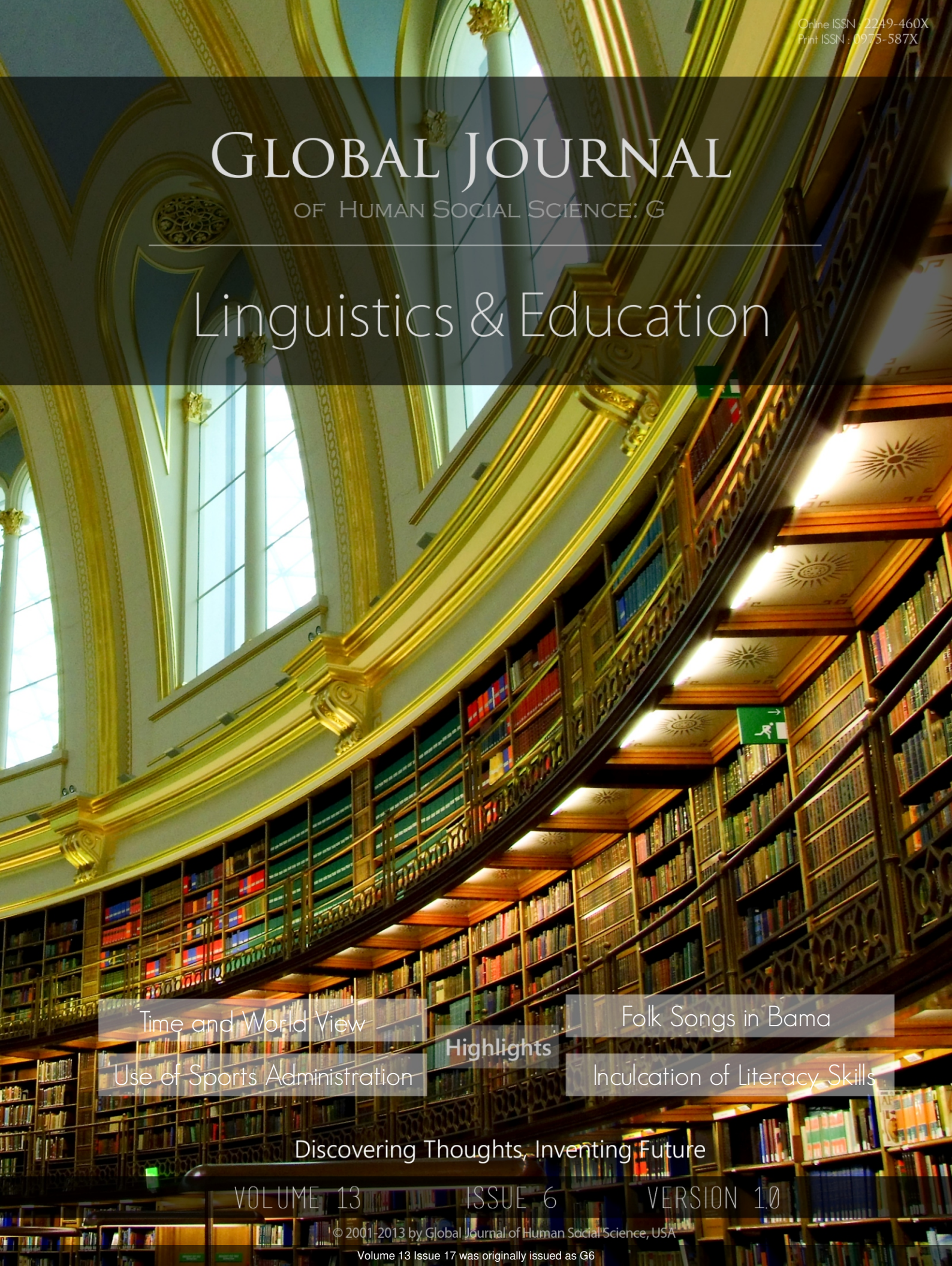
Online ISSN : 2249-460X
Print ISSN : 0975-587X

Global Journal

of Human Social Science: G

Linguistics & Education



Time and World View

Use of Sports Administration

Highlights

Folk Songs in Bama

Inculcation of Literacy Skills

Discovering Thoughts, Inventing Future

VOLUME 13 ISSUE 6 VERSION 1.0

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Volume 13 Issue 17 was originally issued as G6

Global Journal of Human Social Sciences : G
Linguistics & Education

Volume 13 Issue 17
Originally issued as G6

Global Journal of Human Social Sciences : G
Linguistics & Education

Volume 13 Issue 6 (Ver. 1.0)

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Global Journal of human social science
Linguistics & Education
Volume 13 Issue 6 Version 1.0 Year 2013
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

The Application of Arbitrariness in Semiotics to PBL Teaching

By Yingxue, Zheng
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Abstract - The greatest fruit left by Saussure and Peirce is the arbitrariness of language signs through the comparison between their theories. Through this comparison, we found how the arbitrariness can settle out the problems in language teaching and instruct the linguistic research. Especially we can get the method how to apply the arbitrariness in PBL teaching.

Keywords : *sign; signifier; signified; semiotics; iconic.*

GJHSS-G Classification : *FOR Code : 930203p*



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The Application of Arbitrariness in Semiotics to PBL Teaching

Yingxue, Zheng

Abstract - **The greatest fruit left by Saussure and Peirce is the arbitrariness of language signs through the comparison between their theories. Through this comparison, we found how the arbitrariness can settle out the problems in language teaching and instruct the linguistic research. Especially we can get the method how to apply the arbitrariness in PBL teaching.**

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I. Introduction

Problem-Based Learning has been one of the popular pedagogical strategies those years. It can be defined as that in a problem-based learning (PBL) model, students engage complex, challenging problems and collaboratively work toward their resolution. PBL can be used effectively in all disciplines, we will begin with a problem and participants will work in teams to experience first and what this instructional approach entails.

Arbitrariness can explain some language understanding difficulties for learners e.g. the relationship among spelling, sounds and meaning. In this paper we will move to the main focus of this program writing effective problem.

F.D. Saussure and C. S. Peirce are two important founders of the theories of signs. They founded contemporary semiotic science. Saussure's research on linguistic theories indicates that language is the collection of signs. In other words, his research fruit is that language is of signs with arbitrariness. Peirce studied linguistics in terms of semiotics. Their theories have rather more differences than similarities. To sum up, they get the same conclusion from different studying approach. Arbitrariness can explain especially the relationships among sounds, spellings and meanings in language study, which can help designing the lead-in questions for the teacher.

II. The Backgrounds for the Two Different Views on Signs in Semiotics

Saussure believed that language is a system of signs. Saussure proposed the semiotic inquiries according to his definition during the first half of the twentieth century. defined the sign as physical entity or the image and concept, e.g. sounds, letters, gestures, idea etc.

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In Course in General Linguistics Saussure Physical entity is called as the signifier, image or concept and the signified by Saussure. So it seems for him that sign is everything. The relation between the two was called signification by Saussure. Saussure considered the connection between the signifier and the signified is arbitrary. They are the signs that human beings and societies have established at will even including onomatopoeic words. So it can help the students to analyze the errors in language application. E.g. many foreign language learners forget the arbitrariness between sounds and spellings, forgetting the IPA different from the spelling of a word.

Peirce created the typology of signs. He maintains that much more attention to apply to typology of signs should be paid. He defined the signs as iconic referent or objects based on the Saussurian observation.

Why do they have the different definitions on signs? It is because of their different life experiences that led to their different thinking. Saussure was born in Geneva in 1857. He attended science classes for a year at the University of Geneva. In 1876, he turned to language studies at the University of Leipzig. As a student he published his important work on the vowel system of Proto-Indo-European. Saussure taught at the university in Paris from 1881 to 1891. He became a professor of Sanskrit and Comparative Grammar at the University of Geneva. Comparative grammar, so to speak, brought him new methodology to study Semiotics. His value of signs and syntagmatic or paradigmatic methods on signs developed Semiotics. After his death, his students sorted out his theories into the seminal work Course in General Linguistics. The book reveals Saussure's unprecedented approach to language that became the basis for establishing both semiotics and linguistics as autonomous scientific disciplines. So he is named as a founding father of the discipline. His study on language leads to the production of Semiotics. Sounds, spellings, meanings, structures and rules are signs.

Charles Sanders Peirce was born in Cambridge, Massachusetts, in 1839. He was educated at Harvard University, and lectured on logic and philosophy at John Hopkins and Harvard University. He conducted experiments and determined the density and shape of the earth. So he expanded the system of logic created by George Bolo, a British mathematician. Peirce is best

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known for his philosophical system---his later pragmatism. So his research on signs was done from the perspectives of philosophy and pragmatism. His study on language is from the beginning of semiotics. Part of signs is arbitrary.

III. The Differences Between the Two Theories in Semiotics

Their different definitions on signs decide their different theoretical orientations on signs. Saussure's semiotic theory is simpler, clearer and more clarified. He believed that language is a system of signs which are absolute. The sign is the union of a form called the signifier and the idea called signified namely object. Peirce believed that the signs' arbitrariness is relative. The sign is the central fact of language, Saussure says that the nature of the sign or the relationship between the signifier and signified is arbitrary. Saussure termed the signifier as something physical----sounds, letters, gestures, etc and signified the image or concept to which the signifier refers. He called the relationship between the two terms signification.

It is regretted that Saussure gave up some theoretical research on signs. Peirce's classification of signs is the greatest contribution for semiotics. He believed that arbitrariness of signs should be analyzed from the different degrees. Peirce called the signifier a representation itself. Peirce termed the referent the object, suggesting that it entailed a tiredness form of knowing. He termed the meaning that one gets from a sign the interpret ant, suggesting that entailed a tiredness form of knowing, whereby the sign-user evaluates or responds to what the sign means socially, contextually, personally act. Type of represent amen Relation of the Signs to its referent Type of interpret ant the sign evokes.

Firstness	qualisign	iconic	rheme
Secondness	sinsign	indexical	dicisign
Thirdness	legisign	symbolic	argument

Comparison with Saussure, Peirce's classification of signs is more complicated. His way is so fundamental to .Semiotic method.

Saussure says the sound image is the signifier and the concept the signified. A sign is the combination of signifier and a signified. The sign has two characteristics of the arbitrariness and the linear. As a structuralism, Saussure focuses on a synchronic analysis of language as a system or structure. So his theories on signs are one-sided. A structuralism looks at the units of a system and the rules of logic that are applied to the system without regard to any specific content. The combination of signs is governed by the rule.

Saussure sought to explain how all elements of a language are taken as components of a larger system of language in use. This led to a formal discipline which he called sociology. But he didn't answer the question if the basic unit of phoneme is regarded as the signs in semiotics. Peirce's interest in logical reasoning led him to investigate different categories of signs and the manner by which we extract meaning from them.

IV. Arbitraryness Applied in English Teaching

There are Teaching English methods through videos, student- centred, and encouraging student. They have different advantages. For example: Teaching English through videos may make students boost their language skills, listening and speaking. Using videos in the classroom can facilitate the process of learning a foreign language. Student central may make students give the rein to their imagination. Students bring to any activity a spirit of wonder, great curiously and a to explore, experiment, and manipulate in a playful and original fashion. Encourage students may make students find self-confident to study English, it is extremely important that as a teacher in a class, you can help to rekindle that spark, and so on. The Modern English Teaching Methods are worthy of emulation, because they are fit for learning English in Modern world. PBL is related to student-cantered teaching. Arbitrariness is the teaching philosophy to interpret the logic problem in English classes. For English learners the usual problems are language logic .They often ask why? Overlooking the arbitrariness recognition, they often lack self-consciousness for their language errors.

Designing the problems is the final destination in application of PBL. The problem should arouse the students' interest and interact with the students. Every procedure including teaching objects, teaching contents, teaching methods, teaching targets, teaching environments and teaching evaluations should design the relative questions with innovative and forward-looking. The settlement of the problems can enhance the students' skills and abilities, improving the teaching effects and leading the students to have a correct recognition.

V. Conclusion

To sum up, Saussure and Peirce worked to better understand the triadic relationship between physical signs, the objects to which they refer and the human interpreter. Saussure, a Swiss-French linguist, represents the European tradition and Charles Sanders Peirce represents the American pragmatic philosophy in modern Semiotic theory. Arbitrariness of language signs is their common theoretical fruit in semiotics. This idea mainly explains the relation among sounds, forms and meanings, which penetrates into the application of PBL in English teaching.

VI. Acknowledgements

Grateful acknowledgement is made to my supervisor Mr. Yin Tiechao who gave me considerable

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help by means of suggestion, comments and criticism. What's more, I would like to express my gratitude to our college vice-president Mr. Qin Jiajun and our chairman of the board Mr. Wen Zhiming who will give finance support for this thesis. In addition, I deeply appreciate the successful contribution to this thesis in this journal.

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2. Zhang Shaojie. The Study of Language Arbitrariness. Shanghai : Shanghai Foreign Language Education Press. 2004.

Notes :

i. Ferdinand de Saussure, one of the founders of structural linguistics, described as "father of modern linguistics" in the history of linguistics, born in Switzerland in 1857, he has many contributions in the fields of linguistics, general social sciences, semiotics and structuralism, the language is a system of arbitrary signs.

ii. CS.Peirce is a famous American palmist, philosopher, scientist and logiest.

iii. *Course in General Linguistics* written by de Saussure, Ferdinand in 1974, generally is regarded as textbook.

iv. Triadic relationship refers to the triangle relation in semiotics such as sign, thought and culture.

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Global Journal of human social science
Linguistics & Education
Volume 13 Issue 6 Version 1.0 Year 2013
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

The Use of Select Writing across the Curriculum Strategies and Their Impact on Science Students' Attitude to Writing: A Comparison of Outcomes for Two Undergraduate Biology Courses

By Ingrid Mclaren & Dale Webber
The University of the West Indies, Jamaica

Abstract - This study describes the differences in students' attitudes to writing before and after the use of writing to learn [WTL] and learning to write [LTW] strategies in the delivery of their respective courses. Results reveal that students who had been exposed to LTW strategies display a significantly less favourable attitude to writing than those who had engaged in WTL activities. Further, both LTW and WTL groups are significantly less favourably disposed to writing after engaging in their respective strategies. The impact which the lack of congruence between writing activities, course assessment and outcomes may possibly have on these results is discussed. Recommendations are made as to how to improve student attitude to writing through greater alignment with assessment and objectives. Future directions for research are discussed.

Keywords : *writing to learn, attitude, science teaching, learning outcomes, writing across the curriculum.*

GJHSS-G Classification : *FOR Code : 751001*



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The Use of Select Writing across the Curriculum Strategies and Their Impact on Science Students' Attitude to Writing: A Comparison of Outcomes for Two Undergraduate Biology Courses

Selected WAC Strategies and Writing Attitudes

Ingrid Mclaren [α] & Dale Webber [σ]

Abstract - This study describes the differences in students' attitudes to writing before and after the use of writing to learn [WTL] and learning to write [LTW] strategies in the delivery of their respective courses. Results reveal that students who had been exposed to LTW strategies display a significantly less favourable attitude to writing than those who had engaged in WTL activities. Further, both LTW and WTL groups are significantly less favourably disposed to writing after engaging in their respective strategies. The impact which the lack of congruence between writing activities, course assessment and outcomes may possibly have on these results is discussed. Recommendations are made as to how to improve student attitude to writing through greater alignment with assessment and objectives. Future directions for research are discussed.

Keywords : writing to learn, attitude, science teaching, learning outcomes, writing across the curriculum.

I. Introduction

Writing is undoubtedly a critical component of learning and assessment in all disciplines in higher education. In fact Bean (2001) has contended that good writing enhances students' learning and develops both their critical thinking and active problem-solving abilities, and others, (Forsyth, 2004; Stowers & Barker, 2003), have attested to good communication skills being a critical component to success in one's personal and professional life. However, there continues to be a growing concern amongst academics, (Lillis & Turner, 2001; Ganobcsik-Williams, 2006; Byrne, 2007), and science educators (Jerde & Taper, 2004; Moore, 1994; Samsa & Oddone, 1994) in particular, about the writing competencies of students. The latter group contends that generally, undergraduate students have not learnt to write effectively in scientific formats and that the majority of scientific writing problems observed are related to the Documents' organization, tone, clarity and concision For this reason they have promoted a closer integration of writing with education in all disciplines, not only to improve writing skills but also to facilitate better understanding of subject matter (Banger-Drowns, Hurley & Wilkinson, 2004).

This challenge has been met to a large extent by the Writing across the Curriculum (WAC) initiative which enables students' exposure to a variety of writing styles in multiple content fields (Cornell & Closter, 1990) while giving them the tools to synthesize, analyse, and apply course content in meaningful ways (Wiley, Gleason, & Withered Phelps, 1996).

WAC according to Hirsch and Collins (1988), there are three essential dimensions which constitute the development of academic writing skills. The first This approach comprises two main elements ---- 'writing to learn' and 'learning to write'-- and although the distinction between them is often blurred, English et al. (1999) in attempting to provide clearer lines of demarcation, have suggested that the former is located within the domain of 'subject knowledge'/'knowledge domain' and the latter within the context of 'skills of literacy'. Further to this, the articulation between the two approaches has been described by Hirsch & Collins (1988) on the one hand, as enhancing learning of content [WTL] and on the other----how to write about content [LTW].

This two-pronged approach to writing ('writing to learn' [WTL] and 'learning to write' [LTW]) is viewed as particularly beneficial and relevant in the teaching of science courses. In the first instance, WAC strategies are considered to be instrumental in facilitating students' thinking and domain-centred learning in the sciences (Tynjala *et al.*, 2001). In further support, Bocolo & Mason (2001) have determined that writing activities, particularly in the sciences, can be a useful aid in conceptual comprehension and retention as well as in promoting reflection on such information especially if

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there is a forum for feedback/discussion. As a result, students are stimulated to view writing as enhancing the learning process through more appropriate assimilation of information and communicating it more effectively. Writing in the sciences is, therefore, elevated above the basic role of merely the recording of information to an appreciation of its role in the construction and transfer of knowledge in the mind of the learner.

In the second instance, learning to write strategies enable students to move beyond the confines of a "myopic focus on technical terms toward the broader aim of science, which is that of being able to communicate scientific knowledge to a diverse community" (Boyd et al., 2008 p,219). In fact Hand, Prain & Yore (2001) have determined that writing activities improved students' ability to communicate more effectively, because they consistently scored better on subsequent tests and displayed superior performance on higher- order questions compared to their counterparts in the control group whose writing tasks were not directed.

Still, although many investigations have attributed WAC strategies to improved student learning and performance, fewer studies have focused on the impact that these strategies might have on student attitude to writing. This has been noted by Prain and Hand (1999) who contend that student perceptions, other than in terms of assessing the effectiveness of different tasks for promoting learning, have been largely overlooked in the research on student writing for learning. Additionally, Rivard (1994) has contended that research into students' perception of their own learning from writing has largely been ignored in favour of testing the learning outcomes of different writing tasks and instructions against one.

At the same time, researchers who have investigated the relationship between the use of writing strategies and student perception of writing have reported generally positive outcomes. For instance Harvard researchers have asserted that the relationship between the amount of writing for a course and students' level of engagement-whether engagement is measured by time spent on the course, or the intellectual challenge it presents, or students' self-reported level of interest in it-is stronger than any relationship found between student engagement and any other course characteristic (Light, 1991).

In the same vein, Dobie and Poirrier (1996) found that intense incorporation of writing-to-learn strategies in a required introductory nursing course helped students who began with negative attitudes about writing to become more positive. They also found that using writing strategies strengthened student-teacher communication, and helped to lower attrition rates.

Furthermore, Reaves et al. (1993) reported that although there was no overall difference in the attitudes toward writing for students who had been taught by 'writing to learn' activities, a significant increase in students' confidence in writing was noted at the end of intervention. Partial support is found in Anderson's (2008) results where a significant improvement in students' perception of their writing ability and problem solving skills after a 'writing to learn' intervention was reported.

However, although providing some support for the role of writing and in changing attitude to /perception of writing, none of these studies sought to compare the impact which writing to learn as opposed to learning to write activities might have on student perception of writing.

Against this background, the present study sought to answer the following:

1. Do students who are exposed to writing to learn and learning to write activities become more positively disposed toward writing?
2. Which if any of these strategies has a greater impact on student attitude to writing?

This study was situated within the context of a WAC Programme implemented within the Faculty of Pure and Applied Sciences in November 2006 by the English Language Section of the Faculty of Humanities and Education. Our attempts to incorporate writing to learn/learning to write strategies to enhance writing skills and learning in the sciences constituted the major part of this project.

The project was implemented because of concerns on the part of both Science and English Language teachers that students, who had completed English Language Foundation courses in their first year, were not applying the writing principles learned in these foundation courses to their discipline. This resulted in writing which, in most cases, failed to adequately demonstrate knowledge of concepts being taught and to effectively communicate scientific information.

The aims of this project were therefore to enhance science students' communication skills and their attitude to writing and also to better enable the science teaching staff to assume responsibility for students' writing by ensuring that students learnt and practiced the discourse conventions appropriate for their discipline.

The WAC programme was initially introduced through a series of workshops with members of the Faculty of Pure and Applied Sciences. The sessions were "aimed at sensitizing Faculty to WAC pedagogy, approaches and activities for improving students' critical thinking and communication skills", particularly among those in Level 2 & 3 courses.

Subsequent to this, the Lecturer for a Level 2 Ecology course and a Level 3 course in Coastal Management, with the assistance of the WAC Coordinator decided to incorporate WAC strategies into

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these courses. The decision as to what type of strategies would be used was based on the perceived deficiencies and needs of students and the objectives of the courses.

The actual choice of activities was further informed by guidelines provided by Hesse (2007, p. 3) who sought to clarify the difference in focus and purpose between 'writing to learn'(WTL) and 'learning to write' (LTW) activities. He proposed, for instance, that whereas WTL emphasizes course content through having students actively engage information and ideas, LTW emphasizes student development of writing skills and strategies. Further, while "Getting better" as a writer is an indirect benefit of WTL, "Getting better" as a writer is a direct and primary goal of LTW. Related to this is the fact that for WTL, [instructor]response tends to focus on quality and accuracy of student thought and engagement as opposed to LTW where response tends to focus on both quality and accuracy of student thought and engagement and on matters of presentation (rhetorical effectiveness, adherence to conventions, etc.)

It was thus anticipated that deeper immersion in LTW writing activities would result in students having a significantly more positive attitude to writing than their WTL counterparts whose engagement with writing would be less intense.

II. Method

a) Classroom

There were 40 students enrolled in the Ecology course and 20 enrolled in the Coastal Management course.The Ecology course is delivered via 24 hours of lectures, 6 hours of tutorials, 36 hours of field and laboratory work including a weekend field trip. Performance in this course is determined by course work which includes a 2 hour practical test (20%), a multiple choice test (10%) and laboratory and field reports (10%) and a Final Examination- a 2 hour theory paper (60%). This theory paper required the writing of three essays which would measure the acquisition of knowledge as well as the ability to apply this knowledge to a variety of contexts, and as indicated by the weighting, constituted the primary measure of student performance in the course.

It is important to note that the weighting for writing competence, referred to as 'Quality of Writing', for the final examination as well as for the course work (where applicable) was 10 as opposed to 90 for content. No changes were made to the proportion of marks allocated to writing for the proposed intervention.

'Learning to write' strategies were thought to be more suitable for the Ecology course as students were frequently found to be deficient in communicating information via laboratory reports on the design and execution of basic sampling techniques relating to the population or community of organisms. They were also found to have difficulty in clearly describing concepts of community productivity, succession, nutrient cycling and energy transformation.

Since writing skills were a major concern, the Lecturer decided that students should focus on writing and rewriting drafts of essays and laboratory reports with guidance and feedback on each draft provided by the lecturer, his support team, and in some instances the students themselves.

From the outset, the lecturer gave students information about the writing strategies that he would be integrating into the course. There was initial resistance to additional writing activities, but this abated somewhat when the lecturer highlighted the potential benefits of these activities which included the possibility of higher grades.

All students were required throughout the course to produce drafts of laboratory reports on experiments carried out and to revise these reports based on feedback given by the lecturer, a teaching assistant and laboratory demonstrators who were provided with guidelines by the lecturer. No grades were assigned to these reports and the feedback given was to be viewed as constructive criticism.

In addition to this, students were randomly divided into two groups: Group A -the forest group- would sample, identify, and evaluate specified communities of organisms in forests and Group B–the marine group-- would participate in the same activity in coastal areas. Members of each group were required to write the methodology component of a lab report and exchange their reports with members of the other group (i.e. Group A to give reports to Group B group and vice versa). Each group would then attempt to replicate the experiment of the other group. Important to note is the fact that neither group of students was told that they would be replicating the experiment in addition to reading it. A Sample response to this exercise, before and after feedback is illustrated in Table 1.

Another type of strategy involved responding to essay exam questions toward the end of the semester. The procedure undertaken by the lecturer was as follows:

- Discussion of strategies for answering essay exam questions in tutorials
- Highlighting the need for preparing outlines in preparation for writing.
- Engagement in essay planning exercises during tutorials.

Incorporation of the draft/redraft strategy by (a) handing out essay questions (b) suggesting to students that they attempt some of these, submit them to him for feedback (c) using this feedback to attempt another draft which would also be assessed by him.

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The Coastal Management course, similar to the Ecology course, consists of 24 hours of lecture, 6 hours of tutorials, and 36 hours of field and laboratory exercises to illustrate the principles of coastal management. Performance in this course is also determined by course work which constitutes a 2-hour practical test (20%), laboratory and field reports (10%) and a research paper presented via an oral presentation (10%) and a final 3-hour theory paper (60%). As with the Ecology, course the ratio of weighting for Content and Quality of Writing remained at 90:10 respectively.

Although students pursuing this course were also viewed as needing to enhance their communications skills, the lecturer decided that they would benefit more from writing to learn activities. These activities would focus, through writing, on engagement with course content, and thus hone students' skills in applying and evaluating information related to resource management practices, legislation and enforcement of marine parks and conservation areas and the kinds of pollution affecting coastal resources. WTL activities were also viewed as being particularly beneficial to students in this course as these would better prepare them for the oral presentation required as part of the coursework. Some feedback would also be given, but his would be more general and would not require redrafting exercises. Students were apprised at the beginning of the course about the strategies to be incorporated into class activities, and the possibility of higher grades was again used here as an incentive for their involvement.
The WTL strategies applied to this course were:

- Admission and exit slips
- Summary Writing and Discussion
- Tutorial questions
- Practice Essay
- Lensing: Change roles

b) Admission and Exit Slips

Students were asked at the beginning of the course to state what their expectations of the course were and also what was their potential contribution. They were then asked at the end of the course what they had learnt, what was most beneficial and whether their expectations had been met.

Additionally, at the start of each new topic a slip with questions was administered and students given 10 minutes to write what they knew, understood and expected of the topic. At the end of the topic a similar slip was administered and the answers compared.
This was done throughout the semester.

c) Summary

At the end of some topics the class was divided in two and each half presented with a topic related question and given 10 minutes to summarise and then share the summary with the other half and vice versa. Finally, an essay topic was given for all students to plan individually for each of the two topics.

d) Tutorial Questions

At the beginning of the course, an essay topic was given as practice for all students to plan individually for at least two of the topics.

e) Practice Essay

Each student was asked to select an essay topic, write it, and re write it based on feedback.

f) Lensing: Changing Roles

The entire class was presented with an environmental assessment for a coastal construction development which had merit (especially social) as well as problems (usually environmental). Two teams were formed. One represented the government regulators (to give or not to give permission and under what conditions) and the other played the developer/owner. Arguments were written and presented by each in support of their case.

The roles were then reversed and the arguments just presented were returned to the respective sides and they were then required to write arguments representing the opposite view. They were not told that they would be changing roles.

III. Instrumentation

The development of questionnaires to gauge student attitude to writing took into account McLeod's (1991, p.98) assertion that rather than being considered as merely affective responses such as grief, anger and joy, attitudes should be viewed as "psychological states acquired over a period of time as a result of our experiences; these attitudes influence us to act in certain ways". Musgrove (1999, p.3) has interpreted this to mean that "an attitude is a learned state of readiness rather than the act or response itself. Synonyms would include tendency and predisposition".

As such the 10 item (pre-test) questionnaire (Table 2) which was administered to students prior to the inception of teaching, sought to determine students' perception of the importance and usefulness of writing (Q.1, 2, 5 and 8), their autonomy and motivation concerning writing (Q.3, 4, 6 and 7) and self-evaluation of their writing ability and confidence in their writing skills (Q.9 and 10). Likert scale scores ranged from strongly disagree (1) to strongly agree (5). At the end of the semester, prior to the final exam, a related questionnaire (post-test) which was almost identical to the pre-test (Table 1) was given to students. The Cronbach alpha coefficient for the pre and post questionnaire was .7085 and .7186, respectively. Data from the pre/post-test analysis provided evidence as to whether students' attitudes changed while using WTL/LTW strategies.

a) Analysis

Responses from the pre and post-test questionnaires for both groups, were analysed via - paired samples *t- test* procedures to determine the

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significance of difference in (i)) overall change in attitude for the LTW and WTL groups and (ii) changes in attitudes for LTW and WTL groups regarding writing at the beginning of the course and at the end. A comparison of the significance of difference in attitude change between groups was undertaken using a one sample *t- test* procedure.

Table 1 : Sample of Students Description of Method before and after Revision

Student First Attempt
1) Groups were divided into two and shown their datum point. 2) Each group then measured a 4 m^2 area on opposite sides of the transect line in which they would conduct sampling, creating on alternating pattern. 3) Each group then proceeded to sample their area recording the following: 1. Height of plant 2. Percentage coverage of plants 3. DBH of plants taller than 2 m 4. Distance from datum point 5. Height and number of epiphytes or orchids and trees on which they were located 6. No. of animals and species. **The following data was provided by demonstrators:** 1. Soil temperature (^{0}C) 2. Wind speed 3. Light lux 4. Dry Temperature (^{0}C) 5. Moisture temperature (^{0}C) 6. The reading for the above were taken every 5 m.
Student Attempt After Feedback A line transect, 100 m long was tagged at every meter and extended through the dry limestone present from road to sea. Group 7 was assigned to a 10.00 m length of the transect line. The 1 m^2 quadrat provided to sample each meter of the transect, was placed on alternating sides of the line. The plant species in the quadrat were identified. Wherever the species cannot be identified a small section was removed and labelled and returned to the lab to be identified with aid of the herbarium sheets. The number of individuals were counted and recorded. For each plant species, the distance from the starting point of transect, the diameter of each at breast height, the height and the percentage cover of each plant was determined. Height and number of epiphytes or orchids and trees on which they were located was noted. A shovel was used to dig amongst soil and leaf litter present in the quadrat area and animals found recorded. The Abiotic factors at selected points were recorded (relative humidity, light, soil moisture, soil temperature and wind speed).Notes on various plants and animals observed were made. All information observed were recorded.

Table 2 : Survey Instrument Used in class to evaluate student attitudes on writing

The following statements cover a range of attitudes to writing at university. Please indicate your response to each statement by CIRCLING the rating which best describes your attitude. 5 = Strongly Agree 4 = Agree 3 = Undecided 2 =Disagree 1 = Strongly Disagree
PART I 1. Writing enhances learning 2. Good writing skills will enhance my performance in my future career . 3. I usually plan my time so I can draft and revise papers prior to submission 4. I am willing to use feedback on I receive on my papers to improve my writing. 5. Writing in the Sciences is just as important as writing in important as writing in the Humanities. 6. My papers reflect the best writing I am capable of 7. I am willing to do additional work to improve my writing. 8. Writing skills should be taken into account when test, assignments and examinations are being graded
PART II Please evaluate your writing skills and level of confidence in your writing by encircling the descriptor that best describes each. 9. Which of the following best describes your level of confidence when writing for your courses? Very High High Medium Low Very Low 10. Which of the following best describes your writing skills Excellent Good Satisfactory Fair Poor

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IV. Results

LTW students had been required to identify, and evaluate specified communities in forests or coastal areas, and to exchange the methodology component of their lab reports with that of their peers who would then seek to replicate the experiment. Many students on reading the reports of the members of the other group, Claimed at first to understand the content. However when they were told that they should now carry out the experiment described in the report, they were forced to admit that the writer had omitted crucial details and information which would hinder the undertaking of the task. Thus, the original writers were forced to review their work, and based on comments, revise what they had written. This revision exercise on the part of students led to lab reports with more detailed descriptions, clearer communication of the sequencing of activities as well as more appropriate word choice. Students were thus better able to replicate experiment of the other group. Table 1 provides a sample of the original and revised drafts.

A similar procedure was undertaken for other lab reports where students were required to re write their first draft after feedback.

Only 20% of students complied in a consistent manner in the draft/redraft of essays which involved responding to practice essay exam questions.

The WTL group was quite positive regarding the course outcomes as evidenced by their responses on Exit Slips. However, no student addressed the use or effectiveness writing activities. Some students did however mention enhanced ability to deliver oral presentations. One student stated: "[The course] it has exceeded my expectations and I have come to regard it as the best course of my degree". According to students, positive aspects of the course included "critical thinking", "gaining skills in EIAs", "project management skills", "environmental awareness" "made me read more and more confident in oral ability".

The negative aspects as put forth by the students included: "not enough time to grasp concepts of lectures and labs", "group work difficult", "class work too intense".

Regarding the Summary Writing activity, the lecturer commented that although students provided constructive criticism on each group's draft, they were less able to clearly communicate their points in writing the related essay. In fact, he was amazed at how poorly students communicated concepts they understood and how difficult it was for them to transfer their understanding of these concepts from thought to paper.

In the case of Tutorial Essays and Practice Essays for which each student was required to select and write an essay which would be marked by the lecturer and then rewritten by the student, only 15% of the students wrote another draft after receiving feedback on the first one.

In the case of the "Lansing: Changing Roles" activity, after students' initial surprise that they would have to reverse roles, that is, write and present a case against the one they had previously defended, they were forced to critically evaluate the merit of each argument. In doing so, they enhanced their understanding of the role and perspective of government agencies and developers in real life scenarios.

Statistical analyses reveal that students in the Learning to Write [LTW] group and the Writing to Learn [WTL] group displayed a significantly less favorable attitude to writing after engaging in their respective activities. Table 3 illustrates a significant reduction (<0.01) in the pre test mean for the LTW group from 39.64 to a post test mean of 33.29. The same obtained for the WTL group whose pre test mean was 37.80 compared to a post test mean of 35.35 (<0.05). Further, the LTW group who had initially been significantly more favorably disposed toward writing compared to their WTL counterparts, displayed a significantly less positive attitude(<0.01) to writing after intervention (Table 4).

Table 3 : Attitude Change for Learning to Write (LTW) and Writing to Learn (WTL) Groups

	N	Pre test Mean	SD	Post test Mean	SD	Paired sample t test p
LTW	36	39.64	4.162	33.29	4.548	<0.01
WTL	20	37.80	4.188	35.35	3.843	<0.05

Table 4 : Comparison of Attitude Change between Learning to Write (LTW) and Writing to Learn (WTL) Groups

	N	Pre test Mean	SD	Post test Mean	SD	Paired sample t test p
LTW	36	39.64	4.162	33.29	4.548	<0.01
WTL	20	37.80	4.188	35.35	3.843	<0.05

A comparison of the pre and post-test responses for the LTW group (Table 5) reveal details of the downward trend in students' attitude during the semester. Based on the negative change in responses for nine of the ten items, six of which were significant, it is clear that students were less positive about the benefits of writing, less motivated and willing to undertake additional work to improve their writing, and became even less confident in their writing ability after intervention.

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Table 5 : Likert Test Question Response Values Showing Changes in Attitudes for LTW Group Regarding Writing at the Beginning of the Course (pre) and at the End (post). Questions are shown in Table 2

Question	N	Pre Test Mean	SD	Post test Mean	SD	Paired Samples t test p
1	35	4.57	0.56	3.69	0.99	<0.01
2	35	4.60	0.50	4.10	0.64	<0.05
3	35	3.67	0.96	3.97	0.82	0.19
4	35	4.63	0.54	4.46	0.13	0.30
5	35	4.40	0.77	4.40	0.98	0.13
6	35	3.77	1.03	2.51	0.88	<0.01
7	35	4.11	0.90	3.40	1.19	<0.05
8	35	3.03	1.31	3.69	0.83	<0.05
9	34	3.38	0.65	1.76	0.89	<0.01
10	34	3.68	0.80	1.71	0.93	<0.01

The only positive and significant change in attitude was noted regarding the matter of lecturers taking students' writing into account when grading tests and assignments (Q.8).

Members of the WTL group also displayed a general downward trend in attitude with six of the ten items revealing a negative change in response, and four of these being significant. However unlike the LTW group there were more exceptions as students demonstrated a significant and positive change regarding their willingness to plan and revise work before submission (Q.3) and were more willing , though not significantly so, to use feedback to improve their writing (Q. 4). Additionally, they displayed a slightly more positive attitude concerning the importance of writing (Q.5) and, similar to the LTW group, were significantly more favourable to lecturers taking writing skills into account when grading tests and assignments (Q.8). Table 6 illustrates these results.

Table 6 : Likert Test Question Response Values Showing Changes in Attitudes for WTL Group Regarding Writing at the Beginning of the Course (pre) and at the End (post). Questions are shown in Table 2

Question	N	Pre Test Mean	SD	Post test Mean	SD	Paired Samples t test p
1	20	4.45	0.60	4.05	0.60	<0.05
2	20	4.60	0.50	4.30	0.57	0.08
3	20	3.0	1.05	4.00	0.56	<0.01
4	20	4.40	0.75	4.50	0.51	0.73
5	20	4.00	1.12	4.20	0.70	0.40
6	20	3.45	1.05	2.80	0.99	<0.05
7	20	4.00	0.65	3.85	0.81	0.40
8	20	3.15	0.98	3.75	0.85	<0.05
9	20	3.32	0.47	2.11	0.81	<0.01
10	20	3.40	0.50	1.95	0.75	<0.01

V. Discussion

Contrary to expectations, and previous findings, students who had been more intensely engaged in writing, were less positively disposed toward writing than were their counterparts who engaged in writing geared primarily towards the learning of course content. Moreover, instead of an improved attitude to writing both groups, after intervention, displayed a significantly less positive attitude.

We suggest that this negative attitude change may well be attributable to factors outside the realm of the type of learning strategies employed and their effectiveness. In the case of the LTW group, students may have become discouraged when the flaws in their writing were highlighted and they became aware of exactly how onerous and demanding was the task of improving writing skills. More important, these students could have become even more discouraged by the fact In spite of the extra effort expended in writing and redrafting their work, there was no additional weighting given to writing in course evaluation (90: Content; 10: Quality of Writing) nor to the final exam, worth 60%, which required extensive essay writing. In other words, there was no tangible reward/compensation for their efforts to improve their writing skills or any perceived

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congruence between these activities and assessment measures.

This was possibly exacerbated by the fact that students when completing the post questionnaire had not yet taken the final exam and so would not have been able to determine whether or not the in course writing strategies had enhanced their essay writing skills.

The significantly positive change reported for attitude as it related to lecturers taking writing skills into account when grading papers supports our view that students' perception of writing was influenced by the lack of congruence between the increased focus on writing and course assessment. In a similar vein, researchers such as Biggs (1999) and Robertson (2004) have highlighted the important role played by congruence between teaching, learning activities and assessment measures in student achievement. Entirely consistent with this is the assertion of Keys *et al.* (1999) that learning activities must be perceived by students as being meaningful and authentic and should match the conceptual structure of a topic and broader curricular goals.

The perceived lack of congruence between learning activities and assessment may have also contributed to the WTL group's significantly less positive approach to writing as they, similar to the LTW group, displayed a significant upward trend in attitude on the matter of writing skills being taken into account in the grading of papers. Additionally, although these students were exposed to strategies which were geared toward enhancing their knowledge domain, they apparently did not view writing proficiency as integral to their success. This conclusion is consistent with that of Boyd et al. (2008 p. 232) who when confronted with similar findings attributed these to the fact that "having successfully completed the first in course test and half a semester of lab reports without having to engage in serious writing tasks", [student] perception appears to be that writing is not significant in learning and, by extension, is not required for passing the course". Related to this is the fact that, similar to the LTW students, these students had not yet engaged in extended essay writing in the final exam when their attitudes were evaluated at the end of the course.

At the same time, WTL students' comparatively less drastic downturn in attitude to writing may be attributed to, their lack of exposure to the rigours of writing, feedback and redrafting. Admittedly, follow up interviews with students would have served to clarify and confirm our findings and provided additional information.

VI. Conclusion

Based on our findings, we conclude that the use of writing strategies per se or any other type of learning activity for that matter is not sufficient to bring about a change in student attitude, particularly when such activities are viewed as 'add on' and not integral to the course. Rather, activities need to be incorporated within the course in alignment with assessment measurements and learning outcomes. As Houghton (2004) points out "students will inevitably tend to look at the assessment and structure their learning activities, as far as they are able, to optimise their assessment performance". This position is further strengthened by Boud's (1998) assertion that methods of assessment and related requirements probably have a greater impact on student learning than any other single factor.

We therefore suggest that a positive perception of writing on the part of students may be encouraged if there is sustained writing and evaluation throughout the course and assessment measures take writing proficiency more seriously into account. In other words, the message must be sent to students that not only is writing competence *per se* important but also that it is valued by lecturers and integral to success in courses.

To this end, we recommend that select courses in the sciences be designated as Writing Intensive (WI) which would serve the two fold purpose of enhancing students' writing competence as well as their attitude to writing.

We also recommend that other studies of this type be undertaken at our institution, particularly with students in WI courses, (if indeed these become a reality) in order to determine whether a more substantial alignment with learning/ writing activities, assessment measures and outcomes results in an enhanced attitude to writing. Such studies should however include a qualitative component comprising follow up interviews with students and extended personal responses in writing.

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Global Journal of human social science
Linguistics & Education
Volume 13 Issue 6 Version 1.0 Year 2013
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Teacher Candidates and Teachers' Opinions on Personalized Teaching

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Keywords : personalized teaching, motivation, personalization, teacher opinions, teacher candidate opinions.

GJHSS-G Classification : FOR Code : 749999p



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Keywords : personalized teaching, motivation, personalization, teacher opinions, teacher candidate opinions.

I. Introduction

People maintain their lives by making their living environments and objects in that environment unique for themselves. Personalization can be experienced in various ways from our living and working environment to our study and from our computer desktop to our mobile phones (Özarslan, 2010).

"Personalized Teaching" is the teaching system that is achieved through the adaptation of teaching to students' personal characteristics in their daily lives or in their backgrounds as well as their learning characteristics. The approach of personalized teaching argues that learned concepts must be adapted to individual students in order to increase learning efficiency contrary to traditional educational systems where the student tries to adapt to the concept (Karagiannidis, Sampson & Cardinali, 2001). "Personalization" in this context is structuring learning content according to students' backgrounds and fields of interest. The use of variables like students' friends, familiar places, and favorite team is a kind of personalization. Stories about people who are familiar to students and students' experiences can build a bridge between the new information and existed ones (Hart, 1996). The remarks on this aspect suggest that the personalization of verbal math problems can have various positive effects on learning. Besides, studies report various findings supporting this suggestion. For instance, according to Bailey (2002), verbal math problems are extremely appropriate for personalization. For example, students are interested in music, video games, cinema, card games and their friends other than the question of how many apples did Ali give Ayşe? "Personalized Teaching materials" are teaching materials created by the use of the names of people, incidents and objects (friend's name, mother's name, favorite team and names of favorite objects) that exist in each student intimate living space in presentations, examples, exercises & practices and tests.

In the field of literature, there are studies that present findings in which these materials have positive effects and no effects were noticed regarding the impact of these materials on teaching and learning. There are studies whose findings prove they have no effect in achievement (Bates & Wiest, 2004; Ku, Harter, Liu, Cheng and Yang, 2004) and attitude (Ku, Harter, Liu, Thompson and Cheng, 2007; Ku & Sullivan, 2002). Besides, there are studies, whose findings have positive effects in students' math achievements (Ross & Anand, 1987; Chen and Liu, 2007), in their motivation (Bates and Wiest, 2004; Karat and Brodie, 2004; Hart, 1996) and in their attention (Bates and Wiest, 2004; Hart, 1996). In addition, they have positive effects in their attitude towards math (Hart, 1996; Ku & Sullivan, 2000; Chen and Liu, 2007), understanding math problems (Davis-Dorsey, Ross and Morrison, 1991; Ku & Sullivan, 2002) and their performance (Anand and Ross, 1987; Ku and Sullivan, 2002; Davis-Dorsey, Ross & Morrison, 1991; Chen and Liu, 2007; Özarslan, 2010). In addition to these studies, some other studies observe that students get excited when they see their names in these

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materials (Karat, Karat and Brodie, 2004) and this increases the sense of belonging (Karat, Karat and Brodie, 2004).

It is seen that personalization is classified in the field of literature according to who (group personalization, individual personalization) the personalization is provided for and in what kind of environments (paper-based personalization and computerbased personalizeation) personalized teaching is performed. In this study, because it is hard to provide a computer for each student group that teachers and teacher candidates work on, personalized teaching was carried out with paper-based materials. Since there were not any detailed studies about teachers and teacher candidates' opinions on personalized teaching in the field of literature, we wanted to examine experts' opinions about personalized teaching. The purpose of this study is to prepare personalized teaching materials. Preferences of teacher candidates who applied personalized teaching and in addition to candidate teachers, teachers' positive and negative opinions about the teaching where personalized materials were used and their suggestions to improve personalized teaching process were examined. With this purpose, answers were sought for the following questions

1. What student data that teacher candidates preferred while carrying out the personalization process?
2. According to teachers and teacher candidates;
   a) What are the positive aspects of personalized teaching?
   b) What are the negative aspects of personalized teaching?
3. What are teachers and teacher candidates' opinions about personalized teaching development process?

II. Method

In this study, qualitative research method was used to describe 22-information technologies teacher candidates' personalization preferences regarding the preparation and application of personalized materials in the class and in addition to these teacher candidates, this method was also used to describe 22 teachers' positive and negative opinions' about the teaching in which personalized materials were used. Qualitative research method was also used to describe teachers' opinions about process development of personalized teaching. Qualitative research is a preferred technique in performing a systematic examination of the significances arisen from the experiences of people who are studied or considered to be studied (Ekiz, 2003).

a) Study Group

The study group is formed with 22 information technologies teacher candidates who were trained about personalized teaching and 22 teachers who have been working in the schools in Ankara where these candidates had their practice teaching. When the gender range of the group was examined, it can be seen that there are 17 (38.64 %) females and 27 (61.36 %) males in the group. In terms of age range, while ages of teacher candidates vary between 19 and 21 (average= 20), ages of teachers vary between23 and 50 (average=29.81).

b) Data Collection

In the study, which was conducted in a qualitative pattern, data was collected by semi-structured interview technique. Interview questions were created through the focus group interviews with participants as well as literature screenings. Semi-structured interview technique facilitates participants within the frame of general questions about the subject to broaden their views in accordance with their personal experiences. With this aspect, it is neither as rigid as a structured interview nor as flexible as non-structured interviews (Karasar, 1995).

Before the interviews, teacher candidates and teachers were trained about how personalized teaching must be carried out. Teacher candidates prepared personalized teaching materials and they were given the opportunity to apply these materials in certain classes by using paper-based personalization. During this application period, personalization process was performed with the aid of computer by teacher candidates. Because a class environment where each student has a computer could not be arranged, personalized materials were given to students in a paper-based environment. These materials were used to carry out the lesson in the class. These are the questions asked to teacher candidates: 1. What student data did you use to personalize? 2. What are the positive aspects of personalized teaching? Discuss/ Argue this question a) in terms of teaching dimension, b) classroom management, c) student motivation, d) student recognition, e) student evaluation and f) other aspects. 2. What are the negative aspects of personalized teaching? Discuss this question a) in terms of teaching dimension, b) classroom management, c) student motivation, d) student recognition, e) student evaluation and f) other aspects. 3. How can you improve the process of teaching a lesson using personalized materials? Discuss this question a) in terms of preparation period and b) in terms of application process of prepared materials in the class or in the laboratory.

These are the questions asked to the teachers in the study. 1. What do you think are the positive aspects of personalized teaching? Discuss the question a) in terms of teaching dimension, b) classroom management, c) student motivation, d) student recognition, e) student evaluation and f) other aspects. 2. What do you think are the negative sides of personalized teaching?

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c) Data Analysis

Content analysis method was used to analyze the data. Content analysis requires analyzing the obtained data profoundly and enables vague/unclear themes and dimensions to emerge (Yıldırım and Şimşek, 2005) the main purpose in content analysis is to reach to the concepts and correlations that can explain obtained data. Summarized and interpreted data in descriptive analysis is processed more profoundly in content analysis and the concepts and themes that are not noticed by a descriptive approach can be discovered by this analysis (Yıldırım and Şimşek, 2005). Therefore, first, the themes were discovered by examining the participants' statements and then statements were grouped under relevant themes. Sentences were chosen as the unit of analysis. Data analysis was conducted over 238 participant statements.

III. Findings

a) Student Characteristics used in Personalizing

Table 1 : Student characeristics used in personalizing

Personal Information	Favorite Food	Family Information
• Name • Surname • Hair color • Eye color • Height • Weight • Age • Whether wearing glasses or not • Supported team • Favorite toy • Favorite sports • Favorite subject • Favorite days • Favorite objects • Favorite cartoons • Favorite numbers	• Favorite beverages • Favorite dishes • Favorite chocolate • Favorite dessert • Favorite fruit • Favorite ice cream • Favorite cake • Favorite juice • Favorite nut • Name of favorite teacher • Favorite cities • Hometown • Favorite spot/place • Vacation city • The best loved city	• Number of people in the family • Mother name • Mother age • Mother height • Father name • Father age • Father height • Aunt name • Uncle name • Sister/brother name • Number of brothers & sisters • Friends • Number of trousers • Number of jackets • Favorite color • Brand of mobile phone • Exam grade • Monthly allowance • The number of pages of the book last read • The number of the days he/she read

The answers of teachers and teacher candidates to the question of "What student data did you use to personalize?" were given in Table 1.

b) Opinions about Personalized Teaching

In the study, opinions about personalized teaching were asked to the participants. With these questions, we tried to describe participants' opinions about the advantages and limitations of personalized teaching in terms of teaching, classroom management, student motivation and recognition and student achievement evaluation when they teach using personalized materials. Within this framework, collected data was analyzed as positive and negative aspects of personalized teaching.

c) Positive aspects of personalized teaching

When participants' statements are examined, it can be seen that personalized teaching has some positive aspects such as developing a sense of community, increasing motivation, increasing teacher efficiency, increasing effective evaluation and pave the way for more effective classroom management. The distribution of these opinions according to the participants is shown in Table 2.

When the number of participants who give their opinions is examined, a similar case can be noticed. According to this, 36 participants (18 teachers, 18 teacher candidates) stated that personalized teaching increased motivation, 24 participants (13 teachers, 11 teacher candidates) said that it increased "student achievement" and 21 participants (21 teacher candidates) claimed that " they have known their students better".

After the interviews done with teachers and teacher candidates, both teacher candidates and teachers mentioned that when personalization was used for teaching purpose, students' motivation, attention, willingness, performance, concentration, achievement and comprehension increased. Furthermore, they say that students get excited when they see their personal information and their participation increases when the lesson is personalized. They state that they recognize the students better and they can make fairer evaluations. Generally, both teachers and teacher candidates say that personalized teaching have positive effects in terms of teaching.

Table 2 : Positive aspects of personalized teaching

Positive Aspects	Teachers		Teacher Candidates	
	f	*%*	*f*	*%*
Sense of belonging(Develops a sense of community)	24	25.26	34	21.12
Increases motivation	32	33.68	39	24.22
Increases learning efficiency	29	30.53	57	35.40
Increases effective evaluation	4	4.21	18	11.18
More effective classroom management	6	6.32	13	8.07
TOTAL	95	100,00	161	100,00

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d) Negative aspects of personalized teaching

When the opinions about the negative aspects of personalized teaching were examined, it is seen that technical issues, being time-consuming, a decrease in motivation and the quality of the instructor were emphasized. These opinions and their frequency and rates in the number of total statements are presented in Table 3.

After the interviews done with teachers and teacher candidates, both teachers and teacher candidates stated that manual preparation of personalized materials takes up too much time and applying paper-based personalization in crowded classes can be time-consuming. Both groups warn that information must be well described.

Table 3 : Negative aspects of personalized teaching

Negative Aspects	Teacher		Teacher Candidates	
	f	%	f	%
Motivation	1	2,33	8	8,33
Quality of Instructor	1	2,33	0	0
Technical Issues	37	86,05	74	77,08
Time-consuming	4	9,30	14	14,58
TOTAL	43	100	96	100

e) Opinions about Development Process of Personalized Teaching

When teachers and teacher candidates' opinions were asked about the development process of personalized teaching, they usually stated that the students' personal information must be updated because the information taken at the beginning of education period can change. Since the students are very young, their best-loved friends can be the least loved during this period because of a problem or because of losing someone in the family, some data used for personalizing can cause the student get upset. Therefore, they stated that the data must be updated.

As a conclusion, teachers used 43 negative and 95 positive statements. Teacher candidates, however, used 96 negative and 161 positive statements. Negative statements can be eliminated when a good computer system is established. These statements claim that there can be problems since the personal information used during personalization are not used in the right place and in the right time.

IV. Conclusion and Discussion

Obtained data is collected under three main groups. 1. Students' personal information that teachers prefer to use while personalizing the materials they have developed. 2. Opinions about the advantages and limitations of personalized teaching in terms of teaching, classroom management, student motivation and recognition and evaluation of student achievement. 3. Suggestions to achieve success in the lessons based on personalized teaching. According to research findings, teacher candidates usually used the data such as student's name, parents' names or favorite people's names, supported team, favorite food, favorite cartoon characters, favorite games or computer/arcade games and favorite books while preparing personalized materials. Both teachers and teacher candidates stated that they observed an increase in students' motivation, achievement, performance, attention and concentration, the level of comprehension, participation and student-teacher communication when the lessons were carried out by using personalized materials. This finding is consistent with the previous research (For instance, Hart, 1996; Chen and Liu, 2007). They explained that when the students see their personal information in the worksheets distributed in class, they got excited and felt special and so the lessons became more fun and enjoyable. Hart also discovered similar results in his/her own study (1996). Both groups mentioned that manual preparation of personalized teaching is time-consuming and applying paper-based personalization in crowded classes can take too much time. This statement is one of the main issues of personalized teaching, which has also been described in other studies. Solution is possible with today's technology, for example, this problem can be eliminated by establishing computer-based learning management system. The study group who used paper-based personalized teaching in the class found this time-consuming because they used word processing software and spreadsheet program such as Microsoft Word and Excel. Both groups warn that information must be described carefully. They stated that as the personal information about the students can change through the process, the information must be checked throughout this period. Because this information is a finding that is discovered for the first time in the field of literature, it is very important. In the past studies (Hart, 1996; Ku and Sullivan, 2000; Ku and Sullivan, 2002; Bates and Wiest, 2004; Chen and Liu, 2007), the information was taken in the very beginning but the necessity of making updates was not considered. The effect of personalization on teaching must be controlled by preparing a system that allows student personal information updates for future studies about personalized teaching.

By this study, we tried to fulfill a need in the field of literature in which teacher opinions were observed by other researchers but were not collected in a certain format. It was determined that in today's world, in which many things are offered in a personalized context, the idea of giving education in a personalized method /way were embraced by teachers and teacher candidates.

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Global Journal of human social science
Linguistics & Education
Volume 13 Issue 6 Version 1.0 Year 2013
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

A Philosophical Analysis of the Nexus between Conceptions of Time and World View: The Ndebele/ Shona Example

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Abstract - The paper is an exploration of time referencing terms in Ndebele. The main thrust is on the nature of time referencing terms. Time on mastics in Ndebele is based upon the speakers' cognition. The speakers' experience and interaction with the world are of significant influence in the creation of meaning in Language particularly in the meaning of time naming terms. Time on mastics in Ndebele and in most African societies depend on speakers' Indigenous knowledge systems. Indigenous knowledge systems of a people are embedded in their language. It is impossible to detach them from the speakers' language. Their language will always reflect their experiences, thoughts, beliefs, culture and life in general. This paper establishes the idea that language is a product of the speakers' observation and perception of the world.

GJHSS-G Classification : FOR Code : 200399



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A Philosophical Analysis of the Nexus between Conceptions of Time and World View: The Ndebele/ Shona Example

Ms. Lickel Ndebele [α], Dr. Nhira Edgar Mberi [σ], & Itai Muhwati [ρ]

Abstract - The paper is an exploration of time referencing terms in Ndebele. The main thrust is on the nature of time referencing terms. Time on mastics in Ndebele is based upon the speakers' cognition. The speakers' experience and interaction with the world are of significant influence in the creation of meaning in Language particularly in the meaning of time naming terms. Time on mastics in Ndebele and in most African societies depend on speakers' Indigenous knowledge systems. Indigenous knowledge systems of a people are embedded in their language. It is impossible to detach them from the speakers' language. Their language will always reflect their experiences, thoughts, beliefs, culture and life in general. This paper establishes the idea that language is a product of the speakers' observation and perception of the world.

I. Introduction

The paper examines conceptual meaning in the context of time naming in Ndebele language. Heine [1997:3] argues that the main function of language is to convey meaning. The concept of naming is an important aspect in the study of meaning. Sager [1990:22] notes that the naming of a concept may be considered the first step in the consolidation of a concept as a socially usable entity. The study analyses the way speakers interact with the world, which is the way they understand, perceive, and conceptualize it. The main thrust of the paper is to analyze how speakers' interaction with the world contributes to word designation. The study is about Ndebele time referencing terms and how they are applied in the conceptualization of natural time .The paper focuses on terms that refer to different times of the day, month, year as well as terms that name periods of the past to explore how the terms in question can be representational of the phenomena that language is shaped by human cognition and is a product of the speakers observation and interaction with the world. The Indigenous knowledge systems of the speakers are here viewed as vital and essential in the creation and understanding of time on mastics terms.

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II. Indigenous Knowledge Systems and Time Onomastics

Indigenous knowledge systems concern the lives thoughts and culture of the people who speak a particular language [Van Huysteen 2005:182]. These aspects are extra linguistics factors. It is here argued that such aspects cannot be taken for granted in a meaningful study of onomastics in most African languages; they are embedded in a language. Languages can be studied with regard to the extra linguistics rather than solely focusing on linguistic concepts. Such an approach to the study of Language not only gives a fuller and deeper appreciation and understanding of the language but it also gives a profound understanding of the speakers' worldview and philosophy of life. The link between Indigenous knowledge systems and time on mastic s needs to be underscored in a study of time referencing terms. The speakers are the determinants of concept naming in any language. In undertaking the process of naming the referent, speakers cannot detach their culture, thoughts and perception of the world from the language, for these will always be part of them and they inform their existence. These will normally be reflected in the language they speak.

The view that language is shaped by human cognition, as here argued, has not been readily accepted by some theorists. Sweestser [1993:10] posits that there are at least two reasons for this scepticism.

1. Linguists have hoped to be able to analyse language relatively independently of the human abilities.
2. The Sapir –whorf problem: it may not be true that our cognitive systems shape our language, but if such a relationship exists why not the other direction as well.

One may like to base on the reason given in 2 to argue that the acquired linguistics categories shape people's cognition too, but such an argument does not hold, taking into cognizance that evidence in that area has always tended to be negative. There are a plethora of examples of domains/ entities which can be used as evidence for the shaping of language by human

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cognition. Such examples include the vocabulary of physical domains like color and spatial terms.

III. Time Onomastics

Time On mastics refers to the naming of time. Ullman (1962:7) views naming as an effective and adequate approach to referential definition of meaning. He defines a name as "a declinable part of speech signifying a body like stone, activity like education." Sager (1990:22) notes that the naming of a concept may be considered the first step in the consolidation of a concept as a socially useful or usable entity. The link between time On mastics and indigenous knowledge of people cannot be ignored in a study of time referencing terms. It is the people who determine the meaning of the words and their referents. They are the ones who choose to give words the referents they want or the referent, the words they want. In the process of naming the referents, speakers cannot detach their culture, thoughts; perception of the world from their language, these aspects will always be part of them and will be reflected in their language. Indigenous knowledge is embedded in the language and this explains why the current researcher find it difficult or rather impossible to totally abstract language from its users that is, to take language as an autonomous system devoid of its speakers.

As a result of the influential role played by indigenous knowledge systems in language, the designation of Ndebele time referencing terms demonstrate the application of culturally bound knowledge rather than foreign influence. One of the reasons for this undiluted cultural influence could be emanating from the notion that time is a natural phenomena; therefore it is most likely to be referred to using terms which are more natural and indigenous in the language.

a) Introduction

Time referencing lexical items is analyses in a bid to establish their nature in Ndebele and to find out how the speakers' conceptualization and understanding of the world contributes in the naming of time in Ndebele. The chapter also looks at some language devices like metaphor, idiophones and compound words that are employed in time onomastics in order to investigate whether their use can reflect people's conceptualization of the world. The chapter goes on to analyze how the speakers' observation of the physical environment and his indigenous knowledge systems can be of significant influence on the speaker's language. Thoughts and lives of the people are examples of indigenous knowledge systems which are discussed in relation to time naming.

b) Metaphor

A metaphor can be defined as a way of describing something in which a speaker refers to it through veiled or alternative referencing as if it was something else with similar qualities. In Ndebele part of natural time has been named and captured through the use of metaphors. This kind of naming reflects peoples' conceptualization of the world around them. Lakoff (1987:63) describes metaphor as an integral part of human categorization. It can be noted that some time referencing terms (the metaphoric ones) have a relationship with other references in the world. Leech (2001:55) writes about the relationship stating that:

Metaphor involves a relationship between a source domain and a target domain of the experience actually being described by the metaphor.

The term 'source domain' refers to the source or the literal meaning of the metaphorical expression. There is a link between what a metaphor describes (meaning of the metaphorical expression) and the literal meaning of the expression. The link can be shown through the following examples:

1. selisenkanda
   se-li-s-e-iN-k(h)anda
   ASP-5-SC-CON INS-LOC PR-9- head
   (lit. when the sun is on the fontanelle)
   'midday'
2. selingomtsha wendoda
   se-li-nga-um-tsha wa-iN-doda
   ASP-5 SC-INS- F-3-new- POS PR- 9-man
   (Lit.when the sun is on the loins of a man)
   'towards sunset'
3. sokunqundamehlo
   sa-uku-nqund-a-ama-ihlo
   ASP-INF-make blunt-VR-TV-6-eye
   (lit. at the time of the blunting of the eyes)
   'at dusk'

The word inkanda 'fontanelle' in example (6) refers to the mid front part of the head. Since metaphor involves comparison of the source domain and target domain, the position of fontanelle on the head is compared with the position of the sun at midday. In the example the fontanelle is the source domain whereas time (midday) becomes the metaphoric sense of the expression. The literal sense stems from the fact that at midday selisenkanda, the rays of the sun fall directly on the fontanelle. The relationship between the two is based on the fact that the fontanelle inkanda is on the head, a part above other parts and the sun at midday would be high above other objects. It only goes down when it is about to set and that position is captured in example (4).

The term in example (4) makes reference to a man's loin to describe the position of the sun (when it is about to set). The Ndebele have observed that when the sun is about to set it lowers its position downwards to an extent that it will be pointing straight at the male's loin. However one may argue that in the use of this metaphor, speakers take it for granted that men have a single standard height. The consideration of the reality

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that people have different heights may reveal that the metaphor may lack precision in its reference to time. It should be noted that the metaphor has mainly been designed on the basis that the body part is under the waist therefore it is used in the metaphor to capture that low position of the sun which indicates the period of time in the late afternoon.

The metaphor in (5) is an example of the speakers' experience with the world like in examples (3 and 4). The metaphor is a result of what the speakers experience at dusk. The observation has been that at that particular period of the night one's eyes cannot see effectively as they do during the day. The acceptance of the visual limitation has given rise to the formation of sekunqundamehlo, literally the time of the blunting of the eyes.

The use of metaphors that refer to the parts of the body (body-part metaphors) by Ndebele speakers in time onomastics can be accounted for using the cognitive view that postulates that language structure "is the product of our interaction with the world around us" (Heine 1997:3). Mberi (2003) observes that speakers use human categories to describe and understand non-human concepts. The examples give evidence that the body forms part of the speakers' immediate environment. Foley (1997:45) notes that human understanding of any target domain is structured mainly in terms of the human body and its interaction with the physical world. In that light the human body is viewed as a pre-eminent source domain of metaphor. Such a view of metaphor goes along with the enactionist school that postulates that embodied practical understanding in structural coupling is the nature of cognition. It is advantageous for speakers to use their immediate environment in the creation of terms in the language because the language becomes more understandable to them.

Animal body parts can also be used as references in time naming. The example below is a representative of such time onomastics.

4. empondozankomo
   e-(izi) N-p(h)ondo-za-(i)N-k(h)omo
   LOC-PR-10-horn-POS-PR-9-cow
   (lit. at a time of horns of a cow)
   'very early morning period after dawn'

The term refers to a period when one can hardly see things around due to the darkness that will still be covering the earth. It is the period when the cows start to stir, and their white horns will be raised and visible due to reflection of the available light and also due to their visible white colour. The light will be reflecting only on the horns and not on other objects. The metaphor indicates the time period around four o'clock to about 4:30 in the morning. The metaphors reflect how observant speakers are. Language reflects the speakers' observation, perception and understanding of the world. The analysis of the body part metaphors in 3 through 5 makes it clear that taking language as an autonomous system devoid of its speakers could lead to ignoring a vital role played by speakers' cognition in assigning meanings of words in a language. Such a cognitive view of language is against the view of structuralism that postulates the idea that the way speakers understand and perceive the world is an extra-linguistic fact that does not impinge on the language system itself. The argument in the current study is in line with Sweetser (1993:9) who notes that the conceptual system that emerges from everyday human experience can be the basis of natural language semantics.

The view that language is shaped by human cognition, as here argued, has not been readily accepted by some theorists. Reasons for this skepticism are summarized by Sweetser (1993:10) who posits that there are at least two reasons for such skepticism. The reasons are as follows:

1. Linguists have hoped to be able to analyse language relatively independently of the human abilities
2. The Sapir-Whorf problem: it may not be true that our cognitive systems shapes our language, but if such a relationship exists why not the other direction as well

One may like to base on the reason given in 2 to argue that the acquired linguistics categories shape people's cognition too, but such an argument does not hold because evidence in that area has always tended to be negative. The vocabulary of physical domains like color and spatial terms can be used as evidence for the shaping by language of human cognition. It is through speakers' cognitive structuring of the world that 'black' is identified with evil while 'white' is identified with purity. For example Lakoff (1993:203) argues for the shaping of language by human cognition and observes that the locus of metaphor is not in language at all, but in the way speakers conceptualize one mental domain in terms of another. The characterization of such cross domain results in the general theory of metaphor. According to Lakoff (1982:203) it is in such a process that everyday abstract concepts like time, states, change, and causation turn out to be metaphorical. Such a view gives prominence to the notion that the creation of metaphors is motivated by correlations between the speakers' experiences and their cognitive states.

The argument in the present section is well in accord with Quinn (1991:58) who notes that the choice of metaphors for some domains is not totally random but reflects some basic cultural understandings individuals have of that domain. Metaphors can be used to understand more abstracts concepts. Source domains (of metaphor) are typically well known everyday experiences. Speakers find it easy to use such source domains because they are part of their everyday

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life. Source domains of this type are 'good to think within that their component elements and their interrelations are non-problematic with everyday sensible experience" (Foley 1997: 182). Listed below are examples of such metaphors:

5. ekukhaleni kwenkukhu zakuqala
   e- ku- khal- (a)-eni kwa-(i) (zi) Nkukhu za-(u) ku-qal-a
   LOC PR-INF-crow VR-LOC SUF- POS PR-10-cock POS PR-INF-first VR-TV
   (lit. at the time of the first cockcrow)
   'beginning of early morning period'
6. ekukhaleni kwenkukhu zesibili
   e-uku-khal-(a)-eni kwa-iziN-khukhu za-isi-bili
   LOC PR-INF-crow VR-LOC SUF POS PR-10-cock-POS- PR- two
   (lit. at the time of the second cock crow)
   'early morning'
7. ekukhaleni kwenkukhu zesithathu
   e-uku-khal-eni kwa-iziN-khukhu za-isi-thathu
   LOC PR-INF-crow VR-LOC SUF POS PR-10-cock-POS PR-7 three
   (lit. at the time of the third cock crow)
   'later early morning'
8. ekwehleni kwenkukhu
   e-(u)ku-ehl-eni kwa-iziN-khukhu
   LOC PR-INF- descend-VR-LOC SUF POS PR-10-fowl
   (lit. at the descent of fowls)
   'morning period around 5'

In the examples in 7-11 one finds that the daily routine of fowls (crowing and working up) is used to capture the concept of the abstract domain of time. The fowls represent things of the physical world (everyday sensible experiences) that speakers use in order to understand other aspects especially the more abstract ones like time. Some terms of this nature can also be found in the Shona language as shown below:

9. kumashambanzou
   ku-ma-shamb-a-nzou
   LOC PR-LOC M-bath-TV-elephants
   (lit. at the elephants' bath)
   'early morning period'
10. runyanhiriri
    ru-nya-nhiriri
    LOC PR-defacate-wild cat
    (When wild cates defacate)
    'early morning'
11. rubvunzavaeni
    ru-bvunz-a- vaeni
    LOC PR-ask-TV CL2-visitors
    (lit. at a time when visitors ask directions)
    'evening, when darkens begins'

Example 12 indicates that Shona speakers have observed that elephants usually visit the river to 'bath' in the mornings. The observation is passed on to indicate and name the specific morning period. The observation of the wild cat's excretory daily habits is reflected in the naming of time in 13. The name in example 14 has been given prominence by the observation that evening is the time when strangers ask for assistance or directions in fear of the encroaching darkness. The example help to demonstrate what is in accord with Foley (1997: 62) who say that by mapping certain salient features of the source domain, metaphors allow speakers to construe the more abstract, less directly knowable in terms of the more concrete and directly experienceable. In the examples one may realize how the concept of time is mapped onto features of more familiar experiences of the world.

Mainstream linguistics is another field like structuralism which postulates the treatment of language as an autonomous system. Since the late 1950s mainstream linguistics has been conceived of as a largely formal enterprise increasingly divorced from the study of languages as they are used in everyday life (Romaine 1994:36). The statement implies that mainstream linguistics concentrates only on the structure of the language to the exclusion of the language users. It can be argued that since language is a product of its speakers, studying it without reference to them is like studying and quoting works of an author without any reference to that author. To study language without reference to the speakers is to exclude the possibility of finding explanations for the constructions of terms as well as conceptualization and designation of concepts. The speakers' knowledge and beliefs can be reflected in the symbols they use (signification) as shown in the examples. Khumalo (2001:5) highlights that it is the aim of cognitive linguistics to achieve a cognitively plausible account of what it means to know a language, how languages are acquired and how they are used.

The speakers' cognitive structuring of the world can be the basis for understanding the language. Sweetser (1993:5) says that a cognitively based theory does not take the objective 'real world'; it takes human perception and understanding of the world to be the basis for human language. The 'real world' here refers to the one outside human cognitive organization. The argument brought here is that the 'real world' does not classify or create identifications but it is the speakers' cognitive structuring of the world which can do so. Such an approach to language can be taken to be controversial from the view of the truth-conditional semantic which focuses on logical relations like inference. Saeed (1997:26) notes one of the weaknesses of the truth-conditional semantic approach. Saeed notes that by viewing meaning as the relationship between words and the world, truth-conditional semantics eliminates cognitive organization from the linguistic system. The cognitive approach proves to be the plausible approach in the understanding of human language in everyday usage.

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c) Time onomastics and physical objects

The meaning of words cannot be easily separated from the speakers' perception of the real world. The meanings can be understood in relation to concrete objects. Heine (1997: 45) observes that "one basic strategy to deal with our environment is to conceive and e.

i. *The sun as a concrete object in time onomastics*

Most African societies are keen on observing the environment. This subsection gives evidence that the sun can be a useful source in the designation of concepts in a language.

12. ilanga lingakaphumi
    i(li)langa-li-ngaka-phum-i
    5-sun-SC-NEG M-rise-TV
    (lit. before the rising of the sun)
    'morning before sunrise'
13. ekuphumeni kwelanga
    e-uku-phum-(a)-eni kw(a)-i(li)langa
    LOC PR-INF-emerge VR-TV-LOC SUF-POS-PR-5-sun
    (Lit.when the sun emerges)
    'at sunrise'
14. ekukhweleni kwelanga
    e-uku-khwel-a -eni kwa- i(li)-langa
    LOC PR-INF-climb VRP-TV-POS-PR-5-sun
    (lit.at the time of the climbing up of the sun)
    'mid morning'
15. ekuthambameni kwelanga
    e-uku-thambam-(a)-eni-kwa-i(li)-langa
    LOC PR-INF-get soft VR-TV-LOC SUF -POS-PR5-sun
    (lit. at the time of the softening of the sun)
    'evening, before sunset'
16. selikhotheme
    se-li-khotham-e
    ASP-5 SC-bend-VR-T FV
    (lit. when the sun has bent)
    'evening, before sunset'
17. selisiyakunina
    se-li-s-iya-ku-nina
    ASP-5 SC-CON INS -go-VR-TV-LOC PR-mother
    (when the sun is on its way to its mother)
    'lit. towards sunset'
18. ekutshoneni kwelanga
    e-ku-tshon-eni-kwa-i(li)langa
    LOC PR-INF-sink VR-TV LOC SUF-POS-PR-5-sun
    (when the sun sinks)
    'sunset'
19. selimathunzi
    se-li-(a)ma-thunzi
    ASP-5 SC-6-shadow
    (list. at time of mountain shadows)
    'nearly sunset'
20. selihlezi ezihlahleni
    Se-li-hlez-i-e-izi-hlahla(a)-eni
    ASP-SC-seated-LPR-trees-LS
    (lit. when the sun is at the base of trees)
    'nearly sunset'

The sun is part of the accessible physical environment. It is the concrete physical object which is used to understand a more abstract concept (concept of time). From the examples it is evidenced that the movement and position of the sun is used to indicate different times of the day. Because speakers observe and understand the movement of the sun they can actually make appointments using the time referencing terms stated in the examples. It is however important to note that one of the weaknesses of solely relying on such time onomastics is that it lacks exact accuracy. The weakness needs not be over emphasized at this point, what is of major importance here is to reveal how the speakers' interaction with the world can be used in language structuring. Commenting on grammatic-alisation, Heine (1991:28) argues that the cognitive activity that results in grammaticalisation is 'egocentric' and 'egodeictic' in the sense that it moves from domains of conceptualization that are close to human experience to those that are more distant. The description of the movements of the sun captured in the examples carries with it the belief that most African societies have about the sun rising, moving and setting vis-à-vis the geo-scientific reality that it is the earth that moves around the sun.

ii. *The moon as a concrete object in time onomastics*

The moon forms part of the speakers' environment. The speakers' environment and their observations of the world cannot be detached from the language they speak as shown below:

21. ekuthwaseni kwenyanga
    e-uku-thwas-a-eni-kwa iN-yanga
    LOC PR-INF-begin-VR-TV-LOC SUF-POS PR-9-moon
    (lit. at the time of the new moon)
    'beginning of month'
22. inyanga isilucezu
    i-(N)-yanga-i-si-u(lu) -cezu
    9-moon-SC-ASP-COP PR -half
    (When the moon is half its size)
    'towards month end'
23. ekufeni kwenyanga
    e-(u)ku-f(a)-eni-kwa-(i)nyanga
    LPR-INF-die-VR LOC SUF-POS-PR-9-moon
    (at the time when the moon dies)
    'month end'

The speakers observe the cycle of the moon and some of their daily activities are organized in relation to the cycle of the moon. The numerical days of the month are not much considered. The Ndebele talk about inyanga yesintu lenyanga yesikhiwa traditional month and western month. The traditional month is marked by significant phenomenon whereas the

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western month is marked by days and dates of the calendar.

IV. Times of the Year

In the present section it is noted that the year is also composed of events which are notably of a wider scale than those which compose either the day or the month. The events are situated precisely in time like those of the day.

Time conceptions differ according to cultures. p'Bitek (1986:47) defines culture as a philosophy as lived and celebrated in a society. It is crucial to note that African (Ndebele in particular) conception of time is different from that reflected in European cultures for example in English Language. Mbiti (1969:19) observes that "when Africans reckon time, it is for a concrete and specific purpose, in connection with events, but not just for the sake of mathematics". Mbiti goes on to argue that since time is a composition of events, people cannot reckon it in vacuum. Times of the year day, the month and the year are all divided up according to their specific events which make them meaningful to speakers. Traditional African societies do not normally rely on numerical calendars; such calendars are a foreign inventory. Instead of numerical calendars African societies mostly rely on what Mbiti (1969:19) terms "phenomenon calendars in which the events or phenomena which constitute time are reckoned or considered in their relation with one another as they constitute time".

V. Activities/Events and Times of the Year

In a community where agriculture is practiced, it is the seasonal activities that compose a year. The actual number of days is irrelevant in this kind of time naming. A year is reckoned in terms of events rather than mathematical days. Years may differ in length according to days contained in each year but not in their seasons and other regular events. Such a method is mainly meaningful and applicable to an Agricultural community. Examples are as follows:

23. ngesikhathi sokulima
    nga-isi-khathi sa-uku-lim-a
    INST PR-7-time Pos-INF-ploughVR-TV
    (lit. the time of ploughing)
    'around late October-January'
24. ngesikhathi sokuhlakula
    nga- isi-khathi sa –uku-hlakul-a
    INST PR-7-time Pos PR-INF-weeding-T
    (lit. the time of weeding)
    'January-early February'

ngesikhathi sokuvuna V
nga-isi-khathi sa- uku-vun-a
INST PR-7-time Pos-IN F-reapVR-TV
(lit. time of reaping)
'April to early June'

25. ngesikhathi sokubhula
    nga-isi-khathi sa-uku-bhul-a
    INST PR-7-time Pos-INF-stamp-TV
    (lit. the time of stamping corn)
    'July to August'

The events illustrated in the examples are basic and are significant in people's lives. Their significance is motivated by the fact that they have to do with food production. Speakers find it meaningful to reckon time according to its significant events. Cattle are at the heart of the people among the Ndebele people and for that reason the day is reckoned in reference to events pertaining to cattle. :

a. 6 am is milking time (isikhathi sokusenga)
b. 2pm is the time for cattle to drink (isikhathi sokunathisa inkomo), and the herdsmen drive them to the watering places.
c. 5pm is the time when the cattle return home (isikhathi sokubuya kwenkomo), being driven by the herdsmen.
d. 6pm is the time when the cattle enter their kraals or sleeping places (isikhathi sokuvalela inkomo)

a) Times of the Month

The speakers' observation of what takes place in the world in any given month may be influential in reckoning times of the month. Sweetser (1993:3) posits that "our real world exists, but only access to it is through our experience, both physical and cultural. The following list consists of terms that are used to indicate lunar months of the year.

26. uZibandlela u-Zib-a-i(N)-dlela
    1-coverVR-TV-9-path
    (lit. the month when paths are overgrown)
    'the month of January'
27. uNhlolanja
    u-N-hlol-a-(i)N-ja
    3-BP-checkVR-9 BP-dog
    (lit. the month of mating of dogs)
    'February'
28. uMabasa
    u-ma-bas-a
    1-LOC M-light fireVR-TV
    (lit. the month when the winter fires are first lit)
    'April'
29. uNkwenkwezi
    u-nkwenkwe-zi
    1-boy-SUF
    (The period of boys – time of circumcision)
    'May'
30. uNhlangula
    u-(N)-hlangul-a
    1-9-assistVR-TV
    (lit. the month of early winds)
    'June'

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31. uNtulikazi
    u-(i)N-t(h)uli-kazi
    1-9 BP-dust-AUG SUF
    (lit. the month of the winds)
    'July'
32. uMfumfu
    um-fumfu
    3-wild violates
    (lit. the month when the new shoots show)
    'October'
33. uMpalakazi
    u-mpala-kazi
    1-impala-AUG SUF
    (lit. the month of the Impalas-time of pregnancy/ giving birth to young)
    'December'

It is evident in the examples that certain events are associated with particular months and the months are in turn named after those events. For example due to the rains that would have started some two months before, the month of January is a period when vegetation will be growing so fast such that most paths will be well covered by it. The period is then marked and named on the basis of the appearance of the overgrown paths. The month of February (in example 53) has been named after the reproductive cycle of dogs. Speakers believe that although dogs mate throughout the year, the month of February can be recognized as the month when this activity is done more significantly than in any other period. There are some parts in Matabeleland for example in Ntabazinduna and Mbembesi areas where there is a community of the Xhosa people living together with the Ndebeles. The Xhosas are keen on conserving their culture; adults make it a point that on the cold month of May boys who are at puberty stage undergo the process of circumcision. It is upon the observation of the proceedings of the Xhosa culture that the month of May is reckoned and named in reference to this significant event of circumcision *uNkwenkwezi* (a period of boys). On one hand there is a possibility that the term could be a borrowed word in Ndebele, which has its origins in the Xhosa language.

b) The weather and time onomastics

The weather to the Ndebele speakers is one of the important phenomena that is recognized by most cultures in relation to time. Different weather conditions can be used as significant symbols in the naming of times of the months and times of the year as in the following examples:

34. isikhathi sezulu
    isi-khathi sa-i(li)-zulu
    7-time Pos PR-5-rain
    (lit. the time of the rains)
    'late October to March'
35. isikhathi somqando
    isi-khathi sa-um-qand-o
    7-time Pos PR-3-coldVR-NDM
    (lit. the times of cold weather)
    'May to early August'
36. isikhathi sokutshisa
    isi-khathi sa-(u)ku-tshis-a
    7-time Pos PR-INF-hotVR-TV
    (lit. the time of hot weather)
    'September to early October'

When the cycle is complete, the natural phenomena (weather conditions) will repeat themselves once more and speakers would consider the year complete. The whether conditions may not be strictly fixed to exact months of the numerical calendars, they may be subject to change from year to year, as a result of climatic changes. Ndebele speakers like other African traditional societies are not much concerned about the mathematical calendars or about the actual days of the mentioned weather conditions .What the speakers are concerned about is the completion of the cycle.

VI. Conclusion

The study looked at the conceptualization and the naming of time. It has been observed that the speakers' environment is an important source for language. The sun and the moon are not simply silent phenomena of nature but they speak to the community that observes them. The human body has been considered as the speakers' immediate environment.

From what has been presented in the study one can draw a conclusion that Ndebele time referencing terms are not just mere words because speakers have coined them relying on what they have observed and understood in their environment. The study depicts that language represents man's most sophisticated use of signs. Ndebele time referencing terms are a reflection of how speakers understand and interact with the world and conceptualize objects, abstractions and experiences. The analyses of time naming terms gives evidence that proves that the phenomena that language is a product of the speakers' observation of the world exists in Ndebele which has been part of the quest of the research.

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Global Journal of human social science
Linguistics & Education
Volume 13 Issue 6 Version 1.0 Year 2013
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Adequate use of Sports Administration: Implications in the Control of Bullying in the "Most Preferred" Secondary Schools in South- East Nigeria

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Abstract - In Nigeria despite parents zeal and enthusiasm to send their children and wards to school, bullying among secondary schools tend to constitute one of the major persistent unresolved problems of these parents. Bullying in schools, especially in the most preferred secondary schools e.g. Federal Government Colleges and reputable Mission schools, need to be researched into Bullying has effect both on the bully and the bullied. This research therefore investigated the prevalence of bullying among the "most preferred" secondary schools in South - East of Nigeria, focusing on boys only mission schools; girls only Federal schools and mixed (Boys and Girls) Federal school. The purposive sampling method was used to select six secondary schools in the South - East of Nigeria. A sample of three hundred and seven (307) students were randomly selected from the six schools. The research instrument used was the structured questionnaire with reliability co-efficient of 0.72.

Keywords : *bullying, bully, bullied federal schools, mission schools.*

GJHSS-G Classification : *FOR Code : 950102*



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Adequate use of Sports Administration: Implications in the Control of Bullying in the "Most Preferred" Secondary Schools in South–East Nigeria

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

Abstract - In Nigeria despite parents zeal and enthusiasm to send their children and wards to school, bullying among secondary schools tend to constitute one of the major persistent unresolved problems of these parents. Bullying in schools, especially in the most preferred secondary schools e.g. Federal Government Colleges and reputable Mission schools, need to be researched into Bullying has effect both on the bully and the bullied. This research therefore investigated the prevalence of bullying among the "most preferred" secondary schools in South -East of Nigeria, focusing on boys only mission schools; girls only Federal schools and mixed (Boys and Girls) Federal school. The purposive sampling method was used to select six secondary schools in the South - East of Nigeria. A sample of three hundred and seven (307) students were randomly selected from the six schools. The research instrument used was the structured questionnaire with reliability co-efficient of 0.72. It was designed to elicit information on the questions formulated to guide the study. The data collected was analyzed using Mean difference, t – test and ANOVA. The results showed a high prevalence of bullying in Federal schools, than Mission schools. It also revealed that girls bully more than boys. Finally the study revealed that the highest prevalence of bullying is in mixed Federal secondary schools, than in the Mission schools where students were exposed to more sports activities than in Federal schools. Based on the findings, recommendations were made to school authorities in mixed federal schools not to treat bullying with levity. Intensification of use of sports activities and behavioral Counseling and Talks were recommended, in mixed federal schools, to counsel both the bully and the bullied.

Keywords : bullying, bully, bullied federal schools, mission schools.

I. Introduction

Most parents are scared to send their children or wards to school because of bullying that persist in schools. Hence bullying in schools is today s seen as a social problem that deserves a radical solution. Bullying can manifest in diverse ways or formsuch as hitting, kicking and verbal aggression, like insults, threats and sexual harassment, all these could be categorized as "direct form of aggression. The indirect form of bullying could be described as "the covert manipulations of social relationships aimed at hurting the feelings and psyche of the bullied by the bully e.g. gossiping and rumor mongering; exclusions or ostracization and other forms of victimizations. Today the use of cell phones (Information Technology) tends to have made the convert aspect of bullying even worse, with the emergence of cyber bullying; this involves the use of internet or text messages to cause distress to the bullied individuals (Olweus, Pelper and Ruibin 1991).

Bullying in schools therefore is an area of serious concern to parents and the society at large, since schools are supposed to serve as institutions designated for transferring of knowledge and culture from one generation to another. This explains why most parents can go to any length to ensure that their children and wards are placed in schools were bullying is preferably non-existent. Secondary schools in high demand by parents are those were they feel the school administrators and managers are firm and rigid about bullying coupled with academic excellence, such as Mission schools and Federal Government Schools. Unfortunately these expectations of parents are gradually and steadily being dashed.

In a good school there ought to be mutual growth and understanding nurtured between students and students; teachers and students etc. A conducive learning environment is necessary for balanced academic achievement, which of cause can never be realized without adequate administration of sports activities alongside academic pursuits in these "Most Preferred Secondary Schools".

According to Alagbu (2010) he emphasized that when one observes very closely the type of training given to our children at secondary school level; one would discover that they pass through school without availing themselves of the most important aspect of the educational process, which is offered through sports/Physical Education. Hence majority of them lack the social, emotional, physical and sports skills, to

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enable them manage their leisure times. Bullying often time is a product of idleness, which supports the saying that, "idle mind is usually the devils workshop". When students are kept actively/positively busy through Sports and Physical Education, they will definitely think less of bullying each other. Furthermore Ominu (2011) stressed the point that there is no gain saying the fact that games and Sports can help enhance the socialization of the Nigerian youths through comradeship and group interaction, cooperation, healthy competitions and rivalry, service to others etc. She went further to say that more importantly sports serves as an avenue for youths (students) to release energy, thereby keeping them busy and reducing their tendency for delinquency. Okunnbor & Awosika (2001) in the same vein said that during sporting activities (students) can imbibe certain socially approved or desirable virtues such as honesty, empathy, consideration for others. They went further to say that in sports activities and engagements people are encouraged to consider others, being empathetic by always putting themselves in the position of others. Hence they learn how to live together as one, void of most delinquent acts such as bullying. Furthermore according to Mgbor & Ogbonna (2010) they said that sporting activities and programmes provide individuals or persons regardless of age, gender, race, cultural background or ability, avenue to acquire physical skills, mental development and social attitudes and orientations needed to attain optimal potentials in life. They went further to say that through adequate sports administration, youths (students), social interactions and network increases by building harmonious relationships among themselves which translates to permanent friendships. There are certain factors that can affect teaching and learning process in schools, they include intelligence, interest, child growth, violence in school, the home background etc. Adequately administered sports activities in schools will help schools tackle these factors, and in the end make the school impact the desired change expected in the learners, including the set goals of such institutions (Aluede, Adeleke, Omoike and Afen-Akpaida, 2008).

Bullying could be described as the use of strength or stature to humiliate, inflict injury or intimidate another individual who is not so strong. It is a form of violence in schools, which consists of repeated acts over time involving a real or perceived imbalance of power with the more powerful individual or group abusing those who are less powerful (Wikipedia 2010) Bullying may be said to affect the climate of the school and the right of students to learn in a safe and conducive environment without fear, and the ability of students to learn to the best of their abilities) (Peppler and Craig 2000).

Bullying according to Mcleilan (2003) could be defined as the use of power and aggression to cause distress or control another. It is a willful conscious desire to hurt another and put him/her under stress. The stress is created not only by what actually happens but also by the fear of what might happen next.

It is therefore the opinion of this paper that since sports is considered as a part of people's way of life, through sports participation, such strong boys and girls are offered Positive Avenue to utilize their enormous energies towards something good, instead of bullying. Sports activities adequately planned and administered within the school education programme, offers the children (youths) the opportunity of developing their cognitive, affective and psychomotor domains simultaneously, thereby resulting to the production of balanced individuals, which is the expectations of the parents who clamour and insist on their children attending those "Most Preferred" secondary schools like Federal Government Colleges and Mission Schools.

It must be noted however, that adequate administration of sports in the context of this paper, does not suggest, complete adequacy of sports facilities, supplies and equipment; but rather that, these Mission schools as a matter of policy/principles and routine practice, enforce and insist that all their students must participate in sports during the time allocated for it, making use of the available sports facilities at their disposal.

All hands must therefore be on deck to ensure that this noble expectations of parents and the society at large, are not dashed, knowing fully well that the consequences of bullying is enormous. Researches have shown that individuals whether child or adult who are persistently subjected to bullying are at risk of stress-related illness such as hypertension and other cardiovascular health problems. According to Alagbu (2012) he said that, there are so many psychological benefits an individual could derive from participating in erobic exercises such as "mood elevation" reduction of tension and anxiety, increase in self worth, increase in sense of belonging, and promotion of sense of happiness. According to Ladd and Skinner (2002) they said that victims of bullying try to avoid school and other social interactions in an attempt to escape being bullied, and that the emotional and psychological harm caused by bullying interfere with the academics of the bullied resulting to lack of motivation and concentration in school work.

a) Statement of the Problem

Whenever human beings interact with each other some element of bullying do occur. Sometimes people underestimate the enormous problems bullying cause the victims and their parents. Many regard bullying as harmless experiences children pass through school life. However in recent years extensive researches has shown that bullying is a potentially damaging form of violence not only on the intended victims or the bullied, but it may also affect the school climate and the right of children (students) to learn in a

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safe environment without fear. Victims of server bullying are more likely to drop out of school or even commit suicide. There seem to be dearth of researches on bullying based on school types, therefore it is necessary to identify the school type where bullying is more prevalent, in order to create awareness, and measures taken to prevent and resolve bullying. This study is therefore designed to identify school types where sports is administered more in relationship to incidences of bullying. This study will also establish prevalence of bullying in school types and determine gender differences in the act of bullying.

b) Purpose of the Study

The purpose of this study was to investigate the prevalence of bullying among "Most Preferred" secondary schools in the South-East of Nigeria. The focus was on the prevalence of bullying among school types (boys only mission schools), (Girls only federal government schools), and (Mixed Federal Government Schools).

The study investigated the school type that had the highest prevalence of bullying in relation to the students level of sports activities participation. The research also examined gender differences in the act of bullying

c) Research Questions

Is bullying prevalent in these "Most Preferred Schoo

Hypotheses:

1. There is no significant difference between male and female students in their involvement in bullying in schools where sports activities is administered more adequately.
2. There is no significant difference in the prevalence of bullying in boys only mission schools, where sport is adequately administered and girls only / mixed federal schools, where sport is scantly administered.

II. Method

The survey method was adopted for this study which was designed to investigate the prevalence of bullying in Most Preferred (boys only mission schools), Dennis Memorial Grammar School (DMGS) Onitsha Anambra State and Federal Government Girls College (FGGC) Lejja, Enugu State; College of Immaculate Conception (CIC) Enugu, Federal Government Girls College (FGGC) Onitsha, Federal Government College (FGC) Enugu, Federal Government College (FGC) Nise Anambra state.

One boys, one girls only and one mixed schools, were selected from each of the two states that were purposely selected from the South-East Geo-political area used in the study. Six secondary schools altogether (2 boys only, 2 girls only and 2 mixed schools were selected from Anambra and Enugu States. Fifty one (51) students comprising males and females were randomly selected from each school, which made up a total of 307 students. Comprising of 143 males and 164 females, that were used for this study.

a) Research Instrument

The research instrument used for this study was a structured questionnaire which had two sections A and B.

Section A dealt with the demographic data of the respondents, while section B dealt with prevalence of bullying and schools where sports activities were encouraged. Section B was made up of (20) items which addressed issues on prevalence of bullying/the extent to which sports was administered in the school. All the questionnaire represented responses to a four point scale range from strongly Agree, Agree, Disagreed and strongly Disagree, with assigned scales of 4, 3, 2, 1 respectively in that order.

b) Validity and Reliability of Instrument

The questionnaire was validated by two specialists, one from department of Educational psychology and the other from Department of Human Kinetics & Health Education. They endorsed the questionnaire as having content validity and equally approved the face validity. The test-retest method was used to determine the reliability of the instrument. The questionnaire was administered to (60) sixty students in a school with similar status i.e. "Most Preferred" by parents, but was not part of the schools studied. After an interval of 3 weeks the same questionnaire was re-administered to test if their responses would still be the same. There was consistency in the scores of the two tests. Hence a reliability co-efficient of 0.72 was obtained.

This implies that there was high rate of consistency in the scores obtained from the respondents in the test & re-tests.

c) Analysis of Data

The questionnaire was administered by research Assistants who collected them back on the spot from the respondents after they had filled them to avoid any incidence of not returned questionnaire. The data collected was analyzed using mean difference, t-test and ANOVA.

III. Results

The result of the study are presented based on the formulated research question and the hypotheses.

a) Research Question

Is bullying prevalent in these "Most Preferred secondary schools", where sports is administered adequately?

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Table 1 : Prevalence of Bullying in School

	N	Mean $(\overline{X})$	Sd	Test mean	Remarks
Bullying	307	49.1792 81.97%	7.3001	37.5 62.5%	High Prevalent

Table 1 above shows that the mean score of the prevalence of bullying is 49.1792 and with percentage mean of 81.97%, while the test mean is 37.5 and a percentage of 62.5%. This indicates that the difference in the percentage of the mean of bullying and the test-mean is high. Hence this indicates that there is high prevalence of bullying in these "Most Preferred Schools".

b) Hypotheses I

There is no significant difference between male and female students in their involvement in bullying in schools where sports activities is administered adequautely.

Table 2 : Involvement in Bullying among males and females students in schools where sports activities is administered adequately, and where only scanty sports activities is carried out

Bullying	Sex	N	Mean $(\overline{X})$	Sd	T	Sig
Bullying	Male	143	47.1329	6.5888	4.745	000
	Female	16	50.9634	7.4396		

Significant at .05 level.

Table 2 portrays the mean and standard deviation of males as 47.1329 and 6.5888 respectively and those of the females as 50.9634 and 7.4396 respectively. T = 4.745 which indicates that it is significant at .05. This therefore shows a significant difference between male and female students, in their involvement in bullying, with the females where only scanty sports activities is administered, bullying more than the male (boys) where more sports activities is administered adequately. Hypotheses 1 was therefore rejected, which indicates that there is a significant difference between male (all boys) Mission schools where sports activities are administered, and (All girls federal schools) where sport is only scantly administered, in their level of involvement in bullying.

c) Hypotheses 2

There is no significant difference in the prevalence of bullying in (all boys Mission schools) where sports is adequately administered, and mixed federal schools, where only scanty and haphazard sports activities is administered.

Table 3 Use of ANOVA to show Prevalence of bullying in (all Boys Mission Schools) where sports activities is adequately administered, and (all Girls federal and mixed federal schools, where only scanty sports activities is administered.

	Sum of squares	Df	Mean square	f	Sig
Between Groups	1250.561	2	625.281	12.625	000
Within Groups	1250.561				
	15056.585	304	49.528		
Total	**16307.147**	**306**			

Significant at .05 level.

Based on the ANOVA table 3, it indicated that F = 12.625 which is significant at .05 level of significance. Which shows a significant difference in bullying by school type. This led to the rejection of the null hypothesis. There is therefore a significant difference in the prevalence of bullying in boys only mission schools, where sports is adequately administered, and girls only federal/mixed federal schools where sports is scantly administered. A post-hoc analysis was conducted to acertian the direction of the prevalence of bullying using multiple comparisons. This was used to find out the significant difference and the direction of superiority as shown in the table below:-

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Table 4 : Showing Multiple Comparison of Prevalence of bullying in Boys only Mission Schools, where sports was administered adequately, and Girls only and Mixed Federal Schools where sports was scantly administered

(1) Type	(1) Type	Mean difference (I – J)	Std Error	
Girls (FGGC)	Boys only (MS)	4.4330	.9767	000
Girls (FGGC)	Mixed (FGS)	.2786	.9792	.776
Mixed (FGC)	Boys only (MS)	4.1543	.9978	.000

The mean difference is significant at the .05 level

The implication of table 4 is that through this multiple comparisons it shows that the mean difference between girls only (federal schools and boys only (Mission Schools) is 4.4330 significant at P >.000. Regarding girls only (Federal Schools) and Mixed Federal (Federal Schools), it is .2,786 not significant at P >.776 and for Mixed Federal Schools and boys only (Mission Schools) it is 4.1543 significant at P>.000. Hence the following conclusions were adduced:-

There is a significant difference between girls only (Federal Schools) where sports was scantly administered, and boy only (Mission Schools) where sports was adequately administered, in the prevalence of bullying; and there is no significant difference between girls only (Federal Schools) and Mixed Federal Schools where sports was scantly administered in the prevalence of bullying;

There is a significant difference between Mixed (Federal Schools) where sports was scantly administered, and boys only (Mission Schools) where sports was adequately administered in the prevalence of bullying.

This analysis therefore indicates and reveals that bullying is more prevalent and rampant in girls only and mixed Federal Schools where sports is scantly administered than in Boys only (Mission Schools) where sports is adequately administered.

IV. Discussion

This research study was carried out with the aim of investigating the prevalence of bullying in the "most preferred" boys only (Mission Schools, where sports is adequately administered, and girls only and Mixed (Federal Schools), where sports is scantly administered. The study equally sort to establish the figure for the prevalence of bullying in these schools parents clamour and struggle that their children and wards must attend, to determine, gender difference in bullying. It is the findings of this research study, through the analysis of the data collected, that there is a high prevalence of bullying in schools in the South-East Geopolitical zone of Nigeria. This tends to further confirm the earlier studies by Egbochuku (2007) and Omotoso (2010), who all found high prevalence of bullying in Nigerian schools. Bullying, however is a global problem, which exists in different forms, shape and magnitude in various countries of the world, and not only in Nigeria.

According to Lajoil, Mclellan and Seddon (2003) a survey in "Pediatrics in Review" shows that in Norway 14% of children there are either bullies or victims of bully: a study in Japan revealed that 15% of primary school pupils there are bullied; another research in Australia and Spain revealed that 17% of their students are bullied while attending school; a survey in Britain indicates that about 1.3 million children are involved in bullying in their schools; in the U.S a national study by Nansel, Overpeck, pill a, Ruan, Simon – Morton and Scheidt (2001) found that, up to 30% of 6th through 10th grade students, in American schools, had been involved in bullying with different levels or rates of intensity/frequency. This therefore reveals the fact that bullying is a global problem, which the advanced or developed countries of the world have adequately tackled through the instrumentality of adequate sports administration, along side their educational process. Which is the reason why they spend very huge amount of their budget for the provision of adequate and standard sports facilities in their primary, secondary and universities. When one considers the standard or level of provision of sports facilities in our schools, comparing them with those in advanced countries, it becomes obviously clear why there is high prevalence of bullying even in these "most preferred" secondary schools. In order to appreciate the level of dearth or lack of sports facilities in Nigerian schools/institutions, Onifade (2010) said that most Nigerian tertiary institutions do not have swimming pools apart from Universities of Ibadan, Ahmadu Bello, Nsukka and Benin. Only Universities of Benin, Ibadan, Lagos and Ahmadu Bello have tartan tracks; soccer pitches where they are available, are like the Sahara desert. Tennis, volleyball, basket ball and handball are played on cracked or won out courts. In contrast he sighted universities in developed countries like university of Califonia Los Augeles who alone hosted the 1984 Olympics, University of Vancouver Canada all alone hosted the 2002 Commonwealth Games.

Hypothesis I of this study states that there is no significant difference between male and female students in their involvement in bullying in schools where sports activities was administered adequately. The hypothesis was rejected as a result of the findings as indicated by the t-test in table 2, which showed that there is a significant difference between male and female involvement in bullying, indicating that girls bully more

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than boys. This finding therefore is in line with the research study of Omoteso (2010) who found that girls bully more than boys. Which could be explained by the fact that girls have many forms of bullying than the boys, such as spreading of nasty rumours, gossips and back-biting, exclusion from group, teasing, lie-telling and name-calling. The result of this study is equally in line with that of Egbochuku who revealed that 55% of girls (respondents) accepted the fact that there is high prevalence of bullying in girls only and mixed federal schools where sports activities is only scantly administered.

Hypothesis 2 of this study states that there is no significant difference in the prevalence of bullying in boys only mission schools, where sports activities is adequately administered, and girls only and mixed federal schools, where sports was scantly administered, was therefore rejected. Which was as a result of the findings that revealed that bullying was more prevalent in girls only/mixed federal schools, where sports was scantly administered.

Scanty or near absence of adequate sports administration in these all girls/mixed federal (schools), may be rightfully isolated as the major factor that cause the existence of high prevalence of bullying in those schools. For example the result of the research revealed that there was no significant difference between girls only/mixed federal schools in the prevalence of bullying. The result also showed that comparing the boys only mission schools also with Mixed federal schools, bullying was seen to be more prevalent in the mixed federal schools.

The result of this research is also in line with Olweus (1993) who suggested that girls bully more than the boys because they have many other subtle and indirect methods of bullying and aggression than their male counterparts.

Not much research studies has been carried out on bullying in schools according to school types in Nigeria. According to Umoh (2000) he said that bullying in schools is yet to be given required attention. What obtains in most schools is that only extreme cases of bullying are reported/ recognized and taken seriously, all other forms of bullying are either ignored or regarded as part of school-life by teachers, counsellors and even school administrators. Unless the issue of bullying in schools is frontally tackled through the use of adequate sports administration in schools, the expectations of parents that the schools ought to be where mutual growth and understanding is to be nurtured between students; teachers and students, will continue to elude us. Bullying in schools makes the school environment very uncondussive for learning necessary for academic excellence and achievement.

V. Conclusion

In effect there is a high prevalence of bullying in Nigerian schools especially in the "most preferred" girls only/mixed federal schools, due to scanty or near absence of adequate sports administration. The highest prevalence of bullying occurs in the mixed federal schools, probably as a result of the combination of both the indirect or subtle forms of bullying-tactics and strategies, by boys and girls copying each other. Gender consideration of bullying revealed that girls use both direct and indirect (subtle) forms of bullying than the boys; hence they bully more in girls only/federal schools.

It is of very vital importance that school counselors, teachers and school administrators, must work together in the fight against any form of bullying demonstrated by any student against another student; most importantly using the instrumentality of adequate sports administration.

No effort should be spared to making the child see the school as safe/conducive environment for learning and where peaceful co-existence with other children of same age exists.

Since sports (physical education) is the only programme of the school education process, that caters for the cognitive, affective and psychomotor domains of the children, every effort must therefore be made towards its proper integration and application in the training and production of youths balanced both in academics and acceptable social behaviour/character. Every child deserves as a right to grow, learn and be nurtured in a safe, healthy, well balanced and supportive environment, as enshrined in the UN character under (UNICEF).

VI. Recommendations

- Bullying in schools occur as vicious circle or a chain of bad circumstances from which it is impossible to escape; victims of bullying only bid their time to retaliate on others or relatives of those who bullied them in the past. Hence efforts towards curbing of bullying, requires joint efforts of school guidance counselors, parents, teachers including religious and school administrators, to counsel both the bullies and the victims of bullying.
- Since bullying is a form of violence among children and adolescents which affects the "climate" of a school (teaching/learning), the schools authorities and government must intervene promptly and effectively to reduce the growing prevalence of bullying in Nigerian schools.
- Children of school age must be adequately protected from viewing and watching violent films.
- School authorities and government should set up anti-bullying clubs or societies in schools involving the students, parents, teachers, guidance

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counselors, school supervisors, whereby awards and prize would be won annually or quarterly by students with clean records void of bullying.

- Schools must regularly arrange for Talks, seminars and workshops for students bothering on good social behaviour and harmonious co-existence with one another by experts and important personalities in the society.

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Global Journal of human social science
Linguistics & Education
Volume 13 Issue 6 Version 1.0 Year 2013
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals Inc. (USA)
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Cultural Translatability and Untranslatablity of the Folk Songs in Bama's Sangati

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Abstract - Earlier most of the Dalit literature was poetry but fiction is published plenty now. Dalit fiction captures the reader's attention easily more than that of the poetry of Dalits. The beginning of the 20th century saw the arrival of two great reformers Dr. B. R. Ambedkar, and M. K. Gandhi, who addressed the issues of untouchability and caste in India. Dr. B. R. Ambedkar believed that only education could bring about a change in the oppressed lives of the Dalits. He has opened many schools and colleges exclusively for Dalits in Maharashtra. Hundreds of Dalits sent their children to study in these Dalit-run institutions. This institution produced the first generation of Dalit literates, who ultimately started their own magazines and printing presses.

GJHSS-G Classification : FOR Code : 130313



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Cultural Translatability and Untranslatablity of the Folk Songs in Bama's Sangati

S.R. Adlin Asha

I. Dalit Literature

Earlier most of the Dalit literature was poetry but fiction is published plenty now. Dalit fiction captures the reader's attention easily more than that of the poetry of Dalits. The beginning of the 20th century saw the arrival of two great reformers Dr. B. R. Ambedkar, and M. K. Gandhi, who addressed the issues of untouchability and caste in India. Dr. B. R. Ambedkar believed that only education could bring about a change in the oppressed lives of the Dalits. He has opened many schools and colleges exclusively for Dalits in Maharashtra. Hundreds of Dalits sent their children to study in these Dalit-run institutions. This institution produced the first generation of Dalit literates, who ultimately started their own magazines and printing presses.

"Educate, agitate and organize; have faith in yourself. With justice on our side I do not see how we can lose our battle. For ours is a battle not for wealth or for power. It is a battle for freedom. It is a battle for the reclamation of human personality."-Dr. B. R. Ambedker (Writings and Speeches, Government of Maharashtra, Vol. 5, p. 17 1891-1956).

Dr. Ambedkar also distinguished slavery from untouchability in an intense manner. He remarked, even slaves had the opportunity to become free from slavery and get education, culture and wealth, but the untouchables have no escape from their oppressed state. They fail to get the advantages or opportunities provided for them because of their social disability.

"In slavery there is no room for education, virtue, happiness, culture or wealth. In untouchability there is none. Untouchability has none of the advantages of an unfree social order such as savery. It has all disadvantage of free social order".-Dr. B. R. Ambedker (Writings and Speeches, Government of Maharashtra, Vol. 5, p. 17 1891-1956).

Dalit literature as a genre was established in the 1960s and 1970s. It comprises of both tribal and non-tribal oppressed people's literature. It is a literature of protest, pain and agony. Its beginnings can be traced from the undocumented oral folklore and tales of the past decades. Education gave Dalits a lot of self-confidence and courage to fight against their oppressors. The literary works that brings in light the voices of subalterns are immense. Nearly two decades later, Tamil Dalit writing marked its identity in the literary map of Tamilnadu. Many Dalit writers felt the need to express themselves and to talk about their own experiences. Thus, the portrayal of the life of the Dalit individual reflects the entire community.

It is mostly in the vernacular, though only recently a selected dalit writings of this kind have been translated in to English and other regional languages. In the preface of "Sangati", Raj Gauthaman says,

"Dalit literature describes the world differently from a Dalit perspective. Therefore it should outrage and even repel the guardians of caste and class. It should provoke them into asking if this is indeed literature".

Dalit literature witnessed a rather late start in Tamil as compared to its equivalent in Marathi or Kannada. Due to illiteracy and poverty, the Dalit voice remained silent and Dalit consciousness did not find a positive ground to break free of the Dravidian fold dominated by other castes. During seventies and the eighties the writings were influenced by Marxist ideology and were marked by experimental narrative structure and positing of debates concerning social issues that influenced "Tamil culture." The Dalit identity was subsumed by these writers within a class identity. Bama is one such writer to be noted for her preference to pen on women's plight in domesticity, society, workplaces and so on, although Bama's writings are caste specific and ideological and so unique.

"…Bama's significant contribution is that, through the act of writing, she not only transgresses caste boundaries, she also demolishes the conventional exclusions of language and genre".-The Indian Express (taken from the back side of the cover page of novel "Sangati").

Sangati (1994) is a history of the entire Dalits in her village, Pudupatti. Sangati portrays Dalit women as independent, stubborn and challenging than that of any other upper caste women. It is not like other novels with a definite plot, but it is a collection of incidents told to the narrator in different situations. The characters are either relatives or neighbors to the narrator. The collection of such incidents is aptly titled as Sangati – Events. Bama has brought out many things that happen to Dalit women. Among the often repeated characters of Bama, it is her grandmother who connects the past with the present situation. The novel, thus, well structured and carefully planned to maximize its effects on the readers.

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II. Translation of Dalit Writing

Language is not only a tool or medium of communication but also an explicit of human -nature, their emotions and feelings. So apart from communication, Dalit people use this kind of language in the form of songs, to escape from their man-made environment or reality i.e, their oppressed state. Abusive terms and bawdy language are used to express anger, irritation, pain and hatred. The use of this kind of language is not a modern phenomenon. From the ancient times it was used in order to display power and command or to express contempt or to mock authority. Thus, the author to a large extent domesticated the language in this novel.

"Some critics cried out that a woman should not have used such coarse words. But I wrote the way people speak. I didn't force a literary language on myself," says Bama.

Translation of Dalit writings helps the reader to look into the sufferings and problems of Dalit people under the clutches of the upper caste people worldwide. As most of the Dalit fiction is written in the regional languages, it is an advantage having translation of Dalit literature to reflect the darker side of a community in a broad way. They opened up so many questions and sensitive issues that had been muted and unheard in the past. While doing translation one should aware some of the factors like the text taken for translation (source text), the reader and the theme of the text in particular. According to the above stated factors, a translation work gets its shape. Translation is a basic process of human mind i.e, interpretation of the text. Translation is not only a progeny of language, but also a blend of culture, a society, a person's point of view and so on.

"No two languages are very sufficiently similar to be considered as representing the same social reality. The worlds in which different societies live are distinct worlds, not merely the same world with different labels attached" (Bassnet and Mc. Guire: 21).

When a text is a blend of prose, poetry, idioms, proverbs and slang the translator should translate it with great care. Besides reading for aesthetic pleasure, the readers should also try to follow a methodology because preconceptions about other culture, other nation and even other sub culture bring chaos and it also prevalent in human mind. This paper highlights the culture translatability and untranslatability of the folk songs of Dalit women in the novel Sangati by Bama.

III. Dalit Women- A Life Full of Suffering

We know, in many parts of India, Dalits and women are fighting for their rights. From Independence to present age, untouchables and women face many types of problems created by the dominant people. For example, landless untouchables borrow land from landlords with terms and conditions. The landlords have extra land that they are unable to cultivate. They give that land to Untouchables for cultivation. But after the cultivation they give very meager amount for their hardships. These wealthy people live a prosperous life by the manual labor or toil of the untouchables. They are completely ignored and pushed to the outskirts of the mainstream society. So they are unaware of the schemes that the Government of India has launched to protect these people. Dalits are often unaware of their rights, and even if they know the law, they do not know how to look for help.

In fact, the Dalit people are outcaste by birth. They have no escape from this suppression. They remain outcastes until they die. They are also named as "unclean" or "degraded", because of the environment or location they live.

Literature, basically reflects the society and at times, refracts and reprimands it. Social ecology is an attempt to link human society and natural phenomena.

"Social ecology examines social categories like culture, social structure and economy in their relation to natural categories like soil, water and forest". (Subaltern Studies, Guha 4-7).

In Kappirikalude Nattill, S.K.Pottekkatt pointed out that culture and nature remain two entities by which people are rated in a society. The cultural aspects of the society are required to be implicit in terms of its connection with race, traditions, customs, people and class. Dalits were not given equal rights to live comfortably in their villages. They were marginalized and exploited by relating to their life with the environment. Dalits were considered as most downtrodden people in the Indian society. Their culture is totally different from other community people in the India.

Women in general, basically are considered as the lowest level in the Indian society, in spite of various steps taken for the freedom of women by the government. Women are still exploited or suppressed either by women themselves or by men. The suffering of Dalit women starts from their infancy. They live "hard lives" as Bama recalls. Their suffering starts even when they are babies. The case is different for boys, "if a boy baby cries, he is instantly picked up and given milk. It is not so with the girls." (Sangati, 7) She continues saying that the case does not change even after they have grown old, "boys are given more respect. They would eat as much as they wish and run off to play. As for the girls, they must stay at home and keep on working all the time…" Bama recalls how she ate the "leftover skin" of the mangoes her grandmother brought.

"If she brought anything home when she returned from work, it was always the grandsons she called first. If she brought cucumbers, she scooped out all the seeds with her fingernails, since she had no teeth, and gave them the remaining fruit. If she brought

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mangoes, we only got the skin, the stones and such; she gave the best pieces of fruit to the boys. Because we had no other way out, we picked up and ate the leftover skins". (Sangati, 8).

Like a professional women in the cities, these Dalit women are also doubly burdened with household duties and in fields. They sing songs effectively portrayed their misery and anger, fear and hopes, faiths and beliefs. The Dalit women use fantastic, confessional, Satirical, realistic modes and also employ conversational, colloquial vocabulary in their songs. They used these songs as a weapon to expose the upper caste or dominant people hypocrisy.

In spite of their sufferings and double oppressions, these women celebrate their lives by singing. It is an effective way of expression of their minds. Whether it is a function to celebrate a girl reaching puberty or marriage or death, mocking at upper caste people women takes the central position in singing songs. And through this, they brilliantly execute their revenge or humour or inner minds in a subtle manner. Singing is part of their life. They have songs for every circumstance, from birth to death, while working and it is the women who sing these songs. There are as follows:

- Roraatu (lullaby)
- Oppari (dirge) and
- Songs sung at a girl's coming of age.

These people work in the fields of the upper caste people for their daily bread. They fight amongst themselves over small and petty issues. They are very good at quarrels and fights. In spite of all this, they are always productive, hard working, simple and cheerful in their place.

The translator may find difficulties while translating a cultural- bound text. The culture of the source language text may be entirely different from the target language culture.

"In traditional discussions, the crux of translation, the items which proved particulary intractable in translation, were often described as being "culture-specific"- for example, kurta, dhoti, roti, dharma, karma or maya, all items peculiarly Indian and not really like the western shirt, trousers, bread, relation, deeds both past and present, or illusion. But then the realization grew that not only were such particular items culture- specific but indeed the whole language was specific to the particular culture it belonged to or came from, to some degree or the other" (Bassnett and Lefevere: 65).

The translation of Sangati attempts to surmount cultural untranslatabilty. The translator has opted for replacing with semantics rather than with style. A translator cannot interfere as the poems are loaded with culture- specific meanings. This song is about a man who took a mistress after he got married.

"Eighteen sweet paniyaaram
You handed to her, across the wall,
But whatever you might give away,
You still are my husband" (Sangati, 77)

Here, Paniyaaram is not only a food to show that the man is affectionate to the kept woman but also suggests that though he offer a sweet of rarity of the community 'paniyaaram' to the kept woman, still he is a husband for his wife. Thus it reflects the conditions of the Dalit women. They have to please and live with their husbands even to the extent of accepting the existence of his mistress.

Occasions like coming of age ceremony, marriage and mocking song are often described in this novel. The essence and effect of these songs in the novel is retrieved in the translated text by the author Lakshmi Holm storm. The occasion of a girl coming of age or attaining puberty is a big event. On the day of attaining puberty the girl is given a bath, and then isolated for about a week inside the hut like room in the house. She is prohibited to go out and do any sorts of work in the home and also in the outside places. She is also given rich food and sweets during that period. A grand feast follows and the relatives present gifts to the girl.

Likewise, dalit community people also celebrate the puberty function. Though they are poor or belong to economically weaker sections, they never fail to celebrate these occasions at home. This is the way they inform others that the girl is ready for the marriage.

"In our street, when a young girl came of age, they made a little hut like room inside the house, with Palmyra fronds, and got her to sit there for sixteen days…" (Sangati, 15-17).

One of the culture- specific occasions in the text is a girl becoming 'pushpavathi' (from bud to flower- coming of age). Attaining puberty is like a status or promotion of the girl to get married. The poem goes,

"On Friday morning, at day- break she came of age, the people said her mother was delighted, her father too- ..." (Sangati, 17).

This poem undertones that girl should be married as soon as they come of age and if any girl stays at home for a long time after her puberty, her parents feel themselves unlucky and the girl child, a burden to the family. The word 'pushphavathi' is retained in the translated text. 'kulavai' is one of the cultural items that always accompanies any celebration in villages. This comment upon their living conditions, without any intervention of musical instruments they opt for Kulavai, an instant song. This also shows though they are deprived of education they are creative enough to make the occasion an entertainment one.

The ululation song tells us about their beliefs. Friday is the most auspicious day in Tamil Nadu. So the "pushpavathi's" parents were happy for their daughter come of age on Friday. Like an upper caste people, they are not rich enough or afford to get a silk, gold and other items mentioned in the poem but they use these things

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in their songs to make the girl and her family happy. This shows their real condition in the Indian society. The only privilege the Dalit woman gets is that she will be given good food when she attains pushpavathi or in full- term pregnant. Thus they use imaginary things to reflect their cheerfulness in their songs.

Their songs are spontaneous and they find themselves comfortable in singing. Even for routine chores they have rhythmic poems to sing. It gives a peace of mind at least for a short span of time, though they have the scar called 'Dalits' and chain of 'oppression' in the society. Apart from communication these people use language in the form of songs to escape from their man-made environment or reality i.e., their suppressed state. They used to express their pain, sufferings, irritation and hatred through songs. They have no taboos and euphemism. This reflects their cultural overtones and undertones. It shows their position in this free India.

Some of the natural flow of language is erased while translating the songs. It is unavoidable because the translation undergoes anointer- lingual translation here. When the two different extremes confront, there will be a gap in perception. Sometimes the norms and customs of one society may be underestimated and the standard of living of the people may be looked down upon by the reader of the translation. Another noteworthy picture that the culture elucidates is the frequency of poems that shows the spontaneity, creativity, wit and sense of humour. Not only for rare occasions like puberty ceremony, has marriage functioned and so on, but also for routine activities like the quarrel between husband and wife. In the betrothal ceremony of Gnanappu's daughter, the women tease her dark complexioned spouse and his schooling with eighth class as,

"Handsome man, dark as a crow
More Handsome than a blackened pot
I have given you my promise
You who can read Ingilissu" (Sangati, 77)

In another instance, where the husband who walks off in anger for a trivial things, is teased through a sudden teasing song by his wife. In translation, the poem is constructed as follows,

"As we cleaned our teeth
In the spring by the river
Is it because i spluttered over you
You haven't talked to me for eight days" (Sangati, 77)

Another thing that adds to the culture is the food habits of the people. Unlike the upper caste people, the readily available food for the Dalit people is ragi- Kuuzh. Even in our Indian context, ragi kuuzh indicates the food for the poor and oppressed. According to the patriarchal pre defined norms, women should eat only after serving their husbands. A poem from the text represents how a woman is beaten up for eating before her husband's arrival. Thereby, it reflects the double oppression of a Dalit Woman for being a 'Dalit' and also as a 'woman' in the community. It says,

"I waited and waited for him to come home
And began to eat as he came through the door
He came to hit me, the hungry brute
He pounced at me to kill me
He struck me, he struck my child
He almost crushed the baby in my womb
He beat me until my legs buckled
He thrashed me until my bangles smashed" (Sangati, 35)

Though Sangati is primarily about a community identity, it moves around woman who could not fight back. The expression of their bawdy and abusive words with a tinge of slang show their depression and inferior state. Their original ways of expression are rendered abundantly in the translated text. These songs act as an outlet of their minds.

The translation of culture is one of the aspects of the art of translation. In Sangati, a text scented abundantly with cultural items, the translator has many challenges to face. However as a social document it succeeds because it opens vital questions that are relevant. Lakshmi Holmstorm deserves appreciation for producing an unbiased work of translating Sangati. The usage of glossary, retrieval of cultural items and some slang words as they are show her unbiased translation, doing justice to the both the author as well as to the readers. Words like pushpavathi, kummi, ragi kuuzh and so on shows the attention of a good translator to transform a particular culture, by the art of borrowing words and blending it with English. As Schleiermacher aptly points out that,

"Genuine translator, is a writer who wants to bring those two completely separate persons, his author and his reader, truly together, and who would like to bring the latter to an understanding and enjoyment of the former as correct and complete as possible without inviting him to leave the sphere of her mother tongue" (Lefevere, 44).

Thus, Sangati translated by Lakshmi Holmstorm tries to fulfil the act of globalising the culture of a deprived community in the Indian society to light. The source text (tamil) Sangati is a light from a chimney that illuminates the confined group of the people who knows Tamil. By translating this text in to English Language it has brought into glare of publicity worldwide about the society which is under repressions. These are some of the regional/colloquial terms retained in this novel, which reflects the particular environment of the character. Through this the authors make the characters to speak the language of common men and women. These terms also mirror the environment in which the people live in. Thus, the author and the translator make the characters to speak the language of common people.

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Title: The title page must carry an instructive title that reflects the content, a running title (less than 45 characters together with spaces), names of the authors and co-authors, and the place(s) wherever the work was carried out. The full postal address in addition with the e-mail address of related author must be given. Up to eleven keywords or very brief phrases have to be given to help data retrieval, mining and indexing.

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.

The Editorial Board and Global Journals Inc. (US) recommend that, citation of online-published papers and other material should be done via a DOI (digital object identifier). If an author cites anything, which does not have a DOI, they run the risk of the cited material not being noticeable.

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

Tables, Figures and Figure Legends

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.

Preparation of Electronic Figures for Publication

Even though low quality images are sufficient for review purposes, print publication requires high quality images to prevent the final product being blurred or fuzzy. Submit (or e-mail) EPS (line art) or TIFF (halftone/photographs) files only. MS PowerPoint and Word Graphics are unsuitable for printed pictures. Do not use pixel-oriented software. Scans (TIFF only) should have a resolution of at least 350 dpi (halftone) or 700 to 1100 dpi (line drawings) in relation to the imitation size. Please give the data for figures in black and white or submit a Color Work Agreement Form. EPS files must be saved with fonts embedded (and with a TIFF preview, if possible).

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

Figure Legends: Self-explanatory legends of all figures should be incorporated separately under the heading 'Legends to Figures'. In the full-text online edition of the journal, figure legends may possibly be truncated in abbreviated links to the full screen version. Therefore, the first 100 characters of any legend should notify the reader, about the key aspects of the figure.

6. AFTER ACCEPTANCE

Upon approval of a paper for publication, the manuscript will be forwarded to the dean, who is responsible for the publication of the Global Journals Inc. (US).

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The corresponding author will receive an e-mail alert containing a link to a website or will be attached. A working e-mail address must therefore be provided for the related author.

Acrobat Reader will be required in order to read this file. This software can be downloaded

(Free of charge) from the following website:

www.adobe.com/products/acrobat/readstep2.html. This will facilitate the file to be opened, read on screen, and printed out in order for any corrections to be added. Further instructions will be sent with the proof.

Proofs must be returned to the dean at dean@globaljournals.org within three days of receipt.

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Before start writing a good quality Computer Science Research Paper, let us first understand what is Computer Science Research Paper? So, Computer Science Research Paper is the paper which is written by professionals or scientists who are associated to Computer Science and Information Technology, or doing research study in these areas. If you are novel to this field then you can consult about this field from your supervisor or guide.

TECHNIQUES FOR WRITING A GOOD QUALITY RESEARCH PAPER:

1. Choosing the topic: In most cases, the topic is searched by the interest of author but it can be also suggested by the guides. You can have several topics and then you can judge that in which topic or subject you are finding yourself most comfortable. This can be done by asking several questions to yourself, like Will I be able to carry our search in this area? Will I find all necessary recourses to accomplish the search? Will I be able to find all information in this field area? If the answer of these types of questions will be "Yes" then you can choose that topic. In most of the cases, you may have to conduct the surveys and have to visit several places because this field is related to Computer Science and Information Technology. Also, you may have to do a lot of work to find all rise and falls regarding the various data of that subject. Sometimes, detailed information plays a vital role, instead of short information.

2. Evaluators are human: First thing to remember that evaluators are also human being. They are not only meant for rejecting a paper. They are here to evaluate your paper. So, present your Best.

3. Think Like Evaluators: If you are in a confusion or getting demotivated that your paper will be accepted by evaluators or not, then think and try to evaluate your paper like an Evaluator. Try to understand that what an evaluator wants in your research paper and automatically you will have your answer.

4. Make blueprints of paper: The outline is the plan or framework that will help you to arrange your thoughts. It will make your paper logical. But remember that all points of your outline must be related to the topic you have chosen.

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

6. Use of computer is recommended: As you are doing research in the field of Computer Science, then this point is quite obvious.

7. Use right software: Always use good quality software packages. If you are not capable to judge good software then you can lose quality of your paper unknowingly. There are various software programs available to help you, which you can get through Internet.

8. Use the Internet for help: An excellent start for your paper can be by using the Google. It is an excellent search engine, where you can have your doubts resolved. You may also read some answers for the frequent question how to write my research paper or find model research paper. From the internet library you can download books. If you have all required books make important reading selecting and analyzing the specified information. Then put together research paper sketch out.

9. Use and get big pictures: Always use encyclopedias, Wikipedia to get pictures so that you can go into the depth.

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

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

12. Make all efforts: Make all efforts to mention what you are going to write in your paper. That means always have a good start. Try to mention everything in introduction, that what is the need of a particular research paper. Polish your work by good skill of writing and always give an evaluator, what he wants.

13. Have backups: When you are going to do any important thing like making research paper, you should always have backup copies of it either in your computer or in paper. This will help you to not to lose any of your important.

14. Produce good diagrams of your own: Always try to include good charts or diagrams in your paper to improve quality. Using several and unnecessary diagrams will degrade the quality of your paper by creating "hotchpotch." So always, try to make and include those diagrams, which are made by your own to improve readability and understandability of your paper.

15. Use of direct quotes: When you do research relevant to literature, history or current affairs then use of quotes become essential but if study is relevant to science then use of quotes is not preferable.

16. Use proper verb tense: Use proper verb tenses in your paper. Use past tense, to present those events that happened. Use present tense to indicate events that are going on. Use future tense to indicate future happening events. Use of improper and wrong tenses will confuse the evaluator. Avoid the sentences that are incomplete.

17. Never use online paper: If you are getting any paper on Internet, then never use it as your research paper because it might be possible that evaluator has already seen it or maybe it is outdated version.

18. Pick a good study spot: To do your research studies always try to pick a spot, which is quiet. Every spot is not for studies. Spot that suits you choose it and proceed further.

19. Know what you know: Always try to know, what you know by making objectives. Else, you will be confused and cannot achieve your target.

20. Use good quality grammar: Always use a good quality grammar and use words that will throw positive impact on evaluator. Use of good quality grammar does not mean to use tough words, that for each word the evaluator has to go through dictionary. Do not start sentence with a conjunction. Do not fragment sentences. Eliminate one-word sentences. Ignore passive voice. Do not ever use a big word when a diminutive one would suffice. Verbs have to be in agreement with their subjects. Prepositions are not expressions to finish sentences with. It is incorrect to ever divide an infinitive. Avoid clichés like the disease. Also, always shun irritating alliteration. Use language that is simple and straight forward. put together a neat summary.

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

22. Never start in last minute: Always start at right time and give enough time to research work. Leaving everything to the last minute will degrade your paper and spoil your work.

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

24. Never copy others' work: Never copy others' work and give it your name because if evaluator has seen it anywhere you will be in trouble.

25. Take proper rest and food: No matter how many hours you spend for your research activity, if you are not taking care of your health then all your efforts will be in vain. For a quality research, study is must, and this can be done by taking proper rest and food.

26. Go for seminars: Attend seminars if the topic is relevant to your research area. Utilize all your resources.



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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.

32. Never oversimplify everything: To add material in your research paper, never go for oversimplification. This will definitely irritate the evaluator. Be more or less specific. Also too, by no means, ever use rhythmic redundancies. Contractions aren't essential and shouldn't be there used. Comparisons are as terrible as clichés. Give up ampersands and abbreviations, and so on. Remove commas, that are, not necessary. Parenthetical words however should be together with this in commas. Understatement is all the time the complete best way to put onward earth-shaking thoughts. Give a detailed literary review.

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.

Informal Guidelines of Research Paper Writing

Key points to remember:

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

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.

The introduction will be compiled from reference matter and will reflect the design processes or outline of basis that direct you to make study. As you will carry out the process of study, the method and process section will be constructed as like that. The result segment will show related statistics in nearly sequential order and will direct the reviewers next to the similar intellectual paths throughout the data that you took to carry out your study. The discussion section will provide understanding of the data and projections as to the implication of the results. The use of good quality references all through the paper will give the effort trustworthiness by representing an alertness of prior workings.

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

General style:

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

To make a paper clear

· Adhere to recommended page limits

Mistakes to evade

- Insertion a title at the foot of a page with the subsequent text on the next page
- Separating a table/chart or figure - impound each figure/table to a single page
- Submitting a manuscript with pages out of sequence

In every sections of your document

· Use standard writing style including articles ("a", "the," etc.)

· Keep on paying attention on the research topic of the paper

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

· Align the primary line of each section

· Present your points in sound order

· Use present tense to report well accepted

· Use past tense to describe specific results

· Shun familiar wording, don't address the reviewer directly, and don't use slang, slang language, or superlatives

· Shun use of extra pictures - include only those figures essential to presenting results

Title Page:

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



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Abstract:

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

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

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

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

Approach:

- Single section, and succinct
- As a outline of job done, it is always written in past tense
- 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
- Exact spelling, clearness of sentences and phrases, and appropriate reporting of quantities (proper units, important statistics) are just as significant in an abstract as they are anywhere else

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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:

- Use past tense except for when referring to recognized facts. After all, the manuscript will be submitted after the entire job is done.
- Sort out your thoughts; manufacture one key point with every section. If you make the four points listed above, you will need a least of four paragraphs.



- Present surroundings information only as desirable in order hold up a situation. The reviewer does not desire to read the whole thing you know about a topic.
- Shape the theory/purpose specifically - do not take a broad view.
- As always, give awareness to spelling, simplicity and correctness of sentences and phrases.

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This part is supposed to be the easiest to carve if you have good skills. A sound written Procedures segment allows a capable scientist to replacement your results. Present precise information about your supplies. The suppliers and clarity of reagents can be helpful bits of information. Present methods in sequential order but linked methodologies can be grouped as a segment. Be concise when relating the protocols. Attempt for the least amount of information that would permit another capable scientist to spare your outcome but be cautious that vital information is integrated. The use of subheadings is suggested and ought to be synchronized with the results section. When a technique is used that has been well described in another object, mention the specific item describing a way but draw the basic principle while stating the situation. The purpose is to text all particular resources and broad procedures, so that another person may use some or all of the methods in one more study or referee the scientific value of your work. It is not to be a step by step report of the whole thing you did, nor is a methods section a set of orders.

Materials:

- Explain materials individually only if the study is so complex that it saves liberty this way.
- Embrace particular materials, and any tools or provisions that are not frequently found in laboratories.
- Do not take in frequently found.
- If use of a definite type of tools.
- Materials may be reported in a part section or else they may be recognized along with your measures.

Methods:

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

Approach:

- It is embarrassed or not possible to use vigorous voice when documenting methods with no using first person, which would focus the reviewer's interest on the researcher rather than the job. As a result when script up the methods most authors use third person passive voice.
- Use standard style in this and in every other part of the paper - avoid familiar lists, and use full sentences.

What to keep away from

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

Results:

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

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



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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.
- Examine your data, then prepare the analyzed (transformed) data in the form of a figure (graph), table, or in manuscript form.

What to stay away from

- Do not discuss or infer your outcome, report surroundings information, or try to explain anything.
- 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

- As forever, use past tense when you submit to your results, and put the whole thing in a reasonable order.
- Put figures and tables, appropriately numbered, in order at the end of the report
- If you desire, you may place your figures and tables properly within the text of your results part.

Figures and tables

- If you put figures and tables at the end of the details, make certain that they are visibly distinguished from any attach appendix materials, such as raw facts
- Despite of position, each figure must be numbered one after the other and complete with subtitle
- In spite of position, each table must be titled, numbered one after the other and complete with heading
- All figure and table must be adequately complete that it could situate on its own, divide from text

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The Discussion is expected the trickiest segment to write and describe. A lot of papers submitted for journal are discarded based on problems with the Discussion. There is no head of state for how long a argument should be. Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implication of the study. The purpose here is to offer an understanding of your results and hold up for all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of result should be visibly described. Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved with prospect, and let it drop at that.

- Make a decision if each premise is supported, discarded, or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."
- Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work
- You may propose future guidelines, such as how the experiment might be personalized to accomplish a new idea.
- 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.
- One research will not counter an overall question, so maintain the large picture in mind, where do you go next? The best studies unlock new avenues of study. What questions remain?
- Recommendations for detailed papers will offer supplementary suggestions.

Approach:

- When you refer to information, differentiate data generated by your own studies from available information
- Submit to work done by specific persons (including you) in past tense.
- Submit to generally acknowledged facts and main beliefs in present tense.

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- Do not give permission to anyone else to "PROOFREAD" your manuscript.

- Methods to avoid Plagiarism is applied by us on every paper, if found guilty, you will be blacklisted by all of our collaborated research groups, your institution will be informed for this and strict legal actions will be taken immediately.)
- To guard yourself and others from possible illegal use please do not permit anyone right to use to your paper and files.



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

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	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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ISSN 975587

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