideology. Further research is recommended employing a post-colonial approach in order to deliver different findings and interpretations of writers' perspectives on slavery in the nineteenth century.

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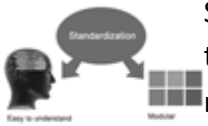


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Metric SI units are supposed to generally be used excluding where they conflict with current practice or are confusing. For illustration, 1.4 l rather than 1.4 × 10-3 m3, or 4 mm somewhat than 4 × 10-3 m. Chemical formula and solutions must identify the form used, e.g. anhydrous or hydrated, and the concentration must be in clearly defined units. Common species names should be followed by underlines at the first mention. For following use the generic name should be constricted to a single letter, if it is clear.

Structure

All manuscripts submitted to Global Journals Inc. (US), ought to include:

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Abstract, used in Original Papers and Reviews:

Optimizing Abstract for Search Engines

Many researchers searching for information online will use search engines such as Google, Yahoo or similar. By optimizing your paper for search engines, you will amplify the chance of someone finding it. This in turn will make it more likely to be viewed and/or cited in a further work. Global Journals Inc. (US) have compiled these guidelines to facilitate you to maximize the web-friendliness of the most public part of your paper.

Key Words

A major linchpin in research work for the writing research paper is the keyword search, which one will employ to find both library and Internet resources.

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

Search engines for most searches, use Boolean searching, which is somewhat different from Internet searches. The Boolean search uses "operators," words (and, or, not, and near) that enable you to expand or narrow your affords. Tips for research paper while preparing research paper are very helpful guideline of research paper.

Choice of key words is first tool of tips to write research paper. Research paper writing is an art.A few tips for deciding as strategically as possible about keyword search:

- One should start brainstorming lists of possible keywords before even begin searching. Think about the most important concepts related to research work. Ask, "What words would a source have to include to be truly valuable in research paper?" Then consider synonyms for the important words.
- It may take the discovery of only one relevant paper to let steer in the right keyword direction because in most databases, the keywords under which a research paper is abstracted are listed with the paper.
- One should avoid outdated words.

Keywords are the key that opens a door to research work sources. Keyword searching is an art in which researcher's skills are bound to improve with experience and time.

Numerical Methods: Numerical methods used should be clear and, where appropriate, supported by references.

Acknowledgements: Please make these as concise as possible.

References

References follow the Harvard scheme of referencing. References in the text should cite the authors' names followed by the time of their publication, unless there are three or more authors when simply the first author's name is quoted followed by et al. unpublished work has to only be cited where necessary, and only in the text. Copies of references in press in other journals have to be supplied with submitted typescripts. It is necessary that all citations and references be carefully checked before submission, as mistakes or omissions will cause delays.

References to information on the World Wide Web can be given, but only if the information is available without charge to readers on an official site. Wikipedia and Similar websites are not allowed where anyone can change the information. Authors will be asked to make available electronic copies of the cited information for inclusion on the Global Journals Inc. (US) homepage at the judgment of the Editorial Board.

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The Editorial Board and Global Journals Inc. (US) recommend the use of a tool such as Reference Manager for reference management and formatting.

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Tables: Tables should be few in number, cautiously designed, uncrowned, and include only essential data. Each must have an Arabic number, e.g. Table 4, a self-explanatory caption and be on a separate sheet. Vertical lines should not be used.

Figures: Figures are supposed to be submitted as separate files. Always take in a citation in the text for each figure using Arabic numbers, e.g. Fig. 4. Artwork must be submitted online in electronic form by e-mailing them.

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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.

29. Think technically: Always think technically. If anything happens, then search its reasons, its benefits, and demerits.

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.

31. Adding unnecessary information: Do not add unnecessary information, like, I have used MS Excel to draw graph. Do not add irrelevant and inappropriate material. These all will create superfluous. Foreign terminology and phrases are not apropos. One should NEVER take a broad view. Analogy in script is like feathers on a snake. Not at all use a large word when a very small one would be sufficient. Use words properly, regardless of how others use them. Remove quotations. Puns are for kids, not grunt readers. Amplification is a billion times of inferior quality than sarcasm.

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33. Report concluded results: Use concluded results. From raw data, filter the results and then conclude your studies based on measurements and observations taken. Significant figures and appropriate number of decimal places should be used. Parenthetical remarks are prohibitive. Proofread carefully at final stage. In the end give outline to your arguments. Spot out perspectives of further study of this subject. Justify your conclusion by at the bottom of them with sufficient justifications and examples.

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

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Key points to remember:

- Submit all work in its final form.
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Final Points:

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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· Use paragraphs to split each significant point (excluding for the abstract)

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- Fundamental goal
- To the point depiction of the research
- Consequences, including definite statistics - if the consequences are quantitative in nature, account quantitative data; results of any numerical analysis should be reported
- Significant conclusions or questions that track from the research(es)

Approach:

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- A conceptual should situate on its own, and not submit to any other part of the paper such as a form or table
- Center on shortening results - bound background information to a verdict or two, if completely necessary
- What you account in an conceptual must be regular with what you reported in the manuscript
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The **Introduction** should "introduce" the manuscript. The reviewer should be presented with sufficient background information to be capable to comprehend and calculate the purpose of your study without having to submit to other works. The basis for the study should be offered. Give most important references but shun difficult to make a comprehensive appraisal of the topic. In the introduction, describe the problem visibly. If the problem is not acknowledged in a logical, reasonable way, the reviewer will have no attention in your result. Speak in common terms about techniques used to explain the problem, if needed, but do not present any particulars about the protocols here. Following approach can create a valuable beginning:

- Explain the value (significance) of the study
- Shield the model - why did you employ this particular system or method? What is its compensation? You strength remark on its appropriateness from a abstract point of vision as well as point out sensible reasons for using it.
- Present a justification. Status your particular theory (es) or aim(s), and describe the logic that led you to choose them.
- Very for a short time explain the tentative propose and how it skilled the declared objectives.

Approach:

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- If use of a definite type of tools.
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- Leave out information that is immaterial to a third party.

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Content

- Sum up your conclusion in text and demonstrate them, if suitable, with figures and tables.
- In manuscript, explain each of your consequences, point the reader to remarks that are most appropriate.
- Present a background, such as by describing the question that was addressed by creation an exacting study.
- Explain results of control experiments and comprise remarks that are not accessible in a prescribed figure or table, if appropriate.
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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.
- Manuscript should complement any figures or tables, not duplicate the identical information.
- Never confuse figures with tables - there is a difference.

Approach

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- Give details all of your remarks as much as possible, focus on mechanisms.
- Make a decision if the tentative design sufficiently addressed the theory, and whether or not it was correctly restricted.
- Try to present substitute explanations if sensible alternatives be present.
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- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

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

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