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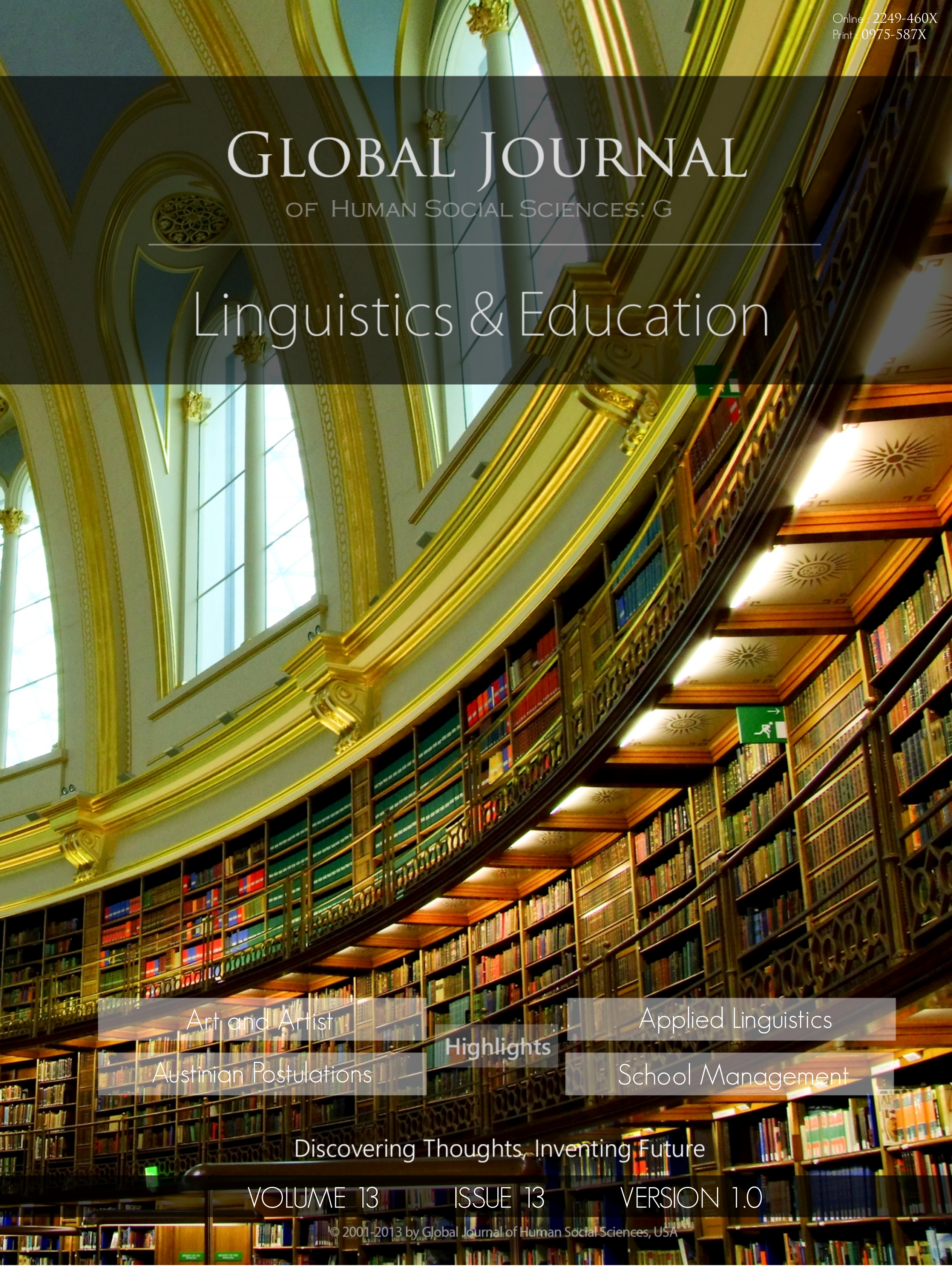

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'Intraference' in the Nominal Expressions of Educated Nigerian Users of English

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NOMINAL INTRAFERENCE IN EDUCATED NIGERIANENGLISH ENE

Strictly as per the compliance and regulations of:

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I. Introduction

A language that "migrates" from its ancestral home and becomes established as a second language in a heterogeneous, multilingual society, as English left England for Nigeria, will unavoidably impact on its new environment and vice versa in several ways (Ekundayo, 2006; Dadzie 2009). First, the "imported" second language interacts with the user's first language (LI) and/or mother tongue (MT). Such an interaction often leads to language transfer habits. Second, the second language interacts with the new environment and then assumes some of the features of the second language user's (LI) and/or (MT). Third, even features of the second language in the mind of the learner interact and influence one another independently of the MT and LI of the user.

Consequently, the psycho-sociolinguistic interaction of the languages in contact causes a new variety to emerge. The new variety is often a blend of the socio-cultural linguistic markers of the second language situation and the linguistic features of the languages in contact. Invariably, the variety that emerges is often a fertile ground for research. Investigators usually study second language and its learning by adopting some methods, theories and terminologies like Contrastive analysis and error analysis, language transfer, languages in contact, contact linguistics, transitional competence, interference, interlanguage, among others (Ellis, 1985; Corder, 1981; Selinker, 1984).

Interlanguage is a very popular concept in ESL. John Reneinecke was credited to have first used the term interlanguage in his M.A. thesis in 1935 to mean "a makeshift dialect...still imperfect as compare with the standard language" (Teilanyo, 2002, p.43). Many years later, Selinker popularised interlanguage in his speech that he delivered in 1969 and two articles he published in 1971 and 1972 respectively (Ellis, 1985, Corder, 1981). Selinker (1984, p.37) identifies five fundamental areas of interlanguage to which researchers should pay attention: (i) language transfer, (ii) transfer of training, (iii) strategies of learning, (iv) strategies of communication and (v) overgeneralization of linguistic materials and semantic features. The corpus of literature available shows many extensive studies on the first four areas. However, the fifth area that Selinker calls the "overgeneralization of linguistic materials and semantic features" needs to be expanded and deepened. It is this fifth facet that has been isolated for study and uniquely lexicalized as "intraference."

Intraference manifests at all the levels of linguistic organization: phonological, morphological/morphemic, structural or syntactic, semantic and graphological. Each of these levels has its sub-types of intraference. Morphemic intraference features are the most common. In morphemic intraference, the nominal sub-type features are the most common. This paper is restricted to an examination of the nominal sub-type of morphemic intraference. The purpose is to document the features of nominal intraference in ESL/ENE, show how educated Nigerians deploy internal language rules and items to produce features of nominal intraference, explain their psycho-sociolinguistic contexts and how they distinguish Nigerian English from SBE and other international varieties. The paper is divided into two major sections. Section one is conceptual/theoretical and section two presents examples to demonstrate the intuitive and theoretical propositions made in the first section.

a) Method of Research

Questionnaires, the Internet, record of linguistic events and library research were used from 2005 to 2013 to gather data from tertiary institution students and academic staff to substantiate the incidence of nominal intraference. The questionnaire used consisted of many

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syntactic structures cast in multiple choice questions with options A and B or A to D. Option A contained the SBE or native English usage and meaning while option B had the ENE meaning and use of each structure. The questions were validated by two professors of English and Literature and two professors of Measurement and Evaluation of the University of Benin, Benin City, Nigeria before they were administered by physical contact, e-mail and cell phone to no fewer than fifty thousand educated Nigerians in ten cities and ten federal government universities in the five major geo-linguistic zones of Nigeria: the Yoruba South-west, the multi-lingual South-south, the Hausa-Fulani North, the Igbo South-east and the multi-lingual Middle-belt. The universities are Ahmadu Bello University, Zaria, Bayero University, Kano (North); University of Lagos, Federal University of Technology, Akure (West); University of Nigeria, Enugu Campus, Nnamdi Azikiwe University, Awka (East); University of Ilorin, Ilorin, University of Abuja, Federal Capital Territory (Middle-belt); University of Benin, Benin City and University of Port Harcourt, Port Harcourt (South-South). The selection of these universities was informed by their strategic locations across Nigeria and the fact that they use a Nigerian Federal Government policy called 'Quota System' or 'Federal Character,' to admit students from 'catchment areas' and all the regions of Nigeria.

Subjects aged between 19 and 70 years were selected from professors, lecturers and final year students of English and Literature, Linguistics, Communication and other departments. These groups of Nigerians are considered to be, or should be, models of English use and usage in Nigeria. Forty thousand (40,000) of the questionnaire sheets were collated because the researcher had difficulties collating all of them from the various respondents across Nigeria. Several research questions guided the investigation: Do educated Nigerians observe the rule of plurality in ways that are different from native English speakers? Do educated Nigerians redeploy nominal affixes and other morphological processes to fabricate nouns that may not be found in standard dictionaries and native English? What extenuating psycho-sociolinguistic backgrounds constrain educated Nigerians to redeploy nominal affixes and morphological processes in ways that native English speakers may not?

Focus was on widespread usage and educational status, not on age, sex and individual ranks of the educated people surveyed. Where 30 to 44% of the respondents chose an option, it was classified as an emerging variant. Less than 30% is treated as isolated cases in ENE. Where options A and B shared 45-50% for A and B, they were categorized as free variants in ENE. 51-59% were tagged common, 60 -79% widespread and 80-100% entrenched or institutionalized. The distributions of responses are annotated serially in simple percentile count and a summary chart at the end. There are other examples from live linguistic events and published works cited and annotated alongside SBE and/or SAE forms.

The method of research is, therefore eclectic. It is both qualitative and quantitative. The qualitative method is used to describe the syntactic variations gathered and explain their psycho-sociolinguistic underpinnings. Qualitative research is concerned with individual's own accounts of attitudes, motivations and behaviour. The qualitative approach is best suitable for exploratory, attitudinal, historical and linguistic studies that examine causal processes at the level of the intentional, self-directing and knowledgeable actor (Omorogiuwa, 2006, p. 45). However, the simple percentile count and summary chart, which are quantitative, were used to present the percentages of the cases documented. These two methods are best for the intuitive nature and psycho-sociolinguistic features of this study. They also enable readers to easily and quickly appreciate the data that substantiate, or can be used to justify, the claims and intuitive propositions made in this study.

b) Theoretical Background

This work is anchored on Selinker's Interlanguage, Richards' and Sampson's intralingual interference and Labov's propositions in variationist sociolinguistics,. Labov (1994) says that the forces of language change and variations are "in the grammar and they constrain the grammar, and they cannot be described" without reference to the grammar. Morphological and syntactic variables, he says, are informed by "semantic distinctions and/or structural configurations whose development can be traced in the history of the language" (p.84). Bayley (2007) captures the nature of variationist sociolinguistic research as follows:

> Research in variationist approach, in contrast to research that seeks a single overarching explanation, assumes that interlanguage variation, like variation in any language, is likely to be subject to the influence of not one but multiple contextual influences. That is, variationist research, whether on native or non-native languages, adopts what Young and Bayley (1996) have referred to as the principle of multiple causes (p.135).

(Bold emphasis mine).

The 'multiple contextual influences' that engender interlanguage variations are located in the linguistic dynamics of ESL and the psycho-sociolinguistics of a nonnative English setting. The nominal features of ENE are good examples; for naturally placed in a heterogeneous ESL environment that is far away from a native English setting, educated Nigerians manipulate the grammatical system of English to create structures whose meanings are already well-expressed in some other established structures in SBE.

In "Interlanguage," Selinker (1984) proposes that the investigator of second language learning should study "the processes that lead to the knowledge behind interlanguage" and "the factors that lead to the knowledge underlying interlanguage" (pp.31-54). Selinker expands "the processes" and "the factors" into five interrelated features mentioned in the introduction. Indeed, if we analyse a given piece of performance or a text of interlanguage or ESL, we will realize the following linguistic features:

Figure 1 : A Schema of the Linguistic Features of ESL/ENE

Features	Linguistic Examples/Markers of Features
Interference	NESL: 'The man ate the money and lied on my head' SBE: The man embezzled the money and lied against me.
Intraference	NESL: (a) Her husband *disvirgined* her at 20.. (b) She is *plumpy*. SBE: (a) Her husband *disvirgined* her at 20. (b) She is *plump*.
Socio-cultural linguistic markers	NESL: *Spirit husband/wife, second burial, native doctor,*etc. SBE: ?
Contextual features	NESL: *Well done ma/sir* (greetings to someone at work) *You meet me well/you have walked well/joinme on the table (*Invitation from someone eating). SBE: *Well done* is not used IN this way and the other structures are not in SBE.
Borrowings	For example: *Amala, akara,* (foods), *wayo, shebi, omugwor,* etc.
Lexical creativity and coinages	Aristo babe, Nigerian factor, high table, Federal Character, etc.
Vulgar Errors	'He did not *acknowledged* me, which caused me serious *embarrass*.'

These features may not always be present at once in a given ESL text. The las examples of vulgar errors are not common in ENE, but may be found in lower varieties of NE. Examples in column two (2) look perfect English. However, they have features of the overgeneralization of TL (target language) rules (disvirgin instead of deflower; plumpy instead plump. This aspect has been isolated, lexicalized and conceptualised as intraference. What then is interference?

i. *The Concept of Intraference*

Intraference denotes intralingual variations and deviations. The coinage is intended as a counterpoint to interference, that is INTERFERENCE versus INTRAFERENCE, so that when we treat interference, which has become a well-established term, we can also check on intraference as its Siamese counterpart. Intraference is coined from a consideration of three morphemes: inter-, intra and –ference. "Inter-" and "intra-" are productive affixes used to create words in English. The two suffixes are mutually exclusive. The well-established interference itself is an amalgam of inter + ferire (to strike). Thus interference means a strike or contact between two things (Funk & Wagnalls, p.339). Intra (being a bound form) has been combined with ferire to have intraferire. Analogically, intra (within) plus (+) ferire (to strike or contact) means to disturb, strike or make two things contact each other within an entity. So, the combination of intra and ferire will result in a clash or contact within a thing. In the context of this work, it is a contact within an entity, which is language. The -ference is the noun formation, meaning an internal contact or disturbance within, that is linguistic "intraference".

Intraference, which is the reverse of interference, is the transfer or redeployment of second language rules, items and system from sections where they operate in the language to sections of the language where they have hitherto not been operating. In intraference, (second) language users consciously and/or unconsciously engage in self-correction using the rules of the (second) language, extend semantic features, apply linguistic items to have questionable or acceptable formations and extends segmental and supra-segmental features and rules to areas where they used not to apply.

A careful examination of L2 English or ESL will show that some variations are traceable to the deployment of the dynamics of the English language itself. Examples of these dynamics are in grammatical rules and exemptions, word formation rules and inconsistent phonetic and phonological applications. These features collectively, in addition to limited competence and sociolinguistic factors, form the extenuating circumstances in which L2 learners produce certain variations in ESL, as in the ENE of this paper.

ii. *The Concept of Nigerian English(NE)*

Nigerian English (NE) is the variety used by educated Nigerians in Nigeria and outside Nigeria. The idiolects of NE share certain common phonological, grammatical and semantic features. Ethno-linguistic, formal education and sociolinguistic parameters are often used to cateogirise NE. In terms of regions, there

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exist different varieties of English in Nigeria: Hausa, Yoruba, Ibo, Efik, Urhobo, etc varieties. Each regional variety has its linguistic variations, on the one hand, and similarities to the others, on the other hand. Phonological differences mainly differentiate regional NE varieties. With formal education and linguistic features, a number of classifications have been made. Prominent among them are Brosnahan's (1958), Banjo's varieties I, II, III and IV (1970, 1996) and Odumuh's (1980) and Adesanyo's written varieties I, II and III (1973). Banjo for instance used grammatical features and educational levels for his classification. Accordinly, Variety I is the lowest, which reflects vulgar errors of grammar and broken structures often used by primary school pupils and those with half-baked formal education. Variety II is an improvement on variety I. It is associated with secondary school students and school certificate holders. Variety III is higher standard associated with highly educated Nigerians, graduates, teachers, lecturers, etc. He proposed this model for Nigerian English. Lastly, Variety IV is identical to native English standard used by a few people who were born in native English speaking countries or have a parent of English origin and consequently acquire English as their first language. However, Variety IV does not have general social acceptance because it is seen as too foreign (Banjo, 1996, pp. 76-80; Sunday, 2008, p.235).

Three levels or –lects are often depicted on the sociolinguistic plane: basilect, mesolect and acrolect (Igene, 1992; Ogbulogo, 2005). The educated variety III of Banjo, which is also acrolect on the sociolinguistic pyramid, is often recommended or preferred as Nigerian standard.

On the whole, Banjo's variety III, which is acrolect in sociolinguistic classification, is often treated as Educated Nigerian English (ENE), also called Standard Nigerian English (SNE). ENE/SNE is the variety used by undergraduates and graduates of higher institutions, scholars, the intelligentsia, high ranking army officers, the bar and the bench, educated preachers, broadcasters, children from sophisticated family background, experienced junior civil servants and senior civil servants, etc. This variety is the focus of this paper.

II. Review of Related Scholarship

Prior to the 1960s, concepts/theories of "language transfer", "contrastive analysis" (CA) and "interference" were applied to study second language and its learning. Contrastive analysis is based on the assumption that second language learners have the tendency of transferring the features of their native or first language to their second language utterances, a habit also known as interference. A major weakness of language transfer is that it heaped the blames for errors and variations mainly on "native language." Apparently, the theories failed to examine critically HOW non-native speakers deploy the rules and dynamics of the second language to produce variations. Ellis (1985) says that from the early 1960s, "there were conscious efforts to show that L2 errors were not predominantly the result of interference." In this connection, the works of Corder, Richards, Labov, etc stand out. Corder (1981) argues that language transfer and interference theories cannot account for interlanguage features exhaustively or satisfactorily. Richard and Sampson (1984) made a case for "systemic intralingual interference", which shows "overgeneralization, ignorance of rules restrictions, incomplete application of rules and semantic errors." Accordingly, "intralingual interference refers to items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to target language"(p.6). On a wider scale, Labov's works (1966, 1969, 1972, 1994, 2001, 2010), among others, popularised and expanded variationist sociolinguistics. Labov argues that the African American Vernacular English (AAVE) that he studied should not be stigmatized as substandard, but respected as a variety having its own grammatical system.

The aforementioned works deserve commendation for placing emphasis on "systemic intralingual interference." However, the terminologies used are long and varied. Several phrases such as "systemic intralingual errors", "intralingual interference" and "internal language transfer," overgeneralization of linguistic materials and semantic features," "internal principle of linguistic change and variabilit" were used to denote the same linguistic habit. These lack the precision and economy of such terms as "interlanguage" or "interference." As precision and economy of terms are preferred in linguistics, "intraference" was coined for these long terms (Ekundayo, 2006, 2013). Cases of the nominal sub-type are examined in this paper.

Intraference is not restricted to ESL. It can occur even in a native language situation. Brian Foster (1968, p. 170-198) shows how native English speakers used some affixes to form words like "unclear, unbalanced, imbalance, non-flammable, deemphasize," and many others, which are now well established in English. Similarly, Quirk et al (1985, p.1531) observe that "the native speaker operates daily in the implicit knowledge that the meaning of most adjectives can be negated by prefixing un- and that most adjectives will permit the formation of abstract nouns by suffixing –ness." In the same vein, Matthews (1974) acknowledges that the habit of creating new words by overgeneralizing the use of affixes is so common that we cannot ignore it. "To ignore it is like drawing up a map which makes no distinction between ordinary hills and volcanoes. Nor does it belong to some special variety of English (as with literary usage). It is part of ordinary speaker's competence. So, surely we need a theory of grammar that can cope with it (p.222).

The last sentence is underlined because it underscores the significance of this study.

Clearly, intraference can account for the formation and currency of many new words in English worldwide; for instance, the formation of American "gotten" from British "got," America "attendee" as against British "attendant," American "majorly" (which means "extremely") from British "major," "staffers", now commonly used in America and Nigeria (Okara, 2005, p.20), from British "staff," American "presently" (meaning in the meantime or now) as against British English "at present." The phenomenon of intraference also explains the recent acknowledgement and currency of new words like braniac, globalization, dollarization, cyberland, cyberporn, imageneer, netizens and many others being churned out daily (Aitchison, 2006, pp.B23-B29). The overstretching of word-formation processes, particularly the use of affixes, is a veritable source of intraference in a first language situation and more justifiably so in a second language setting, a perfect example being English in Nigeira, or "Nigerian English."

In major works on Nigerian English, interference is always underscored, in fact 'overscored' as characterising Nigerian English varieties (Jowitt, 1991; Ubahakwe, 1979). Even where some obvious cases of intraference are cited, they are not explained as such but lumped under general errors of interference and other types, as in the cases of furnitures and homeworks by Adekunle (1979). The reason for this is the established tendency to trace cases of deviation to language transfer and interference. Secondly, there is this subtle tendency to conform to laid-down principles, concepts and theories of (second) language learning and acquisition, particularly by native English scholars. Thirdly, it might have been assumed that errors and variations of "intralingual interference" are too insignificant to attract extensive studies. However, this study establishes that variations of intraference are widespread and entrenched in "Nigerian English."

Kujore (1985 and 2009), Schmied (1991), Jowitt and Nnamonu's (1985), Igene (1992), Bamgbose (1995), Igboanusi (2006), Ogbulogo (2009), Dadzie and Awonusi 2009, have pointed out some features of NE that are traceable to intraference, although they do not expressly call them cases of intraference. In an article restricted to aspects of words formation processes, Teilanyo (2002, pp.75-99) examined the processes of clipping, blending, abbreviation and lexicalization in "Nigerian English", citing many examples to demonstrate the word-formation habits that he investigated. His article is limited to abbreviation processes. But he does cite relevant examples of morphemic intraference by abbreviation, although that is not what he tagged them.

As a result of certain psycho-linguistic constraints, Educated Nigerians tend to exhibit nominal intraference through affixation, superfluous plurality, omission of the plural morpheme, compounding, clipping and blending which collectively differentiate ENE from SBE and other international varieties of English.

III. Annotation And Data Analysis

Some examples of the various sub-levels of nominal intraference are presented below.

a) Deployment of Nominal Affixes

The percentage of educated Nigerians who chose the Nigerian sense B of the 40,000 analysed is indicated in the front of each example.

Bootlicker (bootlick+er, 90% entrenched)

"He is a government bootlicker."

Celebrant (from the verb sense of celebrate+ant, 100% entrenched)

One who is celebrating birthday, hosting a party, celebrating achievement, promotion, government appointment, etc. SBE celebrant means a priest conducting Mass or someone officiating a solemn occasion.

Cooler (Cool+er, 100% entrenched)

A plastic, flask-like container of different sizes that keep foods warm usually for sometimes.

Cunningness (Cunning+ness 55% common

Donator (a derivative from the verb donate+or, 60% widespread)

One who donates (a donor); mainly used to denote a man or woman who keeps several sex partners, also informally called 'Donatus.'

Duper (dup+er, 54% common)

A dupe, one who dupes people.

Gossiper (gossip+er, 65% widespread)

A tale bearer, a gossip; one who goes about spreading people's secrets.

Indigene/non-indegene (back clipping from indigenous as in aborigine- aboriginal, 100% entrenched)

A native, or a non-native of a place. "Non-indigenes cannot take part in the festival."

Nudeness (nude+ness, 70% widespread)

Nakedness, nudity.

Naggingness (nag+ing+ness, 57% common, used to differentiate it from the participial form nagging)

Pensioneers (pension+eer, 60% widespread)

For SBE Pensioners.

Pocket pickers (Pocket pick+ers, also compounding, 61% widespread)

SBE : pickpockets

Non-effectiveness (non+effect+ive+ness) 77% widespread

"The non-effectiveness of the ban was not in the interest of the manufacturer" (Wole, 2006, p.28).
SBE is *ineffectiveness.*

Multi-religiosity (multi+religious+-ity) 66% widespread

"...multi-religiosity of Nigeria is a no-go-area for confab" (Omonijo & Aziken, 2006, p.4). Three morphemes are combined, as in multiplicity.

SBE will be "Secular status of Nigeria, secularism, freedom of religion, pluralism, pluralistic status of Nigeria..." etc.

Short-temperness (short+temper+ness) 57% common

"Such a feeling makes one to be very susceptible to anger and short-temperness."

(David West Jnr. 2006, p. 12). SBE is short-temper.

Upliftment (uplift+ment) 93% entrenched

"Author dedicates book proceeds to his town upliftment" (Akor, 2005, p.12). The standard word is uplift, either as noun or verb.

Sufferness (suffer+ness) 56% common

Sometimes used as the equivalent of native English suffering, misery, hardship,

inconvenience: "I started thinking of when my sufferness will end." (Public Service Examination 2005, p. 2).

Industriousness (industry+ous+ness) 91% entrenched

A widely used hybrid form for the sense of the native form "industry":

"His industriousness took him to great height", instead of SBE "his industry took him to greater height." Industry in Nigeria is restrictively used to denote a manufacturing firm or a sector of the economy, while industriousness is used to mean hard-work.

Reoccurence (re+occur+ence) 92% entrenched

A Nigerian usage having the memory and structure of words like reemphasize, rearrange, reorganize, etc. "What should we do to avert a reoccurrence (Muduagbunam, 2005). SBE is reccurrence.

Oraculist/Oraclist (Addition of the suffix –ist to oracle, as in cycle, cyclist) 75% widespread.

"The family consulted an oraculist to unravel the mystery" (Ekundayo, 2004, p.40).

Bootlicker (boot+lick+er) 88% entrenched

"He's a government bootlicker" (Ekundayo, 2004, p.39). SBE/SAE often use a bootlick, a sycophant or a toady for both noun and verb. Bootlicker is becoming current in American English.

Quotarization (quota+rize+ation)

Something akin to zoning, it is the lexicalization of "quota system" which operates in Nigeria, an official policy of sharing jobs, positions and resources not on the basis of merit or standard but on the basis of ethnic groups and federal structures. Hence the term quotarization (Also noted in Igene, 1992, p.70).

Godfatherism (god+father+ism)

Godfatherism denotes the idea of having a godfather, the overbearing influence of the godfather, whether positive or negative, particularly in politics (Also see Igene, 1992, p.60).

Braveness (brave+ness, 70% widespread)

"Talking of braveness, Ora is a land of great minds" (Ojo, 2012)

Colomentality (colo- from colonial + mental + -ity, 97% entrenched)

A coinage popularized by Fela Anikulapokutiin his song "colomentality" to denotes a typical African attitude of thinking foreign, behaving foreign, talking foreign and giving superiority and excellence to anything foreign or exotic, justifiably or not.

Co-in-law/Co-wife/Co-tenant 76%) widespread

This indicates the idea of sharing or belonging to a thing, place and institution. When two persons take a spouse respectively from the same family, they address and introduce each other as co-in-law.

Sickler (sickle+er) 100% entrenched

"I am a sickler" (Oluranti, 2005, p.31). It is a common Nigerian formation for a sickly person or a sickle cell carrier (SS Genotype). The word is widely used in ENE. SS Genotype and its attendant crises are not common with the white race. Hence, the word sickler is not in SBE and native English.

Corper(s) (corp+er) 89% entrenched

A very common formation used to address a fresh Nigerian graduate who is on a one year compulsory National Youth Service Corps (NYSC).

Aristorism (clipping and blending of aristo- from aristocrat/aristocracy and –ism, 88%)

A sign post in front of Moremi Hall, University of Lagos, Nigeria. Aristorism is the practice of young girls dating rich, much older and often married men who are called 'aristos,' that is aristocrats or upper class people. Such girls are described as aristo babes.

JAMBITE/Jambite (JAMB+ite) 100% entrenched.

A combination of the acronym JAMB and the suffix –ite. The word means a JAMB (Joint Admission and Matriculation Board) candidate or victim and a fresh student in a university or higher institution (Also in Teilanyo, 2002, p.75).

Nollywood (Nneyelike and Afolabi, 2006, p.15) 100% entrenched.

It is formed from Hollywood, a term for the American film industry and centre of film production. The "N" of Nigeria is clipped to replace the "H" of Hollywood. The coinage is now used for the Nigeria Film

Industry, although very fake and questionable, it betrays what Fela calls colo-mentality.

b) Superfluous Plurality Markers

Ekundayo (2006, p.30)) has listed about a hundred nouns that are often unnecessarily pluralized in ENE. A few of them are given below. The cases entrenched in ENE are depicted here.

Slangs (83% entrenched)

> "The words, idioms, proverbs and slangs will be those used in the native-speaker dialect. Slangs used in this variety..." (Adekunle, 1979, pp. 29, 37).
>
> "These slangs are acceptable and appropriate..." (Ogu, 1992:60).

Standard form is slang, not slangs because it is a collective noun. But nonnative speakers treat slang and some other collective nouns as singular words that should be pluralized.

Double-Standards (100% entrenched)

> "...double-standards..." (Guardian Editorial, 2005, p.5). Standard native usage is double standard. The use of "double" in this phrase creates the impression of plurality in a nonnative user's mind. Double means two. Hence double (two) standards.

All manners (90% entrenched)

"He starved the campaign of fund and only started releasing same when he had extracted all manners of assurances..." In Standard British or American usage, it will be all manner of assurance or all kind(s) of promises, not all manners of assurances. The presence of "all" in the phrase gives a nonnative speaker the impression of plurality.

Incidences (57% common)

"Senate... believes that publication of the incidences of... affecting the National Assembly (Ukeme, 2005, p.8). SBE or SAE is incidence of...

Luggages (70% widespread)

"How many of these men are prepared to drop their excess luggages?" (Muyi, 2005, p.8). Standard usage is excess luggage.

Imageries (92% entrenched)

"Besides, this year's census would use satellite imageries which will show every nook and cranny" (Anumihe, 2005, p.7) SBE or American English uses imagery as collective plural to mean images, figures of speech, etc.

Wastages (85% entrenched)

"The supporters of ex-Generals only need to be counselled against further wastages..."

A staff/staffs

"I am a staff of this university." "Academic staffs are on strike."

SBE is "I am a member of staff." "Academic staff are on strike."

c) Removal of Necessary Plural Morphemes

Examples in this sub-section are all entrenched in ENE

Call it quit (96% entrenched)

"For calling it quit with her lover-boy of three years, a young lady, miss Inyene Udoh Jonah, has been turned to a monster" (Ikwunze, p. 21) . B. Eng: for calling it quits pliers: "Gang robs with plier…" (Francis 28).

SBE is Gang robs with a pair of pliers or with pliers.

Delay is dangerous (88% entrenched)

"Delay is dangerous" (Title of a Nigerian film/ home video).
SBE is "Delays are dangerous."

Brain (80% entrenched)

"Beauty, brain and creativity " (Ogedengbe 11).
SBE is Beauty, brains and creativity.

At all Cost (89% entrenched)

"She wants my husband at all cost" (Abodurin 26). SBE in this context will be …. at all costs.

Head or *tail* (70% widespread)

"Head or tail, he is culpable"(Azuike136).
SBE: Heads or tails, he is culpable

Outskirt of…(88% entrenched)

I live in the outskirt of Benin. SBE: I live in the outskirts of Benin.

Handcuff (85% entrenched)

"Balogun, the Inspector General of Police, was shown in handcuff.."
SBE: ...shown in handcuffs

Surrounding (75% widespread)

Our surrounding looks clean.
SBE: Our surroundings look clean.
Congratulation (95% widespread)
Congratulation for your success.
SBE: Congratulations on your success.

Good office (80% entrenched)

Kindly use your good office to assist.
SBE: Kindly use your good offices to assist.

Specie…(81% entrenched)

What specie of plant is this?
SBE: What species of plant is this?

Amend… (76% widespread)

They went back to make amend.
SBE: They went back to make amends.

Pant (64% widespread)

He hardly wears pant.

SBE: He hardly wears pants.

Spirit (71% widespread)

The professor is always in high spirit.
SBE: The professor is always in high spirits.

Wit (71% widespread)

She admitted that she was at the end of her wit.
SBE is She admitted that she was at the end of her wits.

Gut (76% widespread)

You mean he had the gut to ask you?
SBE is 'You mean he had the guts to ask you?'

Crossroad (73% widespread)

The girl seems to be at the crossroad.
SBE is 'The girl seems to be at the crossroads.'

Fund (62% widespread)

The project was hamstrung for lack of fund.
SBE is 'The project was hamstrung for lack of funds.'

Ground (84% entrenched)

"On compassionate ground and in the spirit of fair-hearing ---"
SBE: On compassionate grounds and in the spirit of fair-hearing ---

Sympathy (81% widespread)

Accept my sympathy on your father's death.

SBE: Accep tmy sympathies on your father's death.
Condolences (81% entrenched)

He visited to offer his condolence.
SBE: He visited to offer his condolences

Barrack (76% widespread)

They reside in Dodan Army barrack.
SBE: They reside in Dodan Army barracks

Headquarter (68% widespread)

Yemisi lives in the State Headquarter.
SBE: Yemisi lives in the State Headquarters.

Relation (89% entrenched)

He is a Public Relation Officer (PRO).
SBE: He is a Public Relation Officer (PRO).

d) Psycholinguistic Grounds for Questionable Plurality

Some psycho-sociolinguistic and linguistic factors inform questionable plurality in a second language situation. Nonnative speakers treat these words as singulars, like the veritable singular words in English. Following the rule of plurality, they add the plural morpheme to the words. Another reason is that there are so many confusing exemptions in the language that they cannot remember during performance; hence they mix them up. Thirdly, there are clear instances of known plural collective nouns yet used with the plural morpheme in native usage.

Examples are accessory, vocabulary and infrastructure, etc. The Longman Dictionary says "Accessories include a CD player and alloy wheels." The BBC Dictionary defines infrastructure as "the structures, the facilities, services and equipment that are provided which help a country or organization function effectively." Then it gives "infrastructures" as a variant.

Same thing it does to accessory and vocabulary. Some other dictionaries (Longman, Oxford Advanced Learners, Websters, Chambers, etc.) do not give the variant plurals. So, in a second language situation where users see a standard native dictionary as the final arbiter of what is right or wrong, at least, until a native speaker can be reached, there is bound to be an argument between the user of the BBC Dictionary and the user of the other dictionaries as to the plural status of say vocabulary and infrastructure. This kind of inconsistency is an extenuating circumstance for double plurality in a second language situation. So long as double plurality also occurs in a native setting, there is the possibility that some of these mass nouns will have variant–s plural forms in the dictionaries of the future.

As for the removal of the plural morphemes in some fixed expressions, the nonnative speakers view them as purely singular words referring to a singular situation as well. Consequently, in accordance with the rules of the language, they think that the words should not be pluralized. Hence they would say delay is dangerous instead of delays are dangerous, or call it quit instead of call it quits. Next, we examine nominal intraference by abbreviation and expansion.

e) Abbreviation, Expansion and Acronymization: Some Creative Formations

Arrangee (back clipping) 100%

It is an informal word for something doubtful, fake or deceptive. Fela Anikulapokuti popularized it in his song, "arrangee masters or army arrangement". I don't believe what I saw. It was an arrangee.

Bros (back clipping) 100%

Bros stands for brother with an added meaning. The younger generation of Nigerians use it to show respect and closeness in addressing a male friend or relative who is still young but older than the speaker: "Bros, I like to see you." It is similar to American "bro."

Non-indigene (100% entrenched)

"Non-indigene fees" is a popular phrase in Nigerian state-owned tertiary schools. It explains the discriminatory practice of asking people from other States, who are resident or schooling in another State, to pay extra fees different from and in addition to the general school fees. Indigene is back-formed or back-clipped from indigenous, as in Aborigine from Aboriginal.

Media Practitioners (100% entrenched)

A compound word formed with the memory of medical/legal practitioner. It is used to mean journalists or those in the media (Oguntuase, 2006: 34).

National Cake (100% entrenched)

This means federal resources, common wealth and money to be shared or as shared to the federating states of Nigeria.

Now-now (81% entrenched)

For emphasis, to convey urgency or emergency, Nigerians often use now-now. "Do you want me to leave now?" "Yes, leave now-now."

Area-boys (90% entrenched)

A term for young (jobless) men, the destitute, urchins, etc that lurk in an area and sometimes constitute a nuisance: "Some area boys snatched her bag at that corner."

Public dog (75% widespread)

It is a derogatory word for a loose girl, a promiscuous woman. "What has a decent man to do with that public dog?"

Bush meat

A coinage for meat got from the forest or farm, compared to domesticated meat like chicken, mutton and beef. It is also used by men to describe local, village and unsophisticated girls who can be easily manipulated as against sophisticated urban girls. "But to dump every city girl he had dated and gone for a 'bushmeat'(according to them) was simply unthinkable" (Chidi-Maha, 2011, p.37).

Home trouble/family problem

Home trouble is used to mean socio-economic retardation and spiritual or mysterious predicament that one faces, believed to be caused by witches and wizards or diabolic relatives. Family problem is also used literally to mean family, domestic and marital challenges and responsibilities: Home trouble has been retarding his progress.

KIV

An acronym for 'kept in view', commonly used by civil servants, now also used in public circles, to denote a file or matter not being considered at present, an issue kept to be possibly considered later, a euphemism for 'not approved,' 'pending,' 'put aside' because there are more pressing matters': 'What of my application for loan?' The secretary asked. 'Well, we have KIV your application for now', the Director said.

JJC (Jonny Just Come)

It is used to denote a newcomer, stranger, novice, neophyte, first timer, etc in informal ENE.

ITK (I Too Know)

It is used in informal ENE for someone who shows off with knowledge, or who proves to know too much when the reverse may be the case.

IGG (Initial gira-gira)

IGG is used to denote the excitement, energetic effort, resistance, stubbornness or pretence at the beginning of an event or experience, e.g. the initial refusal or resistance by a lady during wooing, which later gives way to acceptance.

NFA

"No Future Ambition" (from the defunct Nigeria Football Association: NFA, notorious for its uncommitted attitude to the development of sports) is used to describe people who lazy around, who do not show or pursue any plan or ambition, not serious with their studies, life or work.

PUME or Post-UME (Post University Matriculation Examination)

It is a recent coinage emanating from the establishment of an entrance examination after the regular University Matriculation Examination (UME).

OYO (on your own)

It stands for you are on your own. In informal ENE, it is used for someone when you are not supporting them in a course of action, or you do not want to give them attention, particularly when you have advised against the intended action to no avail: if you go ahead with it, OYO.

TDB (Informal for Till Day Break)

"We danced tdb."

PP (Private Practice)

It is deployed to denote self-employment, entrepreneurship, or a job which is not government employment that one does to survive or augment one's earnings.

These examples are by no means exhaustive. However, they suffice to prove how widespread nominal intraference is in ESL, Educated Nigerian English being an excellent example.

IV. Conclusion

This paper has shown so far that nominal intraference features, which are the largest type of morphemic intraference, is widespread or entrenched in ENE. Interestingly, intraference is also common in a first or native language situation, for some of the nonce and hybrid formations hitherto treated as errors have found entrance into some dictionaries and native usage. Some examples are convocate versus convoke, the more established one. Convocate is given as a variant in Chambers Dictionary. 'Tickish', often treated as an error by many a Nigerian linguist or grammarian because of the well-established tricky, has been entered as an emerging variant in the BBC Dictionary and Chambers Dictionary respectively. Thus care should be taken in condemning some features of morphemic intraference found in the performances of the Nigerian intelligentsia, particularly the ones that use affixes creatively to form words that satisfy the exigency of the moment of linguistic performance.

While some of them may be seen as deviations or errors, quite a number of them can be considered as the outcomes of creativity based on the rules of the English language itself and the level of competence and awareness of the users. It is the nonnative speakers' way of enriching the vocabulary of the English language, which they inevitably use for socio-educational interaction. Educated Nigerians tend to regard with disdain and disapproval deviations or variations of intraference by people with low education. For example, while the sentence 'I hate proudness', or 'I don't like delayance' will be adjudged egregious and unacceptable by highly educated Nigerians, the sentience 'I am contributing to the socio-educational upliftment of my town' may be judged acceptable. The reason is that 'proudness' is not used in the English of the intelligentsia, but upliftment is used. However, proudness, delayance and upliftment have been fabricated in the same way – through the overgeneralization of the nominal suffixes –ness, -ance and –ment.

This study has thus established that educated Nigerians redeploy nominal affixes and morphological processes to fabricate nouns that distinguish ENE morphology from SBE or other native English morphology.

The question, therefore, is which variations of nominal intraference may judged as errors or glossed over or ignored, or even accepted, and from whom? Well, currency of usage, wide acceptability among educated Nigerians and the compliance of nominal fabrications with the morpho-syntactic rules of the language may be used to assess, accept or question variations of intraference. Those that are clear displays of creativity and the results of a well-motivated desire to establish new concepts and meanings should be accepted as variations.

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School Management: Characteristics of Effective Principal

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Abstract- Research shows that managing school is like managing a state. So, the school principal must be politician, economist, psychologist and sociologist. Culture, ethnicity, gender and religion of the school population may diverse and customers of the school require satisfying their needs. This paper of characteristics of effective principal discusses how perfect school principals look like. There are nine selfassessment tips that principals can measure themselves. I derived these nine tips from the nine alphabet letters that the word principal consists of. Each alphabet letter of the common word given to school leader stands for good jobs required to be fulfilled by the principal. Principals will understand that their task is unique and require extra knowledge and standards to apply it. After reading books and articles wrote by different scholars, I noted that leadership and principalship and are unique task, that are not easy all people to engage in.

Keywords: educational management, good leader, quality education, leadership, health management.

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SCHOOL MANAGEMENT CHARACTERISTICS OF EFFECTIVE PRINCIPAL

Strictly as per the compliance and regulations of:

School Management: Characteristics of Effective Principal

Abdikadir Issa Farah

Abstract- Research shows that managing school is like managing a state. So, the school principal must be politician, economist, psychologist and sociologist. Culture, ethnicity, gender and religion of the school population may diverse and customers of the school require satisfying their needs. This paper of characteristics of effective principal discusses how perfect school principals look like. There are nine self-assessment tips that principals can measure themselves. I derived these nine tips from the nine alphabet letters that the word principal consists of. Each alphabet letter of the common word given to school leader stands for good jobs required to be fulfilled by the principal. Principals will understand that their task is unique and require extra knowledge and standards to apply it. After reading books and articles wrote by different scholars, I noted that leadership and principalship and are unique task, that are not easy all people to engage in.

The principal is the corner stone of the school and plays important role on development of education programs. I see that it is necessary to equip principals with knowledge and skills to interact multiple changes and complex task of managing human being. Schools are the mirror of the life and birthplace of human resource so leaders of schools must be familiar with management skills and leadership styles. The main objective of the schools is to produce creative leaners who will be leaders of tomorrow; hence principals must be role models that students and other people in the schools will learn from them.

Keywords: educational management, good leader, quality education, leadership, health management.

I. Introduction

The positive characteristics of good principal cannot be summarized into nine letters, but I thought that each letter of the word given to the school leader (principal) stands for unique task that can be measured of the quality of good school leader.

Leadership is a complex task and requires knowledge, experience and good skills. There is no generic definition of school principal but it concerns practices and operations of educational management. The field of educational management relates varying approaches and established disciplines including economics, general management, psychology, sociology and political science.

Good health management is expected to produce planned work done with the help of assigned people, within the allocated budget and within the given deadlines.

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Education institutions require management to plan, organize, direct, control and evaluate day to day activities to accomplish education goals through coordination education personnel and allocated budgets.

In this paper, I want to explain my understanding the positive characters of school principal and principal's role. I will discuss what each letter of the common noun (principal) given to the school leader stands for. This does not mean that there are agreed definitions assigned to each letter but is my innovative way that would suggest other scholars to add their thoughts.

II. Characteristics of Effective Principal

"A central part of being a great leader is cultivating leadership in others." [16]

Principal is the leader and manager of school but this task needs experience and knowledge to differ from others. In this paper I suggest to measure characteristics of perfect school principal the nine letters of the word "principal" comprises.

P- Plans school activities and provides guidelines- "Planning is defined as a process of setting objectives and determining what should be done to achieve them. It is a decision-making activity through which, managers act to ensure the future success and effectiveness of their institutions and departments as well as themselves".

Planning helps educational managers to anticipate problems and opportunities, to think forward and to contribute efficacy of other managerial functions. Thus, "planning is a role of effective principal to provide a basis for control in a school and set priorities to focus their emergencies on important things first. The effective principle also focuses the attention of the teachers on objectives that can give a performance oriented sense of direction to the school". [Priadi Surya 2011] "The process of educational management consists of three basic functions, namely planning, implementing and controlling. A manager uses these functions to achieve educational organization goals and objectives."

*R- Respects the wishes of the school population, replies their requirements and listens-*This means that the effective principal responds the enquiries of the school populations (i.e. teachers, students,

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parents and other staff of the school) and listens their complaints. This is the characteristics of Total Quality Management Organization and the relations of the school population will be positive when the customers are listened and provided their requirements. "The power of knowledge management, particularly when compared to other changed efforts, it that it maintains focus on people-on faculty, staff and students-and their needs" [6]

Indicates and commands school population and never dictates orders- One of the leadership traits is to lead people in the organization through recommendations. The perfect leader does not impose hard orders to the staff but gives them mentoring and advice and staffs are delightful all the time. Like this, effective principal provides instructions and directions to the school populations and invites them to participate in developing education programs. "Principals play a major role in developing a "professional community" of teachers who guide one another in improving instruction."[16]

N- Networks to the school population and makes timely contacts- The effective principal has networking skills and makes early contacts with the school population. She/he is not passive but is proactive and aware what is going internal and external of the schools. "Co-ordination is the process whereby two or more people/organisations work together to deal collectively with a shared task. The responsibility for co-ordination may be assigned to a single individual or a team/group of individuals, in consultation with all the parties concerned. Co-ordination would the major responsibility of a project coordinator, heading a project team."[3]

C- Consults with school population and conducts constructive changes- The perfect principal consults with the people in the school and initiates constructive changes. He or She accepts the suggestions and good ideas from people, creates atmosphere that letting all participate in school development. "Paternalistic form is where the manager makes decisions in the best interests of the employees rather than the organization. The manager explains most decisions to the team members and ensures that their social and leisure needs are always met. This can help balance out the lack of staff motivation caused by an autocratic management style.

Feedback is again generally downward; however feedback to the management will occur in order for the employees to be kept happy. This style can be highly advantageous, and can engender loyalty from the employees, leading to a lower staff turnover, thanks to the Management Structures emphasis on social needs."[10]

Instructs school population and accepts new ideas-The effective principal instructs people and accepts their ideas. He or She makes appropriate transformations and information that enable school people to achieve assignments required.

P- Participates in school activities and encourages teamwork- The effective principal participates in school activities and encourages team work. She or He does not make decisions alone but asks people what to do, how to do, when to do and approves their suggestions. "One or more processes in which an individual or group takes part in specific decision-making and action, and over which they may exercise specific controls. It refers specifically to processes in which primary stakeholders take an active part in planning and decision-making, implementation, learning and evaluation. This often has the intention of sharing control over the resources generated and responsibility for their future use." [13] "Team members have the experience and creative thinking that will be needed to ensure attainment of each deliverable."[15]

A- Attracts school population and motivates them to learn and teach hard- The effective principal attracts school population and motivates them to learn and teach hard. He or She motivates slow learners and rewards hard working and talented ones." A positive school culture is the underlying reason why the other components of successful schools were able to flourish. For example, one principal seeking ways to increase reading comprehension asked for and valued teacher suggestions. As a result, suggestions were developed into action plans that were then implemented. Because the principal valued the expertise of the teachers and allowed the latitude to try new approaches, an unbroken cycle of continuous improvement was observed in the building. The culture was one where the teachers felt their opinions mattered and felt comfortable enough to take risks and try new methods. Therefore, the positive culture the principal created enabled continuous improvement to occur." [14]

L- Leads school population to the right direction and learns from them-The effective principal leads school to the right direction and learns from other people. He or She follows planned steps and considers feedback from external and internal of the school to make supporting modifications and necessary changes. School principal is the manager of school programs, and interact directly with other stakeholders of school. [Marcus D. Ingle, 2009] "Communication between the manager and other stakeholders must flow in both directions. The manager should know, and be an active participant,wherever feasible, in establishing why the project is being undertaken."

III. General Discussion and Analysis

Findings of my research show that school principal contacts more people than any other person. The school principal has relations with parents, teachers, students, and non-teaching staff in the school, education management and peer teachers. The school principal solves school problems, manages school programs, helps teachers, students and other customers of the school and sets roadmap for the school activities.

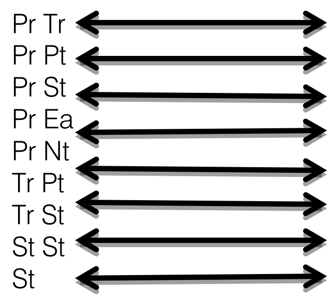

Figure 1.1 : shows relations of school population where Pr stands for principal, Pt stands for parents, Ea stands for education authority, Tr stands for teacher, Nt stands for non-teaching staff and St stands for student.

P- Plans school activities and provides guidelines

R- Respects the wishes of the school population, replies their requirements and listens

I- Indicates and commands school population and never dictates orders

N- Networks to the school population and makes timely contacts

C- Consults with school population and conducts constructive changes

I- Instructs school population and accepts new ideas

P- Participates in school activities and encourages teamwork

A- Attracts school population and motivates them to learn and teach hard

L- Leads school population to the right direction and learns from them

Figure 1.2 : shows position that each alphabet letter of the word principal represent for

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ANTIGONE: Victim of Desire or Heroine of her Time ?

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Abstract- Antígona é uma obra cuja análise e discussão foi amplamente difundida. Entretanto trata-se de uma tragédia cujo conteúdo é profícuo e até esgotá-lo é um longo caminho. Sem negligenciar as várias pesquisas, ainda que nos mais diversos campos, no que concerne à Antígona, intenta-se repensar a posição dessa personagem em relação a seu tempo. Avaliar a força motriz que impulsionou seus atos e a fez tomar atitudes drásticas e, nesse contexto, localizá-la enquanto heroína ou vítima. Este trabalho objetiva fazer uma análise da tragédia grega Antígona, de Sófocles, sob a ótica da Psicanálise de Lacan para buscar compreender em que categoria a personagem se enquadra. Para tanto lançou-se mão de uma pesquisa bibliográfica cujos autores privilegiaram, de alguma maneira, a obra analisada.

Keywords: antígona, lacan, desejo, psicanálise – literatura.

GJHSS-G Classification: FOR Code: 380299, 330199p

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Resumo- Antígona é uma obra cuja análise e discussão foi amplamente difundida. Entretanto trata-se de uma tragédia cujo conteúdo é profícuo e até esgotá-lo é um longo caminho. Sem negligenciar as várias pesquisas, ainda que nos mais diversos campos, no que concerne à Antígona, intenta-se repensar a posição dessa personagem em relação a seu tempo. Avaliar a força motriz que impulsionou seus atos e a fez tomar atitudes drásticas e, nesse contexto, localizá-la enquanto heroína ou vítima. Este trabalho objetiva fazer uma análise da tragédia grega Antígona, de Sófocles, sob a ótica da Psicanálise de Lacan para buscar compreender em que categoria a personagem se enquadra. Para tanto lançou-se mão de uma pesquisa bibliográfica cujos autores privilegiaram, de alguma maneira, a obra analisada. A fundamentação teórica versa em autores como Miriam Chnaiderman, Rachel Gazolla, Jacques Lacan, Evair Aparecida Marques, Kathrin H. Rosenfield, Sòfocles e Adalberto de Oliveira Souza. Fez-se uso de referenciais teóricos fundamentados em teorias psicanalíticas. O que foi possível observar em Antígona é uma consciente transgressão dos limites humanos. O Desejo de enterrar seu irmão Polinices representa o bem maior, o que é correto a fazer, a certeza de uma morte que não será em vão. Ela, então, age movida por esse desejo cujo objetivo primeiro é fazer o bem pela família, em nome do Oikos, a lei divina.

Palavras-chave: antígona, lacan, desejo, psicanálise – literatura.

I. Introdução

Antígona é, seguramente, uma obra cuja análise e discussão já foi amplamente difundida. Entretanto trata-se de uma tragédia cujo conteúdo é tão profícuo que esgotá-lo torna-se tarefa hercúlea. Mesmo após mais de dois mil anos as tragédias de Sófocles continuam a ser atuais, Antígona não é diferente.

Sem negligenciar as várias pesquisas, ainda que nos mais diversos campos, no que concerne à Antígona, intenta-se repensar a posição dessa personagem em relação a seu tempo. Avaliar a força motriz que impulsionou seus atos e a fez tomar atitudes drásticas e, nesse contexto, localizá-la enquanto heroína ou vítima.

Para tanto a interlocução entre literatura e psicanálise se faz essencial, tendo em vista que a análise levantada tem como base o psicanalista francês Jacques Lacan.

A partir de suas teorias intenta-se traçar um perfil em que Antígona melhor se enquadre, um perfil perceptível na leitura da tragédia. É certo que a postura da protagonista é polêmica e provoca divergência de posicionamentos, todavia a proposta de localizá-la numa das categorias propostas constitui-se num outro olhar sobre essa clássica tragédia.

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II. Psicanálise & Literatura

Relacionar literatura e psicanálise é uma prática frequente tanto entre psicanalistas como entre literatos, visto que ambos tem em comum a linguagem. A literatura surge como exercício de linguagem, a psicanálise como um conjunto de conhecimentos que busca sua interpretação.

"A ferramenta mais importante da psicanálise é a linguagem, seu traço comum com a literatura. Além disso, ambas tem como fundamento a subjetividade, até quando transmitem uma ocorrência de amplo valor social." (SOUZA, 2005, p.206)

A relação entre esses campos do saber possibilitou apropriações de ambas as partes. Os literatos absorveram a psicanálise e vice versa, como apontou Chnaiderman (1989, p.23):

> Hoje, a literatura e a psicanálise se misturam: há vários textos escritos por não analistas onde conceitos analíticos são utilizados para fazer crítica literária. Da mesma forma, várias coletâneas, escritas por analistas, abordam questões literárias. Quando Lacan coloca em questão a psicanálise em suas bases ideológicas, no momento em que ele estabelece uma clivagem entre o saber e a verdade, ele coloca o problema da questão dos dois domínios de modo mais claro. Ficção, verdade ou saber? O problema fica mais claro, mas não a resolução do problema.

Para pensar num viés psicanalítico a tragédia escolhida nesta pesquisa, a saber "Antígona" de Sófocles, será abordada a perspectiva do psicanalista francês Jacques Lacan.

III. A Tragédia Grega

A tragédia é um gênero literário de origem grega que se caracteriza pela seriedade dos temas tratados tendo sempre como mote conteúdos cuja relação com a ética e a moral humana são profundas. Para os gregos a comédia se constituía num gênero menor, por isso os temas considerados de maior importância eram explorados na tragédia.

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Na tragédia, toda situação que implica a ação desmedida de um personagem expressa a hamartia, a falha ou o erro daquele que agiu de modo excessivo e gerou uma difícil situação.O erro tem um valor e uma vivência comunitária expressos na figura do herói trágico, e os assistentes do teatro sabem quando uma ação se apresenta com hýbris,como excesso, podendo prever o peso do sacrifício que virá ao herói como expiação para a devida purgação do comunitário. A tragédia, portanto, resgata o que há de fundamental a pensar nas relações humanas em comum. (GAZOLLA, 2001, p.26-27)

Os conflitos abordados buscavam oferecer educação moral ao público através da kátharsis. Segundo Mello (2000 apud MARQUES, 2003) A tragédia transforma o horror em beleza.

O assistente da peça precisa identificar-se com o que está sendo exposto para que a purificação aconteça.

O purificatório trágico é sagrado, é educativo, ritualístico e cívico. Ao mesmo tempo, é pessoal, diz respeito ao modo de sentir de cada um dos assistentes em consonância do comunitário. Ele purifica no sentido de que, ao aproximar o homem da vivência de seus limites e deslimites, propicia-lhe a visão do sagrado interdito e do profano objetivados no teatro. Presenteia o assistente com a possibilidade de expandir seus julgamentos, sua capacidade de pensar sobre a pessoa e suas relações com as outras pessoas. (GAZOLLA, 2001, p.38-39)

Nesse sentido o teatro grego carrega consigo uma responsabilidade social, como apontou Rosenfield (2002, p. 9) ele não é liturgia ou lazer, mas uma contemplação da política, sociabilidade e religião.

IV. Antígona

Uma das maiores tragédias da humanidade, Antígona, de Sófocles, foi escrita por volta de 442 a.C. e faz parte da trilogia do ciclo tebano. Depois de matar o próprio pai Édipo desposa a mãe, tendo com ela quatro filhos: Etéocles, Polinices, Antígona e Ismênia. Antígona é ao mesmo tempo filha e irmã do próprio pai.

A história se inicia quando Etéocles e Polinices se matam numa disputa pelo trono de Tebas. Depois do acontecimento sobe ao trono Creonte, tio dos filhos de Édipo, irmão de Jocasta.

Em seu primeiro édito ele decide que Etéocles deverá ser enterrado com todo cerimonial, pompas e glórias devidas aos mortos e aos deuses, já a Polinices ele nega esse privilégio. É aí que começa o drama de Antígona. Ela se recusa a deixar o corpo do irmão sem os ritos sagrados e decide enterrá-lo indo contra às leis humanas, mas obedecendo às leis divinas. Isso nos leva a questionar a significação de Antígona e o que ela, ainda hoje, representa.

Essa personagem foi, e continua sendo, apresentada como uma heroína. Aquela que transgride as leis da Pólis em nome de leis não escritas, as Leis Divinas, que remetem aos costumes de sua gente e sua época, pelos quais, segundo ela mesma, vale a pena morrer. Sua bravura ao lutar pelos valores familiares também lhe dão licença de heroína. Sobre o valor dedicado à família, Antígona afirma: “Eu vou enterrar o nosso irmão. E me parece bela a possibilidade de morrer por isso. [...] Devo respeitar mais os mortos do que os vivos, pois é com eles que vou passar mais tempo.” (SÓFOCLES, 199, p.8. grifo do autor)

Para enterrar seu irmão Polinices e fazer valer seu direito divino ao sepulto Antígona ultrapassa as leis do Rei Creonte:

A tua lei não é a lei dos deuses; apenas o capricho ocasional de um homem. Não acredito que a tua proclamação tenha tal força que possa substituir as leis não escritas dos costumes e os estatutos infalíveis dos deuses. Porque essas não são leis de hoje, nem de ontem, mas de todos os tempos: ninguém sabe quando apareceram. Não, eu não iria arriscar o castigo dos deuses para satisfazer o orgulho de um pobre rei. (SÓFOCLES, 1997, p. 22)

Para Lacan o Desejo é inconsciente, é diferente da Vontade, pois que essa se caracteriza exatamente pela sua própria consciência enquanto àquela é um impulso inconsciente e, consequentemente irracional. Antígona apesar de sucumbir ao seu Desejo mais íntimo e podendo, para alguns, torna-se vítima de si mesma, caminha ao status de heroína pois coloca o bem social acima de si mesma.

Embora Antígona possa ser associada à posição de vítima, devido sua cessão ao Desejo, nos cumpre observar que fala mais alto sua qualidade de heroína.

O caráter implacável de Antígona, a saber “sem temor nem piedade” enfatizam isso pois, segundo Lacan (2008, p. 316) “Só os mártires são sem piedade se sem temor”, nesse sentido Antígona lutou além dos limites por sua crença, pelo que ela julgava correto a fazer.

Sem se importar com as consequências de seus atos Antígona ultrapassou todos os limites humanos, indo para além da Até. Para Lacan (2008, p. 310) essa palavra “designa o limite que a vida humana não poderia transpor por muito tempo”. Quando transgrediu as leis de Creonte, assumiu como que com orgulho seu feito e não aceitou a morte ditada por seu algoz, buscando o suicídio como último gesto de empáfia, Antígona extrapolou todos os limites humanos e realizou o que buscava. Nesse sentido o desejo da filha de Édipo visava precisamente isto – para além da Até. Lacan (2008, p. 327).

Segundo Rosenfield (2002, p. 18) não é preciso crer em deuses, apenas ver Antígona é suficiente para perceber que há algo divino em certas atitudes e modos de ser e de agir. Isso que a autora chama de 'divino' é o que impulsiona nossa personagem nessa luta travada, não apenas contra Creonte, mas contra toda uma sociedade, tendo em vista que ela abandona seu papel social de mulher submissa e obediente para assumir uma postura masculina, é mais que uma vontade de enterrar seu irmão, é um Desejo puro e incontrolável.

A postura de Ismena, seu choro, sua desorientação, indicam que ela abandonou as esperanças. Com esse derrotismo contrasta o vigor quase viril de Antígona, que nada tem dos atributos de feminilidade convencional de Ismena. Antígona já concebeu um plano para fazer face à situação difícil e não teme pensar, falar e agir como os homens de sua linhagem – abandonando o espaço protegido das mulheres e crianças. (ROSENFIELD, 2002, p. 24, grifo nosso)

Deixando-se levar por esse desejo Antígona não perde seu posto de heroína. Ela não o controla e vai além dos limites do fim para satisfazê-lo. Dessa maneira Antígona não se dobrou às leis de Creonte mas seguiu a crença de seu povo, de sua época.

Em seu Seminário 7 Lacan (2008, p. 294) nos apresenta Antígona como a materialização do próprio Desejo. Se possível fosse existir uma criatura humana que fosse apenas Desejo esse ser seria Antígona.

A personalidade forte e marcante de Antígona a diferenciam fortemente de sua irmã Ismênia que é como uma vítima de seu tempo, apresentando-se, no início da tragédia, como uma mulher temerosa e fraca.

Antígona é totalmente diferente de sua irmã, Ismena. Esta representa o que é a mulher na polis clássica (um ser frágil, suspeito, insignificante, cujo valor consiste em ser bonita e submissa), ao passo que Antígona tem a presença de espírito, o faro e a truculência de seu pai.

Essa postura temerosa e fraca de Ismênia se dissipa no final da tragédia, quando da prisão de Antígona ela pede à irmã que a deixe participar da responsabilidade do ato feito à Polinices, pedido que Antígona nega firmemente: "Não queira repartir agora a culpa daquilo em que não teve coragem de botar as mãos. Vive você. Minha morte me basta." (SÓFOCLES, 1997, p. 27)

Em momentos como é esse possível visualizar a carga que Antígona carrega. O sacrifício em prol do todo, pelo bem comum, o bem maior é colocado em primeiro lugar.

V. Conclusão

O que observamos em Antígona, então, é uma consciente transgressão dos limites humanos. O Desejo de enterrar seu irmão Polinices representa o bem maior, o que é correto a fazer, a certeza de uma morte que não será em vão. Ela, então, age movida por esse desejo cujo objetivo primeiro é fazer o bem pela família, em nome do Oikos, a lei divina.

Nesse aspecto os sacrifícios feitos pela protagonista da tragédia parecem apontá-la pelos caminhos do ato heróico. Segundo Lacan (2008, p. 294) Antígona é uma vítima terrivelmente voluntária. Aquela que escolhe seu fim, aquela que decide morrer pelo que julga valer a pena.

O ato heroico se configura justamente pela sobreposição do bem maior em detrimento do bem individual. O bem comum acima do bem de uma única pessoa. Assim, Antígona se configura a heroína dessa peça que, mesmo depois de mais de dois mil anos, ainda reverbera ensinamentos morais e éticos.

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The Illocutionary Frames Principle (IFP) and the Austinian Postulations: A Clause-Structure Investigative Discourse

By Dr. Acheoah John Emike
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Abstract- Austin (1962) is a theory of speech act; in this regard, it is essentially a theory in pragmatics, which as a field of language study, studies how language is used according to varied contextual nuances. In this paper, my arguments subtly engage semantics and those pragmatic notions which constitute the communicative elements produced by clause structure. I explore the System of Mood, the Abstract Performative Hypothesis and the Illocutionary Frames Principle (IFP) to establish my positions. The findings include: the clause in which a speech act verb occurs determines illocutionary acts performed in discourse, among other things; linguistic issues abound, which reveal the strengths and weaknesses of Austinian postulations; apart from determining what is communicated in discourse, clause structure also has effects and implications on meaning and participants.

Keywords: pragmatics, semantics, mood, abstract performative hypothesis, illocutionary frames principle, emergent context, clause structure, speech act, implicature, presupposition.

GJHSS-G Classification: FOR Code: 200404

THE ILLOCUTIONARY FRAMES PRINCIPLE IFP AND THE AUSTINIAN POSTULATIONS A CLAUSE-STRUCTURE INVESTIGATIVE DISCOURSE

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Keywords: pragmatics, semantics, mood, abstract performative hypothesis, illocutionary frames principle, emergent context, clause structure, speech act, implicature, presupposition.

I. Introduction

A speech act study is essentially immersed in pragmatics. The major concerns of pragmatics include: speech acts (when we speak, we perform various actions with our words); presuppositions (in communicative events, things which participants take for granted are said to be presuppositions about the context); intentions (these are participants' communicative goals); implicatures (implied issues in an utterance); contexts (the relevant aspects of the physical or social setting of an utterance or discourse); inferences (making logical conclusions from available contextual data); non-verbal communication (gestures, dressing and movements). These pragmatic concepts are useful in this linguistic appraisal of Austinian postulations as they anchor my investigation of "speech acts around the clause". Hymes (1972) observes "that language differs in terms of culture, structure and use.

a) Austinian Postulations

Austin's work, How to Do Things with Words, is a remarkable achievement in the study of speech acts in particular and in the literature of pragmatics in general. See Acheoah (2013) for more insights on this theory. For the purpose of this study, I pay close attention to Austin's distinction between "the act of doing x" or "achieving x" and "the act of attempting to do x".

My argument will rely on certain speech act-carrying sentences, and this makes it necessary to briefly examine Austin's speech act taxonomy. Austin's taxonomy has no doubt influenced posthumous speech act taxonomies. The classification of speech act is intractable and critical in the literature of pragmatics. I strongly believe that feasible categorization of illocutionary forces is a prerequisite for the investigation of illocutionary acts. However, it has been difficult to evolve a workable taxonomy in this field of language study, as several scholarly attempts have their loopholes. Adegbija (1982) cites that these attempts include the pioneering ones by Austin (1962),Ohmann (1972), Searle (1973, revised in Searle, 1979), Franser (1974), Campbell (1975), Katz (1977), McCawley (1977), Hancher (1979), Bach and Harnish (1979) as well as Ballmer and Brennenstuhl (1981). Austin attempts a general preliminary classification (cf. 1962:150) which produced five speech act categories: Verdictives, Exercitives, Commissives, Behabitives and Expositives.

He notes "that Verdictives is typified by the giving of a verdict by a jury, arbitrator, or umpire. They may be an estimate, reckoning, or appraisal" (p.153). Examples include "acquit", "convict", "reckon", "diagnose", and "analyze".

Exercitives contains acts which involve "the exercising of powers, rights, or influence" (p. 151). Examples are "appointing", "advising", "warning" and "ordering".

Commissives, which is Austin's third class, is characterized by promising or undertaking. Austin submits "that the whole point of Commissives is to commit the speaker to a certain course of action" (p. 157). Examples include "promise", "undertake", "contract", "covenant", and so on.

Behabitives, he posits, concerns attitudes and social behaviors. They include "the notion of reaction to other people's behaviors and fortunes and of attitudes and expressions of attitudes to someone else's past conduct or imminent conduct" (p.160). Verbs in this

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category include "apologize", "thank", "condole" and "sympathize".

Expositives, Austin's final class, is that which "makes plain how our utterances fit into the course of an argument …" (p.152). Examples of verbs in this category are "reply", "argue", "concede" and "illustrate". I present (i) and (ii) which are postulations in Austin (ibid.) for a clause structure investigative discourse:

1. Performing a speech act involves "doing x" or "attempting to do x", and there is perlocutionary object, uptake and sequel in the act;
2. The difference between performatives and constatives is in the areas of "doing" and "saying".

II. Theoretical Framework

I hinge on the System of Mood, the Abstract Performative Hypothesis (cf. Saddock 1974), the Emergent Context and the Illocutionary Frames Principle (cf. Acheoah 2011) to give this investigation a sound theoretical base, and make it a more illuminating discourse.

a) The System of Mood

See Osisanwo (2003) for more insights on the system of mood in the English sentence. The system of mood, among other things, accounts for the choices made by the speaker with regard to the presence or absence of a subject in a linguistic stretch; where a subject is present, whether it is positioned before or within the predicator; where the subject is absent, whether or not the speaker is one of the participants of the action in the speech act. Consider:

(a1) Ada writes (indicative mood with present subject in a statement);

(a2) Stand (Imperative mood without subject in a command/order).

Allan (1986) submits "that only explicit performative verbs occur in utterances using indicative mood. Utterance act has to do with who carries out the action. Examples:

(a3) Get out! (Jussive that is when the listener is the performer);

(a4) Let him come here! (Non-jussive that is when neither the speaker nor the listener is the performer).

The jussive mood can include the speaker or exclude him e.g.:

(a5) Go out! (Jussive-exclusive);

(a6) Let us go out! (Jussive-inclusive).

I contend through IFP, that even the non-jussive imperative can be used in such a way that the speaker becomes the performer that is, by using an utterance in the frame of "Talking about doing x" as an illocutionary strategy to request something from the addressee. The connection between the system of mood and illocutionary act is not explained in Austin (ibid.);

Questions and Requestives (see Bach and Harnish's speech act taxonomies) for example, are framed by interrogatives. Examples:

(a7) Who are you?

(a8) Will you be there?

It should be noted that imperatives frame prohibitive. Examples:

(a9) Keep off!

(a10) Stay away!

Declaratives frame advisories. Examples:

(a11) I advise you to do it;

(a12) I declare that it is in your interest to be there.

I do not want to expatiate on the system of mood in this paper, so I shall proceed to examine Saddock's linguistic theory.

b) The Abstract Performative Hypothesis

Saddock (1974) contends "that explicit performatives make it clear that illocutionary forces cannot be ruled out of Speech Act Theories" (ibid. p.12). He proposes the Abstract Performative Analysis which states "that in the deep structure semantic representations of certain sentences, the subject refers to the speaker of the sentence, the indirect object refers to the addressee and illocutionary force is that part of the meaning of a sentence which corresponds to the highest clause in its semantic representation". He contends that sentential ambiguity is informed by illocutionary force, and that a single sentence can be a conjunction of two or more clauses, each with its illocutionary force; I explore the IFP to explain that not all illocutionary forces in clause constituents impinge on meaning, implicatures and perlocutionary sequel.

c) The Illocutionary Frames Principle (IFP)

IFP presents my break-away position in the discussion of participant-concept in pragmatics in general and Austin's. Theory in particular. I opine through the devised theoretical concept, IFP, that participants' utterance acts can be understood in terms of whether they are "performers" or "conveyers" of the illocutionary acts therein.

d) The Emergent Context

I observe that discourse often begins with a speaker-hearer based context (context of speech). This facilitates the inferential process and generation of implicatures and presuppositions. But there are sometimes Emergent contexts subsumed in an on-going discourse.

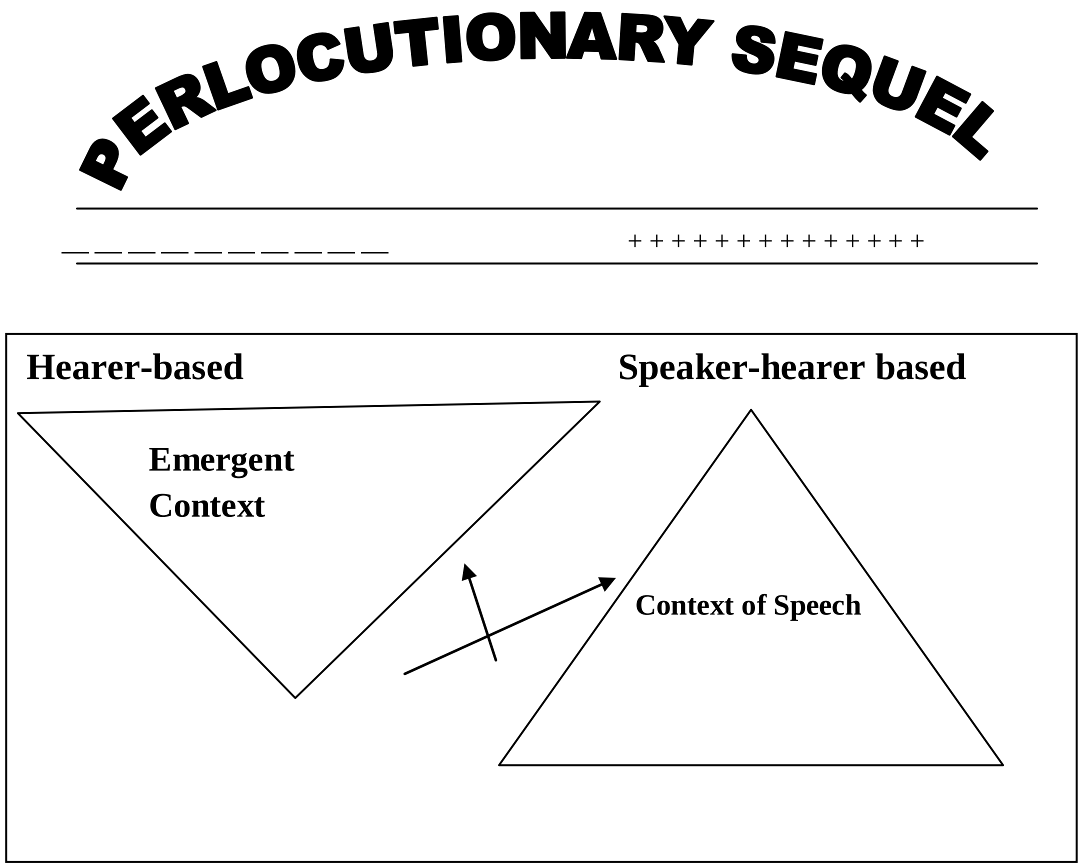

Figure 1 : Emergent Context

e) Legends to Figures

The arrows in the diagram below indicate the interaction between the context of speech and the Emergent Context; in its speaker-hearer based capacity, the "context of speech" is a macro (broad) context whereas the Emergent Context is a micro context in a given discourse. To show that an Emergent Context hinders perlocutionary sequel, I have used minus signs. Thus, the plus signs show the points where perlocutionary sequel occurs; when no context is emergent in the context of speech or when the Emergent Context has become shared knowledge to the participants of discourse. The triangle which represents the Emergent Context is drawn upside down to communicate the unexpected nature of an Emergent Context in an on-going discourse; we do not expect an equilqteral triangle to be upside down.

f) Critical Perspectives on Austinian Postulations

Austin's idea of a perlocutionary sequel as in (i) may not operate when a Directive such as "Student, stay here!" is performed with the expected felicity conditions; a Lecturer utters it to a student in a lecture-room. My view in this theoretical attempt is to state that the hearer-based level of an illocutionary act does not yield a perlocutionary sequel until the speaker (Lecturer) is made to know why it is logical to disobey his supposed felicitous Directive. A micro context, the Emergent Context is a constituent of the context of speech. It is hidden because none of the participants envisaged it. This concept does not hold when there is no existing discourse. It is simply an attempt to capture super-imposed contextual nuances in discourse. Whenever there is an Emergent Context, participants' world knowledge and mutual contextual beliefs are on the alert. These discourse tools facilitate the generation of implicatures in Emergent Contexts. For example, since the student disobeys his lecturer's Directive due to the Emergent Context, the perlocutionary effect of the student's action on this Lecturer (after the Lecturer had known that the student's reason for disobeying his directive is reasonable) can neither be "disgrace" nor "annoyance".

I `have maintained that "Doing x" (performing an illocutionary act) has to be understood to have propositional contents that should be clear to hearers. But there are sentences that are too problematic for Austinian stance with regards uptake, because of their in-built multiple interpretive potentials (numerous layers of meaning). Different layers of meaning can be attributed to S's utterance by H. This means that even the literal meaning of utterances cannot take care of illocutionary forces, whereas mutual contextual beliefs Consider:

whereas mutual contextual beliefs and world knowledge can do so. If H has mutual contextual knowledge with S, (4)...becomes meaningful, for example:

S: Do you have toilet here?

H: The nearest toilet here is in the market, and it is a public one.

S: Let me hurry there. Even if it is dirty, I shall force myself.

H: How far? (after some minutes that S was back).

S: I went to the toilet and forced myself.

H: Poor you!

I align with Saddock's submission "that a clear distinction between performatives and constatives proves difficult to establish". There are explicit performative as argued by Saddock (ibid.) which shows that a verb used in a certain way makes explicit the action being performed. In the sentence, "I insist that snow is not white", the same act can be performed implicitly if the sentence is reframed as "Snow is not white" (where felicity and truth/falsity are predicated). There is the common knowledge in pragmatics, that an encoder can use constatives as performatives (to perform actions rather than their usual truth/falsity attributes assigned to them in Austin's theoretical framework). I assign this role to "Talking about doing x" relying on the devised concept, Illocutionary Frames Principle (IFP). For example, a child can persuade his mother to buy him a wrist-watch by simply "talking about how his friend's mother bought the friend a wrist-watch"; he utters the utterance, expects the mother to understand it as an indirect Requestive different from "Doing x"; in "Talking about doing x" the child has used a constative as a performative so that both a performative and a constative do not differ in "doing and saying" as Austin posits. I also note that an encoder can request and get something from the decoder by merely making a participant who though is in the setting, is not the speaker's interlocutor, hear the utterance which conveys the Requestive illocutionary act. In natural speech situations, there are cases where a speaker does not speak directly.

Consider:

1. Ade is in the hospital;
2. Ade is in the house;
3. I went to the toilet and forced myself;
4. I went to the market and forced myself.

In (1), the speaker means "Ade is there as a patient or as a visitor of a patient". In (2), we are not made to attach any adverbial of reason to the sentence, because of its clarity.Figure 2 shows the different layers of meaning for (1) – (4). Apart from processing (4), H can pretend to be addressing.

Pretends to be addressing his interlocutor whereas he is addressing another hearer in the context of speech and situation. I therefore propose the concept, H2 (Hearer2), in the literature of pragmatics. The concept refers to a speaker's "targeted-hearer" rather than his interlocutor. I use the concept to argue "that there are other acts performed in discourse, besides "Doing x" "myself". In (3), it is implied that "forced myself" means "struggling to pass out waste product (defecate or urinate)". But (4) is meaningless, because S needs to process the speech if H does not share with him, background knowledge that facilitates understanding. Figure 2:

UTTERANCE		LAYER OF MEANING
(1.) Ade is in the hospital.	-	Ade is sick and admitted in the hospital.
	-	Ade has gone to the hospital, but not as a patient.
(2.) Ade is in the house.	-	Ade is inside a place, which is the/a house.
	-	Ade is in the particular house that x (where "that x" is a clause of shared knowledge between S and H).
(3.) I went to the toilet and forced myself.	-	I went to pass out excreta but could not do it easily.
(4.) I went to the market and forced myself.	-	Nil

Figure 2 : Layers of Meaning

g) Legends to Figures

In my argument, an "act of promise" takes the frames below:

(a13) "Doing x" (i.e. Doing x unconditionally);
(a14) "Attempting to do x";
(a15) "Talking about doing x";
(a16) "Doing x conditionally.

It is clear that "Doing x" means "Doing x unconditionally". For example, if a speaker tells the hearer, "I will give you some money" the speaker promises the hearer unconditionally, and this is the case when a marker of the conditional clause, such as "if", is not introduced into the sentence. In other words, when the markers of other adverbial clauses e.g. the adverbial clause of reason (because) concession (although), and so on, are the initiators of the subordinate clause, "Doing x" counts as "Doing x". But this is not the case when the initiator of the subordinate clause is a marker of the conditional clause (unless, if, among others). I examine the exchange below:

(a17) Son: I passed the exam.

(a18) Dad: Expect N2000 from me tomorrow (promising unconditionally).

The second unit in this conversation is informed by the first. Thus, there is a covert marker of the adverb of reason in Dad's utterance; that is, Dad's reason for promising Son is that Son passed his exam.

In (a18), the act is performed whether or not the reason for it is stated. However, "Doing x" could occur in different types of clauses (paraphrases):

(a19) Expect N2000 from me tomorrow for passing the exam;
(a20) I am promising you N2000 for passing the exam;
(a21) I am to give you N2000 for passing the exam;
(a22) You are entitled to N2000 for passing the exam;
(a23) N2000 is yours for passing the exam.

IFP explains that a given speech act can be conveyed or performed with or without the use of the conventional operative words such as the use of the verb "order" or "command" in a sentence whose communicative function is "command", the use of the verb "state" to make a statement or the use of the verb "promise" in a sentence which promises. Therefore, (a19)–(a23) may be acts of promising (Doing x) or promising conditionally based on context.

In (a24), the speaker uses "Doing x" as a reference or topic. This can be illustrated using the adjacency pairs below:

(a24) Omone: I passed the exam.

(a25) Dad: Why telling me? I was not the one, but Mum, who promised you, "Expect #2000 from me tomorrow for passing the exam." Dad is "Talking about doing x" (talking about an act of promise uttered by Mum) rather than promising Omone. "Talking about doing x" occurs in a direct (quoted) or an indirect clause.

The implication of my arguments for speech act theories in general, is that in (a25), "Mum", not "Dad", performs "the act of promise". IFP aligns with Sadock's submission 'that the clause in which an NP occurs, determines whether or not acts are performed by the NP. I observe that (a25) is synonymous with (a26) in which "so" replaces "Expect #2000 from me for passing the exam":

(a26) It was not me but Otun who said so

Referentialism postulates that indexicals, names and demonstratives determine what is said, rather than other descriptive words used in saying. IFP is germane to this claim. Illocutionary contents in declarative clauses (Austin's famous examples in the discussion of felicity conditions for acts include declaratives) that are in "conveyer-clauses" neither concern felicity nor infelicity conditions since the speaker is quoting another person's declarative. If a student says to a young man and woman, "I was there when the leader said, 'As a Priest, I proclaim both of you husband and wife'," the people at which the Priest's quoted declarative is directed, cannot be joined as husband and wife through the "direct, declarative speech act clause". To join them as husband and wife, the utterance, "A priest, I declare you husband and wife" (all things being equal) will yield perlocutionary sequel of making the "world" to match the Priest's "words" (see Searle 1969 for insights on "direction of fit").

The "performer" of an act may not be a "participant" but a "referent" in the on-going communication whereas the "conveyer" is always a participant. In the sentence, "I was there when the leader said, 'As a Priest I declare both of you husband and wife' " the conveyer (the student) is a "participatory participant" whereas the performer (the Priest) is a "sentential participant" In conveying another person's act, the conveyer is "Talking about doing x" (talking about another person's promising, ordering, informing, as the case may be). The conveyer may present the referent's act in direct or indirect speeches. Thus, I propose the notions, "conveyer of speech acts" and "performer of speech acts", using IFP as a theoretical framework, to argue that in the referential clause, conventional implicatures or illocutionary contents do not concern sentential participants (nouns or indexical) since they are mentioned in referential clauses which may be quoted or not; thus, just as the clause that encloses the illocutionary content of a sentence, the referential clause has its subject, and may also have an object. Indeed part of the argument IFP presents is that the idea of "uptake" contained in (i) may not operate in discourse as "Talking about doing x" may not be understood by a decoder as his encoder's indirect illocutionary strategy. For instance, it takes a father to know his son for "always being indirect in the use of illocutionary act (idiosyncrasy), before the father can generate uptake as expected by the son when the son is "Talking about doing x" to achieve an illocutionary goal. On the issue of perlocutionary object, I note that the son can use an act of Promise to persuade or an act of Greeting to warn. The fact remains that the common pre-knowledge which the decoder has makes it easy for him to identify the illocutionary contents that are actually speaker-based. If I use the utterance "Hi!" to warn my little baby (I am strongly indebted to Adegbija 1982 in the use of this example), and achieve my illocutionary goal, can I say there was uptake on the part of the baby or perlocutionary object on my part? In Austin's view, "uptake" has to do with how the hearer understands a particular speech act performed in a given context, whereas perlocutionary object has to do with using the formal properties or linguistic conventions of natural languages to achieve illocutionary acts. For example, it negates linguistic convention, for a speaker to use "Hi" to warn his interlocutor rather than using it as a Greeting. All this boils back to the fact that the encoder of "Hi" relies on world knowledge in the selection of communication elements.

IFP is not evolved to state the conditions for perlocutionary acts, but to state the various forms uptake has in communication. If a decoder understands that the encoder is not insulting, promising, commanding, informing; but merely talking about these acts, then implicatures and perlocutionary sequel become predictable. Figure 3:

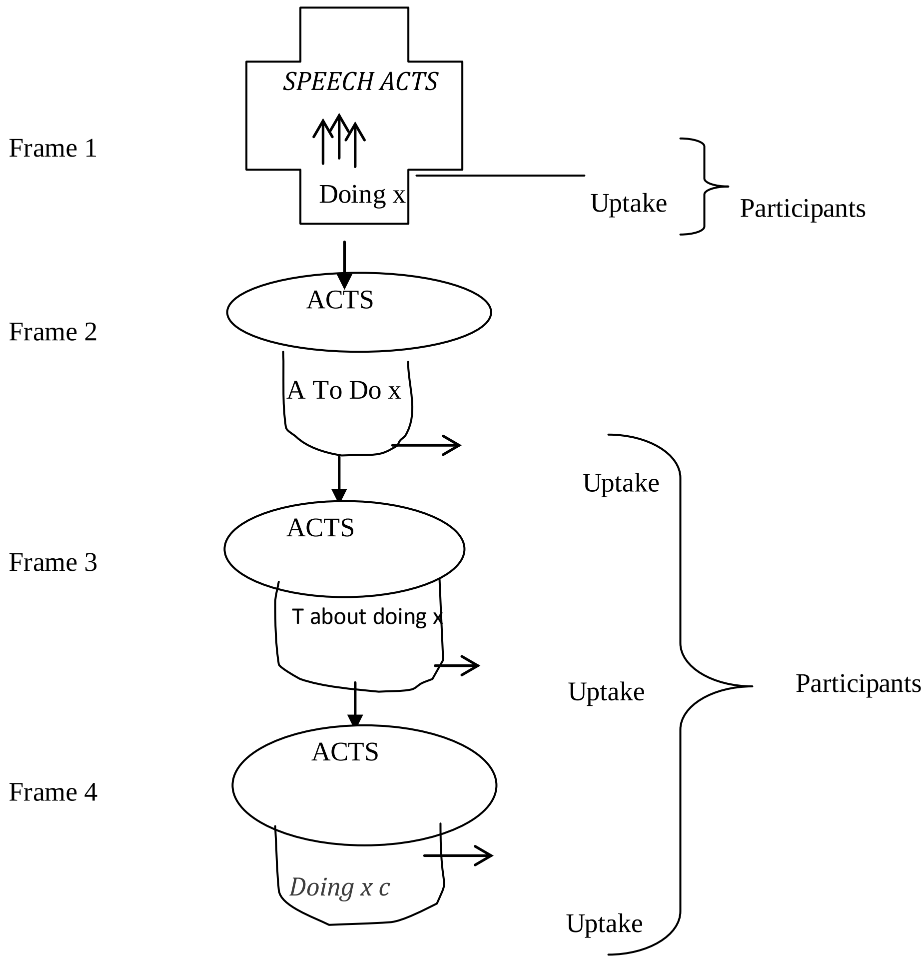

Figure 3 : Illocutionary Frames Principle

i) Legends to Figures

"A to do x", "T about Doing x" and "Doing x c" represent "Attempting to do x", "Talking about doing x" and Doing x conditionally" respectively. Frame 1 of Figure 3 is a cross-like shape because other illocutionary frames are aspects of it. I use circular caps for Frames 2-4 because they are context-enclosed choices in their indirect speech act potency. The vertical arrows penetrating each circular cap and the horizontal ones beside each illocutionary act type show that each of the frames is interpreted accordingly by participants; their literal and non-literal propositional contents are of speaker-hearer knowledge. The participants understand frames 1-4, that is, there is "uptake" with regards the frame of each of the illocutionary acts; the hearer understands an utterance in different frames: "Doing x (which is essentially doing x unconditionally)", "Attempting to do x", "Talking about doing x" or "doing x conditionally." I have used the upward arrows in Frame 1 because "Doing x" is clearly understood by decoders as a dominant non-literal illocutionary strategy in every day discourse. To create a difference between a super-ordinate illocutionary frame, which Frame 1 represents, I choose to place an "headless" arrow beside it.

III. Results

Thus, based on the clause in which a performative formula occurs, it may either be "doing or saying x", and this negates Austin's claim in (ii). In other words, when a constative is used as an indirect speech act in the frame of "Talking about doing x" it can be categorized as being in the domain of "doing" not "saying" (which is the dominant domain of constatives). The IFP therefore shows that there is indeed some forms of clause-structure patterning and selection that conveys speakers' illocutionary goals and the propositional contents of sentences. An encoder may choose a suitable illocutionary frame such as "Doing x conditionally", expecting his decoder to interpret the utterance alongside the context to be able to focus on speaker's emphatic linguistic stretch. The potency of IFP theory is clear when one considers the fact that in natural languages, speakers do not always speak directly.

Although it takes the illocutionary act potential for a sentence to "mean", such a meaning is bedeviled by the "mood" with which the sentence is conveyed, among other structural constraints.

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The clause-structure investigation established in this study, declares that the speaker-meaning remains clear when the same illocutionary verb is positioned in different parts of a sentence.

IV. Discussion

I have engaged a critical overview of Austin's speech act theory basically from a clause- structure perspective. The theory defines "appropriateness" in the use of words or speech acts to do things in terms of how speakers abide by the norms of the language (linguistic acceptability). It is of semantic relevance, to investigate the relationships which illocutionary acts have with the grammatical agencies that convey them. This will help ascertain whether or not or better still, the extent at which structural or grammatical patterns have to comply with illocutionary act performance. After an extensive study of the popular taxonomies of illocutionary acts in the literature of pragmatics, Saddock submits that arbitrary criteria and irregularities characterize illocutionary act classification.

I contend that the IFP explains part of the weaknesses of the Truth Conditional Theory. For example, the sentence, "The woman who was never pregnant, gave birth to a bouncing baby boy" becomes "logical" if said in a "conveyer clause" in which Andrew reports Phil's statement in the frame of "Talking about doing x".World knowledge, besides linguistic competence, helps hearers to interpret illocutionary acts as either "conveying illocutionary forces" or "performing same" in the context of speech; Holdcroft (1978:20) posits "that the whole idea of a perlocutionary act is of an act which when performed by saying something can be redescribed as the performance of an illocutionary act with certain consequences". One of the reasons why many illocutionary acts do not have consequences in certain speech situations is that they are understood by hearers as not being in the performative clause structure. I observe that in natural languages, sentences are often expanded to generate different clause structures, of which not all the clauses have potent illocutionary acts that seriously affect, concern, implicate or engage the on-going discourse and the participants therein.

Sperber and Wilson (1988) contend "that expansions and completions are not implicatures, but are explicit contents of utterances". In addition, Bach and Harnish (1979: 219-28) note that explanations can be given why certain locutions do not fit into the category of "what is said"; such locutions abound in constructions with which they have syntactic but not semantic relations. Therefore, in this study I have used linguistic context-sensitive sentences (for analysis) which make easy, coherent and clear presentation of arguments.

The trio: syntax, semantics and pragmatics have to be properly understood in order to comprehend how language and speech acts operate; an act of promise performed in the frame of "Talking about doing x (talking about someone else's promising)" does not make a hearer expect something (the object) from the speaker. Waismann (1951) notes that predication mostly requires a context due to the open texture of most empirical concepts. In spite of the fact that I mainly present linguistic arguments towards the critique of Austinian theoretical positions, I note that external factors (world knowledge, presuppositions and mutual contextual beliefs) influence the interpretation of meaning within clause structures, and the consequences (sequel) of linguistic elements on the participants of discourse (which are also beyond the sentence) can be determined by a speaker's placement of speech act verbs in the clauses of a sentence. David Harrah, cited in Savas (1994:375) cites "that most speech acts seem to be focused and directed. They are intended as coming from the agent and going to the receivers or audience. They are intended to have a certain point, and they are intended to be construed as having a certain point"; this claim captures Austinian postulation in (i) "that performing a speech act involves a perlocutionary object, an uptake and a sequel". I posit that a Directive performed in an illocutionary frame other than that of "Doing x" will not yield a sequel unless the encoder uses it as an indirect illocutionary strategy. David Harrah explains that speech acts that are focused or directed at receivers are said to be "vectored". Vectoring makes the encoder's intentions known to the decoder. I rely more on statements, questions and orders in the presentation of this linguistic critique, noting "that most languages have non-propositional distinctions among at least three basic types, clustering around the central features of statement making, question asking and order giving" (Saddock and Zwicky 1985). The clause-structure approach to the study of meaning and illocutionary act therefore has significant implications on speech act theory in modern perspectives.

V. Conclusion

Sentences have their in-built meanings (normative or linguistic meanings) despite the possibility of speaker-meanings. Levinson (1983) argues that it is a tremendous thing for hearers to work out speakers' intentions in uttering certain utterances, bearing in mind the dynamics of contexts. In a similar vein, Bronislaw and Archibald (2004) opine that there are usually constraints which inform the different components of speech. Thus, clause structure patterning is neither arbitrary nor insignificant. He corroborates other scholars who hold the view that certain linguistic forms do not have to correlate with certain illocutionary forces.

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scholars who hold the view that certain linguistic forms do not have to correlate with certain illocutionary forces. The different illocutionary frames in IFP explain that a single illocutionary act can be performed in different frames. However, a good mastery of linguistic and extra-linguistic variables enables participants of discourse to use different frames of a single speech act to achieve illocutionary goals.

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Interpreting Semitic Protolanguage as a Conlag-Constructed Language

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Abstract- One of the most natural approaches to the problem of origins of natural languages is the study of hidden intelligent "communications" emanating from their historical forms. Semitic languages history is especially meaningful in this sense. One discovers, in particular, that Biblical Hebrew, BH, the best preserved fossil of the Semitic protolanguage, is primarily a verbal language, with an average verse of the Hebrew Bible containing no less than three verbs and with the biggest part of its vocabulary representing morphological derivations from verbal roots, almost entirely triliteral – the feature BH shares with all Semitic and a few other Afro- Asiatic languages. For classical linguists, more than hundred years ago, it was surprising to discover that verbal system of BH is, as we say today, optimal from the Information Theory's point of view and that its formal topological morphology is semantically meaningful.

Keywords & Phrases: semitic languages, protolanguage, verbal system, origins of natural languages, artificial intelligence, intelligent communi-cation, conlag or constructed language, vbbh – verbal body of biblical hebrew, iih – inspirational intelligence hypothesis.

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INTERPRETING SEMITIC PROTOLANGUAGE AS A CONLAG CONSTRUCTED LANGUAGE

Strictly as per the compliance and regulations of:

Interpreting Semitic Protolanguage as a Conlag – Constructed Language

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Keywords and Phrases: semitic languages, proto-language, verbal system, origins of natural languages, artificial intelligence, intelligent communi-cation, conlag or constructed language, vbbh – verbal body of biblical hebrew, iih – inspirational intelligence hypothesis.

Contents

Language is one of the hallmarks of the human species – an important part of what makes us human. Yet, despite a staggering growth in our scientific knowledge about the origin of life, the universe and (almost) everything else that we have seen fit to ponder, we know comparatively little about how our unique ability for language originated and evolved into the complex linguistic systems we use today. Why migh this be?

Morten H. Christiansen and Simon Kirby, 2003 [5], p. 300.

I. Introduction: Biblical Hebrew Perceived by Classical Linguists

§1. Biblical Hebrew, BH, the best preserved fossil of the Semitic protolanguage [20], could be seen as primarily a verbal language [3], with an average verse of the Hebrew Bible containing no less than three verbs and with the biggest part of its vocabulary representing morphological derivations from verbal roots [24], almost entirely triliteral, or triconsonantal [15], [16] – the feature BH shares with all Semitic and a few other Afro-Asiatic languages [12].

The unique peculiarity of this triconsonantal morphological pervasiveness did not completely escape the attention of previous generations ofWestern linguists, as shows the following "methodological" warning opening a popular Hebrew grammar edited more than a century ago [8], pp. 1-2:

"Hebrew, of course, has difficulties of its own, which must be frankly faced.

... [In particular,] the roots are almost entirely triliteral, with the result that, at first, the verbs at any rate all look painfully alike – e.g., malak, zakar, lamad, harag, etc., – thus imposing upon the memory a seemingly intolerable strain. Compound verbs are impossible: there is nothing in Hebrew to correspond to the great and agreeable variety presented by Latin, Greek, or German in such verbs as exire, inire, abire, redire, ... ausgehen, eingehen, aufgehen, untergehen, etc.

Every verb has to be learned separately; the verbs to go out, to go up, to go down are all dissyllables of the type illustrated above, having nothing in common with one another and being quite unrelated to the verb to go."

§2. This amusing résumé has the merit to recognize, even if under the guise of an earnestly banal pedagogical clueing in, two extraordinary fundamental linguistic phenomena common to all Semitic languages:

First, the extreme parsimoniousness, one could say optimality, from the point of view of Information Theory, of the triconsonantal representation of verbs: with more than one and less than two thousand known BH verbs, two consonants would be not enough and four would be too much: the Biblical Hebrew dictionary has about 1700 verbs among about 8000 words.

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Second, the meaningful morphological topology of the body of BH verbs, a fundamental feature of the BH architecture. Two triconsonantal verbs are morphologically or, equivalently, topologically neighboring if they differ in just one consonant, with many pairs of topological neighbors having close, or similar, or related semantical values [6].

Third, even more surprising and subtle: this feature of Biblical Hebrew of mixed morphologic-semantic nature manifests not only the pervasiveness of the phenomenon of topologically neighboring verbs having semantically meaningful correlations – such correlations are often relating to the type of the particular letters involved [6].

Thus, the verb to go, "he-lamed-kaph", meaning to progress step by step toward a goal, is both semantically and morphologically neighboring the verb "he-lamedqoph", meaning divide and portion, and not the verbs to go out, to go up, to go down, which are neighboring the verbs to extend, to master, andto scrape or scratch, respectively.

§3. These exquisite – combinatorial, topological, and communicative – precision, efficiency, and evocativeness are the real source of the so much deplored above difficulty of mechanical memorization of BH verbs, the difficulty which, according to [39], would be considerably aggravated if the quoted manual should be written somewhen in between the third and second millennium BC:

"It has, of course, long been recognized that the ancient Hebrew vocabulary must have been markedly larger than that preserved in the OT [Old Testament, alias Hebrew Bible]."

II. Communicative Awareness and Inspirational Intelligence

§1. Summarizing the above observations, we arrive at the following central problem of our project:

Main Problem. What is the meaning and what are the origins of these unique and fundamental attributes of Biblical Hebrew, primarily verbal language, with most of words of its dictionary derived from verbal roots? We speak here of the highly innate, morphologically most parsimonious, semantically efficiently involved formal structure of its verbal system, displaying also a unique language-alphabet relationship, closely resembling in particular, and yet vastly superior in its expressive power to humanly designed assembler languages.

Our conclusion, stipulated and developed below, cannot be formulated otherwise than

Inspirational Intelligence Hypothesis. IIH: the assumption that the hypothetical protolanguage preceding Biblical Hebrew and other known Semitic languages, and called here Semitic protolanguage, has appeared, or emerged, spontaneously and during a relatively short period of time, in and from a single person or a single family. In other words, its emergence is of inspirational nature, sort of a very personal "poem", reflecting the innermost vital, moral, spiritual, and intellectual "architecture" and aspirations of certain human beings.

The real presence of inspirational creativity – related to physics or biological, linguistic, cultural, and social contexts – is somehow eluding today the scientific curiosity. To confirm the reality and the validity of our intuition in the linguistic and cultural context, it will suffice to mention the example of the Russian poetic genius Alexander Puchkin (1799-1837) who almost singlehandedly initiated the modern culture of Russian language and literature, better – the Russian modern culture tout court [4].

§2. The computational modeling is today the most powerful technical universe for playing in, around and out different scenarios of emergence and evolution of natural languages [21]. Pre-adaptation for emergence, biological and cultural apparatuses for evolution and natural selection, genetic and archaeological evidence, etc. etc. [36]: those are global scientific concepts and ideological schemes dominating our linguistic field – unfortunately without much success [5].

Our approach will be different. To simplify, if not caricature the matter, one can compare it to methods of SETI, Search for Extraterrestrial Intelligence [38], without attributing to this modern field the importance its protagonists aspire. More precisely, we will restrict our attention to hidden intelligent "communications" emanating from evolving historical forms of Semitic protolanguage, as those forms are reflected in the structure of its best preserved fossil, Biblical Hebrew. Then we will try to understand the meaning of these communications and its implications for the problem of emergence of our Semitic protolanguage.

§3. For those of our readers who might be doubting the value of constructing a research project on emergence of natural languages around such a "rare poisson" as Biblical Hebrew, let us remark that we are sharing the assumption, many times and in many ways demonstrated linguisticly, that its Semitic protolanguage was the principal source for all modern European and many Asia- African languages [20].

22	21	20	19	18	17	16	15	14	13	12	11	10	09	08	07	06	05	04	03	02	01
ת	ש	ר	ק	צ	פ	ע	ס	נ	מ	ל	כ	י	ט	ח	ז	ו	ה	ד	ג	ב	א
				ץ	ף			ן	ם		ך										
tav	shin	resh	qoph	tzade	pe	ain	samkh	nun	mem	lamed	kaph	yod	teth	heth	zain	waw	he	daleth	ghimmel	beth	aleph

Figure 1 : The Hebrew Alphabet

III. Verbal Structure of Biblical Hebrew and of Its Protolanguage

§1. The Hebrew verb is known for its remarkable linguistic "enigmas" [30]. Ours start with a trivial observation that, with the exception of several dozen double two-letter cases, all Hebrew verbs are triliteral, or triconsonantal – three-letter combinations over the Hebrew alphabet of 22 letters (cf. Fig. 1). In other words, about 1700 of these verbs can be presented by points of the discrete cube Biblical Hebrew Verbs, #BHV _ 22_22_22 _ 10648.

There is no doubt that, taking by itself, its notoriety notwithstanding, this unique linguistic phenomenon should arise today one's scientific curiosity – be it just because of the striking similitude of the abstract perfection and parsimoniousness of such an alphabetical coding of verbs to the way machine codes (low level, or assembly programming languages [?]) are traditionally represented – by mostly three latin letters combinations (abbreviations), with a very few codes having two- and four-, or more-letter names.

Add to this surprising formal similarity, first, the well-known but still lacking any evolutionary explanation fact that "Hebrew grammar is essentially schematic and, starting from simple primary rules, it is possible to work out, almost mathematically, the main groups of word-building" [26], [41] and the second, even more surprising, subtle, of a mixed morphologic-semantic nature feature of Biblical Hebrew – the pervasiveness of the phenomenon of topologically neighboring (for example, differing in only one letter position) verbs having semantically meaningful correlations, often related to the type of the particular letters involved [6].

The very existence of such a semantically meaningful relationship represents a novel, and for that matter, giant conceptual leap from the pure phonetical role an alphabet – interpreted by modern evolutionary theories as a phonetically oriented dead end of a gradual random simplification of the hieroglyphical systems [18] – supposed to play, and the change of the linguistic perspective at least as radical as the passage from a hieroglyphical coding of words-notions to their phonetically meaningful alphabetic protocols.

§2. Let us think now back to the mentioned above classical appreciation of the difficulties of Biblical Hebrew:

"[Its] roots are almost entirely triliteral, with the result that, at first, the verbs at any rate all look painfully alike – e.g., malak, zakar, lamad, harag, etc., – thus imposing upon the memory a seemingly intolerable strain." [8]

Thus, because "language is one of the hallmarks of the human species – an important part of what makes us human" [5] (our epigraph), one can conclude that profound intimate linguistic preferences of English speaking people yesterday and today are different from those of people who spoke the other day Biblical Hebrew and, before, its protolanguage.

In other words, to this second category of women and men the BH verbs were not at all looking alike !

In particular, we observe that some points of the "verbal body" of Biblical Hebrew were connected between them by the sensitive passages – change of only one consonant – to their neighbors:

Organismic BH Linguistics. The compact triliteral "verbal body" of BH is an extremely sensitive organismic fundament of human proto-Semitic linguistic ability.

§3. Were these properties specifically BH or were they "projected" on BH from more ancient proto-Semitic languages ?

The modern redaction [29] of the cited above classical BH grammar [8] creates an impression that this verbal BH compactness was acquired later: "The roots, whatever may have been their original form, are in the Old Testament almost entirely triliteral."

However, all studies of Semitic languages, living and dead, demonstrate convincingly that verbal triliterality was an essential feature of Semitic protolanguage. And this feature doesn't imply either particular difficulty – compared to modern English – to learn and to use this protolanguage, or poverty of its expressive power.

Quite to the contrary – whereas in the above English example (Section 1, §1) the verbs to go, to go out, to go up, to go down achieve semantical variations by outward combinatorial means applied to the unanalyzable basic word go, BH verbs are referring by their triliteral structure – which is related by vicinages to similar verbs and which implies the immanence of an alphabet – to some innermost realities of the human being:

Verbal Body of Semitic Protolanguage.

1. Verbal body of Semitic protolanguage was an organismic [17] linguistic system with explicit and deep links to biological, psychological, intellectual, spiritual, and social aspects of human life.
2. Morphologically, this verbal body was absolutely dominant, implying an extremely dynamic appeal to women and men exercising this protolanguage.
3. We cannot characterize in the same way the verbal body of modern Hebrew, even if its creators were vey sensible to the ancient origins of that language.
4. As to the verbal systems of modern natural languages, they should be characterized as verbal collections, without any substantial universal and unifying links between verbs.
5. Verbal body similar to that of Biblical Hebrew cannot be expected to appear in a process of acquiring accidental improvements. Its existence is the result

of a linguistic construction – Semitic protolanguage was a Constructed Language – Conlag [32].

6. One can expect to partially reconstruct this system by understanding the semantical meaning and th alphabetic references of verbal neighborhoods in the BH verbal body.

IV. Getting out of the Natural Selection Stampede to Clean up our Epistemic Act

§1. The challenge of our Biblical Hebrew problem has been from the very beginning complicated by a universal, unspoken, and yet not less bounding methodological assumption that any evolutionary solution should be consistent with, if not inspired by, the natural selection paradigm [22].

More generally, Charles Darwin fundamental idea – before and independently of his elaborated doctrine – that the biological reality is permanently in a natural movement, in a flow of renewal, accompanied by accidental mutations, with some of them leading to radical improvement of species, this idea has finally eliminated from the scientific horizons all "theological" interest à la Johannes Kepler [42] in Why? Thanks to what? For what purpose? and Who ? [25]. Thus, for example, the only ambition of Optimality Theory [35] was, and remains, to introduce and to investigate some natural constrains on the linguistic flow of languages – the flow supposed to bring our languages from speechless vocality or manual nothing to their modern splendor.

We believe that the truth, at least in our case, turned out to be different, and the vision elaborated in this study has been won out by the author – looking since about twenty years for a meaningful interpretation of the mysterious linguistic phenomena outlined above – over the considerable psychological pressure, and at the prize of a painstaking sorting out the enormous body of relevant emergence-and-evolution-by-natural-selection publications, with their characteristic authoritative – because emanating from this theory of everything [27] – and yet, to our great disappointment, absolutely unconvincing, even if often computer-oriented and -supported, claims [23].

§2. A typical sample – a veritable statement of metaphysical faith, publicly and solemnly delivered by Robert Dawkins [10] and having the merit to be short, clear, and uncompromising – could help an outsider to have a taste of, without acquiring it for, the prevailing atmosphere:

"I believe, but I cannot prove, that all life, all intelligence, all creativity and all 'design' anywhere in the universe, is the direct or indirect product of Darwinian natural selection. It follows that design comes late in the universe, after a period of Darwinian evolution. Design cannot precede evolution and therefore cannot underlie the universe."

And many, many, too many have tried to be faithful to this condemnation of the Design creativity to work out accidentally as it were:

1. biology [9], cosmology [37], behavioral psychology [7], lingustics [36] ,
2. all progress of sciences at large [40], and even more radically,
3. all intellectual endeavors and failures [11] of humanity, if not
4. the very existence in, and ultimately, of the Universe [10].

§3. To begin with, let us remind the reader that, historically, there is nothing new or extraordinary when a venerable (in our case, spelled out by a 19-th century economist [28]) scientific concept outlives its epistemological usefulness and becomes an epistemological burden for science. Two following well-known precedents should illustrate the point.

Laplacian Mechanics created more than two hundred years ago and universally admired ever since – that is, until the advent of Maxwell's, Poincaré's, and Einstein's theories – has ultimately lost its epistemological value for physics, to acquire instead an enormous ideological prestige as an authentic and unsurpassed in its perfection instance of reductionist philosophy which, in particular, underlay the corresponding dogmatic distortions of otherwise valuable scientific discoveries of, say, Charles Darwin, Karl Marx, and Sigmund Freud.

This is how Albert Einstein [13] has summarized the post-Laplacian epistemological crisis in physics:

"We must not be surprised, therefore, that, so to speak, all physicists of the last [19-th] century saw in classical mechanics a firm and final foundation for all physics, yes, indeed, for all natural science, and that they never grew tired in their attempts to base Maxwell's theory of electromagnetism, which, in the meantime, was slowly beginning to win out, upon mechanics as well."

Little has Einstein known, delivering this post-mortem of a formerly omniscient theory, that he himself has fallen under the spell of the commonly accepted – at least, since Isaak Newton – Classical Causality Doctrine of Space and Time, the very conceptual ground on which Pierre-Simon Laplace has proudly erected his miniature mechanical universe.

To his credit, Einstein was able to spell out himself his difficulty to understand some quantum micro-phenomena incompatible with the classical causality doctrine, by inventing his now famous Gedanken-experiment exhibiting, as he called it, a "spooky action on a distance".

We speak here about the well-known, systematically exploited, and yet as poorly understood today as in Einstein's times phenomenon of quantum entanglement that, after being discovered according to the very scenario advanced by Einstein and his colleagues as improbable [14], dominates the modern research in Quantum Information Processing [31].

§4. The subtlety of this pure physical phenomenon, of its philosophical and theoretical repercussions and accommodations, and of related theoretical and experimental discoveries which might one day lead to the creation of presently still even theoretically unconceivable Quantum Computer, most strikingly contrasts with 19-th century scientism still limiting and burdening the imagination of many cognitive scientists, – as illustrated by the following recent credo [19], found in the mentioned above and otherwise very instructive compendium [1] on the mirror system hypothesis on the linkage of action and language:

"[T]he central metaphor of cognitive science, 'The brain is a computer', gives us hope. Prior to the computer metaphor, we had no idea of what could possibly be the bridge between beliefs and ion transport. Now we have an idea. In the long history of inquiry into the nature of mind, the computer metaphor gives us,for the first time, the promise of linking the entities and processes of intentional psychology to the underlying biological processes of neurones, and hence to physical processes. We could say that the computer metaphor is the first, best hope of materialism."

What physical processes have had the author in mind formulating this statement of scientific belief: only classical, or quantum, the "spooky" ones including, or some other, now either on the stage of preliminary studies, or as yet not discovered, eventually even more paradoxical ones ? What sort of Materialism informs his scientific vision – Laplacian, or Einsteinian, or more modern, say, Zeilingerian [43] (which would not be recognized as "Materialism" neither by Laplace, nor by Marx, and probably not even by Dennett), or its futurist version, not yet invented ? And on what idea of Computer relies his metaphor, – the abacus, Charles Babbage's programmable mechanical computer, the modern transistor-based, integrated circuit computer, the futurist quantum computer project, or a future computing device based on new revolutionary philosophical, physical, chemical or other scientific principles, today not even dreamt about ?

V. Natural Languages without Natural Selection

In fact, transposed to such fields as the studies of the emergence and evolution of natural languages, of science [2], etc., from the strictly biological scene – with its immense variety of species, genera, etc., with its times of engagement ranging from at most hundred years of life expectancy for an individual organism to at least millions and even billions of years for evolutionary processes to bring this or that organism to existence, and with the fundamental scarcity of the material traces (fossils) of both biological organisms and their evolutionary changes – natural selection conjecture becomes for the first time verifiable and, if it should be eventually the case, falsifiable [34].

This eventuality, neither dealt here with, nor bearing directly on our proceedings or conclusions, has everything to do with the three following well-known linguistic (and more general, cognitive [2]) facts of fundamental epistemological importance – with particular instances of the second and the third ones providing us, as it was already mentioned above (Section 1, §2), with both the object and instruments of our enquiry:

1. First, the number of natural languages, living or dead, does not exceed several hundreds, with the life span of a typical natural language, our linguistic "organism", varying from several hundred to several thousand years, compared to at most several million years of modern languages existence; respectively, the number of principal natural languages families (the linguistic genera) does not exceed several dozens.
2. Second, the linguistic "fossils" are relatively numerous, very well preserved, and mostly very good documented and studied – to faithfully testify both to the state of particular languages at particular historical junctures and to their evolutionary changes.
3. Third and last, but not least:

Thesis: Higher Memory Level of Linguistic Fossils. Alongside the traditionally studied first, or low, or material memory level of linguistic fossils extracted from preserved (and mostly archeologically retrieved) inscriptions and texts – the level corresponding to the one and only one known in the case of biological fossils – fossilized languages often possess a higher memory level: the stories told by preserved texts about the (history of the) very language in which they were written.

As in the case of the first level memory possessing by preserved inscriptions and texts, but on a different methodological basis, the stories which preserved the higher memory level need a careful and critical examination before being admitted as trusted testimonies to the history of the language in question. But if ultimately admitted, the extracted information, otherwise unavailable, might be of an extraordinary importance: just imagine that, alongside our studies of fossils of an extinct dinosaur, we could also here from him his and his generation's story !

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Effectiveness of a Wikis-Based Applied Linguistics Course on Learning Outcomes and Attitudes towards the Course

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Abstract- This study aimed to check the effectiveness of wikis in terms of students' learning outcomes in an Applied Linguistics II course for EFL college students as well as to investigate their attitudes towards the course content while elearning via the use of Wikis. The researcher employed an experimental pretest/posttest control group design to check the effects of using wikis on learning outcomes and the learners' attitudes. Results showed that there existed statistically significant differences between the research groups, which mean the experimental group applying wikis performed better in the designated course than the control group. Additionally, when compared with the non-wiki group, the wiki group had a more favorable attitude towards the wikisbased course. The paper ends with implications for pedagogy and e-learning environments. Finally, recommendations for further research are given.

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Effectiveness of a Wikis-Based Applied Linguistics Course on Learning Outcomes and Attitudes towards the Course

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Abstract- This study aimed to check the effectiveness of wikis in terms of students' learning outcomes in an Applied Linguistics II course for EFL college students as well as to investigate their attitudes towards the course content while e-learning via the use of Wikis. The researcher employed an experimental pretest/posttest control group design to check the effects of using wikis on learning outcomes and the learners' attitudes. Results showed that there existed statistically significant differences between the research groups, which mean the experimental group applying wikis performed better in the designated course than the control group. Additionally, when compared with the non-wiki group, the wiki group had a more favorable attitude towards the wikis-based course. The paper ends with implications for pedagogy and e-learning environments. Finally, recommendations for further research are given.

I. Introduction

Over the last decade up to the present time, e-learning has become an established educational delivery platform with the burgeoning of e-learning management systems (LMSs) such as Blackboard. Facilities and tools built in the infrastructure of LMSshave been developed, deployed to provide opportunities for computer supportedknowledge exchange (Cress&Kimmerle, 2007; 2008; Kimmerle, Cress, &Hesse, 2007; Mekheimer, 2012), as well as forcomputer-assisted learning and collaborative knowledge building (Bryant, 2006; Fageeh, 2011; Scardamalia and Bereiter, 2003).

Of late, collaborative learning over the Internet has given birth to what is called "social software" (Kolbitsch& Maurer, 2006). These are computer-based communicative learning technologies that support peoplein communicating, interacting, and collaborating in the Internet community. An off-shoot of this social software is the development of the Online Encyclopedia, widely known as Wikipedia (Goldspink, 2010). The applications of social software tools have not only invaded the area of informatics only, but the impact of social software also extended to the field of education. Educators are now utilizing social software tools in educational contexts as well (Evans, 2008; Forte &Bruckman, 2006; Kim,2008; Kimmerle, Cress, & Held, 2010), given their influential potential for purposes of knowledge building and learning both in formal and informal educational situations (Bryant, 2006; Parker & Chao, 2007; Wang & Turner, 2004).

By definition, a wiki is a website which allows people to add, modify, or delete the content via a web browser usually using a simplified markup language or a rich-text editor (Wikipedia, 2013). Wikis are usually created collaboratively by Internet communities using special wiki software, or over intranets via collaboration of individual, volunteer anonymous authors (Ebersbach, Glaser &Heigl, 2008; Leuf, 2001), for content is emphasized over authorship (Wei, Maust, Barrick, Cuddigy, &Spyridakis, 2005).Other researchers defined a wiki as a "freely expandable collection of interlinked web pages, a hypertext system for storing and modifying information – a database, where each pageis easily edited by any user with a forms-capable Web browser client" (Leuf &Cunningham, 2001, p.14).Wikis, therefore, present a potential language learning resource which helps in collectivelyproducing, organizing and sustaining textual (and, increasingly, visual and auditory)resources.

In educational settings, wikis are now looked upon as potentially useful online tools that can be supportive of collaborative activities, and thus can be used for improving student interactions in e-learning and CMC milieus at all levels of education from primary to tertiary (Beldarrain, 2006; Boulos, Maramba & Wheeler, 2006; Chen, 2008; Cubric, 2007; Collier, 2010; Chen, Lambert & Kevin, 2010; Hadjerrouit, 2010; Désilets & Paquet, 2005; Hazari, North & Moreland, 2009; Kokkinaki, 2008).

Wikis are used to allow all interested individuals to create and edit web pages in a fashion that promotes collaborative content creation and editing and empower them with a sense of responsibility, ownership and authority in wiki writing (Bold, 2006;Goodwin-Jones, 2003;Raitman, Augar, & Zhou, 2005; Tonkin, 2005). Research findings and implications for the pedagogical uses of wikis indicate that wiki tools provide user-friendly interfaces flexible enough to allow for collaborative content editing, knowledge building, knowledge archiving and online interaction which can be useful for developing and improving reading and writing skills, academic writing skills and content-based learning

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(Campbell & Ellingson, 2010; Farabaugh, 2007; Hadjerrouit, 2012; Kimmerle, Moskaliuk, & Cress, 2011; Lund, 2008; Raygan& Green, 2002; Schwartz, Clark, Cossarin, & Rudolph, 2004;Wichadee, 2010).

Available literature refers to a well-established technical and pedagogical usability of wikis (Anderman andDawson, 2011; Chao and Lo, 2009; Chen, 2008; Hadjerrouit, 2010; Hazari et al., 2008; Leacok and Nesbit, 2007; Lund &Smørdal, 2006; Mattison, 2003; Mindel and Verma, 2006; Nielsen, 2000; Nokelainen, 2006). According to prior research findings and experience-based theory, technical and pedagogical usability of wikis are applicable in the following properties of wikis:

Ease-of-use: It is easy to read the content of a wikiand its linked figures, images, and illustrations.

Efficiency: Wikis can be developed, improved and expanded on in less time and with less efforts for the intended task or purpose a wiki may be used for.

Technical design: This propertyrefers to the features that wikisexhibit in terms of page structuring, insertion of images, tables, illustrations and other media.

Accessibility and navigability: It is easy to access thewiki, and navigate through its pages.

Added value: Wikis can scaffold collaborative learning and writing in comparison to traditional technologiessuch as text processing systems. The added value of wikis alsolies in their openness, ease-of-use, discussion forum, and assessment of students' contributions to the wiki.

Motivation: Internal motivation is a function of the value placed on the wiki, and the amount of efforts a student is willing to invest in working with it. The motivation increases when the wiki is inherently enjoyable and contain intrinsically information that has a highly value for the student. External motivation refers to motivation that comes from outside a student performing wiki tasks in order tobenefit from them, e.g., passing an exam.

Differentiation: This property is used to adapt wikis to the users' needs. It involvesfitting the wiki to the characteristics of the users, e.g., age, gender, preferences, language, and prior knowledge. Differentiation is important to attract potential users interested in the wiki. Knowing that there might be an audience for their wiki motives students to develop well-structured wiki pages using a clear and understandable language.

Collaboration: The very nature of wikis lies in their potentialities to support collaborationamong participants. True collaboration requires one student to modify the content posted by another student and re-working the writing of others. In contrast, collaboration may occur at a lower level, when a student simply adds content to an existing wiki page. Genuine collaboration requires that all participants contribute to all aspects of the wiki application: content, structure and language.

Discussion: This property describes the way and the extent to which the wiki is used for discussion and communication. Basically, the wiki discussion page is usedas a space for communication among participants. It can be used to discuss differentaspects of the wiki tasks. It may also be used to transform and improve the tool to a better instrument for collaboration and coordination, for example adding the date of contribution and name of contributor.

Assessment: The assessment property is important for evaluating students' contributionsto the wiki. Of particular interest is the data log of Media Wiki that tracksactivity and stores previous versions of the wikis by observing who is active, and when, the type of activities, etc. The log permits the assessment of students' contributionsin terms of collaborative activities performed on the wiki, level of contribution, timing and work intervals.

Peer-review and feedback: In addition to collaborative activities within their own group, students need to benefit from comments and feedback received from other groups. Peer review needs to be well-organized and structured in terms of content and issues in order to be beneficial to the students. Peer review is also important from the point of view of academic writing.

However, paucity in experimental research studies that support the effect of applying wikis to learning can be easily recognized in searching specialized databases or any open access research engines. Specifically in language education, there is noted dearth in research the effects of using wiki technology in EFL college courses. Recently, wikis hold a rapidly and increasingly used language medium, but there is a need for studies that address their use in education and how they can be utilized in school subjects (Lund & Smørdal, 200). Therefore, this study has been designed to glean empirical data to explore the effectiveness of wikis in improving achievement and attitudes towards a college course.

II. Research Design and Methods

The study was designed to evaluate the effect of a wiki in the classroom from both a student's perspective as well as an educator's perspective, and how using this technology may affect a students' learning experience. This study occurred at a College of Languages & Translation in a South-western region in Saudi Arabia. The participants of the study were students enrolled in a 12-week Applied Linguistics course. The study intended to answer the following questions:

1. Did using this Wiki technology aid in the student's learning experience, the student's engagement in the classroom, or the student learning outcomes?

2. Did students feel using the Wiki technology was useful in guiding their learning experiences to make them more independent learners?
3. Did students gain higher-level thinking and step outside of the required curricula by expanding upon their own knowledge with broad topic areas by using this Wiki technology?
4. Did the use of this Wiki technology, aid in the student's learning outcomes, through observation and collaboration with their peers?
5. What impressions do other educators have when using wikis in the classroom.

The role of the researchers in implementing this innovation has been one of a facilitator rather than the sole expert. The researchers tried to balance 'teacher control' and 'learner activity' as Van Lier suggests that every student should be given a realistic chance of success and challenges by a series of choices. In addition the philosophy underlying this innovation has been that language not only determines what we can say but also what we can think, echoing Vygotsky's idea that in acquiring a language, students "gain a tool for thinking" and "When learners learn a language ... they are learning the foundations of learning itself" (Halliday, 1993, p 93).

For greater reliability and validity, data triangulation was achieved by including both quantitative and qualitative data. The quantitative evidence is in the form of an achievement test tapping into the skills of writing and reading, together with an attitude questionnaire for the students about their perceptions of learning with wikis. Teachers' diary and interviews form the qualitative evidence were also explored. Qualitative data was collected after the tutor pointed out that validity of the study may be increased by including evidence from the teachers of the Applied Linguistics course.

T-tests and gain scores were used to compare students' performance on all skills in both the experimental and control groups. Improvement (or gain in achievement or skill acquisition and development) from pretest to posttest can be computed for each participant by subtracting each person's pretest score from his or her posttest score (Gain score = posttest – pretest). The gain score controls for individual differences in pretest scores by measuring the posttest score relative to the each person's pretest score.

III. Participants

Students enrolled in the course had various backgrounds of using the computer, especially for e-learning purposes as well as using Blackboard as the main LMS in King Khalid University. All students knew copiously about using the learning management system (LMS) of Blackboard applications, including wikis as a feature of Blackboard tools. The research was introduced during the first week of instruction, to give students an opportunity to learn basic wiki development skills. Students were provided an explanation of this research and given the option of exclusion from participation in this study.

The study involved an analysis of the performance of two groups of students. The experimental group (27 students)) was taught the skills of reading and writing in an integrated content approach of instruction. The control group (25 students) completed the same course with no particular emphasis on skill integration through wiki building. The two groups were actually two sections assigned to the researchers for teaching Applied Linguistics-II.

a) Hypotheses

This study was designed to test the following null hypotheses ($p \leq 0.01$):

1. There are no statistically significant differences between the mean scores of students in the skills of reading and writing in the experimental and control groups on pretesting (to ensure group equivalence).
2. There are statistically significant differences between the mean scores of language skills of students who have completed wiki-based Applied Linguistics course according to an integrated content wiki-based approach and the mean scores of the students who have participated in the same course with no systematic integration of wikis on post-testing in favour of post-treatment.
3. There are statistically significant differences between the experimental and the control students in their gain scores on all skills in favour of post-treatment.
4. Students' attitudes towards wiki-based learning improved in the experimental group compared with pretesting and with posttesting as compared with the control participants.

IV. Results

Data were collected from pretesting and posttreatment testing, and analysed by means of t-tests, run by the Statistical Package of Social Sciences (SPSS), version 14.

Hypothesis I: Group Equivalence

To test the first null hypothesis in order to make sure that they began the experiment at comparatively similar levels of skills, a t-test was computed to reassure group equivalence; the obtained t-values and their significance levels are shown in (Table 1) below.

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Table 1 : Group Equivalence as Measured by All Skills Pretesting

Skills	Group	N	Mean	SD	*t-value*	Sig.
Reading	Exp	27	22.440	73598.	0.0534	0.955
	Cont	25	22.33	74776.		
Writing	Exp	27	25.42	1.34699	0.0131	0.901
	Cont	25	25.43	1.40888		

The table above demonstrates that there were no statistically significant differences between the experimental and control groups on pre-assessment. In this way, the first hypothesis was verified, and group equivalence was confirmed.

The other hypotheses of interest are related to the study variables intended to measure students' levels of achievement in the content area, using an integrated language skills test that tapped into the reading comprehension, and writing skills of the students as a result of integrated skills content instruction into an Applied Linguistics course. These dependent measures were obtained after all students, in both the experimental and the control groups, had completed the set course with an integrated skills pedagogy using wikis in the experimental group and traditional teaching of the course in the control group.

Hypothesis II: Pre/Post-treatment Comparisons

The data presented in (Table 2) show an improvement on pretest/posttest comparisons for the intended skills; as the t-values indicate, there is a significant difference between experimental and control students (p = 0.01) in favour of the experimental class in the tested skills following exposure to a wiki-based integrated content instruction of the course. The second hypothesis is therefore verified.

Table 2 : Pretesting/Posttesting Comparisons of Experimental and Control Group Performances on All Skills

Skills	Group	N	Mean	SD	*t*-value	Sig.
Reading	Exp	27	69.0909	72300.	11.963	0.01
	Cont	25	66.7742	66881.		
Writing	Exp	27	84.9394	1.22320	8.837	0.01
	Cont	25	78.3871	3.63939		

Based on the results in the above table, the hypothesis suggesting that there are significant differences between both research groups on the assessed language skills in favour of the treatment group has been verified as well.

Hypothesis III: Gains in Skill Development

For differences in performance over time between the two groups, the researchers employed gain scores and the independent samples t-test to assess the effect of the treatment on all skills.

Table 3 : Findings of t-test between Experimental and Control Groups in Gain Scores

Skills	Group	N	Mean	Std. Deviation	*t*-value	Sig.
Reading	Exp	27	56.7576	1.17341	7.417	0.01
	Cont	25	40. 46	1.00952		
Writing	Exp	27	59.53	1.32574	9.100	0.01
	Cont	25	42.97	3.47835		

The statistical analysis in (Table 3) above shows a significant increase ($p < .01$) in the experimental group's gain scores as contrasted with those of the control group's participants' scores. Therefore, the third hypothesis indicating an improvement in gains between experimental participants and control participants is confirmed.

According to the results of the quantitative data which points to a significant increase ($p < .01$) in the experimental group's gain scores in comparison with those of the control group's, it is clear that the wiki-based instruction method yielded better results in the achievement of the students in Applied Linguistics as assessed by their reading and writing skills in this content area. Although both the groups showed improvement suggesting that the contents of the course are appropriate, yet the overall differences across all skills as shown in tables (2) and (3) indicate that a significant difference can be achieved by simply shifting the emphasis from teaching language skills in isolation to teaching them in an integrative fashion grounded in wiki-based instruction. Moreover, the most significant improvement occurred to students' writing skill, chiefly because the researchers' focus was mainly on teaching the content topics of the course, but used some of these topics as springboards for developing writing skills and reading comprehensionskills.

a) *Results from the Students' Attitudes' Questionnaire*

The purpose of this survey was to gain more information about how the participants in the experimental group perceived the experience of learning trough wikis and to tap into their impressions about using a wiki in the course; if the wiki promoted positive learning experiences; if group collaboration on the wiki added value to their learning experience; if students felt the wiki gave them an opportunity to become more independent learners; if participants enjoyed the wiki as a component to knowing more about their classmates; and, if using a wiki offered positive learning outcomes in the course.

When reviewing the results of the survey, 23 participants agreed that working on the group wiki project and collaborating with others added value to their learning experience. More students, 25 participants in the study, enjoyed learning about their classmates using a wiki, and also learned new things by looking at their classmates wiki pages. A limited number of students (2 participants) indicated they did not enjoy learning about classmates, and also indicated they did not learn new things from other classmates by using the wiki. Several of the study participants had also previously contributed to a wiki, approximately 11. Of the 27 participants who informed this survey, 14 students used computer technologies of the course for other classes in the semester. Of the participants, 23 felt the wiki offered positive learning outcomes for them in the course. In addition, 18 participants felt the use of the wiki gave them an opportunity to become a more independent learner, and the wiki added value in their learning during the course. Furthermore, 21 participants also felt that classes requiring the use of technology in the classroom would aid in a student's learning experience. Additionally, 11 participants felt using the wiki made them feel more creative. Further, and above all, 17 of the participants felt the wiki promoted a positive learning experience for them, while only two participants did not feel the wiki promoted positive learning. Interestingly, 18 of the participants felt that because of using the wiki, they interacted and engaged with classmates more than they would have without the wiki technology. More curiously,25 participants indicated they felt more confident in using technology tools of Blackboard after using a wiki, whereas 2 participants did not feel more confident.

b) *Results from the Instructors' Survey*

The purpose of this survey was to determine if other educators in various academic disciplines and levels of study used wikis in their classrooms, and if so, did they find value in using the wikis as part of their curriculum. The survey was emailed to 167 faculty members, 24 teachers completed this survey and emailed it back. Of the informants, 12 teachers indicated students had time during their class to use the wiki. Also, 20 participants felt their students became more independent learners by using the wiki. Furthermore, 21 of the respondents felt students understood more about using technology after using the wiki in their classroom. In addition, 19instructors felt students were more social or interactive from using the wiki and 21 felt students shared information about the class by using the wiki. Additionally, 17 participants felt students understood the material more comprehensively by using the wiki and 20 felt the wiki aided in student learning outcomes for the courses they taught.

c) *Results of the Analysis of Teachers' Interviews and Diaries*

Teachers in the interviews and in the diaries they wrote indicated that wikis were informative, interactive, and active learning tools. The following notes have been detected in the analysis of these qualitative data:

- Most teachers noted that students enjoyed using the wiki and it's use instead of traditional paper work. The students had more mixed reactions. Some were reluctant to try a new way of accessing and producing information in the development of their wikis.
- When working in groups in an online course, students sometimes find the wiki hard to use. When students are in a face-to-face course, they find the wiki easier and are generally more positive about the process of wiki building.
- It is very encouraging for my students to realise that their work is being viewed by hundreds of people around the globe. This fact also encourages them to be more diligent and effective in e-portfolio assignments.
- Learners are enthralled by building their own wikis, and reading other wikis online, and everything they can do with wikis and get from wikis is conducive to more self-regulated, self-paced learning; thereby making wikis essential tools for learning English and an extension to the classroom activities.
- Wikis can be used as a means of global collaboration as classes from around the globe contribute their own ideas on a common subject using various media and websites.
- The wiki tool of Blackboard is far more interactive between students for our curriculum. Multi-student page/concept construction is wonderful and it can

be easily integrated into the course materials and tools.

- Student communication with teachers and other students has improved because of the message system in the wiki over the LMS of Blackboard.
- Some students utilise wikis as a replacement for our supported learning management system, which they find disorderly designed and demands considerable instructor/student time to organize and manage. Thus, course wikis are protected private spaces, so they are open to the Internet for viewing. Most of the content created is student-led, which allows the entire community to share required management and maintenance duties.
- Wikis for personal and group project use emerge organically from the course wiki which they can independently create for unrelated projects, suggesting their exposure and familiarity to wikis in class can exercise more positive effects on the their awareness and use of collaboration tools.
- There are a few limitations such as the inability to post grades online and a slightly less than optimal email system, but otherwise it's been a good experience.
- Therefore, students need to know the purpose of each assignment since it is a public forum for which sometimes they need to be formal and sometimes deliberately ask questions of one another or react to others' ideas. The clearer the purpose was for students, the better the wiki worked. Some teachers use the wiki as a way to organize the class and to organize the readings.

V. Analysis and Discussion

Results from the present study indicates that using the wiki technology integrated in the Blackboard learning management system in the classroom provides positive results in promoting collaboration, knowledge building and student learning. This is congruent with prior research which shows students engage more when using technology and interactive methods as part of their learning experience (Collier, 2010). The literature also indicates that using wikis for learning can be beneficial to students in many ways, which include: fostering problem-solving skills, supporting collaborative and active learning environments, as well as using higher-level thinking and engagement of students in activities that encourage exploration (Williams& Chin 2009).

The improvements in the writing skills upon using wikis are also documented in prior research as it is revealed in the findings of the present study. For instance, students could work towards better composition skills (Désilets and Paquet, 2005; Ben-Zvi's, 2007). In addition, the use of wikis could lead to improvements in reading, writing, reflective thinking and collaborative skills as is revealed in this study, which is also commensurate with prior research findings. For example, Hazari, North, and Moreland (2009) noted technology tools, such as Blogs and Wikis can empower students by giving them a chance to express their views. The use of wikis to construct content knowledge and language skills was not only beneficial to the development of these cognitive and psychomotor aspects, but it also provided social interaction and provided students an opportunity to reinforce their skill sets. Qualitative data indicated that most informants in the present study concluded that the use of wikis was an enthralling experience as well as valuable to their student learning outcomes.

VI. Pedagogical Implications

In order for learning to take place, students must practice new skills with wikis. It does not necessarily matter how they achieve this practice. It can be done through quizzes and short assignments that require students to rehearse information. It can be done through discussions and forums. As was evidenced in the presentation of student work involving wikis and the discussion of those results, wikis can not only enhance the learning environment, but students can accomplish deep learning through their judicious application. Wikis canencourage students to practice their skills in real world applications.

Additionally, wikis should be integrated in the language curriculum to encourage students to read with a purpose and evaluate the text based on the criteria of the class. They expose students to a variety or readings and writings of varying levels of accomplishment. However, successfully utilizing wikis requires that they are integrated iteratively into the curriculum. Information must be presented prior to the wiki assignment. Once the wiki posts are completed, they must then be followed by a discussion of the concepts and posts in the class. Then and there, wikis can become a useful addition to the classroom when used with pedagogically sound application. The caveat with wikis as such is that they must beused iteratively. Thus the information follows the cyclicpattern necessary for transfer to long-term memory and life-long learning.

VII. Recommendations for Further Research

The study was limited in duration of the treatment. Twelve weeks may have been too short a time for students to become experienced with interacting with each other in wikis and reveal constantly positive attitudes towards wiki-based instruction. A longer treatment period for better results was suggested so the interactive process itself rather than technicalissues can be more deeply and clearly studied.

The findings reveal that both technical and pedagogical issues need to be addressed in order to promote wikis as collaborative learning tools. Besides technicalusability, which is a self-evident requirement, there is a need for a pedagogical approachthat provides students with a genuine collaborative leaning model in teacher education.

Future work will focus on the refinement of the usability criteria and the instrumentsfor assessing students' perceptions of collaborative writing activities. In addition, futureresearch will be undertaken with larger student groups to ensure more reliability and validity.

More experimental studies could be conducted on fully web-based class using wikis. Thedifferent interaction environment may reflect different results from those obtained in thisstudy.

Similar studies could be conducted to examine the effects on different levels and genders of EFL learners such as freshmen as compared with senior students, and females as compared with males.

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Art and Artist in Asif Currimbhoy's Thorns on a Canvas

By Anshika, Seema Siwach & Barkha
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Abstract- In this play Thorns on a Canvas Asif Currimbhoy tries to show the relationship between an elite patron of the Art academy and the poor artists like Yakoob and Nafisa. He also depicts the pathetic condition of the artists, especially of those who are true and honest in their work. Through some characters he reveals the same. He has also written about the Art academies which are alike a shop now a day. Through this play he shows the relationship is a variation of colonizers/ colonized syndrome.

Keywords: art and artist.

GJHSS-G Classification: FOR Code: 750299, 200499

ART AND ARTIST IN ASIF CURRIMBHOYS THORNS ON A CANVAS

Strictly as per the compliance and regulations of:

Art and Artist in Asif Currimbhoy's Thorns on a Canvas

Anshika [α], Seema Siwach [σ] & Barkha [ρ]

Absract- In this play Thorns on a Canvas Asif Currimbhoy tries to show the relationship between an elite patron of the Art academy and the poor artists like Yakoob and Nafisa. He also depicts the pathetic condition of the artists, especially of those who are true and honest in their work. Through some characters he reveals the same. He has also written about the Art academies which are alike a shop now a day. Through this play he shows the relationship is a variation of colonizers/ colonized syndrome.

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I. Introduction

The present play Thorns on a canvas is a reaction against the banning of the play The Doldrummers. This play is a satire on Art academies, which were basically established by the government support, nurture and promote real artists but these art academies have become the centre of favouritism, nepotism and corruption.

The Patrons of the Art academies themselves do not have the knowledge of art. They are appointed as Patron on the basis of their political contacts. They have not even touch the surface of the art.

In this play the Patron of the Art academy, where the action is centered, is an old leader wearing Gandhi cap and who is terribly short sighted. He thinks that he is the Badshah of the Art academy who doles out charity to those artists who obey his will and those who have become his slaves. He himself describes the method of subduing the artists.

Bukay is one of those artists who have been trained like a dog by the patron. Having lost his artistic soul he works as a secretary to the Patron of society. He is mechanical like a robot, totally under the control of the Patron. But these fake artists are conferred medals and honors. He shows the medal and says;

> " Ah! Don't they glitter like diamonds? This one is Padma Shri award, and here the Sangeet Natak award... this one came from Sahitya Academe and... and that one was given by the lalit Kala Academic..." (30-31).

Another important aspect of the play is favouritism. Malti, the daughter of the Patron. She is being offered a tour. No doubt her paintings are technically correct but they lack soul and life. The Patron arranged exhibition for her with the help of Bukay both of them are commercially political:

> The exhibition, set for January the 10th, a propitious day for travel, marriage and money will be inaugurated by the minister of culture and cultural affairs. After seven minutes of fruit juice drinks and several toasts, he will introduce. His excellence, the Ambassador from France who will speak of your daughter's many splendored careers at the Ecole de Beaux Arts. The occasion will be graced by dignitaries from all walks of life. There will be congress men, patrons, critics, editors, art-dealers and the...The twenty families... (27).

Asif Currimbhoy spots at the way in which these types of art exhibitions are organized. He also spots at the commercial purpose of these exhibitions. These exhibitions generally have the high society people and cocktail. He says these Art exhibitions help the Patrons to make their contacts with politicians. The influential people, who hardly understand the Art, take the honours of Art academies also have been exposed by Currimbhoy. It ravels falsity, fakery and ignorance Art.

Asif Currimbhoy highlights in this play, the very ignorance of patron towards art and artists. Currimbhoy reveals the patron's ignorance when he praises Malti's paintings unknowingly and says that she produces different kinds of paintings and many paintings.

Yakub watches all this show and knows the real purpose of these exhibitions. He accuses the establishment of not recognizing his talent because he did not sell his soul to the devils of the establishment of the Art academy. He says;

> Come! Come with me. Come to where Art speaks for itself. Where it is not wound like a mechanical clock nor dances like a puppet on strings... I'll show you cooler and line... forms that betray truth... for master pieces can only be fashioned... within themselves!(47).

Role of the Art critics is also satirized by Currimbhoy. According to Currimbhoy, they also possess shallow knowledge of Art but try to show off their knowledge. The critic's thinking is very important because he can make or mar an Artist's career through his criticism. Interestingly enough the (father) patron drops indirect hints of his close connection with the crop writers of the Art magazine for which he works just to influence him.

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The way he starts trembling like a dry leaf just on the mention of the name of crop writer is ironic. Yakub exposes the real meaning of Art and the kind of Art which these Art academies serve:

Art for the sake of saints above art for the sake of sinners below act for the sake of... sweet fanny Adams act for the sake of the beauteous virgin. Act for the social security act for the she of posthumous fame act for the sake of grandiose uniformity.(46)

But in his Art of Arts Malti can still be saved from the clutches of the devils, she has a pure heart full of true feelings. Yakub drags Malti to teach her what real Art constitutes.

"Yakub almost drags Malti into a sort of nether world to obtain of and show her the true definition of art. This is the world of reality."(48).

The place where he takes Malti is the world of poverty squalor, dirt and disease. This world, however, ugly it may seem to Malti, who has never experienced this kind of world is the place where true Artists grow. Because according to Yakub, pain and suffering constitute the very basics of Arts. Here, there is an old man playing music on an empty cistern, and Hunk dancing beautifully. In such an atmosphere, Yakub the real Artist cannot control his feelings and emotions and starts singing in his own way. He sings as artistically as does a Nightingale late into the night. The last couplet which he sings sums up what real art means and signifies. He says,

> "If I am lonely as a rose it is an inferno i am ugly as a thorn It is a paradise where I grow."(56)

This is what he wants to teach Malti. He deliberately invites Malti to come to his room at dawn just to make her realize, what pain, suffering and deprivation mean and signify. At this, Malti's eyes open wide shock and horrors. Gradually, her face turns to indescribable rage as she comes face to face with Yakub's impassive expression, and understands:

> y...y...you. You! Yakub!H...h...how dare you!How dare you! You...you...called me at dawn here, now... on purpose!.(60)

So in this way Yakub makes Malti aware of the pain, sufferings and deprivations of life.

After all this, there is a transformation in Malti. She becomes an agent of change, which is very much evidence in the way she starts singing and Nella starts dancing. Malti says:

> Oh come with me, Bukay. I have so much to show you. A new line, a new colour. I'm no longer tired or sad or hurt. I feel... a change. It must express itself... urgently. It's like an unknown experience, so full of fear and expectation that it is. I must share it... realize it... with you come ... won't you please? (68).

Besides being a protest against the mindless censoring of works of Art by the establishment. The play is a clear statement of Asif Currimbhoy's artistic vision. He is against all kind of fakery and artificiality in the realm of Art. The play diagnoses the ills afflicting the world of Art in India.

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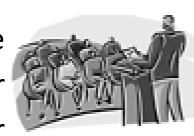

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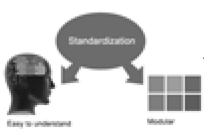

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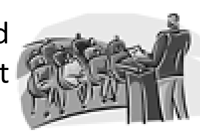

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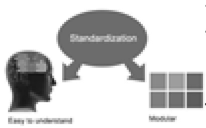

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Manuscript submission is a systematic procedure and little preparation is required beyond having all parts of your manuscript in a given format and a computer with an Internet connection and a Web browser. Full help and instructions are provided on-screen. As an author, you will be prompted for login and manuscript details as Field of Paper and then to upload your manuscript file(s) according to the instructions.

To avoid postal delays, all transaction is preferred by e-mail. A finished manuscript submission is confirmed by e-mail immediately and your paper enters the editorial process with no postal delays. When a conclusion is made about the publication of your paper by our Editorial Board, revisions can be submitted online with the same procedure, with an occasion to view and respond to all comments.

Complete support for both authors and co-author is provided.

4. MANUSCRIPT'S CATEGORY

Based on potential and nature, the manuscript can be categorized under the following heads:

Original research paper: Such papers are reports of high-level significant original research work.

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

Research articles: These are handled with small investigation and applications

Research letters: The letters are small and concise comments on previously published matters.

5.STRUCTURE AND FORMAT OF MANUSCRIPT

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

Papers: These are reports of significant research (typically less than 7000 words equivalent, including tables, figures, references), and comprise:

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

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

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

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

(e) Resources and techniques with sufficient complete experimental details (wherever possible by reference) to permit repetition; sources of information must be given and numerical methods must be specified by reference, unless non-standard.

(f) Results should be presented concisely, by well-designed tables and/or figures; the same data may not be used in both; suitable statistical data should be given. All data must be obtained with attention to numerical detail in the planning stage. As reproduced design has been recognized to be important to experiments for a considerable time, the Editor has decided that any paper that appears not to have adequate numerical treatments of the data will be returned un-refereed;

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

(h) Brief Acknowledgements.

(i) References in the proper form.

Authors should very cautiously consider the preparation of papers to ensure that they communicate efficiently. Papers are much more likely to be accepted, if they are cautiously designed and laid out, contain few or no errors, are summarizing, and be conventional to the approach and instructions. They will in addition, be published with much less delays than those that require much technical and editorial correction.

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

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

Format

Language: The language of publication is UK English. Authors, for whom English is a second language, must have their manuscript efficiently edited by an English-speaking person before submission to make sure that, the English is of high excellence. It is preferable, that manuscripts should be professionally edited.

Standard Usage, Abbreviations, and Units: Spelling and hyphenation should be conventional to The Concise Oxford English Dictionary. Statistics and measurements should at all times be given in figures, e.g. 16 min, except for when the number begins a sentence. When the number does not refer to a unit of measurement it should be spelt in full unless, it is 160 or greater.

Abbreviations supposed to be used carefully. The abbreviated name or expression is supposed to be cited in full at first usage, followed by the conventional abbreviation in parentheses.

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

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Abstract, used in Original Papers and Reviews:

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

Key Words

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

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

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

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

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

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

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

Acknowledgements: Please make these as concise as possible.

References

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

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

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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.

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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.

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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.

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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.

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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.

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

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

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

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

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

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

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

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Key points to remember:

- Submit all work in its final form.
- 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.

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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

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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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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.

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- Fundamental goal
- To the point depiction of the research
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- Significant conclusions or questions that track from the research(es)

Approach:

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- Center on shortening results - bound background information to a verdict or two, if completely necessary
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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.
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Approach:

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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.

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- 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.

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- 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.

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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.

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

Discussion:

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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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
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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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