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English Teacher Education: Questions and Reflections on Methodological Aspects

By Paulo Rogério Stella & Daniel Adelino Costa Oliveira Da Cruz
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Abstract- This article reflects upon teacher education as a possibility of collective construction of knowledge to counteract the incoming attempts of imposing unilateral perspectives at public university work in Brazil. We propose that teacher education should be localized and meaningful, going over teaching techniques and class procedures and touching individual reflections upon teaching and local identities. The implementation of this proposal is only possible by offering teachers ampler perspectives on teaching, valuing local identities, traditions, and cultural expressions. We argue in favor of a perspective of education based on three aspects about knowledge: 1. Local production; 2. Unpredictability and instability; 3. Essentiality and dispersion. The expected result is the humanization of the classroom, aspiring to awareness development regarding obligations and rights about citizenship.

Keywords: english teacher education; public grade school; teacher education; localization; values; citizenship; knowledge production; meaning-making.

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ENGLISHTEACHEREDUCATIONQUESTIONSANDREFLECTIONSONMETHODOLOGICALASPECTS

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English Teacher Education: Questions and Reflections on Methodological Aspects

Paulo Rogério Stella [α] & Daniel Adelino Costa Oliveira Da Cruz [σ]

Abstract- This article reflects upon teacher education as a possibility of collective construction of knowledge to counteract the incoming attempts of imposing unilateral perspectives at public university work in Brazil. We propose that teacher education should be localized and meaningful, going over teaching techniques and class procedures and touching individual reflections upon teaching and local identities. The implementation of this proposal is only possible by offering teachers ampler perspectives on teaching, valuing local identities, traditions, and cultural expressions. We argue in favor of a perspective of education based on three aspects about knowledge: 1. Local production; 2. Unpredictability and instability; 3. Essentiality and dispersion. The expected result is the humanization of the classroom, aspiring to awareness development regarding obligations and rights about citizenship.

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> As for myself, I shall speak of the paradigm of prudent knowledge for a decent life. By this phrasing I wish to signify that the scientific revolution we are undergoing today is structurally different from the sixteenth-century revolution. Because it is a scientific revolution occurring in a society that has already undergone a scientific revolution, its emergent paradigm cannot be merely a scientific paradigm (the paradigm of prudent knowledge), but must also be a social paradigm (the paradigm of a decent life). (SANTOS, 1992, pp. 30-1)

> In linguistics, as in any other discipline, there are two basic devices for avoiding the obligation and the trouble of thinking responsible, theoretical, and, consequently, philosophical terms. The first way is to accept all theoretical views wholesale (academic eclecticism), and the second is not to accept a single point of view of a theoretical nature and to proclaim "fact" as the ultimate basis and criterion for any kind of knowledge (academic positivism). (VOLOSINOV, 1973, pp. 62)

I. Introduction

These excerpts have never been more relevant than it is today in Brazilian grounds. We have witnessed several attempts, often successful, to erase other possibilities of knowledge production due to the valorization of unilateral, homogenizing, and most frequently repressive world views coming from official Brazilian government institutions. An instance of this is the Ministry of Education, that is in charge of the organization of public education in general and undergraduate education in particular. With a view to seek alternatives for better quality work for English-speaking teachers in public schools in Alagoas, one of the poorest states in Brazil, this article presents reflections aiming at localized and meaningful teacher education. These reflections come from nine years of work not only in the Licensure Course in English Language at the College of Letters of the Federal University of Alagoas, but also with public school teachers in the state, many of them, the institution's former students.

The reflections in this article aim to point out possible ways of working beyond offering classroom techniques and procedures, as commonly done in teacher training. We emphasize that those techniques and procedures are not without their importance since they meet the expectations of the majority of many teachers participating in training courses and even of the undergraduate students with whom we work. However, this perspective of work becomes insufficient in the face of the growing demands arising from public education. Individual reflection on one's practices as a teacher and a broader view of teaching and learning processes become relevant. Knowledge should be no longer abstractly constructed in such a way that it is distant from teachers and, therefore, accessible only through the reproduction of homogenizing concepts and values, often inadequate in the context of individual practical classroom face to face work. That is why we propose teacher education instead of teacher training. The process must be transformative for all participants, including teacher educators themselves. It can only happen if there is an appreciation of individual and collective identities, which allows educational institutions to prepare future teachers to be aware of their duties and rights not only as local citizens but also as citizens of the world.

Considering all this, the purpose of this article is to reflect on the possibility of interaction as determinant for the construction of collective knowledge in educational processes. By interaction, we mean that participants engaged in dialogs are positioned in the world, having, therefore, values that help build distinct

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identities. By dialog, we mean an ampler scope of possibilities ranging from simpler forms of interaction, such as face to face dialog, to more complex forms of interactions, such as dialogs between epochs, social groups, and ideological social aspects.

> Dialog, in the narrow sense of the word, is, of course, one of the forms – a very import form, to be sure – of verbal interaction. But dialogue can also be understood in a broader sense, meaning not only direct, face-to-face vocalized verbal communication between persons, but also verbal communication of any type whatsoever. (VOLOSINOV, 1973, pp. 95)

This point of view on verbal communication leads us to the question of the result of any type of interaction: meaning production. This result is not a synthesis of the encounter of two consciousnesses. On the contrary, it is not controllable because two consciousnesses in interaction have their histories, experiences, and values, which entails that the result of meaning production in any interaction is different for each participant as perceptions of the world differ.

> In essence, meaning belongs to a word in its position between speaker; that is, meaning is realized only in the process of active, responsive understanding. Meaning is the *effect of interaction between speaker and listener produced via the material of a particular sound complex*. It is like an electric spark that occurs only when different terminals are hooked together. (VOLOSINOV, 1973, pp. 102-3)

With this, the humanization of the classroom space is sought as a space for listening to the other through the exchange of experiences among participants of the teaching and learning processes, because "knowing and thinking do not mean to reach an absolutely certain truth, but to dialogue with uncertainty"[1] (MORIN, 1999, pp. 58).

To address this issue, we have divided this article into three sections. In the first one, we will reflect on the importance of turning our eye to localized production of knowledge, which allows changes in the teaching and learning process. In the following section, we will bring circulating discourses in the public school classroom space, understood as commonsense truths that aim to dismantle the public space. Lastly, we will deal with our education proposal, establishing three pillars that dimension our educational perspective.

II. Positioning the Eye

When it comes to teacher education, it is necessary to keep in mind that it entails a political position. It must be an act of positioning oneself locally so that participants in the educational process can act together through the search for values beyond those traditional, homogenizing, and naturalized ones (DOLPHIJN; TUIN, 2012). Freire (1995) teaches us that education depends on the position of all participants not only in the most concrete context corresponding, for instance, to the classroom space itself, but also in the broader and more abstract context of values that circulate as ideologies, histories and social perspectives. That helps to produce the meaning of local actions for the people involved.

Teacher education needs to consider three main aspects concerning its conception. The first aspect concerns the specificities related to the local contexts where teachers work. A positioned eye can allow the search for alternatives and more precise solutions to the problems faced. The second aspect renders relevant the discussion and reflection on broader socio-historical issues, which, although apparently not directly linked to teaching work, deeply interfere in actions within school space. The third aspect relates to the possibility of opening a horizon of change that includes all participants in the educational process. Thus, for a teacher education that focuses on the construction of localized meanings with a view to transformations and changes, it should be considered that the most suitable subjects to promote these changes are those that are part of their school contexts. They are the ones experiencing the pressures, the problems of each environment, and, consequently, building knowledge and seeking local solutions via their community.

Teacher education should offer the possibility to open horizons made of other values than those circulating in the common sense. It should aim at the construction of alternative views by participants so that they can cope with concrete and arduous contexts of public schools. That will possibly promote the resignification of the identities of teachers and students, turning their eyes to their localities so they start viewing education as a never-ending process of local meaning-making.

Volosinov (1973) understands the concept of context in a non-deterministic, fluid way, bringing the possibility of the existence of several contexts together that will guide and make meanings for individual actions at the same time. On the one hand, there are more concrete and immediate contexts that can be seen and touched. In our case, it is the classroom in which the teacher works and where objects produce meanings in relation to the actions and to the interactions of both the teacher and students. On the other hand, there are broader and more abstract contexts, related to historical and social issues, which, despite not being physically present in the classroom, interfere in the interactions that occur therein. That is, they are structural. All contexts interact at the same time anchored in the values that circulate when teachers and students are in the classroom.

The report of an English teacher hired to substitute for a regular English language teacher in a

[1] Translated by the authors from the text in the Portuguese language.

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public school in the city of Maceió in a grade school[2] class can be a suitable example of the functioning and the interrelations built through the interaction of these contexts. The teacher says it was no use trying to do it differently if the school structure did not allow it. According to this substituting teacher, classrooms had their desks attached to the floor in the traditional alignment, making it impossible for this teacher to try to work with distinct classroom shapes and for students to move their desks around freely. Also, there was the problem of lack of equipment for classes, that is, classrooms were composed of desks, chairs, and board, having no other resource available, which provoked a general lack of motivation on the part of all teachers in the school. Besides that, students were not willing to try other forms of learning than copying the material from the board simply because this was how it had always been done. If there was no copy, students understood they were not learning the subject. The teacher concluded that it was impossible to try new things because there was no room for change.

> Teacher: I started teaching English at a state school. But I thought I could teach a more dynamic class, to escape a little bit from the pattern according to which I was taught in my early years in high school.
>
> Except that is not how it happens. I teach students from the sixth to the eighth grade, but the students do not show much interest, so I must appeal to the written form anyway. I write the content on the board, they write it down, and they stay with it. I wanted to work with films, but there are many students, and there is no way I can work differently.[3] (STELLA; CRUZ, 2014, pp. 149)

We can observe not only the functioning of a concrete context in the report, such as the lack of equipment available for use or desks nailed to the floor, but also the functioning of broader contexts, of which values interfere in the classroom, such as students' expectations for traditional learning through copying. These contexts interact with each other, with the teacher and with students, producing distinct meanings for each one of them. On the one hand, there is a feeling of frustration on the part of the teacher, who ineffectively tried to introduce some other teaching procedures and techniques. On the other hand, there is a feeling of dissatisfaction on the part of the students, who believed they could only meet their learning expectations if there was material on the board for them to copy.

According to Bakhtin (1990), values circulate in all contexts that guide the production of individual and collective meanings, materializing these values in concrete actions and reactions. It turns out that this relationship between context and values does not work exactly mechanistically because, in addition to the contexts, there is always a horizon of values viewed by each and every one of the participates in interactive processes. This horizon of values refers to the vision respective to the position of each one in the context of interaction. The direction of one's eye to one's interlocutor implies a wide vision field that comprehends more than the sole figure of that interlocutor, both concretely and abstractly speaking. This exceeding vision contains values viewed by each one that participates in the interaction. One participant does not access the same horizon of viewed values as the other participant. We mean that the horizon at which one looks interferes directly in the meaning-making resulting from the interaction. We can say that contexts exert pressure on the processes of interaction, at the same time that the speaker's eye, directed to the interlocutor, implies the possibility of glimpsing other, unique, desired, and/or intended values.

The horizon of values is always unique for the moment of interaction and dependent on the relationship established between the speaker and the interlocutor. Meaning, in turn, is understood as the result of the tension between two individual and distinct life experiences, considering the contexts and horizons of the target values. Hence the impossibility of the existence of the same meaning for the speaker and the interlocutor since the directed eyes of each of them perceive different values. That makes the context more fluid and plastic because it allows nuances in the production of meanings among the participants in the interaction. The example brought by the teacher's report clearly demonstrates the difference between the horizons of values of the teacher and those of the students when it comes to learning the English language.

The elimination of the possibility of producing local knowledge is called epistemicide by Santos (2014). It implies the thoughtless replacement of local knowledge by values arising from homogenizing paradigms resulting from processes of globalization. The author considers that all globalization values were once localized values. Values that circulate in a given place are disseminated to other locations that will accept those values as true and sound. The inhabitants of a locality affected by globalization perceive the homogeneous values brought by it as natural values. Those alien values, once accepted into the community,

[2] The Brazilian educational system is organized in what we call Basic School and Higher Education. Basic School is divided in kindergarten, grade school, and high school. Grade School is divided in Grade School I (ages 6 to 10) and Grade School II (ages 11 to 14). As far as under-graduate courses that form teachers for Basic School is concerned, Kindergarten and Grade School I are covered by the Pedagogy Course at University. Grade School II and High School are covered by the Licensure Courses at University. Licensure courses will focus each area independently: Language, Geography, History, Chemistry and so on. This article discusses issues taking place in Grade School II.

[3] Translated by the authors from the text in the Portuguese language.

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start circulating in the new context. This movement causes the rejection of those values that circulated locally before the introduction of the ones coming from globalization. As a result, there is a general rejection of local values, which come to be identified as old fashioned and unimportant Everyone's eye will then be guided towards a horizon of commonsense homogeneous values, causing blindness in the population and consequent disregard for local realities. In terms of knowledge production, that prevents any possibility of localized production of knowledge due to the devaluation of the circulating values of a given social group.

Epistemicide has the consequence of building abyssal spaces among people. The use of concepts and paradigms unrelated to the local context of production creates an abyss in which, on the one hand, there are global homogenizing values and, on the other, there are values that undergo a process of extinction. Knowledge coming from outside, globalized and homogenizing, implies the blindness of the local reality caused by the importation of predetermined categories alien to the local needs. Nancy (2000) brings a similar discussion about the relevance of observing local values when reflecting upon the opposition between essentiality and singularity. Disseminated as a value of modernity, human essentiality preaches a common and good origin to all human beings, which will result in the illusion of a future egalitarian society where everyone lives in perfect harmony. Nancy claims that what makes us human are our singularities resulting from experiences and histories built by dialogue with others locally. Only our awareness of each one’s singularity allows us to attentively listen to the other (FREIRE, 1995) and to consider our differences. Only by doing this can we achieve a better society. In this regard, knowledge production is the result of a constant process of interrelations among singularities. As Volosinov (1973) states,

> [t]he “we-experience” is not by any means a nebulous herd experience; it is differentiated. Moreover, ideological differentiation, the growth of consciousness, is in direct proportion to the firmness and reliability of the social orientation. The stronger, the more organized, the more differentiated the collective in which an individual orients himself, the more vivid and complex his inner world will be. (VOLOSINOV, 1973, pp. 88)

III. Careless Discourses

This discussion about tension in both the dichotomies globalization-localization and essentiality-singularity in the production of knowledge is of particular interest to us in the treatment of the meanings constructed by students and teachers in and for public school. It can give us clues to work with teacher education. In a research carried out with in-service graduated teachers of English and pre-service teachers, undergraduates at an English language licensure course in Maceió during the years 2012 to 2014 (STELLA; TAVARES, 2012; STELLA, 2013; STELLA; CRUZ, 2014), we noticed the existence of four possibilities for building meaning for the discipline of English Language in public grade and high school: the nostalgia of better learning days, the lack of vocational teachers, the learning of grammar or not, and the asymmetry related to the term education.

The first detected discursive bias refers to nostalgia on the part of the teachers from a remote past in which teaching activity and public school would have been better. The teachers believed it was a time felt to be an idyllic period when classes were homogeneous, and students, regardless of their origins, were interested in learning what was offered by the teacher. These discourses are marked by a feeling of immense disappointment caused by the irreparable loss of that organized and controlled past compared to a confused and disorganized present.

The second discursive bias, however, concerns the question of the vocation to be a teacher, which circulates both in the discourses of public school teachers and in the discourses of undergraduate students in the university's pre-service English licensure course. The recurrence of the statements leads us to the difference in quality between those teachers who have the gift for teaching and those who do not, but who exercise the profession for lack of a more prestigious opportunity. According to our interpretation of the discourses we have analyzed, as a result of the fact that those true vocational teachers are in extinction, what is found in the job market today are the ungifted ones.

We see two consequences of this second bias. The first consequence of both the feeling of nostalgia and the sense of lack of vocational teachers dedicated to work is reflected in the discredit and demerit with regard to both the profession of teacher and basic public school. The second consequence of these two discursive biases is the projection of the failure on the other. Teachers transfer the learning problems responsibility to their students due to the lack of interest and demotivation of these students. Those teachers believe students are no longer as they used to be: these students are no longer interested in knowledge. Students, on the other hand, find teachers responsible for the lack of both their interest and the lack of motivation they feel for learning since teachers are seen as the ones who do not have the gift of teaching, resulting in poor lessons.

The third bias refers to the relationship between the use of English and English grammar in learning the English language. In this case, teachers and students alike refer to the importance of learning the English language in two different but complementary ways. Firstly, they perceive English as a language of contact between cultures, promoting integration in the processes of globalization. It is worth explaining that, in

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this case, globalization is confused with the possibility of consumption of goods and services and the ability to use English to communicate in virtual message exchange platforms. Second, they associate the use of the English language with professional success, referring to the discourses that deal with the need for a foreign language as a way of accessing better paid careers. Although there is this perception of the English language as an instrument of international communication, of access to more goods, and professional success, the discourses still point to the existence of great frustration due to the failure in reaching a positive concrete outcome in the classroom.

This failure is pointed out as a result of students' distance from the world of the English language. There is a perception that students have an insurmountable cultural gap as a consequence of poor educational background and precarious economic and social conditions. The school, in turn, is unable to fill this gap because it also does not have adequate infrastructure or well-educated teachers. The solution found in trying to solve this problem is learning basic grammar before learning the language in use. Thus, the teaching of artificial grammatical structures that are displaced from reality is justified by teachers. The sole teaching of basic grammar reinforces the chasm between the worlds in which the English language concretely circulates and the classroom where it is taught as an abstract body. Teachers, working with grammatical abstractions, become an agent of this distance between students and the globalized world. The teachers we interviewed ultimately become the agent of the same exclusion processes that they perceive as harmful.

The fourth bias relates to the meaning given by teachers when they refer to the terms training and education. In this case, we perceive the existence of a marked asymmetry when teachers talk about themselves regarding teacher trainers and professors at licensure courses at university. That happens in two moments: the first moment is when those teachers mention their participation in teacher training programs offered by public or private institutions, while the second moment refers to their formal education at university. As related to teacher trainers, the teacher discourse points to a type of teacher trainer who is considered better prepared in terms of knowledge or life experience than the teachers themselves. Teachers expect teacher trainers to put them on the right path or in the correct mold required by the profession of a public school teacher. That means that there is a huge expectation on the part of teachers to always be presented with new techniques and recipes. The teachers regard these as the knowledge they need.

In the case of their formal education at university, there is a general perception about the distance between theory and practice. The teachers believe that what they learned during their university years was not of much help when they effectively took over their classrooms. They recognize both the importance of formal education as a means to be more successful in life and the quality of their professors as educators and researchers at university. However, the teachers also understand that formal education is not relevant as it may not enable them to deal with classroom problems.

They also feel that there is a great distance between themselves as basic public school teachers and their professors at university. They have learned about theory with university professors, but they feel they needed more practice. The issue here is that for the teachers practice means classroom techniques to be applied in their classrooms. Again, they are in search of recipes. By being able to employ new and attractive teaching procedures to teach English in local public schools, teachers believe they will add to their repertoire of activities so that they will be able to motivate students. They believe that by doing so, they will be able to make for a faulty infrastructure. The problem here is that pre-conceived activities that training programs offer tend to be homogenizing and generalizing since they are designed for an average audience. We have concluded that teachers are confusing the objectives of teacher training programs and teacher education at university.

In both situations, teachers represent themselves in an inferior position in relation to both their trainers and professors. Regarding their trainers, they believe that such trainers have more professional experience. Regarding their professors, they believe these professors are in a far better social and professional position. In between these two categories, namely teacher trainers and professors, teachers feel they have nothing to offer. They position themselves uncritically as the ones who can only learn passively, and who have no possibility of constructing knowledge. It turns out that this perception adds to the problem of the gap between English in the classroom and English as an instrument of access and communication among cultures. The result of this situation is a frustration in relation to both formal education and training. According to Santos (1992),

> [m] echanistic determinism provides a clear horizon for a form of knowledge that was meant to be utilitarian and functional, acknowledged less for its capacity to understand reality at its deepest level than for its capacity to control and transform it. (SANTOS, 1992, pp 31)

IV. Prudent Education

The question that arises at this moment refers to how teachers' identities can be influenced by those careless discourses that circulate. According to Nancy (2000), identities are relational and are in a constant process of construction and reconstruction. That is to

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say that identities are always oriented towards the other as one responds to demands put forward by such other. For this reason, identities should be fluid and dialogical not only in relation to the various identities within ourselves but also in relation to the possibility of constant changes and adaptions we have to go through in each one of our identities.

On the other hand, fixed identities that tend to be closed in themselves and monological are deprived of fluidity and of meaning-making. Those fixed identities resist the possibility of change that arises from the necessary adjustments within interactional processes. This resistance to change is associated with moments of circulation of totalitarian values in which there is a constant attempt to interdict, control, and paralyze the possibility of meaning-making since the only meaning possible is the one established by officiality. In these moments, circulating discourses aim at an idealistically homogeneous world deprived of otherness.

Ponzio (2010) understands these moments as moments of deafness to otherness. They happen when meanings coming from globalizing processes prevent local possibilities of meaning-making, directly interfering in the constitution of identities. In consumption societies, people are less prone to stop to listen to others, tending towards the expression of opinions about everything and everyone. According to the author, we live in speaking societies where everyone believes to have something important to say. The problem is that there is no one to listen to them: we are deaf to otherness. We are closing ourselves into few resisting identities as a consequence of not reflecting upon and with the other. Circulating commonsense discourses tend to stick more forcefully to certain social groups that not only keep on reproducing sameness but also believe their discourses are unquestioned truths.

Our proposal is that teacher education must promote attentive listening to otherness (FREIRE, 1995; PONZIO, 2010), aiming to escape from those totalitarian discourses. On reconstructing local identities by strengthening local values, teachers may be more attentive in listening to theirs and their students' needs and perspectives involving learning a foreign language. Through the orientation to other discourses than those coming from globalization, we favor other meaning productions by actively responding to local demands in more concrete and focused ways. In other words, the education of English-speaking teachers should promote reflections about the teacher's work in the context of regular public school, aiming at the formation of a critical conscience on the part of teachers regarding homogenizing discourses that aspire to maintain the relations of power by controlling knowledge production. The production of knowledge must pay attention to local cultural, social, and political movements, of which protagonists are teachers and students themselves.

With a view to responsive and critical teacher education, we have established three discursive-methodological pillars with which we work inside and outside the university. The first pillar seeks subsidy in the reflections of Santos (1992) about the production of knowledge in the human sciences, shifting them to the context of teacher education work. The author considers that all knowledge is socially and historically situated, and there is no escaping from it. Knowledge arises from the participants' interpretation based on the interactions established within the reality to which the process participants belong. As a consequence, all knowledge and meaning making are local and total at the same time.

Knowledge is not only the result of the locally constituted interactions between the immediate participants in the process, serving the location where it was created, but it is also comprehensive because it is based on the vision and knowledge derived from the experience of all people involved. Besides that, teacher education must also help pre and in-service teachers produce meaning for themselves. Pre and in-service teachers must learn to listen to themselves in search of a constant repositioning of each one in relation to the others with whom they interact. Teacher education must also view the ability of pre and in-service teachers to access self-knowledge. The circulation of knowledge that takes place in teacher education courses, as the result of the process of interactions, constructions, and reconstructions of meanings, should serve not only for collective lives but should also promote constant repositioning of teaching identities involving meaning-making inside and outside classroom contexts.

The second pillar seeks to incorporate the acceptance of instability and unpredictability outcomes (FEYERABEND, 2004) in the formative processes. That results from the complexity of instances interacting at the same time during the formative meetings. The excessive control and constant search for stability leads to loss of meaning due to the deafness caused by the imposition of viewpoints and perspectives. Attempting to stop other possibilities of meaning-making than that brought about as the only truth prevent the capture of displacements and contextual changes inherent to the lived life. Bakhtin (2007) adds to this reflection by bringing about the notion of concrete utterance. Those are utterances produced in a given time and space by interlocutors historically positioned in specific contexts. These statements are unrepeatable due to time-space axes variation at each instant of the production of such statements. A teacher education methodology that turns its eyes to the possibility of building knowledge for and with the immediate participants must incorporate the uncertainty of present and future, the instability of relationships, and the impossibility of reproducing the same processes indefinitely. A teacher education course that places participants in the center of the process

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opening itself to listening to experiences, expectations, and interests can lead to robust localized reflections about movements related to language teaching and learning.

The third and last pillar deals with the tension between essentiality and dispersion (DELEUZE; GUATTARI, 1987). Considering teacher education, essentiality can be understood as educational and linguistic principles that give rise to reflections on teacher education and training. However, interaction with local contexts and participants in the educational and training processes lead to the dispersion of meanings. Other possibilities for context-oriented knowledge production are also built due to the dispersion. Original concepts and notions brought about by those educational and linguistic theories that give rise to reflections remain, though. What happens is that the essentiality is gradually displaced due to the adaptation to contexts where they are applied and reworked. In other words, linguistic and educational theories developed in a foreign location may be brought into a local context. But they have to be rethought locally. That is at the heart of the notion of essentiality and dispersion.

Bruner (2014) offers reflections that complement this issue of essentiality and dispersion when dealing with the importance of autobiographical narratives. The author considers it as a way of accessing reinterpretations and representations of the world. The ability to narrate the world and to narrate oneself is constitutive of human beings, becoming a relevant instrument for observing the (re)constructions of reality perceived by people. Unpredictability and instability are two characteristics of this narration process because what is sought is the cognitive re-elaborations of each one about a given experience and not the exact mirror of that given reality. Still, for Bruner and Weisser (1991), the autobiography is double-faced: on the one hand, it presents an individual point of view regarding a given experience. On the other hand, the set of individual lived experiences makes up a collective of meanings regarding the perceptions, representations, and perspectives of a given observed reality.

That is in line with the reflections of Bakhtin (2007), for whom we only exist in the lived world through the texts that narrate us. These texts operate within the fields of human activity for which they were intended, through which social, historical, and ideological values circulate. These values get materialized in these texts through circulating social themes that not only reflect reality but also point to possible social changes that may happen as a result of the small displacements of meanings caused by space-time movements in which interactions occur. Thus, teacher education courses must be attentive to individual (re)elaborations of narratives that regard the very same reality offered by these elaborations. Memories can be an effective tool in the process of building collective experiences because they enable a holistic view based on singular perspectives on the same common contexts. Bakhtin (2007) says:

> The text (written or oral) is the primary given of all these disciplines and of all thought in the human sciences and philosophy in general (including theological and philosophical thought at their sources). The text is the unmediated reality (reality of thought and experience), the only one from which theses disciplines and this thought can emerge. Where there is no text, there is no object of study, and no object of thought either. (BAKHTIN, 2007, pp. 103)

V. Final Considerations

This article aimed to propose some reflections on the possibility of interaction as a way of building knowledge viewing at offering an alternative for meaning-making in teacher education processes. We have conceived that as a way to fight against pre-established and ready-made perspectives that have been continuously pressing the educational attempts towards critical thinking at public universities in Brazil. With that in mind, firstly, we established the perspective of teacher education in space and time. We argued that the success of teacher education work must go beyond the transmission of knowledge through teaching techniques and practices, as is the case with teacher training programs. Teacher education should position participants in history from a political and social perspective, thus opening spaces for a glimpse of other horizons of values beyond the arduous reality of public schools.

We proposed that teacher education based on interaction and reflection for a collective construction of knowledge must have the attentive listening to otherness as its principle. On opening oneself to otherness, one can better perceive the movements of local identities in such a way that identities may be in a constant state of fluidity. This fluidity does not mean weakness. On the contrary, it means the strengthening of self- consciousness and the ability to open oneself for collective co-construction of meanings and perspectives. For this reason, we emphasize our proposal that teacher education processes should focus on localized interactions with reflections about local teaching and learning spaces. On doing that, teachers are expected to derive their practices from the knowledge produced locally as a result of collective knowledge, therefore strengthening ties and values of a community. Otherwise, if teachers simply resort to pre-prepared ready-made formulas offered to them, they will position themselves as consumers of some merchandize offered in local supermarkets.

Secondly, teacher education courses must be open to instability and unpredictability with regard to the path that collective actions take during educational and training processes. That is only possible if eyes are

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positioned to see localized forms of knowledge production and circulation in such a way that meaning-making becomes a collective practice. Collective meaning-making production does not entail one meaning for everyone, but various meanings being shared among participants. This way, the group undergoing teacher education or teacher training will have ampler views on the same matter. In so doing they will also have ampler scopes of actions in times of difficulties. Careless and imprudent discourses about teaching and learning circulating in and about public schools can only be beaten if everyone involved learns to be open to changes.

Last but not least, teacher education and teacher training must be based on listening to otherness as a means to reworking identities. Through the introduction of self-narratives, participants learn to be more attentive to the problem of others, solutions, and perspectives. In such a way, participants become self-aware of their positions in the context where they work as teachers by reconstructing their actions through narratives. Also, they learn to interact with others productively as they listen to others' points of view on the same matter. The key to knowledge production is the possibility for each of the participants to self-narrate, which means that original knowledge can be shaped through the individual filter, promoting other views of reality. Our discussion comes to an end with the words of Morin[4] (1999):

> Well, focused knowledge is the one capable of situating any information in its context and, if possible, in the set of values in which it is inscribed. We venture to say that knowledge progresses not because of its sophistication, formalization, and abstraction, but mainly because of its contextualization and capability of embracing. (MORIN, 1999, pp. 14)

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[4] Translated by the authors from the text in the Portuguese language.

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Ideology and Power in the Headlines: A Critical Discourse Analysis of Bangladesh-China Relations

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Abstract- Using the framework of Critical Discourse Analysis (CDA), this study aims to explore how Bangladesh's news agency BSS (1975-2016) represents the relationship between Bangladesh and China. Within this framework, three methods are employed to collect data: (i) content analysis of the 41- year media coverage, (ii) interviews, and (iii) observations at the newsrooms. By examining 140 news headlines, this article shows how the BSS under government control represents China and Bangladesh-China relations. The news headline falls into macro and micro levels of analysis. The macro-level analysis focuses on the ownership and control factors of the BSS, while the micro-level analysis deals with the content analysis. The findings show that the BSS editor has concentrated more on diplomatic news items occurring in Dhaka than in Beijing, highly reported with government officials. Then this paper adopts the framework of CDA, which is mainly concerned with the relationship between language, ideology, and power. Utilizing Halliday's Systemic Functional Grammar as a tool for CDA, this study aims to explore the ideological meanings in the news headline termed as a 'micro story': A pair of questions will answer how the subjects are historically represented through the BSS media discourse on the topic.

Keywords: critical discourse analysis, systemic functional grammar, Bangladesh-China relation, BSS media discourse, subject, power, ideology.

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IDEOLOGYANDPOWERINTHEHEADLINESACRITICALDISCOURSEANALYSISOFBANGLADESHCHINARELATIONS

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Ideology and Power in the Headlines: A Critical Discourse Analysis of Bangladesh-China Relations

Muhammad Anisur Rahman Akanda

Abstract- Using the framework of Critical Discourse Analysis (CDA), this study aims to explore how Bangladesh's news agency BSS (1975-2016) represents the relationship between Bangladesh and China. Within this framework, three methods are employed to collect data: (i) content analysis of the 41-year media coverage, (ii) interviews, and (iii) observations at the newsrooms. By examining 140 news headlines, this article shows how the BSS under government control represents China and Bangladesh-China relations. The news headline falls into macro and micro levels of analysis. The macro-level analysis focuses on the ownership and control factors of the BSS, while the micro-level analysis deals with the content analysis. The findings show that the BSS editor has concentrated more on diplomatic news items occurring in Dhaka than in Beijing, highly reported with government officials. Then this paper adopts the framework of CDA, which is mainly concerned with the relationship between language, ideology, and power. Utilizing Halliday's Systemic Functional Grammar as a tool for CDA, this study aims to explore the ideological meanings in the news headline termed as a 'micro story': A pair of questions will answer how the subjects are historically represented through the BSS media discourse on the topic. Therefore, CDA has promoted the diplomatic relation between Bangladesh and China, established in 1975. This paper clearly explains how CDA generally reflects social practice, ideology, and power relations between Bangladesh and China at the time of reporting.

Keywords: critical discourse analysis, systemic functional grammar, Bangladesh-China relation, BSS media discourse, subject, power, ideology.

I. Introduction

In 1971 during the War of Independence between Bangladesh and Pakistan, China did not support Bengali nationalism due to close relations with India, USSR, and China-Pakistan-US alliance (Yasinbin, 2012; Sarker, 2014). In 1972, China reacted to the liberation war by putting its veto power against Bangladesh's UN membership. This event marked an obstacle to the relations between Bangladesh and China, which generated anti-socialism and Chinese feelings in both the BSS and among the people. The emergency of the diplomatic ties between them in October 1975 was widely seen as a reflection and broadly defined as a "time-tested, all-weather friendship" (Sakhuja, 2009, p. 10). This friendship is hampered by several problems, including trade gap, language barrier, and climate change. Despite healthy bilateral relations, the trade surplus has gone to the favor of China. After realizing the situation, a total of 4,762 products were given zero-tariff treatment from Bangladesh to China in July 2010. Although trade volume has increased to some extent, a proper policy should be taken by both Bangladesh and China to balance trade relations (Sarker, 2014, p. 92). The language barrier is another problem causing difficulties in transferring knowledge and technology from China to Bangladesh. Then climate change is one of the biggest threats to both countries; therefore, both need to share their lessons (CASSLD, 2013, p. 3). However, during the past 41 years, problems would be over how to explain the diplomatic relations between Bangladesh and China, as presented in the news headlines of social subjects. CDA examines how the subjects and their actions are presented in the news headlines of the BSS. The findings show that the BSS interprets the relationship and contributes to the formation of the power relations between Bangladesh and China.

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a) *News Agency as a Site of Power*

Since media studies have generally established news media as both a site and a process of social interaction and ideological construction (Fairclough, 1995b; Thompson, 1990; Van Dijk, 1993), news agencies play a vital role in expressing social thinking and national agendas. This feeling builds up national discourse and social interactions through the news content. As a site of power, news agencies play a primary role in constructing social meaning on various issues from different reading positions (Li, 2010). Therefore, this paper is especially important to examine the power and ideological reflections in the news agency.

b) *BSS News Agency*

This study has examined the process of news production in the newsrooms. The BSS is chosen here because of its 41-year news coverage and its widespread impact on the news contents in Bangladesh, which must necessarily uncover some complexity of Bangladesh-China relations. This paper takes a case study on the BSS for three reasons. First, the BSS plays a role in creating Bangladesh's images

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and its foreign policy to the international community. It also provides a source for the construction of nationalist ideologies for readers when the world agencies refer to news about Bangladesh (Fairclough, 1995b; Stone, 1994). Second, the BSS is the "official mouthpiece" of Bangladesh. Finally, this paper aims to investigate specific linguistic choices made in the news headline, and in turn, help us understand how these choices construct versions of "reality" (Li, 2010, p, 3445). Therefore, linguistic choices in each headline are discursive practices and power relations between Bangladesh and China.

c) Historical and Political Contexts

Research on the historical and political contexts of Bangladesh-China relations is very significant because of many reasons. China rises dramatically in the modern world, which may be tomorrow's power that influences all countries, including Bangladesh (Ministry of Information, 2017). Bangladesh, a developing country needs a friendly state, which supports the self-development to reach its final destinations (visions 2021, 2041 & 2071)[1]. By contrast, China is the world's second-largest economy that needs to be studied by all South Asian countries (Chandra, 2015, p. 220). Realizing this point, I look back into the history of Bangladesh-China relations through the Silk Road studies (Bangladesh Country Assessment, 1988; Xianyi, 2010). In ancient times, the Silk Road was a meeting place of world cultures and religions, first for Buddhism and later for Islam (Allan, 2013; Uddin, 2013). In the early 21st century, Xi Jinping, the President of China wants to revive the ancient Silk Road linking China with Asia, Africa, and Europe (Islam & Askari, 2015, pp. 18-23). It marks the return of a legend with historical and linguistic references to "Yi dai, Yi lu" (a belt, a road). It is a gigantic project covering about 60 countries and half of the population in the world. The Rise of China is symbolized here as the rise of a global power, which provokes nationalist thinking in Bangladesh. This critical attitude may lessen the problems if CDA is applied to analyze language use of 'Bangladesh-China relations' though it relates to the term, International Relations (IR) from the Greek historian Thucydides, father of political philosophy (Cochrane, 1929). By adopting this approach, a few scholars (Rashid, 2010; Pandey, 2013; Begum, 2015) discuss South Asian countries' economic relations with China, while Bangladesh relations with India, Pakistan, USA, USSR, China, and the Muslim World. Since there is a lack of research on the media discourse of Bangladesh-China relations, therefore, this paper has examined the BSS media discourse and its effects on the process of ideological constructions, using the framework of CDA linking between discourse, ideology, and power.

II. Methodology and Data Collection

a) Analytical Framework

CDA approach applied to explore the power and ideological meanings in the news headlines of Bangladesh-China relations must fit the proposed research. In this context, Fairclough (1989, 1992, 1995a) formulates the framework of CDA, which is mainly concerned with the relationship between language, ideology, and power. As Fairclough (1995a, p. 39) defines, "Social subjects occupy subject positions in a variety of institutions." As Coward and Ellish (1977, p. 77) state, "Ideology produces subjects which appear not to have subjected or produced, but to be freed, homogeneous and responsible for their actions." Fairclough's (1995a, p. 98) three dimensions (text, discourse practice, social practice) can contribute to the diagram of social subjects, social actions, and their relations. As a social practice, the analysis may refer to the context of the situation, institutional context, and context of culture (Malinowski, 1923). As Fairclough (2003, p. 17) points out, "An examination of the roles of actors over social practices can be an important analytical tool for CDA. Therefore, this research is most important for two reasons. The first aspect is that this paper adopts Halliday's (1994) Systemic Functional Grammar as a tool for CDA, which interprets social subjects as Theme, Subject, and Actor. The 'Theme' functions in the clause as a message, while the 'Subject' functions in the clause as an exchange. The 'Actor' functions in the clause as a representation. This paper focuses only on the analysis of the Subject in the clause as an exchange. The second aspect is that CDA is suited to the study of media discourse because of its sociopolitical outlook in the reproduction and challenge of dominance (van Dijk, 1993, p. 249). Fairclough (1995b) suggests that CDA is best for analyzing media discourse. Following this idea, Zhang (2014) examines the political news reports between the contexts of American and Iraq, including *The New York Times* utilizing Fairclough's framework. Further, Behnam and Mahmoudy (2013) discover political ideology in Iran's nuclear report through media discourse. Furthermore, Li (2010, p. 3448) investigates ideologies in the news headlines of *The New York Times* and *China Daily* using Halliday's Transitivity System. Also Bell and Garrett (1998) recommend Fowler's (1994) approach for analyzing media language, using Halliday's Systemic Functional Grammar, the best tool for examining linguistic and ideological meanings. However, media discourse is an item of social change, and CDA is the best tool to analyze the power of media discourse.

Therefore, I shall examine the power and ideological meaning in the BSS news headlines, using Halliday's Systemic Functional Grammar as a tool for CDA, addressing the following questions: (i) What are the historical changes in the relationship between

[1] See Dhaka Tribune (January 3, 2017), 16, available at www.dhakatribune.com

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Bangladesh and China covered by the BSS (1975-2016)?; and (ii) How are social subjects and their actions presented through the use of grammar, text, and discourse practice? CDA aims to explore how language expresses meaning in the news headlines and how the results affect Bangladesh-China relations.

b) *Data Collection*

The data for this study consists of 140 front-page news headlines on Bangladesh-China relations, gathering from the BSS during the periods (1975-2016). The choice of front-page headlines for an examination of ideological constructions is motivated by the importance of the BSS's ideologies. The news headline is generally considered a "micro-story" and "tap-tag" (van Dijk, 1988b; Bell, 1991). Apart from this definition, "the headline of a news report formulates the overall theme of a text" (Fairclough, 1995b, p. 29). That is why I have collected the news headlines from the BSS to analyze the power and ideological meanings of Bangladesh-China relations.

c) *Research Methods*

Three methods are employed to collect data from the BSS. First, the content analysis can give percentages of different news contents that are gathered and selected by the news workers. This analysis can be found by the second method of observations inside the BSS newsrooms. This method aims to implement the findings from the analysis of news contents and journalism practices in the newsrooms. Third, interviewing with journalists can be a helpful method in collecting detailed data from inside the BSS. Thus, combining the framework of CDA with the interviews and observations, this study will gain qualitative information concerning the factors that shape the news content through the process of news production. The three of content analysis, interviews, and observations can give a more accurate picture of the process of news production than adopting the linguistic approach in analyzing influences on the news production in the BSS.

III. Content Analysis of the News Articles

As a methodological tool, this paper contains the content analysis of the BSS news coverage on Bangladesh-China relations. Berelson (1952, p. 18) suggests that "Content analysis is a research technique for the objective, systematic, and quantitative description of the manifest content of communication." As Fairclough (1995b, pp. 2-3) suggests, "Media language is a site of power, especially for public discourse, the discourse of states affairs and arguments of newsmen and newsmakers." As a site of power, this paper primarily discusses the organizational structure, which allows me to observe the natural environment of the BSS (Gold, 1969; Jorgenson, 1989), and secondly examines the content analysis of the 41-year news coverage.

a) *Organizational Influences on Content*

Results of the data gathered from the method of observations show the organizational influences on the content of the BSS. Accordingly, this paper presents a micro-level analysis that deals with the production processes at the BSS newsrooms, asking the question with the editor-in-chief: What is the general policy of the BSS? Its answer covers three areas: ownership and control, organizational structure, and the BSS laws.

First, this paper focuses on the ownership and control factors of the BSS with a review of the Associated Press of Pakistan (APP), which started in 1947 with the partition of the Indian subcontinent (Ministry of Information, 2008, p. 471). It opened its bureau offices in Dhaka and Chittagong. After the liberation war, the Dhaka bureau of the APP was turned into the BSS on 1 January 1972 with a notification from the Ministry of Information and Broadcasting. Then the BSS was reconstructed in 1979 with the power of Bangladesh Sangbad Sangstha Ordinance (20 Act of 1979). This ordinance aims to establish a national news agency of Bangladesh, which collects news and distributes them to the news agencies of other countries. As a result, the BSS becomes the official mouthpiece of the government, which agrees with 17 national and international news agencies of other countries. Under the assistance of the United Nations Development Program (UNDP) (RAS/79/101-A), a technical committee prepares a network plan for distribution centers linking with the national agencies. In coverage of foreign news, the BSS concludes the agreements among the oldest news agencies (Reuters, Hawas & Wolff), which formed a cartel in 1859, dividing the world into three parts (Dergisi, 1996; Cuthber, 1980). The BSS directly receives foreign news through satellite from the world agencies and national news from its branch offices. "The news, which is collected and edited by a group of professional journalists, is regularly distributed primarily to the government offices, print, and electronic media, and secondly to the regional and world agencies" (Ministry of Information, 2017, p. 343). According to the editor-in-chief, the BSS is the government agency, and its editorial policy is controlled by the government. Thus, the BSS is relevant to my study because it is only the "government-owned agency and covers only government news" (Barman et al., 2002, p. 109).

Second, I will discuss the organizational structure of the BSS because of its news coverage and then discuss the news production process together for the same reason. In 2005, the government increased the employees from 39 to 242 for the organizational work in the BSS. The organizational structure of the BSS falls

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into two main groups: production and news workers for the Bangla and English departments (Ministry of Information, 2008, p. 469). The findings from Table 1 show that the BSS employs more news workers (42.9%) in the English department than in the Bangla department (17%). Of 40% of workers are for the news production process in the BSS.

Table 1: Percentage of News workers at the BSS

Employee Type	Bangladesh Sangbad Sangstha (BSS)		Total
	n	%	%
Production	96	40.0	100
News workers for English dept.	103	42.9	100
News workers for Bangla dept.	41	17.0	100
Total	240	100	100

Figure 1 shows 19 news workers both in the English and Bangla departments, respectively. There are more workers in the sub-editor (20) than workers in the local bureau (15). There are also workers in economic (4), sports (4), photo (4), and reference (5) in the English department. As a policy of the BSS, the editor-in-chief involves more journalists in the work of reporting (see Figure 1). But he faces difficulties in finding professional journalists for the BSS (Editor-in-Chief, 22 May 2018). The findings show the high number of news workers in reporting and editing desks. The framework focuses on media discourse, causing the restructuring of the order through the media organizations, which aim to help the government to achieve its policies and publicity (Al-Mashikhi, 1994; Al-Murjan, 1997).

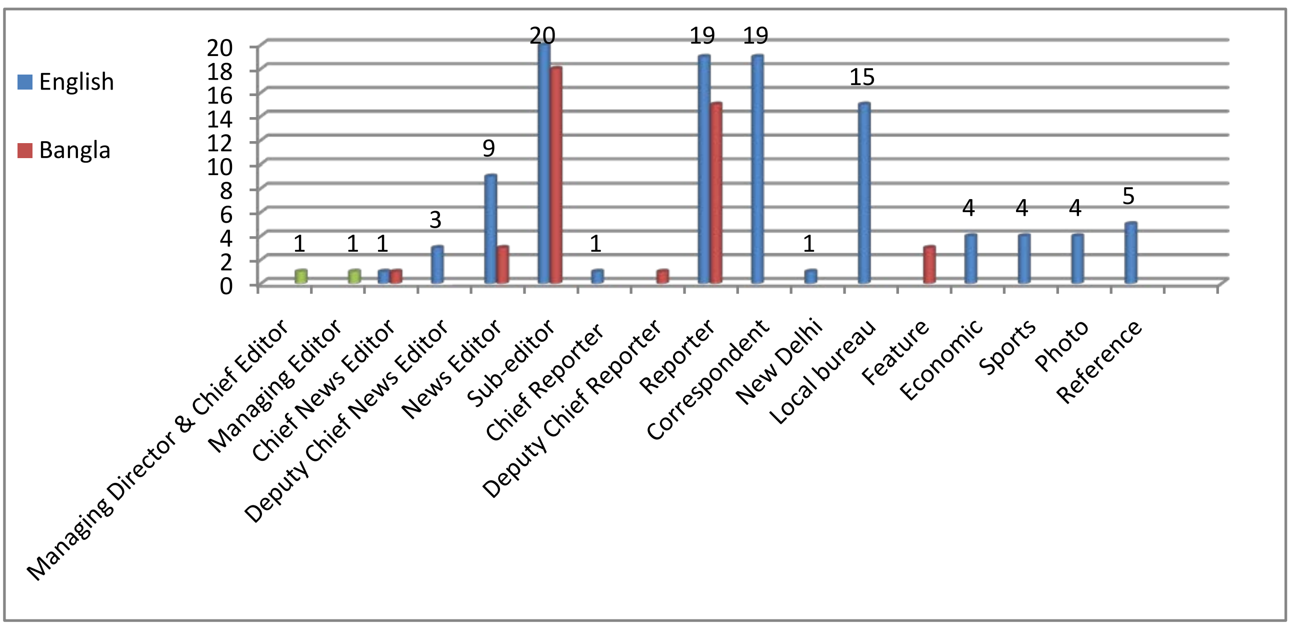

Figure 1: Number of News workers at the BSS

Third, this paper discusses the BSS laws. Figure 2 shows the editorial hierarchy, which indicates that the government controls the BSS by its laws: (i) the Bangladesh Sangbad Sangstha Ordinance (1979) and (ii) the Recruitment Act (1995).

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Figure 2: Editorial Hierarchy in the BSS

Bangladesh Sangbad Sangstha Ordinance (XX of 1979, article 5, p. 341) describes the six functions of the BSS: (a) it carries out the responsibility of a national news agency of Bangladesh; (b) it secures worldwide news from world agencies and exchange news with other agencies; (c) it sells all kinds of news and features to all mass media and news agencies within and outside Bangladesh; (d) it signs agreements with news agencies; (e) it organizes news business; and (f) it does such other things as connected with the BSS. Apart from the ordinance (1979), there is the Recruitment Act (1995) for the journalists of the BSS (Ministry of Information, 2008). My study has found that there are two ways of appointing journalists. The first includes old journalists who have the graduation degree and working experience in journalism, have been promoted by merit or by seniority. The second group contains new journalists who have a graduation degree but do not have working experience, have been appointed directly by the government. According to these laws, the government has the right to control the BSS with the editorial hierarchy and the recruitment policy.

Regarding the BSS policy, this paper shows how to gather and select news items, asking the question with news editor and editor-in-chief: How is the news selection process carried out in BSS? Its answer mainly covers three areas: news collection, news selection, and news value. The findings from Figure 3 show that the reporters collect news items from the correspondents or the Ministry of Information, which is the source. Then the news editor rewrites the news and sends them to the editor-in-chief, who selects news items for the front pages. The news values depend on the government officials, which are at the top of the BSS, and then news about the head of the state and the head of the government. Therefore, the news items about Bangladesh-China relations must be placed on the front-page by the BSS.

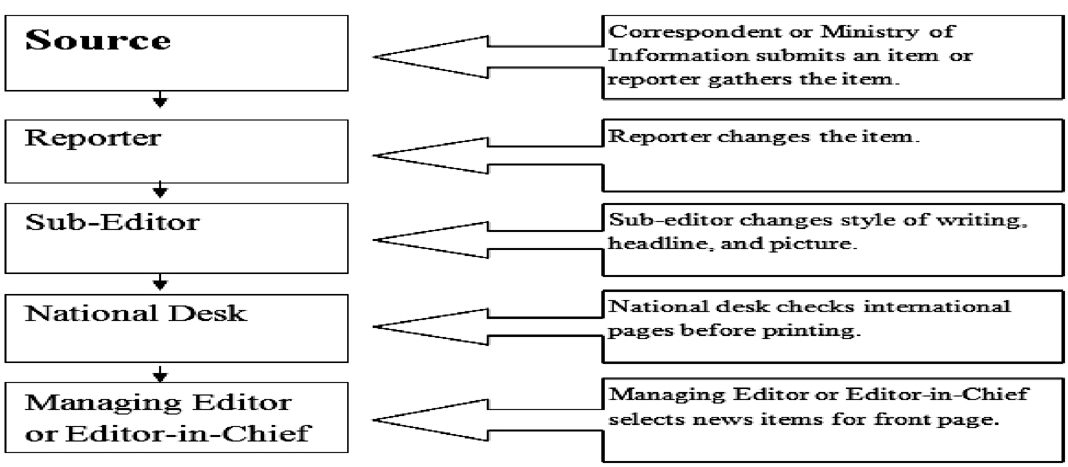

Figure 3: The gate-keeping structure in the BSS from writing through publication

The findings show that the process of gate-keeping as internal factors is a complex hierarchy of decision-making, which affects the news of the BSS. The findings from Figure 3 show that most news items are ready-made news submitted by the Ministry of Information. Since this paper has looked at the

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ownership and control factors, organizational structure, and the BSS laws affecting news content, the study will discuss the external factors influencing the news items covered by the BSS.

b) Content Analysis of International News Items

This research has examined the data gathered from the method 'interview' with journalists to look at how the news contents of Bangladesh-China relations are selected in the BSS headed by the government (Ministry of Information, 2008). The interview in this study contains a series of questions, particularly with the types of topics, contents, sources, the format of items, and political figures and their activities. The quantitative categories depend on the questions. Some of them fall into subcategories. All of these categories are detailed below for two reasons. This paper first aims to analyze international news items happening inside the country or abroad that are covered by the BSS. The second aims to evaluate Bangladesh-China relations that are developed by the ministries. This means that national news items are excluded from the study. Figure 4 shows 140 news reports on Bangladesh-China relations appearing in the BSS from October 1975 till October 2016. The findings show that there was no news reporting in 1975 because there were no state visits and bilateral agreements between the two countries. The highest amount of news reports was 42 in 2015, which suddenly flopped down to only 16 in 2016 as the second-highest, while the lowest was only one report in 1988, 1992, and 2013, respectively. The third-highest coverage was 24 in 2014, while the fourth-highest amount was 12 in 1991, and the fifth-position was 11 in 2010. The news coverage was near to the ground between 1992 and 2009. This annual frequency in news coverage shows the change of the relationship between Bangladesh and China for several state visits and bilateral agreements in different fields.

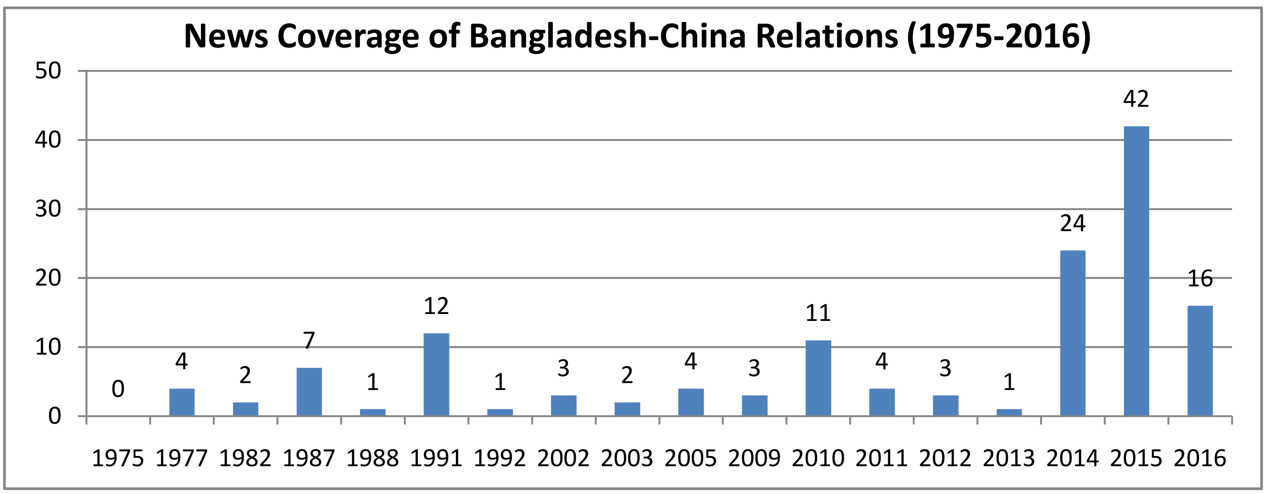

Figure 4: News coverage of Bangladesh-China Relations

As seen in the yearly coverage in Figure 4, this paper has investigated the total content that falls into three subcategories: (i) Home news, (ii) English news, and (iii) International news. Figure 5 shows that home news[2] evaluates the content in the news reported by the BSS. This study shows the differences in the coverage among events that take place in Dhaka, Beijing, and other cities. The analysis shows the percentage of the head of the state[3], the head of the government[4] and government officials[5]. Obviously, the BSS journalists publish the news items as they receive them directly from the Ministry of Information.

[2] Home news items related to Bangladesh-China relations happened in Dhaka and Beijing or other big cities or abroad, and that was covered by the BSS.

[3] Any news item relates to the Premier or Prime Minister of Bangladesh and China.

[4] Any news item relates to the Presidents of Bangladesh and China.

[5] Any item that relates to the government official that may be speaker, ambassadors, ministers, deputy ministers, governors, politicians, and delegations of both countries.

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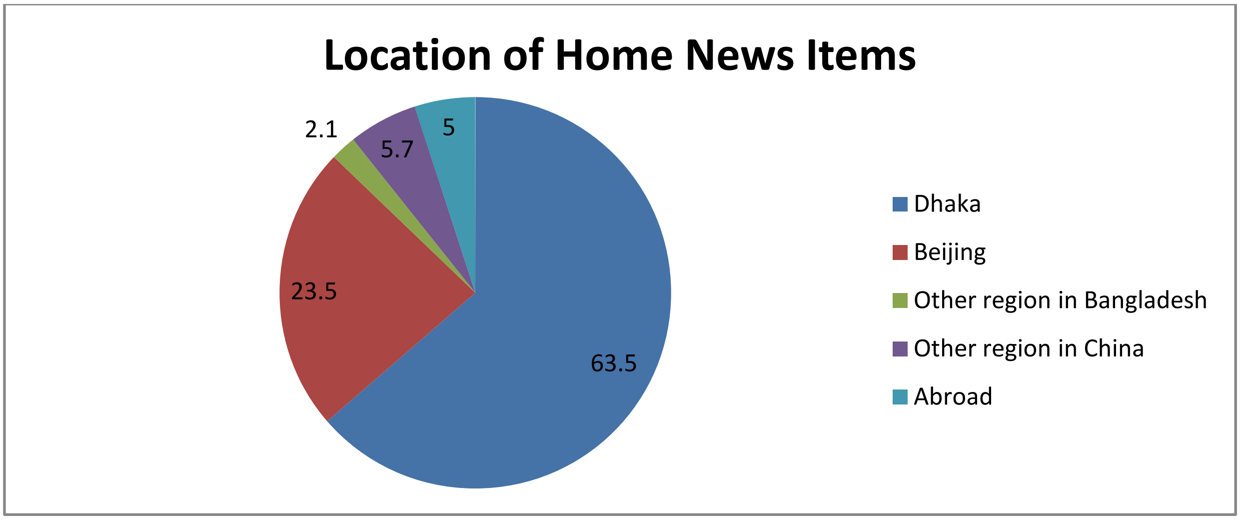

Figure 5: Coverage of Home News with Percentage in the BSS

Table 2 shows the location of the top-most home news items occurring in Dhaka (63.5%). This high percentage indicates to the fact that the head of the state, the head of the government, and government officials perform their activities at the capital. Home news events that take place in Beijing (23.5%) are second-most. Other home news items in regions in China are third-most (5.7%). Home News items occurring abroad are fourth-most (5.0%), and another region in Bangladesh is fifth-most (2.1%).

Table 2: Percentage of Home News Content

Location of home news	BSS (n=140)	Total (n=140)
	%	frequency
Dhaka	63.5	89
Beijing	23.5	33
Other region in Bangladesh	2.1	3
Other region in China	5.7	8
Abroad	5.0	7
Total	100.0	140.0

Home News items investigate the answer to the question: What types of topics on Bangladesh-China relations are covered by the BSS? This paper classifies Home News items into five types of topics: political, diplomatic, financial, economic & commercial, and cultural & sports (Ministry of Information, 2008, p. 483). They fall into the main topics and subtopics. Figure 6 shows that diplomatic affairs (44.2%) are the first-highest, while economic & commercial news items (18.5%) are the second-highest. The third most-events are political news (14.2%), following the fourth-most financial news (13.5%) and the fifth-most cultural & sports news (9. 2%) in the BSS.

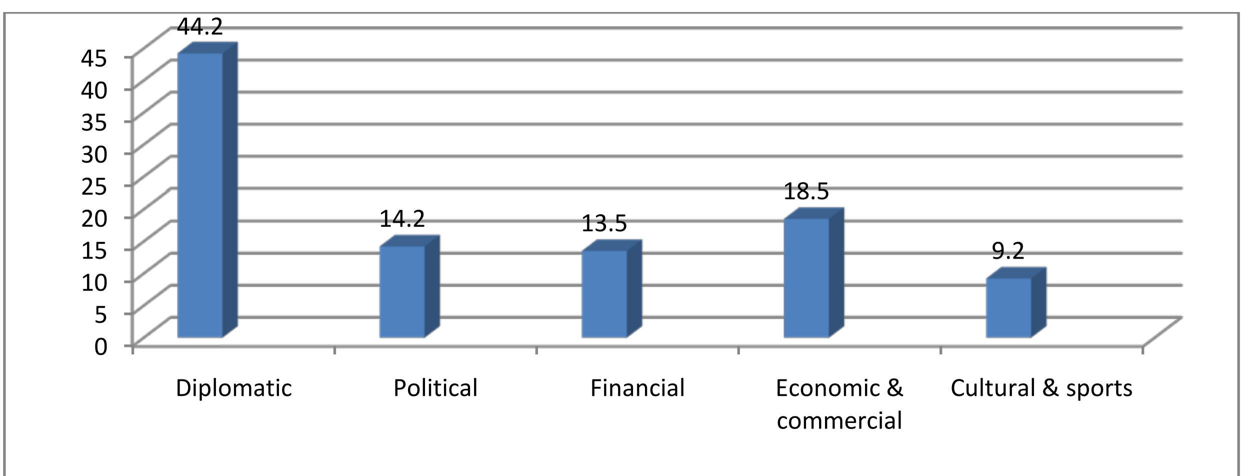

Figure 6: Percentage of International News Items in the BSS

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As observed the types of the topic in Figure 6, this paper turns to analyze the content guided by the content analysis studies (Shah, 1987; van Dijk, 1988a; Tarabay, 1994). This analysis means reports in the BSS pay as much attention to Bangladesh-China relations, answering the question: What are the main types of content in the BSS? I conduct this question with the reporters inside the BSS newsrooms that pay more attention to the domestic news items than the international ones. Table 3 shows that news report (42.8%) is the top-most-content on the front pages, while meeting (17.8%) is the second-most-type and press briefing (15%) is the third-most news item. Seminar (11.4%) is in the fourth-position following editorial (5%), press release (3.5%), joint-statement (3.5%), and concert (0.7%). This analysis helps us to understand that the BSS editor rarely publishes the readers' letter to the editor, press release, joint statement, and concert about Bangladesh-China relations, which means discussions of the relations between Bangladesh and China are not well covered comparing with news reports.

Table 3: Percentage of Content in the BSS

Types of content	Bangladesh Sangbad Sangstha (BSS) (n=140)	Total (n=140)
	%	frequency
News report	42.8	60
Meeting	17.8	25
Press briefing	15.0	21
Seminar	11.4	16
Editorial	5.0	7
Press release	3.5	5
Joint statement	3.5	5
Concert	0.7	1
Total	100.0	140.0

After analyzing news contents, news source gives an idea about the role of the BSS, asking the question with news editor: What are the main types of news sources in the BSS? Figure 7 shows that the BSS staff cover most of the news items (72.8% of n =102). This coverage indicates that the BSS journalists prepare their news items by themselves and give them to the mass media, sometimes with pictures. The BSS receives the news (15.7% of n =22) from JPRS (1982-1992)[6] as the second-most source. Then the BSS gets the news (4.2% of n = 6) from Xinhua[7] of agencies as the third-most-frequent source, following the other agencies[8] (4.2% of n =6). The big two[9] (2.8% of n =4) is in the fourth position. The role of the BSS is very high compared with the other agencies in selecting home news items for three reasons: (i) front page, (ii) last page, and (iii) inside page.

[6] Joint Publications Research Service (JPRS) contains regional, worldwide scientific and technical data and reports from foreign radio and television broadcasts, news agencies and newspapers. The paper collected 22 news reports from the BSS having cross-reference with JPRS (1982-1992), National Technical Information Service (NTIS), 5285 Port Royal Road, Springfield, Virginia 22161, and the U.S. Government Printing Office, Washington, D.C. 20402.

[7] Its old name is the New China News Agency (NCNA), founded in 1933.

[8] The BSS in the reports has cross reference with the other agencies: NAM News Network (NNN) was founded in 2005 by the Non-Aligned Movement; USA Today, an American daily founded in 1982; Press Trust of India (PTI), founded in 1905, and Bloomberg News, an international news agency headquartered in New York, co-founded by Michael Bloomberg and Matthew Winkler in 1990. I collected four articles from the Peking Review, Comrade Chen Yung-Kuei's Report, Renmin Riboo editorial, Vol. 20 (2) (January 7, 1977), pp. 5-31.

[9] Agence France press (AFP, 1835) and Reuters (1851) are two of the big four world agencies.

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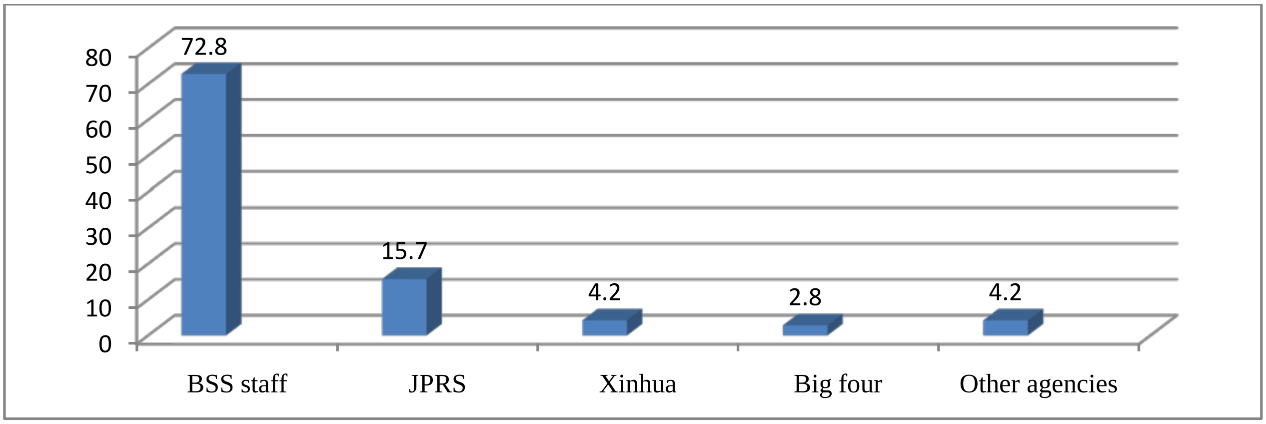

Figure 7: Main source of home news in the BSS

After discussing news sources, the study investigates the question: What are the types of format in the news items of the BSS? There are four types of news format[10] in texts, including N, NCP, NCC, and NB/W. Figure 8 shows that the News with black-and-white Headline without Picture (N=87%) is the first-highest. News with Colour Picture (NCP=29%) is the second-most, while News with Colour Headline and Colour Picture (NCC=22%) is the third-highest and News with black & white (NB/W=2%) is the fourth-most news items. This paper shows that the BSS has used the highest amount of news with black-and-white headlines without pictures because the format of items in the BSS depends on the people and their activities.

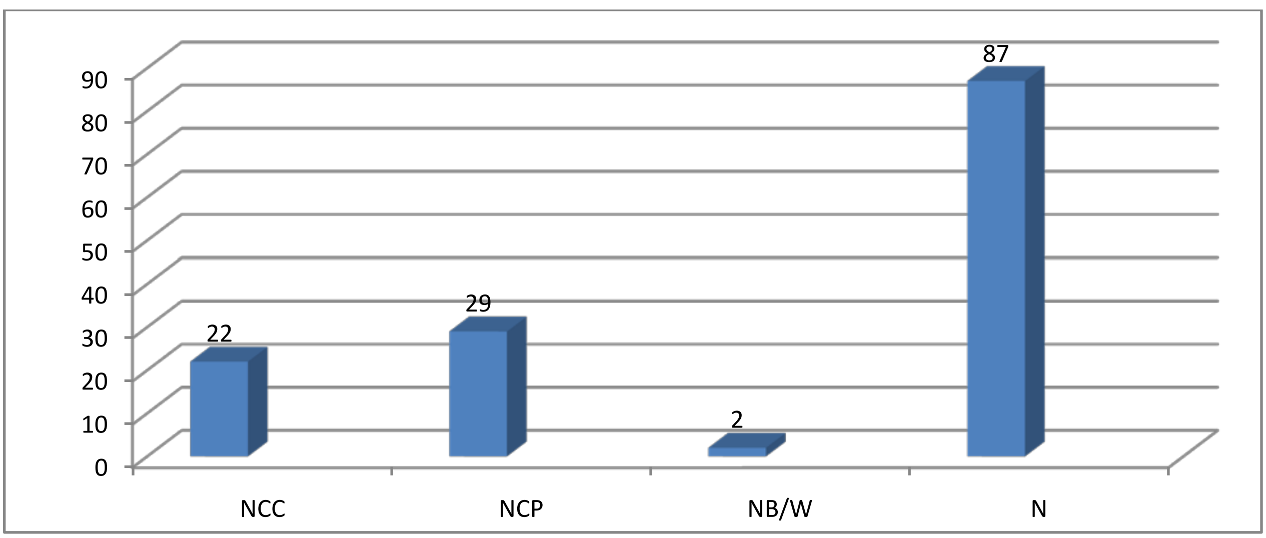

Figure 8: Format of Items in the BSS

This paper presents my observation inside the BSS newsrooms, to find out why the BSS focuses more on some people or organizations than others, asking the question with the editor-in-chief: Who are the political figures and their activities covered by the BSS?. This point relates to the political figures, which act as the news items. The political figures include the head of the state, the head of the government, the government officials, businessmen, researchers, and media. These political figures are the main actor and second actor. Figure 9 shows that the government official (46.4% of n =65) is the first-most-political figure. The head of the government (25.7% of n =36) is the second-most figure, while the head of the state (18.5% of n =26) is the third-most figure in the BSS. Then the researcher (5% of n =7) is in the fifth position following the businessman (2.8% of n =4) and the media (1.4% of n =2). The finding shows that the BSS has paid more attention to the government officials than businessmen, researchers and media. This explanation shows that the government officials supervise most of the meetings on Bangladesh-China relations.

[10] Format of Item: NCC= News item with Colour headline and Colour picture; NCP= News items with Colour Picture; NB/W= News with Black & white; N= News item only.

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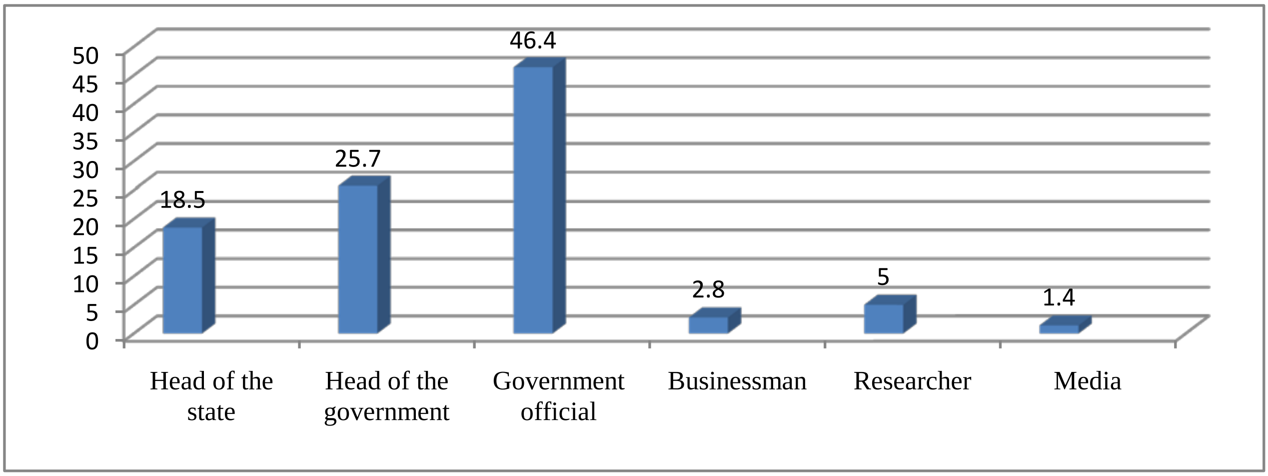

Figure 9: Percentage of Political Figure in the BSS

By using the methods of the observation at the newsrooms and interviews with journalists, this paper has discovered that the government, by laws controls the BSS, which is a political project of Bangladesh. The findings show that the BSS editor has concentrated more on home news items occurring in Dhaka than in Beijing. The findings also show that the diplomatic news items are highly reported with government officials, as well as with a source. The BSS publishes most contents about Bangladesh-China relations on the front-page without pictures. The editor publishes a few news items with color headline and color picture. Most of the news items about Bangladesh-China relations are given to all the mass media by the information offices. The internal and external instructions are the ideologies of the government which influence the news production process of the relations between Bangladesh and China. Since content analysis can not give a clear picture of power and ideological meanings, this study turns to the description of CDA for a better understanding of the BSS.

IV. Critical Discourse Analysis of Bangladesh-China Relations

Within the framework of CDA, this paper has explored the power and ideological meanings in the news headlines of Bangladesh-China relations under three areas. First, the analysis focuses on the situated meanings defined by the context of the situation. Second, it contains the interpretations of situated meanings using Halliday's mood structure as a tool for CDA. Third, it summarizes the main findings of the analysis.

a) *Situated Meaning*

As a component of CDA, Fairclough's situated meaning is the context of the situation that looks at the relationship between Bangladesh and China, asking the first research question: What are the historical changes in the relationship between Bangladesh and China by the BSS (1975-2016)? The diplomatic relation between Bangladesh and China in October 1975 was a reflection in both countries (Ahmed, 2013, p. 275). Since then, the bilateral relations between them have been increasing rapidly. For example, during the periods [1977-2015] both countries have had 75 Memoranda of Understanding (MOUs) in different fields (Ministry of Foreign Affairs, 2016). In 1977, Major General Ziaur Rahman first visited China to signing various agreements. In 1983, Bangladesh and China established a joint economic commission. In 1986, Bangladesh provided funds to build the first primary school in Beijing with the name of Sino-Bangladesh friendship. In 1989, the two countries concluded an agreement on the mutual exemption of visas. In 1990, there was an MOU of bilateral consultations signed between the two countries. In 2002, ten dealings included the constructions of the 6th BD-China friendship bridge, the Khulna, Barapukuria, Pagla, and Dhaka sewerage treatment plants, military, and cultural cooperation. In 2003, three agreements contained the BD-China friendship center, economic and cultural cooperation. In 2005, fourteen agreements enclosed five MOUs of agriculture, telephone, natural gas, water resources, coal mine, flood control, public security, nuclear energy, group travel, and friendship city. In 2008, five agreements included the BD-China friendship center, the Brahmaputra River, agricultural, and cultural cooperation. In 2009, four agreements integrated an MOU of joint research, 'Shanghai Expo 2010', the Kazirtek Bridge, and rural schools. In 2010, ten agreements contained the Shahjalal fertilizer project, the 7th BD-China friendship bridge, as well as five MOUs of education, tourism, power plant, agriculture, and natural resources. In 2011, Bangladesh signed a contract with China on the introduction of 3G network project. In 2012, four agreements included the constructions of the 7th BD-China friendship bridge and the Padma water

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treatment plant. In 2013, Bangladesh and China concluded a loan agreement. In 2014, seven agreements incorporated two MOUs of joint economic zones and a multilane road tunnel, two Letters of Exchange for disaster management, cultural and economic cooperation. In 2015, seven agreements included five MOUs of education, media, equipment, and multilane tunnel project. Apart from bilateral agreements, Bangladesh and China have had 25 meetings, 35 visits, including 207 persons in different fields over the past 41 years. To enhance regional connectivity, China has the prospect of building the 900km Kunming-Chittagong Highway through Myanmar (Ahmed, 2013; Sarker, 2014). Adopting a 'Look East' foreign policy; therefore, the idea of Bangladesh-China relation is a symbol of 'old trusted friendship'.

b) Interpretation of Situated Meaning

To interpret the situated meaning of Bangladesh-China relations, I have analyzed 140 front-page news headlines from the BSS. Table 4 presents the analysis of the situated meaning in the news headlines using Halliday's Mood structure, asking the second search question: How are social subjects and their actions presented through the use of grammar, text, and discourse practice? According to Halliday (1994), mood structure consists of two components: (i) Subject and (ii) Finite. The Subject appearing at the first position may be any nominal group, while the Finite is any of the verbal operators expressing Tense and Modality (Halliday, 1994, pp. 72-4). The Subject and the Finite are closely linked together and combine to form one constituent, which is called 'Mood'. By using the mood system, this paper looks at power and ideology hidden in the news headline of Bangladesh-China relations. Therefore, the paper examined to identify the subjects in the news headlines, which present what Fairclough (1995a, p. 39) calls social subject, a term that refers to the grammatical subject. This idea is related to the presentation of the "who does what to whom" relationship (Robert, 1987, p. 11).

Table 4 shows 86 nominal groups functioning as Subject in the news headlines. Of 41 place the Bangladeshi nominal groups as Subject, including "Outgoing Dacca Envoy" in 2, "Ershad" in 3, "Minister" in 7, "BNP team" in 9, "PM" in 10, 11, 17-20, 26, 27, 33, 36, 39, 57, 60, 66, 68, 79, "Dhaka" in 12, 84, "Bangladesh (BD)" in 13, 21, 24, 37, 41, 42, 45, 73, 75, 81, "Air Chief" in 14, "AL" in 15, "President Abdul Hamid" in 43, 44, 55, 83 and "Speaker" in 67, 76, 82. Of 41 place the Chinese nominal groups as Subject, including "Chairman Ma" in 1, "PRC" in 4, "Chinese PM" in 8, 58, 59, "China" in 16, 22, 25, 28, 29, 32, 38, 40, 48-51, 53, 56, 62-64, 71, 72, 77, 78, "Chinese Vice-President" in 23, "Beijing" in 31, "Chinese Policy" in 34, "Yunnan Governor" in 35, "Chinese FM" in 46, 47, "Chinese President Jinping" in 52, 74, 85, 86, "Chinese Cultural Show" in 54, "Chinese Vice-Premier" in 61, 65, "Chinese Embassy" in 70 and "Chinese Minister" in 80. Only 4 place the Bangladesh-China-related nominal groups as Subject, including "Message" in 5, 6, "Press" in 30 and "Japan" in 69.

Table 4: Mood +Residue Structure in the Headlines

H[11]	Date	Mood		Residue
		Subject	Finite	
1	04/01/1977	Chairman Mao	{present + 's}	meets Major General Ziaur Rahman
2	18/08/1982	Outgoing Dacca Envoy	{present+ 's}	talks with PRC leader
3	17/04/1987	Ershad	{present + 's}	visits Bangladesh-China Friendship Bridge Sites
4	19/09/1987	PRC	{present + 's}	invites Moazzem
5	01/10/1987	Message	[is]	to Li
6	01/10/1987	Message	[is]	to Zhao
7	07/05/1992	Minister	{present +'s}	praises PRC assistance to Army
8	13/01/2002	Chinese PM	{present + 's}	promises to narrow trade gap with Bangladesh
9	24/09/2003	BNP team	{present + 's}	reaches China
10	03/11/2003	PM	{present + 's}	urges Chinese entrepreneurs to invest in Bangladesh
11	17/8/2005	Bangladeshi MP	{present + 's}	leaves for China on official visit
12	28/08/2005	Dhaka	{present + 's}	sees Beijing as core of Look East Policy
13	22/10/2008	Bangladesh	[is]	to give full support to China in UN to protect rights of member countries
14	29/10/2009	Air Chief	{present + 's}	apprises President of his upcoming China visit
15	05/12/2009	AL	[is]	for further development of communication between China, Bangladesh
16	01/03/2010	China	[is]	to provide support in building digital Bangladesh

[11] The letter (H) indicates "Headline" at the column in all the Tables.

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17	17/03/2010	PM	{present + 's}	leaves Dhaka for Beijing
18	17/03/2010	PM	{present + 's}	arrives in Beijing
19	19/03/2010	PM Hasina	[is]	for increasing Chinese investment in Bangladesh
20	20/03/2010	PM	[is]	for direct road, rail links with China
21	22/03/2010	Bangladesh	{present + 's}	plans deep sea port eying East, South Asian neighbours: Moni
22	16/06/2010	China	[is]	tested friend of Bangladesh: Speaker
23	16/06/2010	Chinese vice president	{present + 's}	places wreath at national memorial
24	07/03/2011	Bangladesh: Russia	{present + 's}	edges out China in Hasina's quest for N-power plant
25	27/09/2011	China	{present + 's}	rates growing Indo-Bangla relations `positive'
26	12/12/2011	PM	[is]	for strong ties with China
27	12/12/2011	Bangladeshi PM	[is]	for strong ties with China
28	21/10/2012	China	[is]	to help Bangladesh become middle income country by 2021
29	22/10/2012	China	{present + 's}	wants to assist BD facing climate risk
30	24/10/2012	Press	{present + 's}	reports Aid for trade: second general issues for Bangladesh
31	12/05/2014	Beijing	[is]	for new height in ties with Dhaka
32	13/05/2014	China	{present + 's}	seeks a new dimension of relations with Bangladesh
33	03/06/2014	PM	[is]	to visit China on Friday
34	06/06/2014	Chinese Policy	[is]	to accelerate economic ties with neighbours: PM
35	08/06/2014	Yunnan governor	{present + 's}	assures of promotion of trade with Bangladesh
36	09/06/2014	PM	{present + 's}	hopes new avenue of cooperation with China
37	10/06/2014	Bangladesh	[is]	a strategic partner of China: Xi
38	14/06/2014	China visit	[is]	to deepen relation: PM
39	28/06/2014	PM	{present + 's}	apprises President of her Japan, China visits
40	03/09/2014	China	[is]	to publish book on Bangabandhu's visit
41	20/09/2014	Bangladesh	{present + 's}	maintains outstanding relations with India, China
42	25/10/2014	Bangladesh	{present + 's}	joins 21 countries in China-led Asian bank
43	08/11/2014	President Abdul Hamid	[is]	in Beijing
44	08/11/2014	Hamid	{present + 's}	seeks more access to Chinese market
45	09/11/2014	Bangladesh	{present + 's}	seeks Chinese investment
46	23/12/2014	Chinese FM	[is]	due on Saturday
47	27/12/2014	Chinese FM	[is]	due today
48	28/12/2014	Wang: China	[is]	to remain beside Bangladesh
49	28/12/2014	China	[is]	to remain beside Bangladesh: Wang
50	28/12/2014	China	[is]	eager to be partner of building digital Bangladesh: Chinese FM
51	29/12/2014	China	[is]	keen to ink FTA to cut trade deficit
52	09/01/2015	Chinese president	[is]	to inaugurate construction of Karnaphuli tunnel: Quader
53	13/01/2015	Wang: China	[is]	to remain beside Bangladesh
54	02/02/2015	Chinese cultural show	{present + 's}	begins in City
55	02/02/2015	President	[is]	for reducing Bangladesh-China trade gap
56	02/04/2015	China	is	Bangladesh's inspiration to achieve middle-income status: FM
57	22/04/2015	PM	{present + 's}	holds talks with leaders of five countries
58	06/05/2015	Chinese Premier	[is]	to visit Dhaka in September
59	07/05/2015	Chinese Premier	will	visit Dhaka in September
60	24/05/2015	PM	{present + 's}	seeks more Chinese support for major priority projects
61	24/05/2015	Chinese Vice-Premier	{present + 's}	arrives
62	25/05/2015	China	[is]	to extend full assistance to achieve goals of Vision 2021, 2041
63	25/05/2015	China	[is]	for taking Dhaka-Beijing relations to new heights

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64	25/05/2015	China	may	benefit from BD's successful socio-economic policies: Chinese VP
65	26/05/2015	Chinese Vice-Premier	{present + 's}	leaves for home
66	09/06/2015	PM	{present + 's}	hopes new avenue of cooperation with China
67	12/06/2015	Speaker	{present + 's}	seeks Chinese assistance for energy sector
68	15/06/2015	PM	[is]	keen on maintaining good ties with neighbours
69	29/06/2015	Japan	[is]	to build deep-sea port at Matarbari, China at Payera
70	28/07/2015	Chinese Embassy	{present + 's}	hosts reception on PLA anniversary
71	25/08/2015	China	{ present + 's}	offers to invest 350m in various sectors
72	26/08/2015	China	[is]	to continue support to Bangladesh for economic uplift
73	25/09/2015	BD	[is]	to be a middle-income nation by 2021- global report
74	27/09/2015	Chinese President Jinping	{present + 's}	promises to cut trade deficit with Bangladesh
75	27/09/2015	Bangladesh	[is]	to be middle-income nation by 2021: report
76	15/10/2015	Speaker	{present + 's}	meets Chinese vice-president
77	29/10/2015	China	[is]	to help develop road & rail communications
78	19/11/2015	China	[is]	keen to provide financial assistance to Bangladesh
79	26/11/2015	PM	{present + 's}	hopes getting China in Bangladesh's development efforts
80	12/10/2016	Chinese Minister	{present + 's}	seeks media campaign for enhanced connectivity
81	14/10/2016	Bangladesh	{present + 's}	rolls out red carpet for Jinping
82	14/10/2016	JS speaker	{present + 's}	calls on Chinese president
83	14/10/2016	President	{present + 's}	seeks duty & quota-free entry of all products into China
84	15/10/2016	Dhaka	{ present + 's}	eyes long-term ICT cooperation with Beijing
85	15/10/2016	Jinping	{present + 's}	places wreath at National Memorial
86	15/10/2016	Xi	{ present + 's}	promises to continue Chinese support for development

The findings from Table 4 show that the relation among nominal groups presents the ideological relations between Bangladesh and China. The nominal group takes its subject position ideologically in the form of Bangladesh or China. After analyzing the subject as a nominal group in the headlines, Table 4 shows 46 Finite, as fused with lexical verbs, including 'meets', 'talks', 'visits', 'invites', 'praises', 'promises', 'urges', 'leaves', 'sees', 'arrives', 'plans', 'edges', 'rates', 'wants', 'reports', 'seeks', 'assures', 'hopes', 'maintains', 'joins', 'begins', 'holds', 'hosts', 'offers' and 'eyes'. The usages of lexical verbs influence the diplomatic relations between Bangladesh and China. Only 18 finite take median modality ('is to') to express the obligation of the Subject for the relationship, while only 1 takes low modality ('may') to make the ability of the Subject. Usage of the modal ('will') marks the power relations between Bangladesh and China.

Since Table 4 has found 86 nominal groups as Subjects in the relations between Bangladesh and China, Tables 5-6 summarize 54 nominal groups consisting of two nominal groups in 'paratactic relation' (Halliday, 1994, p. 97). It contains an adverbial or prepositional phrase or nominalization functioning as Subject. Table 5 shows 25 nominal groups as the Subject in passive structure, which is dissociated from the Actor. Of 15 place the Bangladesh-China-related nominal groups as Subject, including "Remark on trade" in 5, "Dinner" in 6, "20 June activities" in 7, "Curbing baby boom" in 8, "All possible help" in 9, "Protocol" in 11, "Flood research accord" in 13, "Deal" in 15, "MOU" in 16, "Bangladesh-China Statement" in 17, "Bangladesh, China" in 20, "Four Decades of Sino-Bangladesh Relations" in 21, "Friendship between Bangladesh and China" in 22, "China-Bangladesh Relations" in 23 and "28 projects" in 24. Of 8 place the Chinese nominal groups as Subject, including "Vice-Premier Li Hsien'nien's Speech" in 2, "PRC" in 3, "Embassy Celebration" in 4, "Visits Ming-Qing Palace" in 10, "China's continued support to Bangladesh Army" in 14, "Relations with China" in 18, 19 and "Chinese President" in 25. Only two places the Bangladeshi nominal groups as Subject, including "Major general Ziaur Rahman's speech" in 1 and "Foreign Minister's Press Conference" in 12.

Apart from the subject, Table 5 shows 22 passive verbs, including "delivered" in 1, 2, "greeted" in 3, "held" in 4, 12, 17, "questioned" in 5, "hosted" in 6, "reported" in 7, "checked" in 8, "assured" in 9, 14, "paid" in 10, "signed" in 11, 13, 15, 16, "be cemented" in 18, 19, 22, 23, "to be connected" in 20, "completed" in 21, "finalized" in 24 and "given" in 25. There are three instances in Table 5 that contain the use of the modal ('will') to mark a high-level commitment to the relations between Bangladesh and China. The findings show that the BSS editors have used the passive structure to conceal the subjects from the texts in which they are ideological. The exclusion of the subjects are relevant to the change of Bangladesh-China relations.

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Table 5: Commanding Function in Passive Structures

H	Date	Subject	Finite	Residue
1	04/01/1977	Major general Ziaur Rahman's speech	[is]	[delivered][12]
2	04/01/1977	Vice-Premier Li Hsien'nien's Speech	[is]	[delivered]
3	01/10/1987	PRC	[is]	greeted on national day, Dhaka celebration
4	01/10/1987	Embassy celebration	[is]	[held]
5	19/06/1991	Remark on trade	[is]	questioned
6	19/06/1991	Dinner	[is]	hosted
7	21/06/1991	20 June activities	[are]	[reported]
8	21/06/1991	Curbing baby boom	[is]	[checked]
9	21/06/1991	All possible help	[is]	assured
10	21/06/1991	Visits Ming Qing Palace	[are]	[paid by the Prime Minister]
11	21/06/1991	Protocol	[is]	signed
12	22/06/1991	Foreign Minister's Press Conference	[is]	[held]
13	08/07/1991	Flood Research Accord	[is]	signed with PRC
14	04/06/2002	China's continued support to Bangladesh Army	[is]	assured
15	03/01/2012	Deal	[is]	signed for 7th Bangladesh-China Friendship Bridge
16	29/04/2014	MOU	[is]	signed with China to set up 1,320MW coal-fired plant
17	12/06/2014	Bangladesh-China joint statement	[is]	[held]
18	15/06/2015	Relations with China	will	be cemented further in future: Syed Ashraf
19	16/06/2015	Relations with China	[are]	to be cemented further
20	19/06/2015	Bangladesh, China	[is]	to be connected by high-speed train
21	26/10/2015	Four decades of Sino-Bangladesh Relations	[are]	[completed in 2015]
22	21/11/2015	Friendship between Bangladesh & China	will	be further cemented: Chinese Minister
23	22/11/2015	China-Bangladesh relations	will	be further cemented, says Chinese minister
24	11/10/2016	28 projects	[are]	finalized
25	15/10/2016	Chinese president	[is]	given hearty send off

After examining passive constructions in the headlines, Table 6 shows 29 Subjects in the form of nominalization. Of 19 place the Bangladesh-China-related nominalizations as Subject, including "New development" in 1, "China, Bangladesh" in 4, "papers" in 5, "talks" in 6, "canal digging" in 7, "encourage youths" in 8, "Better China-US ties" in 10, "Water availability per capital" in 13, "Dhaka-Beijing agree" in 14, "Bangladesh, China" in 15, 19, 27, 28, "Major FDI boost" in 16, "Bangladesh's relations with China, India" in 17, "BCFA" in 20, "BCIM-EC" in 23, "Hasina, Xi" in 25 and "Global Economy" in 29. Of 6 place the Chinese nominalizations as Subject, including "PRC jute" in 2, "No alternative to socialism" in 18, "Six members Chinese delegation" in 21, "Chinese entrepreneurs" in 22, "exports to China" in 24 and "Xi's visit" in 26. Only four places the Bangladeshi nominalizations as Subject, including "MP's" in 3, "Bangladeshi politicians" in 9, "Bangladeshi products" in 11, and "Proposed deep sea port in Bangladesh" in 12. Table 6 also shows the combination of 29 subjects with finite in the mood tag. Of 15 put the Pronoun (they) as the Subject with negative polarity (don't, aren't, won't). Of 14 place the Pronoun ('it') as the Subject with negative polarity (didn't, doesn't, isn't, won't). The findings show that the BSS editors have ideologically constructed most of the subjects in terms of commanding function in the mood tag. The findings also show that the editors have employed the pronouns ('it' and 'they') in the news headlines to interact with the readers and seek their agreement.

[12] The third bracket [] indicates an elided item which has been re-instated in all tables. The second bracket {} indicates the semantic roles in the mood structure. The first bracket ( ) is used for reference.

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Table 6: Commanding Function in Mood tag

		Mood		Residue	Mood Tag	
H	Date	Subject	Finite	Predicator	Finite	Subject
1	06/01/1977	New development	[is]	in China-Bangladesh relations	isn't	it?
2	19/08/1982	PRC jute	{present +'s}	purchase	don't	they?
3	21/09/1987	MP's	[is]	to PRC	isn't	it?
4	25/12/1988	China, Bangladesh	[are]	to work on flood control	aren't	they?
5	19/06/1991	Papers	{present +'s}	report on Zia's visit to PRC	don't	they?
6	20/06/1991	Talks	[are]	with Li	aren't	they?
7	21/06/1991	Canal digging	[is]	[necessary in Bangladesh]	isn't	it?
8	23/06/2002	Encourage Youths	[is]	to be science minded: PM	isn't	it?
9	11/04/2005	Bangladeshi politicians	{present +'s}	term Chinese MP's visit as significant	don't	they?
10	06/12/2009	Better China-US ties	will	benefit Bangladesh: Chinese envoy	won't	they?
11	18/03/2010	Bangladeshi products	[are]	to get duty free access to China	aren't	they?
12	21/03/2010	Proposed deep sea port in Bangladesh	will	benefit all neighbours: Hasina	won't	it?
13	17/06/2010	Water availability per capital	[is]	to decline in Himalayan river basins	isn't	it?
14	11/06/2014	Dhaka-Beijing agree	[is]	to extend cooperation to newer height	isn't	it?
15	24/05/2015	Bangladesh, China	{present +'s}	sign six instruments	don't	they?
16	19/06/2015	Major FDI boost	[is]	from China on the way: FBCCI president	isn't	it?
17	01/09/2015	Bangladesh's relations with China, India	{present +'s}	epoch-making: Inu	don't	they?
18	09/09/2015	No alternative to socialism	[is]	to eliminate discriminations: Inu	isn't	it?
19	27/09/2015	Bangladesh-China	{past+ 'd}	agreed to raise Partnership to Newer Height	didn't	it?
20	09/10/2015	BCFA	[is]	to celebrate 40th founding anniversary of BD-China diplomatic ties	isn't	it?
21	25/11/2015	Six member Chinese delegation	[are]	in City	aren't	they?
22	27/11/2015	Chinese entrepreneurs	[are]	keen to scale up investments	aren't	they?
23	27/01/2016	BCIM-EC	[is]	to help change socio-economic scenario in Asian region: Shahriar Self Reporter	isn't	it?
24	10/10/2016	Exports to China	[are]	increasing: Tofail	aren't	they?
25	14/10/2016	Hasina, Xi	{present +'s}	lay foundation of tunnel, industrial zone	don't	they?
26	14/10/2016	Xi's visit	{ past + 'd}	lifted Dhaka-Beijing ties to "strategic relationship"	didn't	it?
27	15/10/2016	Bangladesh, China	{present}	ink $13.6bn deals	don't	they?
28	16/10/2016	Bangladesh-China ties	{present}	strengthen: Syed Ashraf	don't	they?
29	16/10/2016	Global economy	[is]	in precarious state, Xi tells BRICS summit	isn't	it?

c) Discussion

Based on the framework of CDA, Bangladesh-China relations are parts of social practice, which include a discourse of 140 news headlines. It is also relevant to historical change that these news headlines have appeared in a period of transition between the establishment of the diplomatic relations between Bangladesh and China and its full realization. The findings show that Bangladesh and China have had 70 Memoranda of Understanding (MOUs) in different fields over the past 41 years. These agreements have historically changed the relations between the two countries in the contexts of the situation. In terms of situated meaning, there are three types of Subjects found in the BSS: Bangladesh, China, and Bangladesh-China relations. This explanation is a categorization of social subjects in the news headlines. Around 55 subjects in the headlines are about China, while 47

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subjects are about Bangladesh. Only 38 subjects are about Bangladesh-China relations. There is also a difference in the coverage of passive structure in this study. There are 15 passive subjects about Bangladesh-China relations observed in the headlines. Around eight passive subjects are about China, while only two passive subjects are about Bangladesh. Analysis of the mood structure shows that the BSS has paid more attention to the active structures than to the passive ones. Thus, the choice of the different social subjects in the news headlines is a matter of the editor's view and the country's ideology.

V. Conclusion

Results of the analysis of the news headlines on Bangladesh-China relations show two considerations. First, this paper has discovered the power and control factors of the BSS in gathering and selecting news items. The political economy approach indicates that the people who have power are those who control the BSS (Tunstall, 1970; Murdock, 1980). This paper shows that the people control the BSS by the Bangladesh Sangbad Sangstha Ordinance (1979, p. 341) referring to a board, which may exercise all powers of the BSS. Apart from the ordinance, there are two types of instructions that reporters seem to treat as laws: external instructions from the Ministry of Information, and internal instructions from the editor-in-chief. These instructions are the ideologies of the government, which reside in texts and language is a material form of that ideology (Fairclough, 1995a, p. 73). Second, this paper has discovered the power and ideological meanings hidden in the news headlines. Utilizing the mood structure as a tool for CDA, the paper has explored two aspects of grammar: Subject and Finite. The analysis of the Subjects reveals that the BSS not only encode the evaluation and judgment but also create an opposition between Bangladesh and China, and construct a world of 'reality' that must remove imbalances from both countries. When Bangladesh makes an image of trade imbalance, China develops a positive discourse in which Bangladesh is a "strategic partner" and "economic tie." By looking at the mood system, Bangladesh and China are the two subjects in the dialogue as a series of exchanges (see Tables 4-6). CDA looks at how the BSS media discourse influences social subjects, power relations, and identities, as suggested by Fairclough (1995b, p. 3). It also sees specific linguistic choices made in the news headlines, as being constructive of the physical world in the news headlines of social subjects involved in the events (Halliday, 1994). The findings show that social meaning of the news headlines embodied in the mood structures that contributes to our understanding of how language is organized not as rules but as a "potential for meaning" (Halliday, 1978). Halliday's mood structure offers a powerful tool for examining media discourse into the power relations between the structure of grammar and the contexts of Bangladesh-China relations that reshape the linguistic choices made by the BSS editor.

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A Pedagogical Perspective on the Acquisition of Spanish Writing and Speaking Skills

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Abstract- The research study aimed to deliver a pedagogical perspective on the acquisition of Spanish writing and speaking skills. A research study prospect and methodological schemes in association with the objective of the study has been charted. The study has used the mixed method approach for the collection of data and its analysis. The outcome revealed that the acquisition of the Spanish language writing and speaking skills could be enhanced, empowered and partially retained as a result of using an array of approaches based on delivering phrases and sentence constructions into Spanish written and spoken dialogues and paragraph contexts. It also showed that this practice tends to infuse cognitive skills and developing language competences among Spanish language learners up beginner's level whose second language is English. The present study is very valuable for Spanish/English bilingual language teachers to deliver assignments based on the acquisition of Spanish writing and speaking skills.

Keywords: writing; speaking; syntax; lexicon; sentence construction; pragmatic; phonetic.

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Abstract- The research study aimed to deliver a pedagogical perspective on the acquisition of Spanish writing and speaking skills. A research study prospect and methodological schemes in association with the objective of the study has been charted. The study has used the mixed method approach for the collection of data and its analysis. The outcome revealed that the acquisition of the Spanish language writing and speaking skills could be enhanced, empowered and partially retained as a result of using an array of approaches based on delivering phrases and sentence constructions into Spanish written and spoken dialogues and paragraph contexts. It also showed that this practice tends to infuse cognitive skills and developing language competences among Spanish language learners up beginner's level whose second language is English. The present study is very valuable for Spanish/English bilingual language teachers to deliver assignments based on the acquisition of Spanish writing and speaking skills.

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I. Introduction

Having the "perfect" Spanish teaching methodology is still far from being the approach that all Spanish language teachers aspire. Nevertheless, continue searching for it by working in that direction will lead us to benefit the process of the Second Language Acquisition (SLA). The writing skill in Spanish language is subjected among many linguistic themes to grammatical and lexicon functions that are putting into a words-order governed by the Spanish language writing system. On the other hand, the speaking skill is not only subjected to such syntax and vocabulary applications and words-order but also phonetic, pragmatic, and sociocultural Spanish language issues too. According to Linguistics, syntax addresses the set of rules, principles, and processes that govern the structure of a sentence in a given language. Similarly, concept of appropriateness but referring to lexicon has been stated by (English Oxford Living Dictionaries, 2018) when it comes to a given language. This concept clearly highlights that vocabulary is the body of words used in a particular language. Seen this from a perspective of language distinctiveness, it could be affirmed that these linguistic conceptualities are also relevant to what is the Spanish grammar definition stated by (Diccionario de la Lengua Española 23ª Edición, 2015), which defines Spanish grammar as the grammar of this language. Thus, setting an array of strategies for teaching and learning the writing and speaking skills in the Spanish language context requires being aware of these concept insights that capitalize on the linguistic peculiarities that a given language does posse. The significance of taking into consideration the own Spanish language orthography, phonetic, syntax, and lexicon traits when teaching and learning this language subject has been discussed for other researchers (Rivera, 2019). The complexities of Spanish own syntax and lexicon, and phonetical characteristics often create discomfort among teachers and learners when handling the teaching and learning of the writing and speaking skills in the Spanish language context. Due to these complexities, it continues to be a challenge from teachers making Spanish novice learners gets the ability to write grammatically correct phrases and sentences and speaking them that way too in a Spanish language context. However, even though this is a complex methodological task; Spanish language teachers can treat and trace the level of language proficiency of these learners by getting adequate methodology assistance. Thus, this research study is setting up a pedagogical perspective which emphasizes on the acquisition of the Spanish language writing and speaking skills. These linguistic competences could be enhanced, empowered and subsequently partially retained by using an array of approaches based on delivering phrases and sentence constructions into written and spoken dialogues and paragraph contexts. This methodological practice tends to infuse cognitive skills and developing language competences among Spanish language learners up beginner's level whose second language is English. Therefore, taking these accounts as a point of departure, a research study prospect is putting forward.

II. Literature Review

Although numerous researcher-studies have undertaken regarding the acquisition of Language Learning (Bialystok, 1981); (Batchelor, Ronald, Ernest, San José, José, Miguel, 2010*);* (Castañeda, 1997); August & Carlo, 2002); the present study is meant to provide an exclusive pedagogical perspective for treating the writing and speaking skills in Spanish language context when referring to the acquisition of these two abilities. The productive of the language are writing and speaking, cited by (Ehsan Namaziandost; Akram Abdi Saray; Fariba Rahimi Esfahani, 2018).

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Based on this pragmatic argument, I would say that perhaps there are not better ways to assignment Spanish learner's second language capabilities than using for it writing and speaking skills tests. Lexically and grammatically speaking, I would affirm that these two skills are interconnected, so lexicon and grammar patterns are vital components when writing or taking as appropriate in a given language. (Hyland, 2003) argues that acquiring an appropriate level of linguistic bases is essential for developing writing skill to empower students to overcome a range of lexical and grammatical skills needed for writing progression. Writing commonly pursues a standardized form of grammar, structure, and vocabulary which is inextricable from the structure of spoken sentences; writing practice not only aggrandizes students' vigilant notification of the sentence structures while speaking but promotes their speaking proficiency (Silva, 1990). The speaking skill is defined as a characterized interpersonal function of language through which meaning is created and transmitted (Hughes, 2013). Speaking is also described as an interactive process of constructing meaning that involves producing and receiving and processing information. In this aspect, not only know how to use specific points of language such as grammar, pronunciation or vocabulary will be necessary, but also how significant it could be for language learners to understand when, where, why and in what ways to produce language. Based on all these pragmatic arguments, one could say that for getting right the ability of writing and speaking, it would be necessary to know about phrases and sentence constructions, syntax and lexicon, phonetic and pragmatic issues in a given language. Linguistically speaking this is something on which Spanish language teachers have to emphasize to better treating the writing and speaking skills in a Spanish language context. And from the standpoint of getting this right; teachers should strive to create, update and review instructional settings, materials, and strategies as (Tenku & Chow, 2017) suggest since an effective-language-teaching requires putting into practice an array of teaching strategies because there is no single, universal approach that suits all situations.

III. Study Rational Inclusions

Integrating teaching and learning strategies to lecturing the writing and speaking skills in Spanish language classroom settings has never been an easy task to accomplish. By taking into account the complexities of linguistic functions that this language subject does have and which are subject to its writing and phonetical system; I would say that it continues being the pedagogical challenge for Spanish language teachers to overcome it. In comparison to many other European languages including English, Spanish has a much more complex writing system, and even though many are of the right opinion that Spanish is a phonetic language and one of the most easy foreign languages to learn because of it; the fact will never be just about easiness, but about a phonetical system that involves a series of linguistic functionalities unique to Spanish language. Thus, Spanish/English bilingual language teachers must look at those linguistic issues related to the writing and speaking skills from the exclusive perspectives of Spanish language writing and phonetical system to setup appropriate teaching strategies to treat the acquisition of the writing and speaking skills in the Spanish language context. In this respect, like Spanish language teachers, we have to have in mind the way we should access Spanish novice learners' learning writing skill, which is not just that ability for these learners to acquire but also the method provided to help them to develop it. It is believes that one of the reasons for which Spanish language novice learners frequently mistake when writing in this language context is associated with the level of difficulties that the language subject presents in terms of grammar and vocabulary structures, nevertheless, as Spanish language teachers we can relate to phrase and sentence constructions to transfer not just easy syntax and lexicon patterns but the moderate and difficult too. And as per speaking skill refers, most of the phonetic mistakes that Spanish language novice make are related to "linguistic-interconnected-issues" such as syntax; lexicon; phonetic and pragmatic. So, these are academic language teaching and learning concerns to be focused and not to be taken as assumptions because of the language-level mistake-expectances. As efficient, we treat the writing skill as such will be the output of the speaking as well.

IV. Methodological Schemes

Producing Spanish language novice's learners capable of writing with accuracy, clarity, and coherence phrases and sentences into Spanish language contextual dialogues and paragraphs is an achievable goal. And making them delivering those statements into spoken discourses with clearness, fluency, coherence, and through which they can demonstrate command of Spanish linguistic capabilities is also possible. In terms of writing, it is essential to make Spanish novice learners knowing how phrases and sentences work in this language because of their written and spoken role. While dialogue can be written by using a variated linguistic format; we cannot compose in the same way a written paragraph. A well-composed text is "a compendium of various sentences putting into a linguistic logical order according to the writing system of a given language". And when it comes to spell out verbally those sentences and phrases is not about pronouncing word by word the sentences and phrases constructions; it is about to put them into discourses by

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using adequate grammar and vocabulary words; phonetic, pragmatic, and sociocultural issues that will lead to communicate well in conversational Spanish.

a) Writing Inputs

Writing is a form of communication that allows students to write or type their thoughts on paper and computer, to organize their knowledge into convincing arguments, and to convey meaning through well-constructed text. There are some essential methodological skills needed for Spanish language teachers to access Spanish novice learners' written phrases and sentences and paragraphs assignments in a Spanish language context. These abilities are related to the writing system of the Spanish language. According to the orthography of this language, there is a difference between a phrase and a sentence. Generally the first is used to represent "an idea". *(Hola, Buenos días.).* And the second something more complete "a sentence" *(¿Cómo te llamas?)*. Mostly a sentence is made up of two principal parts "subject" a person or a thing of which we say something and the "predicate", which the subject usually describes. For example, subject (Yo / él / ellos), predicate (soy Luis / es José / son Luis y José). So, we can relate to these basic linguistics principles to make Spanish novice learners begin understanding the differences between phrases and sentences as well as the SVO (Subject+verb+object) of simple sentence constructions in a Spanish language context. This methodology insight will helps Spanish novice learners start differentiating not just the Spanish syntax and lexicon used in phrases and sentence constructions but also their contextual word-order. For instance, when it comes to writing a dialogue based on meeting people, the subject-knowledge-domain to acquire is usually transferred through a series of statements such as greetings, introductions, questions, common courtesy, responding, and farewells. Seen this from a linguistics perspective, it means that the use of phrases, interrogative sentences, simple sentences, and selected syntax and vocabulary patterns will be required. Therefore, based on this pedagogical knowledge, we can equip Spanish novice learners with distinct pragmatic-writing-brainstorming that allows them to develop cognitive skills and language competences from the very beginning of the Spanish language teaching and learning process. See table 1: Dialogue Writing Brainstorming and table 2: Paragraph Writing Brainstorming:

Table 1: Dialogue Writing Brainstorming

Subject Knowledge Domain	Phrase-Constructions	Sentence-Constructions	Pragmatic-Focus
Informal Greetings;	Hola.	(Yo) me llamo…	Dialogue-starters.
greetings; self-introduction;	Buenos días.	(Yo) soy…	Dialogue-endings.
Nationality and place of	Buenas tardes.	Mi nombre es…	
origin; career and place of	Buenas noches.	(Yo) soy español de	
Study and grade; age;	Mucho gusto.	Madrid.	
fare wells.	Encantado.	(Yo) estudio ingeniería	
	Encantada.	en la universidad de	
	Lo siento.	Toledo.	
	¡Oh! yo también.	(Yo) estoy en segundo	
	Igualmente.	año de la carrera.	
	Bueno.	(Yo) tengo 23 años de	
	Adiós.	edad.	
	Hasta luego.	(Yo) tengo que irme.	
	Hasta mañana.	¿Cómo te llamas?	
		¿Cuál es tu nombre?	
		¿Qué tal?	

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		¿Cómo estás? ¿De dónde eres? ¿A qué te dedicas? ¿Qué haces, trabajas o estudias?	
		¿Qué estudias? ¿Cuántos años tienes?	

Table 2: Paragraph Writing Brainstorming

Subject Knowledge Domain	Descriptive Paragraph Context	Pragmatic Writing-Focus
Self-introduction; nationality and place of origin; career and place of study and grade; age.	Yo soy Pablo. Soy español de Madrid. Soy estudiante, estudio ingeniería en la universidad de Toledo, estoy en segundo año de la carrera. Tengo 23 años de edad…	Sentence construction (SVO) syntax and lexicon and word- order; punctuation; gender- usage

As can be seen, whether is a dialogue or paragraph; a well-organized piece of writing has to be clear and presented in a way that is logical and aesthetically pleasing. Hypothetically speaking image, for instance, if as a Spanish language novice learner, I have been instructed in the way presented before carrying out the writing tasks given. Perhaps as a Spanish novice learner I might have been better prepared to perform in a similar way as well. Thus, based on the pedagogical insights, prior exposed Spanish teachers can design and provide writing-brainstorming even to introduce topics related to Sociocultural-issues. For instance, change the content of table 1 to introducing formal-linguistic-issues such as the address-forms for "usted", which is related to the Hispanic concept of proper etiquette. And regarding table 2 using the syntax-patterns associated to the Spanish personal pronoun "usted" to help Spanish novice learners write about the 3rd singular person (my classmate, my best friend), etc. See table 3 Dialogue Writing Brainstorming Usted Address Forms and Table 4 Paragraph Writing Brainstorming 3rd Person Verb Forms.

Table 3: Dialogue Writing Brainstorming Usted Address Forms

Subject Knowledge Domain	Phrase-Constructions	Sentence-Constructions	Pragmatic-Focus
Formal Greetings; greetings; self-introduction; nationality and place of origin; career and place of study and grade; age; farewells.	Buenos días. Buenas tardes. Buenas noches. Mucho gusto. Es un placer. Encantado. Encantada. Adiós. Hasta mañana.	(Usted) se llama… (Usted) es… Su nombre es… (Usted) es español de Madrid. (Usted) estudia ingeniería en la universidad de Toledo. (Usted) está en segundo año de la carrera. (Usted) tiene 23 años de edad. ¿Cómo se llama? ¿Cuál es su nombre?	Dialogue-starters. Dialogue-endings.

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		¿Qué tal está? ¿Cómo está usted? ¿De dóndees usted? ¿A qué se dedica? ¿Qué hace, trabaja o estudia? ¿Cuántos años tiene?	

Table 4: Paragraph Writing Brainstorming 3rd Person Verb Forms

Subject Knowledge Domain	Descriptive Paragraph Context	Pragmatic Writing-Focus
Subject: My classmate: himself/ herself introduction; nationality and place of origin; career and place of study and grade; age.	Mi compañero-a de clase se llama Ana. Es español-a de Madrid. Es estudiante, estudia ingeniería en la universidad de Toledo, está en segundo año de la carrera. Tiene 23 años de edad…	Sentence construction (SVO) syntax and lexicon and word- order; punctuation; gender- usage

That writing method with not doubt will catapult Spanish language novice learners into a higher linguistic level of second language acquisition competences. And a similar pedagogical practice could be used in more advanced linguistic levels as other topics related to personal data and descriptions are taught, which will require distinct grammar focus functions treatment (Rutherford, 1988).

b) Speaking Inputs

Speaking is that interactive process of constructing meaning that involves producing and receiving and processing information. It depends on the context, or situation in which it carries out. It requires learners to not only know about specific points of language such as grammar, pronunciation or vocabulary but also to understand when, where, why, and in what ways to create language. There are some essential methodological skills needed for Spanish language teachers to access Spanish language novice learner's speaking competence. These abilities are partially related to the writing system of this language, as it has been previously discussed. And as per Spanish phonetical arrangement refers; other than knowing about consonant alphabet letters pronunciation and relevant added phonetical issues such as hiatus; the use of conjunctions; interjections; dieresis and division of syllables; Spanish language teachers have to emphasis on vowels pronunciation, the formation of diphthong and triphthongs; the use tilde and linking. Based on this fact, the study is highlighting the following linguistic statements regarding these four phonetical associated language components for Spanish teachers to enhance better and empower Spanish language novice learner's language phonetical capabilities:

- Spanish Vowels Patterns

Phonetical English/Spanish Transcript (a/ah/e/eh/i/ee/o/oh/u/oo/), even though there are some phonetical variations among Spanish language native speakers from different Spanish speaking countries regions; this is a simple and practical phonetical tool that Spanish/English bilingual teachers can use to access Spanish novice learners from the very beginning of the learning process.

- Spanish diphthong and triphthongs Patterns

The diphthongs are made up by combining the strong vowels which are (a/e/o) plus the weak one (i/u), and obi-verse. The same arrangement usually happens with the formation of triphthongs and hiatus. In the case of the hiatus, the weak vowel is stressed and two strong vowels make up hiatus too.

Diphthongs: agua / aire / cielo / oigo / ruido / Triphthongs: Uruguay / Paraguay / apreciéis Hiatus: vehículo / ahínco / ahogar / almohada

- Spanish Tilde Patterns

The use of "tilde" on any of the Spanish vowels (á / é / í / ó / ú) has significant influence when it refers to voice-articulation; the vowel that carries it indicates that the voice goes up in the syllable where that vowel is stressed: educación / profesión / matemática / ángel. This graphical accent "tilde" is also used to differentiate many Spanish words with the same spelling:

Mi (possessive adjective) mí (pronoun)./ Mas (in addiction) más (conjunction). / público (noun) publicó (verb) publico (verb) ext.

- Spanish Linked Phonetical Patterns

In spoken Spanish, words are not pronounced separated in phrase or sentence, being this one of the

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reasons for which the use of "linking" is a practice to be focused when speaking Spanish. This kind of connection is produced when the last consonant of the word and the initial vowel of the other one are linked in one sound, when two identical vowels are linked in one sound, and when two identical consonants are linked as well:

Ana tiene un niño.

La abeja es un insecto.

El oso es un animal.

¿Cómo se escribe?

Mi nombre es.

Those four phonetical associated components are of the most relevant when it comes to help Spanish language novice learners getting the ability to speak in Spanish language context as appropriate. Thus, we can relate to that linguistics knowledge to equip these learners with what is required for them to accomplish the language goal wanted. Due to the linguistic peculiarities that the Spanish writing-system does have, it will not be as difficult to transmit these cognitive skills. For instance, Hola, Buenos días is a phrase that requires the use of a silenced-letter "h", diphthong "ue" and tilde "í" to break the diphthong. ¿Cómo te llamas? / ¿De dónde eres? both are interrogative sentences that require the use of question marks "¿…?)", tilde "ó", distinct grammar patterns "te llamas", "eres-tú-address-form", the peculiar sound of the double letter "ll", and the active and passive voice involvement and linking. So, when it comes to spelling out verbally these entire phrases and sentences in Spanish, all these associated phonetical issues matter.

V. Formative Spoken Assignment

Another speaking skill point that will help Spanish language novice learners perform as appropriate in this field is to equip them with basic knowledge about dialogue constructions. For instance, Hola,Bbuenos días / Hola, Buenas tardes / Hola, Buenas noches, Adiós, Hasta luego, Hasta mañana are phrases that no one would say without taking into account the time of day and goodbye. So, here is the main purpose about when using these statements. Seen it from a pragmatic perspective, it means "dialogue-starters and dialogue-endings". ¿Cómo te llamas? / ¿De dónde eres? / ¿Qué tal? / ¿Cómo estás? / Mucho gusto / Es un placer / Encantado / Encantada / Igualmente / Estoy bien / Estoy muy bien / Regular. These are questions, common courtesy and responding that no one would ask or say without having a command of the subject- knowledge-domain they refer to in a given language. And this is why it is important to equip Spanish language novice learners with a writing brainstorming based on dialogue phrases and sentence constructions and pragmatic insights, as prior suggested. Even though we can provide learners a model of a constructed dialogue; I would personally suggest taking into account the benefits that a self-learning language setting approach can produce in terms of writing and speaking skills outputs when it comes to delivering a formative written assignment. See the diagram of the dialogue comparison structure:

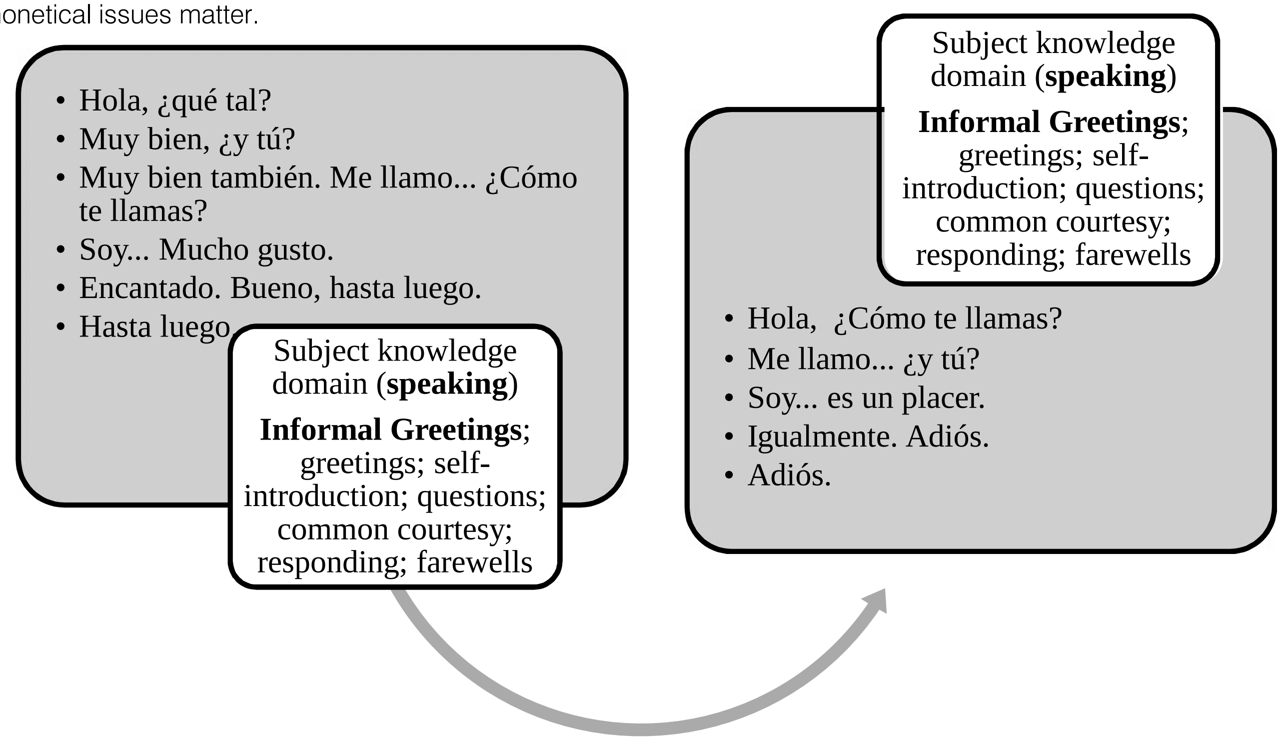

Diagram: Spoken Dialogue Comparison Structure

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As can be observed, the content of the two written illustrated dialogues has been subjected to the "subject-knowledge-domain" given. So, learners can perform language learning inputs independently. As Spanish language teachers, we can relate to the linguistic functions of the phrases and sentences used for Spanish language novice learners to acquire and develop cognitive skills and language competences. It is affirmed that language teaching involves knowing the theory of both linguistic and language learning and teaching. Thus, teachers should consider providing linguistic techniques through which Spanish language novice learners get a good understanding of what is to be taught when writing and speaking is refers. Even though the acquisition of these two significant linguistic skills is a complex task to accomplish, teachers can access the Spanish language novice learner's language proficiency level of both competences by putting into pedagogical perspectives the methodological schemes inputs provided in this research study. As well as teachers used to prepare themselves in terms of designing and setting their teaching plans before delivering lesson-contents; they should also provide the materials required to support Spanish novice learners writing and speaking skills acquisition.

VI. Study Methodology

A methodical review of classroom language teaching and learning setting; available teaching and learning materials and language teaching and learning curriculum standards; publications; Internet webpages were performed with the goal of strengthening and validating the framework of this research study. The research study compressed of three main questions which were accountable for leading the research-based study objective and to respond the research concern issues prior exposed.

VII. Research Questions

- Can we as Spanish language teachers produce Spanish language novice learners able to write with accuracy, clarity and coherence phrases and sentences into Spanish language contextual dialogues and paragraphs?
- Can we as Spanish language teachers make Spanish language novice leaners delivering phrases and sentences into spoken discourses with clearness in terms of pronunciation, fluency, coherence and through which they can demonstrate command of Spanish linguistic capabilities?
- How much do we as Spanish language teachers know about the linguistic applications of the Spanish language writing and phonetical system?

VIII. Research Techniques Background

Employing principles of research techniques based on the collection of data and its analysis the study began gathering data from a monitory of Spanish language academic teaching and learning that was in place for one trimester, which is composed by 14 weeks with three loading credit hours per week, 43 hrs. in total. The number of students involved was 120 from three different class-sections. The pedagogical observations were based on analyzing the teaching delivering mode of the writing and speaking skills when working with Spanish language novice in a Spanish classroom context as well as the outputs of the methodological perspective presented in this research study. As per available learning material it refers, the study searched Spanish language modules such as Nuevo ELE Indicial 1 (Virgilio, 2015) and (((Eco))) A1 (Alfredo and Carlos, 2015) and the Spanish language book Basic Spanish (Ana, Jarvis, Francisco, 2014) used in these Spanish language classes to find out what is stated in their content related to the subject-matter-domain discussed in this research, manly the practicality of teaching and learning strategies to access Spanish language novice writing and speaking skills. Similarly, the research study searched for various research publications which have been added chronologically in the referential heading. Additionality, a revision of the Marco Común Europeo de Referencia para las Lenguas: aprendizaje, enseñanza, evaluación (Consejo de Europa, 2001) and the (American Council on the Teaching of Foreign Languages, 2012) curriculum standards designed for teaching and learning the Spanish language according to the level of language teaching and learning A1 or Beginners which are the levels named according to the parameters of these two organizations. See Table 5 Spanish language Novice Level Equivalent and other levels as well:

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Table 5: Spanish Language Novice Level Equivalent

CORRESPONDENCIAS					
NIVELES	D.I.E. ORAL	D.I.E. ESCRITO	D.I.E. ONLINE-ESCRITO	Marco Común Europeo de Referencia para las Lenguas	ACTFL American Council on the Teaching of Foreign Languages
Elemental	1				Novice Low
	2	Elemental	Elemental	A1	Novice Mid
Básico	3				Novice High
	4	Básico	Básico	A2	Intermediate Low
Intermedio	5				Intermediate Mid
	6	Intermedio	Intermedio	B1	Intermediate High
Avanzado	7				Advanced Low
	8	Avanzado	Avanzado	B2	Advanced Mid
Superior	9	Superior	Superior	C1	Advanced High
Dominio	10	Dominio	Dominio	C2	Superior
Especializados	- Negocios - Turismo - Salud	Especializado	Especializado	-	-

IX. Research Field Focus

Generally, this research study was limited to analyze the acquisition of the writing and speaking skills in Spanish language practices. The population and place to examine and trace and evaluate the teaching and learning of Spanish language was settled at the Faculty of Applied Communication (FAC), Multimedia University (MMU). This assessment used inclusion criteria stated in the Spanish language curriculum framework for teaching Spanish for beginners under the requirements of this faculty. See table 6 Spanish Language Course Academic Requirements and the (videos 1, 2, 3 Conversational Spanish) from Spanish language novice learners to have linguistic-references about the effectiveness of the methodological perspective presented in this research-study:

Table 6: Spanish Language Course Academic Requirements

Faculty Teaching and Learning Spanish Language Requirements				
Syllabus	Subject Code and Name (MPU3204 Spanish for Beginners)	Course Objective, Justification and Learning Outcome	Credit Hours (43)	Number of Studs (40 per class) enrollment capacity
Lecturer Plan	12 Lessons	Delivering Mode Detailed		
Course Coursework Specifications	Subject Knowledge Domains	Delivering Mode Detailed		

[Video 1: Conversational Spanish]

VID20191002161816.mp4

[Video 2: Conversational Spanish]

VID20200221144837.mp4

[Video 3: Conversational Spanish]

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VID20200221145059.mp4

X. Result and Discussion

As a result of using the principles of the research techniques previously detailed, it was possible to determine the facts of the research-elements presented in the manuscript which are based on the research purpose: 1) Research methodology. 2) Subject matter domain. 3) Results and discussion. 4). Thus, the results obtained are of great value and have been presented clearly and consistently to these four parameters. In this respect, the study relates to a Spanish language teaching and learning setting-program conducted at Faculty of Apply Communication (FAC), Multimedia University to expose a unique pedagogical perspective for treating the acquisition of Spanish language writing and speaking skills when working with Spanish novice learners whose second language is English. Taken into considerations these accounts, the research study has addressed the subject matter domain discussed throughout the research framework, matching that way the main objective of the research study. By taking as reference point the writing and speaking skills treatment the study has outlined in a comprehended manner the degree of languages complexities to be considered when teaching Spanish novices learners. Issues regarding Spanish Writing; Speaking; Syntax; Lexicon; Sentence construction; Pragmatic; Phonetic have been presented in the literature-content of this research-study to highlight the benefits that can be derived from this conceptualization in language practices. Insights based on this aim have been discussed bring out the significance of being well-prepared methodologically and linguistically as Spanish language teachers. In this respect, this study has presented linguistic and methodological ways for Spanish language teachers to successfully integrate and deliver assignments based on the acquisition of Spanish writing and speaking skills in the language class, mitigating the perceived need of producing Spanish language novice learners able to write with accuracy, clarity and coherence phrases and sentences into Spanish language contextual dialogues and paragraphs; make Spanish language novice leaners delivering phrases and sentences into spoken discourses with clearness in terms of pronunciation, fluency, coherence and through which they can demonstrate command of Spanish linguistic capabilities; and acknowledging the need to examine our Spanish language teachers' expertise. So, as Spanish language teachers we have to consider all these variants when threatening the writing and speaking skills. This will not be as difficult as many could think. The linguistic and methodology insights provided in this research-study are meant to excel the Spanish language teaching and learning in this regard. These insights are the result of studying the use of cognitive, meta-cognitive and affective components of learning to review the significance of teaching and learning approaches for Spanish language. Cognitive learning activities help students to process and critically analyze the provided information and contribute in the strengthening of their knowledge pertaining to that arena. Affective learning approaches are used by students to deal with the emotional responses that follow the learning process (Boekaerts, 1995). The meta-cognitive component of learning is involved in the exertion of control and responsibility over one's cognitive and affective processes in order to understand the information provided (Iran, 1990); (Zimmerman & Bandura). Thus, learning is comprised of these three components, cited by (Vermunt & Verloop, 1999).

XI. Recommendation

Other than being a research study to set to solve all the complexities of linguistic functions with which Spanish language teachers and Spanish novice learners have to deal with when it comes to the acquisition of the writing and speaking skills in Spanish language context; this research study has delivered possible solutions for setting appropriate teaching and learning Spanish language strategies to treat these two language competences. The significant impact that these two skills have on language productivities is astounding. Thus, further research studies in the field of Spanish language teaching and learning writing and speaking skills must be conducted to prepare Spanish language teachers and Spanish language novice learners to address a much more complex language teaching and learning situations created by this specific field of Applied Linguistics.

XII. Conclusion

In conclusion, one could say that the manuscript presented contains significant literature sources corresponding to the main objective of the research study. From the perspective of language teaching and learning, significant Spanish language and methodological results can be obtained for Spanish language teachers to deliver assignments based on the acquisition of the writing and speaking skills in a Spanish language context. Based on these accounts, the research procedure applied permitted to properly displace throughout the headings and subheadings of the manuscript all the cited literature content in conjunction with its objective. Thus, this manuscript is a

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modest contribution to the field of Applied Linguistics and as such it lets at the disposition of the readers and the specialized critics for its evaluation.

Biography

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The Grammar *Corpus* in the Horizon of Retrospection of S. José De Anchieta, SJ (1534-1597)

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Abstract- The present study consists of an analysis of the grammar corpus within the horizon of retrospection of S. José de Anchieta, SJ (1534-1597), based on the theoretical and methodological basis of Historiography of Linguistics, within the scope of Grammaticography, the History of Grammar. Bearing in mind that Anchieta lived in the heyday of Iberian Renaissance humanism, a time of globalization of Western linguistic education, by European navigations, I analyzed the climate of opinion and the possible influences that the Christian humanist received, to write the Art of grammar of the most important language. used on the coast of Brazil (1595), on the Tupinambás language. My historiographical description will take place chronologically, dividing Anchieta's biography into phases, according to the biography written by Hélio Viotti (1980), and investigating the possible sources and influences of Anchieta's grammatical study in his performance as a teacher, grammarian and school manager in 16th century Brazil. Throughout the article, I also describe the context of production of the literary works that integrate the anchietan corpus, in an interpretation of the Monumenta Anchietana.

Keywords: *history of linguistics, linguistic historiography, grammaticography, sixteenth century, renaissance humanism, history of brazil.*

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The Grammar *Corpus* in the Horizon of Retrospection of S. José De Anchieta, SJ (1534-1597)

O quadro de gramáticas na abrangência referencial de S. José de Anchieta, SJ (1534-1597)

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Abstract- The present study consists of an analysis of the grammar *corpus* within the horizon of retrospection of S. José de Anchieta, SJ (1534-1597), based on the theoretical and methodological basis of Historiography of Linguistics, within the scope of Grammaticography, the History of Grammar. Bearing in mind that Anchieta lived in the heyday of Iberian Renaissance humanism, a time of globalization of Western linguistic education, by European navigations, I analyzed the climate of opinion and the possible influences that the Christian humanist received, to write the *Art of grammar of the most important language. used on the coast of Brazil* (1595), on the Tupinambás language. My historiographical description will take place chronologically, dividing Anchieta's biography into phases, according to the biography written by Hélio Viotti (1980), and investigating the possible sources and influences of Anchieta's grammatical study in his performance as a teacher, grammarian and school manager in 16th century Brazil. Throughout the article, I also describe the context of production of the literary works that integrate the anchietan *corpus*, in an interpretation of the *Monumenta Anchietana*. The purpose of the study is to support future researches on the intertextuality of the anchietan grammar with other 16th century grammars, constituting a *corpus* of analysis.

Keywords: history of linguistics, linguistic historiography, grammaticography, sixteenth century, renaissance humanism, history of brazil.

Resumo- Consiste o presente estudo em análise do quadro de gramáticas na abrangência referencial de S. José de Anchieta, SJ (1534-1597), pela fundamentação teórico-metodológica da Historiografia da Linguística, no âmbito da Gramaticografia, a História da Gramática. Tendo em vista que Anchieta viveu no apogeu do humanismo renascentista ibérico, uma época de globalização da educação linguística ocidental, pelas navegações europeias, analisamos o clima de opinião e as possíveis influências que o humanista cristão recebeu, para escrever a *Arte de gramática da língua mais usada na costa do Brasil* (1595), sobre o idioma dos Tupinambás. Nossa descrição historiográfica se dará de forma cronológica, dividindo a biografia de Anchieta em fases, de acordo com a biografia escrita por Hélio Viotti (1980), e investigando as possíveis fontes e influências de estudo gramatical de Anchietaem sua atuação como professor, gramático e gestor escolar no Brasil quinhentista. Ao longo do artigo, descrevemos também o contexto de produção das obras que compõem o *corpus* anchietano, em uma interpretação dos *Monumenta Anchietana*. O estudo tem como finalidade subsidiar futuras pesquisas sobre a intertextualidade da gramática anchietana com outras gramáticas quinhentistas, constituindo um *corpus* de análise.

Palavras-chave: história da linguística, historiografia da linguística, gramaticografia, século xvi, humanismo renascentista, história do brasil.

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I. Introdução

Consiste o presente estudo em descrição e análise do quadro de gramáticas na abrangência referencial de S. José de Anchieta, SJ (1534-1597). O conceito de abrangência referencial, de Swiggers (2013; 2019), é central na perspectiva de análise historiográfica de possíveis fontes, modelos e influências, no desenvolvimento do pensamento linguístico. Assim, a fundamentação teórico-metodológica do presente estudo é embasada pelo modelo analítico da Historiografia da Linguística[1], em que a contextualização (KOERNER, 1996) é uma das fases de descrição e análise do pensamento linguístico. A História da Linguística no Brasil, entre os séculos XVI e XIX, do início do processo de colonização, em 1500,até a tranferência da corte portuguesa ao Rio de Janeiro em 1808, é um tema de pesquisa eurobrasileiro, cuja interpretação historiográfica, em uma concepção pós-colonial, pode levar em consideração o *tópos* da colonização linguística, a partir de pressupostos dos Estudos Culturais e da Linguística Missionária[2].

[1] No Brasil, a área de Historiografia da Linguística (HL) é um campo de investigação científica registrada na Associação Brasileira de Linguística (ABRALIN), representada pelo GT da Anpoll de Historigorafia da Linguística Brasileira, tendo sido o Centro de Documentação Historiográfica (CEDOCH/USP) introdutor da disciplina no Brasil. O presente artigo se vincula à área de História de Gramática, ou Gramaticografia, desenvolvido no grupo de pesquisa Filologia, Línguas Clássicas e línguas formadoras da cultura nacional (FILIC/CNPq/UFF).

[2] O posicionamento teórico reflete que grande parte do pensamento linguístico no Brasil quinhentista é derivado do processo de

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Somente a partir de 1808 é que a produção linguística no Brasil pode ser considerada como integrante de uma tradição nacional, com a inauguração de uma tipografia por D. João VI, ainda vinculada à época a Portugal, porém, menos eurocêntrica.

O presente estudo está situado no âmbito da Gramaticografia[3], isto é,da História da Gramática (CAVALIERE, 2012), tendo como objeto de análise a abrangência referencial da época de Anchieta, que foi o autor da *Arte de gramática da língua mais usada na costa do Brasil* (ANCHIETA, 1595). Dessa forma, conforme a prescrição do modelo teórico-metodológico de Swiggers (2019), o estudo se desenvolve na perspectiva hermenêutica, para a interpretação das possíveis fontes, modelos e influências da gramática anchietana, no sentido de estabelecer um*corpus*comparativo de gramáticas quinhentistas, em momento anterior à investigação do fenômeno da intertextualidade.Dessa forma, buscamos delimitar um cânon de gramáticas que poderiam servir ao trabalho comparativo, em etapa posterior.

Pelo fato de que Anchieta vivenciou um processo histórico complexo no século XVI, com grandes inovações e transformações na educação e nas políticas linguísticas, que é o período de apogeu do humanismo renascentista ibérico (KALTNER, 2019), descrevemos e analisamos o clima de opinião, com as possíveis influências, que o missionário jesuítica, possivelmente, recebeu para escrever sua gramática. Note-se que a descrição da História da Gramática de sua época, e análise da abrangência referencial, não significa que as principais fontes descritas no estudo foram utilizadas diretamente por Anchieta, nem mesmo são possíveis correlações diretas entre as gramáticas citadas sem uma análise intertextual detalhada.

Dessa forma, nossa descrição historiográfica se dará de forma cronológica, em relação à biografia de Anchieta, e às principais fontes gramaticais de cada época, no contexto mais próximo à sua formação linguística. Assim, dividimos a biografia de Anchieta em fases, de acordo com o modelo biográfico de Hélio Viotti (1980), investigando as possíveis fontes de estudo gramatical de Anchieta, e sua posterior atuação no Brasil quinhentista, como missionário, professor, gramático e gestor escolar. O tema foi assunto de três estudiosos, sendo o debatedesenvolvido pelo classicista e humanista Américo Ramalho (1997,1998), pelo historiógrafo Otto Zwartjes (2002) e pelo linguista Rolf Kemmler (2013), o que será debatido mais adiante.

Ao longo do artigo, buscamos também comentar o contexto de produção literária das obras de Anchieta, os *Monumenta Anchietana*, relacionado suas principais obrasà cada fase de sua biografia, tendo em vista que as obras literárias teriam tido provável finalidade didático-catequética no contexto do Brasil quinhentista, conforme hipótese defendida em estudo anterior (KALTNER, 2019). O objetivo do artigo, portanto, é subsidiar estudos posteriores sobre a gramática anchietana, delimitando um possível *corpus* comparativo para a análise da intertextualidade de sua gramática com outras gramáticas vernaculares e latinas do século XVI.

Acreditamos que a tradição gramatical relacionada à abrangência referencial de Anchieta é aquela que sucedeu a gramática especulativa, de caráter aristotélico-tomista, no mundo ibérico, sendo suas fontes principais as gramáticas renascentistas, cunhadas pelos humanistas. Dessa forma, Anchieta desde o início de sua educação linguística até a publicação da *Arte de gramática da língua mais usada na costa do Brasil*, em 1595, teve como provável modelo e influência o padrão gramatical vernacular e latino do humanismo renascentista, em sua recepção no contexto cultural ibérico.

II. A Infância De Anchieta e a Sua Educação Nas Ilhas Canárias (1534-1548)

Em sua primeira infância, até a adolescência, José de Anchieta viveu nas Ilhas Canárias, sob administração da coroa espanhola, sendo esse um período de intensa atividade missionária na região, tanto por franciscanos quanto por dominicanos, e outras ordens religiosas (VIOTTI, 1980). A população indígena guanche estava em processo de conversão ao cristianismo[4] e a família de Anchieta, radicada em

colonização, sendo o Estado do Brasil uma província do império ultramarino português, que, a partir de 1548, contaria com um governador-geral em sua admnistração (REGIMENTO, 1548). Os reinos europeus de então se configuravam como monarquias absolutistas e teocracias, dessa forma, o processo missionário era extensão da administração colonial, em um sistema burcocrático intrincado.

[3] CAVALIERE, 2012, p. 218: "O percurso historiográfico da gramaticografia brasileira inicia-se com a publicação do *Epítome de gramática portuguesa*(1806), do carioca Antônio de Morais Silva (1755-1824). Antes, pouquíssima produção linguística se atesta em solo brasileiro –no sentido não propriamente de obras publicadas no Brasil, já que não as havia, senão de obras escritas no Brasil por autores brasileiros ou estrangeiros -, tendo em vista a situação de extremado atraso socioeconômico da colônia portuguesa até a chegada da corte de D. João VI em 1808. Podem-se citar apenasuns poucos textos linguísticos escritos em terra brasileira ao longo dos três primeiros séculos da colonização, dentre eles a Arte degramática da linguagem mais usada na costa do Brasil (1990 [1595]), de José de Anchieta (1534-1597), marco inicial da produção linguística brasileira do ponto de vista historiográfico".

[4] HOFBAUER, 2006, p. 79-80:"Um dado importante que influenciaria as concepções ocidentais a respeito dos africanos foi, sem dúvida, a "descoberta" das ilhas atlânticas, onde os portugueses desenvolveriam aos poucos o protótipo da produção de açúcar – o "engenho", invenção que marcaria de forma decisiva os primórdios da colonização do Novo Mundo, e, consequentemente, também o rumo da "questão do negro". Em 1450, colonos portugueses começaram a plantar cana-de-açúcar na Ilha da Madeia. Nas plantações trabalhavam escravos *guanches* (nativos das Ilhas Canárias) e africanos, além de pessoas livres."

Tenerife, compunha a classe da aristocracia local hispânica, sendo possuidora de laços com tradições culturais biscainhas e de cristãos-novos[5], em sua ancestralidade. Nesse aspecto, a multiculturalidade era um traço de sua formação inicial, longe da Europa continental, mas integrada pelo processo missionário e pelas navegações ao continente, em suas inovações culturais humanísticas e renascentistas.

Pelos biógrafos de Anchieta, pouco sabemos dessa época, porém, alguns fatos levantados por Hélio Viotti (1980) podem nos ajudar a interpretar como foram as primeiras instruções educacionais recebidas por Anchieta. Viotti nos lembra que havia um colégio administrado por dominicanos próximo à residência de Anchieta, e acreditamos ter sido possível Anchieta ter aprendido as primeiras letras em casa. É uma hipótese bem plausível, tendo em vista que Anchieta e seu irmão mais velho, Pedro Nuñez, iriam mais tarde para Coimbra, o que denota um interesse familiar pela formação educacional, em uma época em que predominava a formação em armas ou em letras:

> Nascido a 19 de março de 1534 em São Cristóvão da Laguna, fez José na cidade natal seus primeiros estudos, cursando provavelmente as escolas dos padres dominicanos, não muito distantes de sua casa, ainda hoje existente, na Praça Maior, agora *del Adelantado*. Aos 14 anos, em 1548, foi enviado, em companhia de seu irmão mais velho por parte de mãe, Pedro Nuñez, depois sacerdote, a matricular-se no Colégio das Artes, anexo à Universidade de Coimbra e então reorganizado por Dom João III com excelentes professores. Diogo de Teive foi ali seu mestre principal (VIOTTI, 1980, p. 28).

Se as primeiras letras, os rudimentos da alfabetização, foram aprendidos por Anchieta em casa, ou entre os dominicanos, é bem provável que o castelhano tenha sido sua língua materna. Nesse momento inicial, o conhecimento de latim poderia se restringir às orações domiciliares e à iniciação cristã, conforme o morfótipo (SWIGGERS, 2013) educacional da época. Por outro lado, um outro fato, digno de relevo, que Viotti menciona, mas não analisa em pormenor, é Anchieta ter acompanhado seu irmão mais velho, Pedro Nuñez, saindo das Ilhas Canárias para Coimbra, a fim de estudar Cânones, para se ordenar sacerdote (VIOTTI, 1980, p. 28).

Esse irmão de Anchieta, muito provavelmente, teve formação anterior à ida para Coimbra. Se Anchieta o acompanhou na viagem, é provável que tivessem uma boa interação. Nesse aspecto, é possível ponderar que o irmão mais velho de Anchieta poderia ter atuado como preceptor do irmão mais novo, na época em que ainda estavam nas Ilhas Canárias. Isso justificaria o fato de que Anchieta chegou à Coimbra e logo se destacou como um bom aluno no Real Colégio das Artes, provavelmente já conhecedor dos rudimentos do latim humanístico e da tradição literária.

Se Pedro Nuñez estudou também com os dominicanos, no colégio de Tenerife, estando a educação do colégio alinhada com os desenvolvimentos da Universidade de Salamanca, à época, o *corpus* gramatical mais prováveldesse período histórico e *tópos* geográfico são as obras de Antonio de Nebrija, tanto a gramática vernacular de castelhano quanto a gramática latina*Introductiones latinae*[6]. Se Anchieta teve o irmão como preceptor, tendo tido provável acesso às obras de Nebrija, ainda na fase inicial de sua adolescência, não é de estranhar a sua facilidade na aquisição de línguas adicionais, como o latim. Note-se bem que essa conjuntura é apenas uma hipótese, não havendo registro documental que a possa comprovar, senão a análise intertextual e comparativa de sua obra gramatical com as obras de Nebrija.

O que podemos intuir é que na abrangência referencial de Anchieta, na primeira fase de sua vida, há grande possibilidade de ter tido acesso à obra de Nebrija, direta ou indiretamente, ou talvez de outra obra de prestígio da tradição humanística e cristã renascentista da época, como os *Rudimenta grammatices* de Nicolo Perrotti. A mediação nos estudos iniciais de Anchieta,por seu irmão mais velho, Pedro Nuñez, é altamente provável devido ao modelo educacional de preceptoria à época, assim como também é provável que Anchieta tenha estudado no colégio dos dominicanos em Tenerife como cita Viotti (VIOTTI, 1980).

Viotti levanta a hipótese de Anchieta ter estudado no colégio dos dominicanos, o que é plausível, pois aos catorze anos seguiria para uma estadia em Coimbra, sendo oriundo de uma família que investia seus recursos em educação. Na abrangência referencial da época e no contexto das Ilhas Canárias, com o domínio espanhol sob a coroa da Casa de Habsburgo, a Casa da Áustria, a educação humanística hispânica era fomentada em conjunto com a prática missionária. Se o colégio dos dominicanos das Canáriasestivesse atualizado pelas inovações da época, não é de todo impossível que a obra de Nebrija fosse desconhecida dos estudantes que ambicionavam estudos universitários no continente europeu.

[5] VIOTTI, 1980, p. 27, sobre o pai de Anchieta, Juan Lopez de Anchieta: "Na capital dessas ilhas, Cidade de São Cristóvão da Laguna, onde se estabeleceu em 1522 e exerceu diversos ofícios públicos, veio a casar-se no ano de 1531 com a viúva do Bacharel Nuno Nuñez de Villavicencio, D. Mência Diaz de Clavijo y Llarena, parente próximo de conquistadores do Tenerife, e de sua esposa Ana Martin de Castillejo. Por seu avô materno, vinha a ser José de Anchieta bisneto outrossim de "cristãos-novos" (isto é convertidos do judaísmo) do Reino de Castela. Tais antecedentes justificam sua ida mais tarde para Coimbra".

[6] Nebrija publicou, entre outras obras:*Introductiones latinae* (1481), *Gramática de la lengua castellana*(1492), *Lexicon latino-castellanum et castellano-latinum* (1492-1495), *Reglas de ortografía española*(1517).

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Se Anchieta não teve contato diretamente com a obra de Nebrija, a gramática de castelhano e a de latim, estudando com os dominicanos, é possível que tenha tido contato indireto, através de seus familiares, como seu irmão, que se preparava para os cursos superiores de teologia em Coimbra. O fato de que Anchieta é descrito como um excelente aluno de latinidades, no Real Colégio das Artes, nos leva a intuir que a sua educação linguística na infância e no início da adolescência, até os catorze anos de idade, nas Ilhas Canárias, teve a influência de alguém mais adiantado em seus estudos humanísticos.

Como as Ilhas Canárias eram domínio da coroa de Castela, os Habsburgos sob o reinado de Carlos V, e estivesse dentro de um contexto missionário em sua ocupação hispânica, é provável que os avanços da Universidade de Salamanca, notadamente as obras de António Nebrija tenham chegado aos colégios missionários da região, que possuía missões dominicanas e franciscanas. Pela produção linguística de Anchieta, o clima de opinião de sua época, em que se desenvolvia a tradição humanística nos reinos ibéricos, há grande possibilidade de que tenha sido alfabetizado cedo, inclusive em língua latina, antes de chegar à Coimbra, pois o conhecimento de diversos gêneros literários está patente em sua obra poética lírica posterior.

Dessa etapa da vida de Anchieta, pouco se sabe e o que há são conjecturas, hipóteses. Porém, pelo sucesso no Real Colégio das Artes e pela produção literária posterior, é bem plausível cogitar que a educação linguística de Anchieta foi precoce, vinculada ao seu irmão mais velho Pero Nuñez que o acompanhou em Coimbra, como um tutor. A criação de dioceses nas Ilhas Canárias e o processo missionário com a população de etnia guanche da região foram observadas pelo jovem Anchieta, o que pode ter influído, posteriormente, em seu trabalho missionário na América portuguesa.

III. A Adolescência De Anchieta e a Educação Humanística Em Coimbra (1548-1553)

A ida de Anchieta para Coimbra, aos catorze anos de idade, marca a etapa posterior à pacata infância e adolescência nas Ilhas Canárias do século XVI. Anchieta chega à cidade lusitana para estudar no Real Colégio das Artes, em 1548, no ano de inauguração da instituição, após profunda reforma eduacional e cultural empreendida por D. João III (DIAS, 1969). É a época em que a educação humanística, sobretudo a escola francesa, passa a ter relevo em Portugal, com André de Gouveia e os mestres bordaleses.

Os relatos desse período da vida de Anchieta são menos escassos, conforme Viotti nos apresenta, sobre a ida de Anchieta para Coimbra, de que há registros e fontes documentais: "em Coimbra se distinguiu ele desde logo entre os melhores alunos de sua classe, possuindo grande facilidade para a poesia latina, razão pela qual lhe deram os colegas o apelido, alusivo igualmente à sua pátria, de canário de Coimbra". (VIOTTI, 1980, p. 29). Anchieta, além do curso de gramática e de Humanidades, também estudou Filosofia em Coimbra, prosseguindo seus estudos, após ingressar em 1551 na Companhia de Jesus: "como noviço, prosseguiu no Colégio das Artes seus estudos, já então de Filosofia" (VIOTTI, 1980, p. 29). A informação de Viotti deriva de Simão de Vasconcelos, e o ensino de filosofia à época se refere, sobretudo, às obras de Aristóteles que compõem o *Órganon*.

A tradição gramatical da época de Anchieta em Coimbra reflete as inovações tipográficas e a descrição do vernáculo, além de uma renovação dos estudos latinos, a que Anchieta passaria a ter acesso. O contexto político e social, porém, era de um profundo embate teórico, entre setores do Tribunal da Inquisiçãoe os mestres bordaleses. É provável que Anchieta tenha começado a estudar português em Coimbra, sendo asobras de João de Barros as mais difundidas nesse período, em sua abrangência referencial.

O irmão de Anchieta, Pedro Nuñez, foi à Universidade de Coimbra cursar Cânones, logo deve ter atuado como tutor do jovem Anchieta, até que se integrasse no Real Colégio das Artes. Consta, nos parcos registros biográficos, que Anchieta foi aluno do humanista Diogo de Teive, a partir de quem, provavelmente, desenvolveu seu profundo conhecimento de latim, com formação literária humanística. Em relação à gramaticografia latina, entre os mestres bordaleses era patente o uso da gramática latina de *Despauterius*, por influência de Erasmo de Roterdã (NAVARRO, 2000).

A datação do período educacional de Anchieta no Real Colégio das Artes não é precisa, oscilando geralmente entre 1548 e 1551, ou 1553.No ano de 1551, Anchieta ingressou na Companhia de Jesus, cumpre salientar que havia um vínculo de parentesco entre sua família e à de S. Inácio de Loyola, o que poderia ter motivado o ingresso na ordem religiosa. Consta que além do curso inicial de Humanidades, ou Letras, cujo escopo era o estudo de gramática latina e literatura clássica, no Real Colégio das Artes de Coimbra, além dos estudos de Filosofia, supracitados.

Anchieta passou o ano de 1552 adoentado, possivelmente afastado dos estudos no Real Colégio das Artes (VIOTTI, 1980). Em virtude de seu estado de saúde, em 1552, o jovem humanista provavelmente passou por uma temporada de reclusão, em que pode ter se aprofundado nos estudos teológicos iniciais, que marcariam também seus votos para o ingresso na vida missionária.Dessa forma, acreditamos quea prática

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religiosa passaria a ocupar sua rotina como estudante. Já no ano de 1553, Anchieta foi enviado ao Brasil, como missionário, integrando uma comitiva de missionários e administradores para a colônia na América portuguesa.

Ainda que Ramalho (1997, 1998) e Navarro (2000) citem diversas gramáticas latinas, gregas e até de Hebraico, na abrangência referencial de Anchieta, como as de Pastrana, Estevão Cavaleiro e Clenardo, acreditamos que o curto tempo e o cenário político não teriam sido propícios ao estudo gramatical com diversas obras, ainda que seja possível que Anchieta tenha tido acesso a essas obras direta ou indiretamente, por seus mestres e preceptores.Um exame mais detalhado da intertextualidade da gramática anchietana pode comprovar a leitura, ou pelo menos a recepção indireta de um *corpus* mais amplo de gramáticas, porém, em um exame preliminar biográfico, acreditamos que as obras de Nebrija, João de Barros e Despautério possam estar mais próximas à educação humanística de Anchieta.

Rolf Kemmler (2013) apresenta um quadro bem diverso das gramáticas de tradição latino-portuguesa da época, editadas em Portugal, o que nos permite uma visão geral do clima de opinião. Embora algumas das obras tenham sido editadas em Portugal após a estadia de Anchieta em Coimbra, a lista de Kemmler nos mostra como se desenvolveu a tipografia portuguesa, algumas das obras poderiam circular em edições estrangeiras ou mesmo manuscritas na época de Anchieta em Coimbra:

- Pastrana, Juan de/ Rombo, Pedro: *Grammatica pastrane [...]siue tractatus intitulatus: Thesaurus pauperum siue speculum puerorum editum a magistro Johanne de pastrana* (1497).
- Rombo, Pedro: *Materiarum editio ex baculo cecorum a petro rombo in artibus baccalario breuiter collecta* (1497).
- Martins, António: *Antonij martini primi quondam huius artis pastrane in alma vniuersitate Ulixbonensi preceptoris, materierum editio a baculo cecorum breuiter collecta* (1497).
- Estevão Cavaleiro: *Noua grammatices Marie matris dei virginis ars cuius author est magister Stephanus eques lusitanus* (1516).
- Máximo de Sousa: *Institutiones tum lucide, tum compendiose latinarum literarum* (1535).
- Duarte Pinhel: *Latinæ Grammatices Compendia* (1543).
- Nicolau Clenardo: *Jnstitutiones Grammaticæ Latinæ* (1538).
- Jerónimo Cardoso: *Grammaticae introductiones breuiores & lucidiores* [...] (1552).
- Jan van Pauteren: *Carmina Ioannis Despauterij De arte grammatica cum quibusdam alijs ad puerorum institutionem necessarijs* (1555) (KEMMLER, 2013, p. 158).

Por Anchieta ter legado uma profícua obra literária à posteridade, acreditamos que os autores literários da cultura humanística latina tenham sido estudados no período do Real Colégio das Artes. As epístolas de Cícero, a poética de Virgílio, de Horácio e de Ovídio não deveriam ser estranhas a Anchieta, assim como as obras de Diogo de Teive, que o inspirariam a compor poemas novilatinos no Brasil quinhentista. Além do Real Colégio das Artes de Coimbra, o mosteiro de Santa Cruz de Coimbra exercia grande influência na época, concorrendo com o mosteiro de Santa Maria de Alcobaça, mas não há registro se, durante a estadia de Anchieta em Portugal, o jovem tenha travado contato com outras instituições.

O conhecimento de língua latina por Anchieta foi oriundo de um contexto cultural de cultivo das letras humanas latinas, centrada na prática literária, em uma verdadeira *Respublica litteraria*humanística, na Coimbra renascentista, ainda que no cenário de um embate teórico entre o Tribunal da Inquisição e os mestres bordaleses, acusados de heresia. Dessa forma, Anchieta sai de Coimbra rumo ao Brasil, aos dezenove anos, como membro da Companhia de Jesus, com uma formação humanística e literária, domínio dos vernáculos castelhano e português, e uma fluência na língua latina, o que se refletirá em sua produção literária.

IV. Anchieta No Brasil: O Período de Docência em São Paulo (1554-1562)

A partir da chegada de Anchieta ao Brasil, na capital São Salvador em 1553, há um maior registro biográfico de sua atuação e obras, quando se inicia sua atividade missionária e a sua produção epistolográfica. Anchieta desembarca em São Salvador, a única cidade da América portuguesa, em uma comitiva de missionários jesuítas para o Brasil. O governo-geral já está instalado e o contexto de sua chegada está relacionado ao início do período de Duarte da Costa, segundo governador do Estado do Brasil.

A partida de Anchieta para São Vicente e a fundação de São Paulo são marcas em um novo projeto colonial no Brasil quinhentista, fatos que ocorrem em 1554, levando a uma expansão territorial ao sul a colônia que teria a capital em São Salvador:

> Que vinham fazer os jesuítas em Piratininga? Consagrar-se – diz Anchieta – à “conversão do Brasil”. Para isso, contudo, teriam bastado ali, no momento, dois catequistas e um mestre-escola para os corumins repatriados. Pelo que toca à maioria dos recém-chegados, havia outra finalidade: “o estudo da Gramática”. Uma nova missão e o primeiro “colégio” dos jesuítas no Novo Mundo, eis o que se instalou em Piratininga, a 25 de janeiro de 1554. A coincidência do dia da chegada e da primeira missa fez com se chamasse “Colégio de São Paulo” (VIOTTI, 1980, p. 58).

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A política missionária já estava em curso, desde o início do século XVI, no início, não oficialmente, com missionários franciscanos, e após o *Regimento de Tomé de Souza*, em 1548, oficialmente com a presença dos jesuítas. Manuel da Nóbrega se tornaria o provincial e, brevemente, teria início o terceiro governo-geral de Mem de Sá. Essa fase da vida de Anchieta se caracteriza por ser o início de sua produção intelectual, seja pelas missivas, pela poética, e principalmente, pela redação de sua gramática, que se dá entre 1554 e 1556:

> No trato com os corumins, que em São Vicente haviam aprendido alguma coisa do Português (e aos quais deve ter Anchieta ensinado desde o princípio, como certamente o fazia em agosto), no contato com os índios de Piratininga e, com o auxílio de alguns de seus discípulos, sobretudo Pero Correia e Manuel de Chaves, em seis meses apropria-se dos segredos do Abanheenga. Antes do ano de 1556, havia já redigido a sua *Gramática da língua mais usada na costa do Brasil*. Levada por Nóbrega nesse ano para a Bahia, facilitou ela extraordinariamente a aprendizagem da língua geral pelos novos missionários recém-vindos da metrópole (VIOTTI, 1980, p. 61).

Em 1554, Anchieta havia iniciado as suas atividades de docência em São Paulo, com a fundação da primeira escola jesuítica na região. Mesmo com uma total falta de recursos, acreditamos que essas classes iniciais, de ler e escrever e de gramática, eram inspiradas nas aulas do Real Colégio das Artes de Coimbra, cujo objetivo para Anchieta foi a composição de sua gramática, que já estaria composta em 1556, segundo registros de cronistas e do próprio Anchieta (ANCHIETA, 1990). Não havia tipografia no Brasil quinhentista, e a circulação do conhecimento se dava por manuscritos. Note-se que em 1555 os franceses iniciavama ocupaçãoda Baía de Guanabara, na tentativa de colonização que ficou registrada para a posteridade como França Antártica, tendo perdurado até 1567.

A gramatização do idioma dos tupinambás se dava por influência de um superstrato latino-português[7], tendo em vista que a metalinguagem anchietana revela o uso do vernáculo para a descrição da língua de contato, com o uso de metatermos da gramática latina renascentista. Acreditamos que nesse período de docência de Anchieta em São Paulo a principal obra em que trabalhou foi a sua arte gramatical, a *Arte de gramática da língua mais usada na costa do Brasil* (1595), juntamente com a tradução da doutrina cristã, o que é registrado entre os anos de 1554 e 1556. Acreditamos que a obra circulasse entre os missionários como manuscrito, até a sua publicação final na tipografia conimbricense, em 1595. Em São Vicente, no ano de 1560, Anchieta conclui a redação da *Epistola quam plurimarum rerum naturalium quae S. Vicenti (nunc S. Pauli) provinciam incolunt*, outra produção digna de menção.

Outra obra que foi escrita por Anchieta nessa época é o *poema epicum De Gestis Mendi de Saa*, que narra o primeiro triênio do governo-geral de Mem de Sá, com eventos históricos ocorridos entre 1557 e 1560. A obra, escrita em latim renascentista, teve a sua *editio princeps* publicada pela tipografia de Coimbra em 1563, logo deve ter sido escrita por Anchieta de 1557 até o ano de 1562, provavelmente após a conclusão da gramática e da tradução da doutrina cristã. Como se trata de composição em latim, inspirada em Virgílio, em um modelo próximo à obra em prosa escrita por Diogo de Teive, acreditamos que reflete os anos iniciais de docência de latim por Anchieta, que, durante cerca de oito anos, se dedicou a essas duas importantes obras: a gramática e o poema épico, ambos publicados em Coimbra.

V. Os Estudos De Teologia Na Bahia (1565-1566)

O período de fundação do Rio de Janeiro, em 1565, é bem conturbado, pois a cidade só se estabelece após a expulsão dos franceses, que ocupavam o território, e a dissolução da Confederação dos Tamoios, que perdurou de 1555 a 1567. Anchieta e Nóbrega ficaram como reféns dos Tamoios entre 1562 e 1563, durante a complicada negociação dos indígenas com os portugueses. Nessa época, consta que Anchieta teria idealizado e escrito o poema elegíaco *De Beata Virgine Dei Matre Maria*, escrito inicialmente nas areias das praias de Iperoig, e depois transcrito em manuscrito em São Salvador (ANCHIETA, 1988).

Anchieta foi para a Bahia, após esses eventos, e concluiu sua formação teológica[8], sendo ordenado padre em 1566. Nessa época, é provável que tenha se dedicado ao estudo de obras teológicas, principalmente às que são relacionadas ao poema elegíaco. A partir da ordenação, em 1566, e dos estudos teológicos preparatórios no colégio dos jesuítas em São Salvador, Anchieta retorna com Nóbrega ao Rio de Janeiro, para a fundação do colégio jesuítico no morro do Castelo, que seria o novo núcleo colonial da cidade recém-fundada, em 1565. Sobre o período de formação teológica na Bahia escreve o jesuíta Hélio Viotti:

> Na Bahia, de 1565 a 1566, "recopilou também com muita facilidade Soto, *De Justitia et jure* e os dois tomos *De sacramentis*, apontando em seus lugares os doutores e opiniões que se encontravam com ele". Sob a inspeção do

[7] Cavaliere defende a hipótese de um superstrato português na gramatização do idioma dos Tupinambás (CAVALIERE, 2001), apenas acrescentamos o adjetivo latino, tendo em vista haver metatermos latinos na gramática anchietana.

[8] VIOTTI, 1980, p. 122-123. O período regisrado em questão apresenta a continuação dos estudos teológicos em São Salvador, para a ordenação sacerdotal.

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próprio Quirício Caxa, professor de Teologia ali, desde 1564, estudou em particular, seguindo o método usado nas nossas escolas, incluindo a refutação dos adversários da tese a defender. Lutero, Calvino, Melanchton, Brêncio (...) (VIOTTI, 1980, p. 122-123).

Anchieta atuaria, posteriormente, como docente no novo colégio do Rio de Janeiro, que buscava repetir o êxito das atividades missionárias da Bahia, com nítida influência da educação conimbricense. Acreditamos que as obras literárias escritas por Anchieta em latim tenham sido utilizadas nesses cursos no Rio de Janeiro, na formação humanística inicial. Em relação ao ensino de português, nas escolas de ler e escrever, teriam predominado, provavelmente, as obras de João de Barros, em versão impressa ou manuscrita.

Quanto ao ensino de latim, acreditamos terem sido utilizados obras como a gramática latina de Nebrija, os*Rudimenta* da gramática de *Despauterius*, entre outras da abrangência referencial do ensino humanístico de Coimbra, e para o ensino do idioma dos tupinambás, a própria gramática de Anchieta. Os textos *De Gestis Mendi de Saa*, *De Beata Virgine Dei Matre Maria* e o conjunto de poemas *De Eucharistia et aliis* poderiam ter sido utilizados nas aulas de literatura latina e de Humanidades, posteriormente, até a publicação da *Ratio Studiorum* em 1599.

VI. O Período Como Reitor No Rio De Janeiro E Provincial No Estado Do Brasil (1570-1587)

O período subsequente se inicia quando Anchieta atua como reitor no colégio jesuítico do Rio de Janeiro, entre 1570 e 1573, período em que muitas das obras líricas e dramáticascomeçam a ser compostas. Acreditamos que com o desenvolvimento dos cursos novos materiais didáticos foram incorporados. Esse também é o período em que a gramática de Manuel Álvares, *De institutione grammatica libri tres*, foi publicada, no ano de 1572. Se Anchieta teve contato direto com a gramática de Álvares, isso ocorre, provavelmente, no período de desenvolvimento do colégio jesuítico no Rio de Janeiro e no período posterior, quando Anchieta ocupa o cargo de provincial dos jesuítas, entre 1577 e 1587.

Essa é uma época de intensas discussões sobre a educação linguística, por todo o globo, pelos jesuítas sobre o seu modelo educacional, cujos debates redundariam em 1599 na *Ratio atque Institutio Studiorum*. Os colégios jesuíticos de São Salvador, do Rio de Janeiro e de Olinda não deveriam estar afastados desse debate, tanto que Anchieta registra, em cartas e textos de cunho histórico, o funcionamento das instituições. Logo, acreditamos não ser de todo improvável que tivesse acesso à obra de Manuel Álvares, durante esse processo, e da obra de retórica*De arte rhetorica libri tres ex Aristotele, Cicerone & Quintiliano praecipue deprompti* de Cipriano Soares, de 1575, adotada oficalmente a partir da*Ratio Studiorum*.

As intensas atividades missionárias e de docência de Anchieta ocorriam juntamente com a sua produção literária,sendo esse o período em que se dedica, sobretudo,às obras líricas, dramáticas e históricas. Ao final do período, Anchieta escreve um texto que sintetiza todas as ações missionárias jesuíticas de que teve notícia no Brasil quinhentista, sendo fonte imprescindível para se conhecer a época a *Informação da Provincia do Brasil para nosso Padre*, de 1585. Note-se que, a partir dessa época, há a chegada oficial de outras ordens religiosas no Brasil quinhentista, tendo em vista o contexto político ser a administração do Brasil quinhentista vinculada à União Ibérica.

No ano de 1587, em visitação de Anchieta à Niterói, na Igreja de São Lourenço dos Índios é encenado o *Auto de São Lourenço* (ANCHIETA, 1977), obra literária singular, trilíngue, em português, espanhol e no idioma dos Tupinambás, que narra as perseguições a cristãos na época do império romano e o martírio do santo. Esse momento ímpar na história da América portuguesa marca a época final de suas atividades missionárias, iniciando Anchieta seu retiro para uma vida mais ascética e meditativa, no Espírito Santo, realizando, contudo, visitações a outras missões.

VII. O Período De Retiro E Visitações No Espírito Santo (1588-1597)

O período de retiro no Espírito Santo marca o afastamento de Anchieta da política missionária, em um momento em que ainda faz visitações, por todo o Brasil quinhentista, mas não recebe atribuições administrativas. Anchieta observa o trabalho missionário, pelo qual tanto propugnou, em pleno funcionamento. Há a produção de cartas e de obra poética, talvez a revisão de sua gramática, que é publicada em 1595, na tipografia de Coimbra, uma publicação que coroa suas atividades missionárias ao longo de décadas no Brasil quinhentista.

Anchieta dedicou toda a sua vida às atividades missionárias na América portuguesa, tendo o reconhecimento dos colonos europeus e da população indígena, segundo os relatos quinhentistas. Ainda que o processo de colonização tenha registrado grandes violências, a mediação de Anchieta provavelmente reduziu os conflitos no processo. Consta que milhares de indígenas participaram de suas exéquias no Espírito Santo, e logo após seu falecimento foi aclamado como Apóstolo do Brasil (VIOTTI, 1980).Acreditamos que Anchieta, possivelmente, revisou suas obras nesse período de sua vida, que já se encontravam coligidas em manuscritos, alguns que chegaram à posteridade.

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Sua obra se preservou em manuscritos e edições, ao longo dos séculos, sendo um raro registro documental sobre o início do processo de colonização linguística na América portuguesa. O fomento à prática literária, como elemento central da educação humanística cristã da época do Renascimento, pode ser considerado o início das Humanidades no Brasil quinhentista. Sua literatura, registrada em quatro línguas, preservou o plurilinguismo daquela sociedade incipiente que derivou no Brasil que conhecemos. Anchieta, como homem de letras, marca uma época do pensamento linguístico na História da Linguística no Brasil, cuja obra de maior interesse para a História da Gramática no Brasil é a *Arte de gramática da língua mais usada na costa do Brasil*, publicada em 1595.

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Educational Practices in Technical Schools in Argentina: A Case Study in Neuquén

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Abstract- This work is proposed to analyze senses and possibilities of educational practices that take place in technical schools of Neuquen Province (Argentina). Therefore, we focus in technical middle school education and training processes integrations, to unlock disputes, diffiulties and tensions that are expressed in the implementation of educational practices. To do that, we study legislations and analyze, quallitatively, the difficulties in practice implementations, from study case of three technical schools.

We hold that technical schools solve and live contingencies in various ways and that "be in situation" (in practice frame) enables students to locate the knowledge imparted by the institution, where stands technical knowledges of the specialities, where puts in evidence the institutionalizing capacity which promotes school in achiving knowledges and proffesional capacities.

Keywords: educational practices- technical school-proffesional practices- internships.

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EDUCATIONALPRACTICESINTECHNICALSCHOOLSINARGENTINAACASESTUDYINNEUQUN

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Educational Practices in Technical Schools in Argentina: A Case Study in Neuquén

Las Prácticas Educativas En Las Escuelas Técnicas En Argentina: Un Estudio De Casos En Neuquén

Natalia Noemí Fernández

Resume- Este trabajo se propone analizar los sentidos y posibilidades de las prácticas educativas que se desarrollan en las escuelas técnicas de la Provincia de Neuquén (Argentina). Como tal, focalizamos la mirada en la articulación entre educación secundaria técnica y la formación para el trabajo para desentrañar las disputas, dificultades y tensiones que se expresan en los modos de implementación de las prácticas educativas. Para ello, relevamos normativas y analizamos, desde una lógica cualitativa, las dificultades en la puesta en acto de las prácticas a partir de un estudio de casos en tres escuelas técnicas.

Sostenemos que las escuelas técnicas resuelven y viven las contingencias escolares de diversos modos y que el 'estar en situación' (en el marco de la práctica) permite a los estudiantes situarse y ubicar los saberes impartidos por la institución, donde se destacan los saberes técnicos propios de la especialidad y se pone en evidencia la capacidad institucionalizadora que promueve la escuela en la adquisición de ciertos saberes y capacidades profesionales.

Palabras claves: prácticas educativas- escuelas técnicas- prácticas profesionalizantes- pasantías.

Abstract- This work is proposed to analyze senses and possibilities of educational practices that take place in technical schools of Neuquen Province (Argentina). Therefore, we focus in technical middle school education and training processes integrations, to unlock disputes, diffiulties and tensions that are expressed in the implementation of educational practices. To do that, we study legislations and analyze, quallitatively, the difficulties in practice implementations, from study case of three technical schools.

We hold that technical schools solve and live contingencies in various ways and that "be in situation" (in practice frame) enables students to locate the knowledge imparted by the institution, where stands technical knowledges of the specialities, where puts in evidence the institutionalizing capacity which promotes school in achiving knowledges and proffesional capacities.

Keywords: educational practices- technical school- proffesional practices- internships.

Introducción

El vínculo educación/trabajo ha sido una articulación compleja y conflictiva que adquirió diversos matices en nuestra historia Argentina. Estudiar tal articulación resulta fundamental para comprender las concepciones epistemológicas que subyacen en las políticas educativas, en especial, las que refieren a la 'educación para el trabajo'. Así, nuestra mirada se focaliza en el análisis del marco regulatorio de la Educación Técnico Profesional (ETP), en especial lo referido a las Prácticas Profesionalizantes (PP). Dichas prácticas plantean diversos formatos de acercamiento de los estudiantes con el mundo del trabajo en las escuelas secundarias técnicas.

Desde las normativas nacionales, las PP constituyen un campo formativo dentro de la trayectoria del estudiante. Se define como la articulación teoría y práctica en situaciones reales de trabajo, los cuales pueden tener diferentes formatos: micro emprendimientos, proyectos productivos, articulación con demandas hacia la comunidad, pasantías, etc. Como tal, este espacio se configura dentro de la propuesta curricular, con horas específicas y está destinado a todo el estudiantado. Sin embargo, el formato que ha adquirido relevancia en las escuelas técnicas analizadas es la pasantía. Con lo cual, nuestra mirada se centra en los procesos de implementación de esta práctica educativa atendiendo a sus dificultades como a los saberes que se ponen en juego en las situaciones reales de trabajo. Por ello, el concepto que utilizaremos para comprender lo que llevan a cabo las escuelas serán 'prácticas educativas' como puente y modo de allanar los diversos sentidos en torno a las PP en las escuelas analizadas. Las prácticas educativas las entendemos como aquellas experiencias pedagógicas que desarrollan las escuelas vinculadas con la formación para el trabajo, tales como pasantías, proyectos didáctico- productivos, talleres, etc.

En la primera parte del trabajo abordamos el marco regulatorio de la ETP en Argentina y, en particular, hacemos alusión a las pasantías que rigen en el nivel secundario. A su vez, presentamos los aspectos metodológicos que abordamos en este trabajo. Como el trabajo de campo lo realizamos en una jurisdicción en especial, abordamos las características sociales y económicas que presenta la provincia de Neuquén, para dar inicio a la discusión acerca de los sentidos que

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se expresan sobre las pasantías en las escuelas analizadas. Finalmente presentamos las conclusiones que señalamos y las tesis que sostenemos a lo largo de este trabajo. En tal sentido, consideramos que hay una distancia entre lo legal (desde la norma escrita) y las prácticas que se llevan a cabo en las escuelas. A su vez, cómo el sector empresario juega un rol importante en la configuración de las prácticas educativas. De este modo, las escuelas resuelven y viven las contingencias escolares de diversos modos, quienes tienen que sortear sus propias dificultades para llevar a cabo las prácticas educativas.

I. El Marco Regulatorio De La Educación Técnico Profesional En Argentina

Estudiar la articulación educación y trabajo resulta fundamental para comprender las concepciones epistemológicas que subyacen en las políticas educativas. Tal articulación ha tomado diversos enfoques y perspectivas, en función de las necesidades e intereses que han dominado las distintas épocas. Muchos fueron los formatos y experiencias que la han conformado como un sistema con especificidad propia; es decir, con cierta autonomía del sistema general de enseñanza. En este artículo hacemos especial mención a los sentidos que adquieren las prácticas profesionalizantes como dispositivo que se configura como modo de acercamiento con el mundo del trabajo.

En este trabajo veremos cómo el sector empresario será un actor clave en la configuración de la política pública. Asimismo, los sentidos que se desprenden sobre la formación no están reducidos a la escuela como institución privilegiada, sino que es menester también de las entidades receptoras de estudiantes. En este sentido, sostenemos que la lógica de la empleabilidad impera en los procesos de configuración de la ETP, en especial las pasantías, cuyo énfasis asume diferentes modalidades en cada período histórico político.

Con la gestión de Nestor Kirchner al gobierno nacional, en el 2003, comienza un proceso de '*reordenamiento legal'* (Vior y Mas Rocha, 2009) donde se impulsan reformas a las estipuladas en la década anterior, como la Ley de Educación Nacional sancionada durante el 2006. De acuerdo a Rodrigo (2017) la LEN, en el plano de las intenciones, expresa algunas cuestiones claves para la educación pública, en especial para la educación secundaria y muy en particular para la ETP:

- la extensión de la obligatoriedad de la enseñanza secundaria,
- la centralidad del rol del Estado (por medio del Poder Ejecutivo Nacional y de los Poderes Ejecutivos de las provincias y del Gobierno de la Ciudad Autónoma de Buenos Aires) como garante de derechos educativos para el gobierno y la administración del servicio de ETP en todo el territorio a través de las autoridades educativas de cada jurisdicción.
- la regulación del ejercicio del derecho a enseñar y aprender conforme al artículo 14 de la constitución nacional y a tratados internacionales.
- la responsabilidad de la formación de técnicos medios y superiores a la modalidad de la Educación Secundaria y la Educación Superior en áreas ocupacionales específicas y de formación profesional para todo el territorio argentino.

En lo que respecta a la configuración de la ETP, durante el año 2004 se inicia un proceso de elaboración de un proyecto de ley que tenía previsto, dentro de la agenda política del gobierno, la configuración de una norma que la regule. Es así que la LETP N°26058 se sanciona en el año 2005. Es importante destacar que esta ley es anterior a la LEN, podemos plantear que hay una necesidad de 'reparar' el avasallamiento que había tenido la ETP en la década anterior y de establecer diálogos y acciones concretas con actores del sector productivo.

A su vez, sostenemos que la ley condensa un debate histórico que hace a la ETP: se agudiza el doble circuito, ya que hay distinciones entre el nivel medio técnico y la formación profesional. Esta situación se interpreta como una lucha entre una tendencia a la fragmentación del sistema y una tendencia hacia su democratización que, según Pronko (2003), es insuficiente para explicar las políticas educacionales y los procesos institucionales concretos.

La LETP plantea como fin y propósito el desarrollo de PP como una necesidad en las oportunidades de formación específica, siendo un vehículo necesario para el campo ocupacional elegido por los estudiantes. Por otra parte, en su artículo 22, las PP se conciben como uno de los cuatro campos formativos de la ETP (los tres restantes son: formación general, científico- tecnológico y técnica específica), donde cada campo tiene una carga horaria específica.

Las PP se entienden como parte de la trayectoria formativa del estudiante y como síntesis de la articulación entre la teoría y la práctica a partir de experiencias formativas en situaciones reales de trabajo, los cuales pueden tener diferentes formatos: micro emprendimientos, proyectos productivos, articulación con demandas hacia la comunidad, pasantías, etc. De este modo, las pasantías constituyen un formato más dentro de las propuestas de prácticas profesionalizantes. Sin embargo, veremos en este trabajo cómo impactan las pasantías en las propuestas curriculares de las escuelas analizadas.

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II. Las Pasantías: Sentidos Y Posibilidades De Esta Práctica

En el 2011, a través del decreto 1374, se establece el régimen general de pasantías para el nivel secundario. En tal sentido, las prácticas laborales se convirtieron en un requisito para la formación de técnicos de nivel medio. Como sostiene Figari (2017) “las prácticas laborales se han convertido en un requisito para la formación de técnicos de nivel medio a partir de la incorporación del régimen de prácticas profesionalizantes en la regulación de la educación técnico profesional” (2017:80). De este modo, no sólo se explicita la incorporación de esta práctica formativa en la educación técnica, sino que se hace extensiva su importancia en la educación secundaria común a través del decreto 1374. La sanción del decreto permitió que aquellas provincias que no tenían legislación propia pudieran adherir al decreto o elaborar normativas en correlación con la legislación nacional. Ello posibilitó también estimular a las empresas en el desarrollo de convenios con las jurisdicciones o con las mismas instituciones educativas para la articulación de un sistema de pasantías (Maturo, 2018).

El Decreto 1374 plantea ciertas responsabilidades para las instituciones receptoras de estudiantes, la jurisdicción y la escuela a partir de la elaboración de un acuerdo marco. Las responsabilidades que le cabe a la jurisdicción son tres: el seguimiento y supervisión de las pasantías, como la de promocionar tal práctica y, por último, establecer los mecanismos y condiciones para la designación de docentes tutores y actores institucionales. Aquí es importante tales designaciones ya que pareciera quedar en manos de la jurisdicción y no de las escuelas, en tal caso nos preguntamos: ¿Cómo se designan tales cargos específicos? Esto implica que el proceso de puesta en acto (Ball, et al, 2012) de las prácticas educativas queda supeditado a los convenios que pueda establecer cada jurisdicción y, ante esto, las posibilidades de cada escuela, lo que puede llevar a desarrollos desiguales, diferenciados respecto de la formación para el trabajo en las trayectorias de los estudiantes.

Hay una necesidad de gestionar convenios con el sector productivo a partir de la concreción efectiva que se realiza a través del sistema de pasantías y de prácticas profesionalizantes. Existe una idea generalizada de pensar en una formación extra muros o fronteras escolares que va más allá de la modalidad técnica específica, sino ampliar la mirada a la escuela media común.

> Es posible a que esto se deba a que las prácticas le facilitan a las empresas la formación de la fuerza de trabajo con atributos que no pueden enseñarse por fuera de las situaciones reales de trabajo o, al menos, que resulta menos efectivo hacerlo teóricamente que de forma experiencial. El sector empresarial afirma que las prácticas laborales obligatorias operan como una forma de ajustar la formación a la demanda, en tanto de hace obligatorio en términos curriculares el establecimiento de un vínculo más profundo y estable en el tiempo entre empresas y escuela que permite mantener lo más ajustado posible la formación del sistema educativo a las necesidades del mundo productivo, entre las escuelas y los espacios laborales de la comunidad en la que se insertan. (Figari, et al, 2017: 83)

Esta afirmación da cuenta de la necesidad, por parte de las empresas, en el fortalecimiento de lazos vinculares con la escuela en la formación de la fuerza de trabajo ‘productiva’, en la adquisición de ciertas capacidades necesarias para el mundo productivo.

Desde otra perspectiva, Jacinto y Dursi (2010) abordan la valoración de las pasantías en la escolaridad secundaria, quienes afirman que cobran nuevos sentidos tales como la oportunidad de conocer un puesto de trabajo formal, la adquisición de saberes socio-laborales, y el desarrollo de nuevas disposiciones hacia el trabajo y el estudio. Estos sentidos cobran énfasis diferentes según los perfiles de los jóvenes y los objetivos de las escuelas al organizar las pasantías. Las autoras sostienen que los jóvenes coinciden que estas prácticas brindan un “saber ser” en tanto trabajadores. No se trata de lo que aprendieron a “hacer”, sino las pautas actitudinales y de comportamiento que adquirieron mediante la inmersión en un ambiente de trabajo real.

De este modo, se trata de poner en evidencia las acciones concretas que los actores institucionales llevan a cabo en la implementación de las pasantías. Por un lado, desde lo normativo se demanda la generación de convenios entre las escuelas con el sector productivo. Sin embargo, Grinberg (2014) ofrece un interesante análisis para pensar el rol de la escuela, donde cae la responsabilidad en el sujeto en las formas de regular y gestionar las instituciones. La gestión de la vida escolar y las propuestas pedagógicas recaen en el individuo que, en nuestro caso, son los docentes y equipo directivo los responsables de gestionar la vida institucional, al dejar al descubierto que la promoción de convenios entre la escuela con entidades productivas, no queda en la jurisdicción sino en la toma de decisión de cada escuela. De este modo, las instituciones generan sus propias estrategias para concretar experiencias de acercamiento al mundo del trabajo y que presenta una complejidad en particular ya que conjuga racionalidades que exceden lo escolar (Gallart, 2006).

Sin embargo, hay diferencias sustanciales entre lo que se entiende por pasantías y prácticas profesionalizantes. Estas últimas se conciben (desde

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las normativas) como uno de los campos formativos de la educación técnica como modo de 'aplicar' los saberes construidos y se presenta como síntesis de la articulación entre la teoría y la práctica. Las PP se organizan como un núcleo fundamental en la formación del estudiante. Jacinto (2018) señala que la realización de prácticas profesionalizantes implica un cambio de paradigma respecto a la implementación de pasantías en nuestro país. Por un lado, las pasantías son de carácter selectivo y meritocrático y, por el otro, las prácticas profesionalizantes son obligatorias, curriculares y universales (según la legislación vigente).

Asimismo, desde un plano general, las PP plantean sentidos complejos, dinámicos que se verán materializados en cada una de las instituciones educativas, con sus aspectos positivos como negativos. En este sentido, es importante seguir revisando y analizando cómo las instituciones educativas piensan la formación para el trabajo en el marco de las demandas actuales del sector productivo: ¿formar para qué trabajo? A su vez, es necesario seguir pensando en cómo se manifiestan los movimientos de la regulación normativa de las diversas instancias de la ETP en cada jurisdicción y cómo la puesta en acto de dispositivos tales como las PP materializan las normas y las plasman en modos de pensamiento acerca del trabajo (Maturo, et al., 2018).

III. Aspectos Metodológicos

Este trabajo presenta avances de una tesis doctoral[1] en curso, en el marco de un proyecto de investigación más amplio "Escuela secundaria y trabajo en la provincia de Neuquén: dispositivos de formación, experiencias escolares y trayectorias juveniles"[2], cuyo objetivo general es estudiar los dispositivos de formación orientados al trabajo, y su relación con las experiencias escolares y las trayectorias de egresados de escuelas secundarias de la provincia de Neuquén.

Para ello se procedió a la recopilación de la normativa vigente, tanto nacional como provincial respecto del campo educativo. En este sentido, el análisis de la normativa vigente nos permite comprender cómo operan las mismas en los sentidos y prácticas que le otorgan los sujetos: los procesos de su puesta en acto, sus alcances y límites.

En este caso en particular, nos referimos a las pasantías que las escuelas llevan a cabo, entendidas como un dispositivo[3] de acercamiento al trabajo. Para ello, realizamos un trabajo de campo de corte cualitativo, basado en un estudio de casos[4] en tres escuelas técnicas de Neuquén, escuelas que presentan sus particularidades y especificidades. La selección de estos casos responde a un trabajo previo donde realizamos entrevistas a informantes calificados (supervisores de escuelas técnicas), quienes proporcionaron datos concretos respecto de escuelas que realizan pasantías.

El trabajo de campo se realizó durante los años 2014 a 2017, donde efectuamos entrevistas semi estructuradas a docentes del ciclo superior, encargados de las pasantías, y a los equipos directivos, y a los estudiantes para dar cuenta de la complejidad que asume las prácticas educativas en cada una de las escuelas analizadas.

A continuación realizamos una descripción de las características sociales y económicas de la Provincia de Neuquén, donde se sitúan las escuelas analizadas.

IV. Breve Caracterización Socio-Económica De La Provincia De Neuquén

La Provincia del Neuquén se caracteriza por ser una provincia relativamente joven, se conforma como provincia recién en 1955. Desde su origen se plantea la conformación de un estado provincial con la aparición del liderazgo político representado por el MPN (Movimiento Popular Neuquino), fundado en 1961, que asume un discurso en pos de un federalismo económico y político, contribuyendo a una identidad provincial que aún hoy pervive. (Equipo FACE- UNCo, 2013)

En los últimos 30 años, el crecimiento económico de la provincia se consolida en base a la explotación de recursos hidrocarburíferos, la expansión de los servicios y la reducción de las actividades industriales, lo cual configura un modelo de crecimiento como "exógeno de extracción y servicios" asimilable a un capitalismo de enclave[5], con fuerte presencia del sector servicios (Noya y Fernández, 2004). Esta situación genera que el estado provincial desarrolle

[1] Tesis: "La puesta en acto de las políticas educativas referidas a la educación y al trabajo en el nivel secundario: el papel de los actores involucrados (Estado, sector empresarial y comunidad educativa) en la Provincia de Neuquén".

[2] Proyecto de Investigación de la Facultad de Ciencias de la Educación. Universidad Nacional del Comahue Código C 127

[3] Entendemos a los dispositivos como aquellos que promueven diferentes tipos de experiencias que hacen a distintos modos de existencia. En tal sentido, aludimos a propuestas escolares en las que circulan discursos y experiencias particulares que habilitan sentidos y modos de ser, estar y habitar. (Proyecto de Investigación C127)

[4] El estudio de casos de basa en un diseño de investigación orientado al análisis de las relaciones entre muchas propiedades concentradas en una o pocas unidades. Se realiza un análisis intenso de sus significados con la intención de comprenderlo en su especificidad, para luego, poder realizar una comparación entre ellos. (Archenti, 2007)

[5] Extracción del recurso natural hasta el agotamiento, con consecuencias en la estructura del trabajo y en la distribución del ingreso. (Noya y Gerez, 2010)

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políticas de contención social, así como ser el principal generador de empleo.

Los procesos históricos y económicos dan cuenta que el Estado Provincial adoptó políticas clientelares profundizando un sistema 'dual'[6] en la sociedad neuquina caracterizada por la combinación de un crecimiento económico conjuntamente con procesos de exclusión social representado en el deterioro del mercado de trabajo y el aumento de la pobreza. Es decir, la riqueza económica corresponde a la explotación del petróleo y gas, lo que provoca una alta dependencia de la ganancia que genera este recurso no renovable lo que, a su vez, produce escaza diversificación en los puestos de trabajo.

Según datos de la Encuesta Permanente de Hogares (EPH-INDEC), en el Aglomerado Neuquén – Plottier, durante el tercer trimestre de 2017 casi el 48% de los ocupados se desempeñaba en esta rama de actividad (cuya concentración es tanto para los adultos como para los jóvenes). A este sector le sigue en importancia el comercio (16,8%) y la construcción (8,5%), mientras que el sector primario ocupa el 7,2% de los trabajadores. (Martinez, Garino y Giampaolletti, 2020). Se puede decir que el sector servicios concentra la masa laboral de la provincia. Si bien, la riqueza económica se centraliza en la actividad primaria de la explotación de recursos no renovables, la distribución de la población económicamente activa cubre un bajo porcentaje.

Se parte de la premisa que no es posible formular una función universal y predeterminada de la educación, en relación con el mercado de trabajo, sino que esta función sólo puede ser comprendida a través del estudio de situaciones socio-históricas concretas. Es decir, los discursos que circulan en períodos históricos concretos, dan lugar a propuestas y sentidos que configuran modos de articular la educación y el trabajo de manera específica (Fernández, 2015).

Respecto de las escuelas técnicas en la provincia, sólo cubren el 22% del total de escuelas secundarias. Sin embargo, la matrícula para el 2016 era de 14.843, mientras que en la escuela secundaria común había 33.617 estudiantes (Relevamiento anual 2016, Dirección General de Estadística, CPE).

Lo interesante es poder analizar cómo se traduce la legislación en las prácticas cotidianas en las escuelas técnicas. Sin embargo, en la provincia de Neuquén, el espacio de las PP se sanciona durante el 2018[7]. Desde el año 2015, en la provincia, se lleva a cabo un proceso de construcción curricular en la educación secundaria que propone una 'nueva escuela secundaria'. Debemos señalar que hasta tanto este proceso no esté concluido[8], y al no haberse transitado en la provincia ninguna de las reformas planteadas en la Argentina desde 1993, las escuelas secundarias se rigen por los planes de estudios del momento de su creación, o con las modificaciones locales que hubieran sufrido (Fernández, Miñana y De Vega, 2020).

Esta situación la veremos reflejada en las escuelas analizadas. Al no estar reglamentada la puesta en acto de las PP al momento de realizar el campo, conlleva diferentes y diversificadas propuestas formativas que quedan supeditadas a cada una de las instituciones. Las normas producen diversos efectos en los sujetos que 'viven' la escuela diariamente, esto implica diferentes modos de apropiación de la misma,

V. Discusión: Las Prácticas Educativas: Su Rol Pedagógico En Tres Escuelas Técnicas De Neuquén

La escuela técnica presenta ciertas especificidades que la hacen singular en el sistema educativo de nivel medio en el país. Por un lado, presenta distancias sustantivas entre la racionalidad educativa y la racionalidad productiva que domina esta modalidad. En este sentido, Gallart (1985) afirma que las escuelas técnicas se configuraran con mayor semejanza al resto de las escuelas que a organizaciones productivas con otras lógicas, siendo su especificidad la presencia de un taller y laboratorio que marcaban la escisión entre la teoría y la práctica y que la superación de esta fractura constituya una tensión en la educación técnica.

Por otro lado, respecto de la formación de la escuela técnica, la provisión de profesionales medios caracteriza este nivel, cuya certificación habilita a sus egresados no sólo a continuar estudios superiores, sino al ingreso al mercado de trabajo. "Con contradicciones y dificultades organizacionales, la escuela técnica ha permitido el desarrollo de una formación general tecnológica y de amplia aplicación, así como específica para el desempeño de ocupaciones variadas en la fábrica" (Spinosa, 2011: p70). Como tal, los debates en esta formación giran en torno sobre la teoría y la

[6] No se pretende 'dualizar' el análisis del proceso económico de sus consecuencias sociales, políticas e institucionales sino mirar la totalidad en el marco del proceso de acumulación que caracteriza la década del '90 y se profundiza en los 2000.

[7] Al momento de realizar el trabajo de campo, la provincia transitaba la construcción del diseño curricular de nivel medio. Insumo necesario para la homologación de los planes de estudio y validación de los títulos de nivel medio técnico.

[8] El proceso de construcción curricular provincial ha generado un primer documento curricular que implica el diseño curricular para los tres primeros años (Ciclo Básico Común) de la escuela secundaria a partir de la Res. CPE Nº 1463/18. A fines de agosto de 2019 se aprobó el diseño curricular para el ciclo orientado a partir de la Res 1044 y 1045 para el ciclo orientado de la Modalidad Técnico Profesional y la Res. 1046 para el ciclo orientado de la Modalidad de Jóvenes y Adultos. Se prevé la implementación de este nuevo diseño curricular a partir del ciclo lectivo 2020.

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práctica, entre saberes generales y específicos, entre otros. La discusión sobre los saberes del trabajo también lo referenciamos en el proceso de implementación de las prácticas educativas.

Las características que a continuación presentamos son de tres escuelas técnicas donde se ponen en juego las principales dificultades en el desarrollo de las prácticas educativas. A continuación caracterizamos las instituciones seleccionadas[9]:

La escuela 1 se crea en 1992. Es una escuela secundaria técnica pública que otorga como única titulación la de Técnico en Química. Se ubica al oeste de la ciudad de Neuquén, y recibe estudiantes de los barrios aledaños de la ciudad. Cuenta con una matrícula de 709 estudiantes a la hora de realizar el trabajo de campo. Asimismo, la escuela contaba con pocas plazas para la realización de las prácticas educativas. La directora lo vincula al cambio en la normativa y a la modificación en el convenio colectivo de trabajo del sector petrolero. La única institución con la que tienen alguna relación con el mundo del trabajo, es una empresa de servicios petroleros. El espacio privilegiado en fomentar la experiencia de la práctica educativa se vincula con el laboratorio.

La escuela 2 está ubicada en la ciudad de Neuquén Capital y constituye una de las más antiguas de la localidad, su creación data de 1949. Ofrece tres especialidades: electromecánica, mecánica y construcciones. Alberga a más de 1200 estudiantes y funciona en tres turnos: mañana, tarde y vespertino. La especialidad más requerida, en la población estudiantil, es técnico electromecánico por su vínculo en la inserción laboral de los/as egresados/as con el sector hidrocáburífero. Esta escuela cuenta con un 'proyecto de pasantías' desde hace más de 10 años. Un aspecto a destacar, es que no lo realiza la totalidad de los estudiantes, sino que depende de las plazas que se consigan y los convenios con los entes y empresas receptoras.

La escuela 3 es una institución técnica de modalidad Agrotécnica ubicada en las cercanías de la capital neuquina, en una zona que históricamente tuvo un predominio agropecuario. Cuenta con más de 400 estudiantes (al momento de realizar el campo), y el título que brinda es el de técnico agropecuario con orientación vegetal o animal. Los orígenes de la institución respondían al programa EMETA implementado en Neuquén en 1987 y desarrollado a través de la creación de una escuela de enseñanza secundaria de orientación específica y cinco puestos de educación no formal[10] en diferentes puntos de la provincia. La modalidad por la cual se implementa el programa EMETA en la provincia es la conformación de unidades didáctico-productivas[11]. En principio se planteó por fuera del sistema educativo, con características propias (por ejemplo, el plantel de la escuela tenía mayor carga horaria que otras), con la intención de articular con el sector agropecuario. Sin embargo, en el año 1994 se interrumpe esta primera experiencia de la EMETA (continuando los puestos de capacitación dentro de la educación de adultos/ profesional), y entre esta fecha y abril del 1996 se realiza un plan de adecuación a las normas vigentes de las escuelas dependientes de Consejo Provincial de Educación.

Mientras que las escuelas tradicionales producto del CONET ofrecen especialidades orientadas más al sector hidrocarburífero, la tercera se vincula netamente al sector agropecuario.

Algunos aspectos que se ponen en discusión en la puesta en acto de las prácticas educativas en estas escuelas analizadas son: la generación de convenios con entidades; demoras por gestiones burocráticas y los saberes puestos en juego en el espacio de la práctica. A continuación se desarrollan estos aspectos.

a) Dificultades en la generación de convenios y gestiones burocráticas

La práctica educativa que se visualiza en las escuelas analizadas es la pasantía como práctica fundamental en el proceso de formación de los estudiantes. Alguna de las dificultades que se observa, en primera instancia, es no contar con empresas receptoras que alberguen a los estudiantes, por otro lado, las tensiones y las reglas de juego que se perciben en la relación con las empresas receptoras de estudiantes. En palabras de la directora de la *escuela 1:*

> Hubo un tiempo que teníamos apertura a varias empresas, en su momento teníamos a pasantes en varias empresas petroleras pero de pronto no teníamos más, o sea nadie quería, si vos llamabas nadie quería saber nada entonces a raíz de lo que se viene trabajando de nación de la ley de educación que tiene que ver con que la escuela pueda tener empresas que reciban a pasantes dentro de su armado y que hemos digamos participado de charlas a donde uno puede llegar a consultar qué pasa con los pasantes. A mí me llamaba la atención por qué no tenemos ninguna empresa que nos reciba, por un lado fue de conocimiento que los terciarios, la misma empresa te lo dice, los terciarios pelean para que no te reciban que la empresa no reciba chicos de

[9] Caracterización que se retoma de Fernández (2019).

[10] Son centros de formación profesional dirigidos a la población adulta para obtener alguna certificación ligada a oficios.

[11] A fines de los años '80 se lleva adelante ciertas políticas de regionalización como el EMETA (Programa de expansión y mejoramiento de la educación técnico agropecuaria) en la provincia. Para su análisis se recomienda ver Martinez, S (2016).

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> secundario, quieren tener solamente el mercado ellos, eso me lo dijeron a mí la misma gente de la empresa pero por otro lado donde yo te decía que uno puede llegar a tener otro tipo de consulta nos comentaron que los problemas que había ocurrido que en su momento los sindicatos presionaron para que los pasantes fueran o rentados o fueran recibidos al año siguiente como parte del staff. (M. Salcedo[12], comunicación personal, 24 de agosto de 2015).

El peso que tienen las empresas en la puesta en acto de la pasantía es muy alto ya que determinan la cantidad de plazas disponibles, su duración y condiciones. A su vez, esta situación tensiona con los postulados en la norma nacional y la generación de convenios por parte de la escuela con las empresas. Desde lo legal se promociona, pero desde lo real, existen dificultades concretas en sortear los lugares para realizarlos. Otro condimento que menciona la entrevistada son los institutos terciarios, quienes pelean los lugares en las instituciones, es decir, intentan monopolizar la tenencia de empresas para sus alumnos. En esto se deja entrever que existen cupos para los terciarios en detrimento de los secundarios, habría que profundizar los argumentos que se esgrimen respecto de este tema, ¿tienen otro 'status'/intereses los pasantes terciarios? Consideramos que sí, ya que los terciarios que existen en la ciudad de Neuquén son instituciones privadas que pujan por sus intereses, en tanto son servicios que ofrecen a la población donde las pasantías son inherentes a la formación que brindan[13].

Otro ingrediente a tener en cuenta es que, hacia el interior de la empresa, está la presión sindical para que los pasantes sean pagos y que luego pertenezcan al staff. Cuestión que se pone en tensión con la figura legal de pasantías no rentadas. De este modo, queda supeditado a la escuela 'hacerse cargo' de conseguir lugares, plazas, vacantes, entonces, ¿qué pasa entre lo reglamentado y lo que acontece en las escuelas? En este sentido, la escuela debe formar su propio camino para conseguir convenios con instituciones para poder realizar pasantías (Fernández, 2019). Esta dificultad también es visualizada en la *escuela 2.* En palabras del Director:

> Nosotros tuvimos un contrato de pasantía, pueden ser rentadas o no. ¿Por qué pueden ser rentadas? No es porque el alumno busque ganar dinero, es para solventar los gastos de traslado, los gastos mínimos importantes. Que tenga esta primera aproximación a lo que es el mundo laboral en su especialidad. No va a esa empresa a barrer, a correr, a tirar cajas, va a ver como es una empresa, cómo se aplica en la realidad. Pero nosotros somos una escuela y somos docentes que estamos acostumbrados al tema de la pasantía. Bueno, entonces volviendo, no es lo mismo hace años donde había empresas nacionales, donde había un convenio tácito, que es lo que se propone ahora para el año que viene a nivel nacional desde el gobierno nacional, de empresas nacionales con las escuelas para vincular este tema de la escuela y el mundo del trabajo. Después cuando las empresas se privatizaron nosotros nos costaba no solo que no nos venían a pedir, queríamos insertarlos en el campo del trabajo y nos costaba, porque no habían requerimientos. En Neuquén particularmente, y en esta escuela particularmente, por la historia que tiene y por, por todos los antecedentes que tiene, desde hace un tiempo atrás se empezó a pedir técnicos sobre todo en mecánica y electro mecánica. Desde las empresas la necesidad, sobre todo las vinculadas a petróleo, a servicios de petróleo. (H. Pérez, comunicación personal, 5 de septiembre de 2017).

En primer lugar, el director plantea que las pasantías pueden ser rentadas o no, sin embargo hay un interés e iniciativa por ser rentadas para solventar gastos mínimos del estudiante. Al ser rentada, ¿qué vínculos se generan entre el pasante y el empleador? ¿Desde qué normativas específicas se sostienen estas prácticas? Asimismo el entrevistado plantea ciertos sentidos sobre lo que es la pasantía, haciendo una distinción entre una tarea en el que no se necesiten saberes específicos con aquel que requiere una lectura necesaria de la empresa. En este sentido, podemos asociar la idea de que la pasantía no es 'mano de obra barata' donde el estudiante sólo utiliza su fuerza de trabajo en tareas que no requieren cierto saber técnico.

A su vez, el director esboza ciertas dificultades en conseguir plazas en las empresas. Respecto a esto, realiza una comparación entre el pasado, donde el vínculo que generaba la escuela era con empresas nacionales, con la actualidad, donde la generación de convenios son con empresas privadas, donde aduce que no cuentan con requerimientos específicos, ¿qué significa esto? Del mismo modo, plantea la dificultad en que las empresas no demandan o requieren de estudiantes técnicos. Sin embargo, esta situación se modificó en la actualidad, donde necesitan estudiantes en empresas ligadas al ámbito petrolero. Al revertirse esta situación, hoy parecería existir más plazas para realizar las prácticas, pero parecería que la variable predominante son las necesidades de las empresas, cuando ellas necesitan, la escuela abre el juego para realizar las prácticas (Fernández, 2019).

En el caso de la *escuela 3* también se pone en tal de juicio los trámites necesarios que la escuela tiene que realizar para llevar a cabo la práctica:

[12] A los fines de preservar el anonimato y confidencialidad de las personas, se cambiaron sus nombres.

[13] Tales como institutos de formación que ofrecen carreras cortas ligadas al ámbito del petróleo.

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> Cuando terminan esos tres, van otros tres chicos, y ellos van rotando, en este momento arrancamos con las pasantías tarde, porque bueno, siempre está el tema de, se choca con todos los problemas legales de seguros y todo, entonces hasta que la Dirección pregunta en el Consejo lo que corresponde, si está todo habilitado, si los contratos, los convenios están bien, son válidos y todo, llegamos por lo menos hasta mitad de año haciendo todo eso, se van estirando y, es una pena, casi la primera mitad del año se podría aprovechar para otra pasantía. (N. Ramírez, comunicación personal, 15 de noviembre de 2017).

El entrevistado explicita las dificultades que debe sortear al momento de iniciar tales prácticas que tiene que ver con cuestiones legales: los seguros de los estudiantes y la habilitación de los convenios realizados. Estos inconvenientes hacen que demore la entrada de los estudiantes y da cuenta de las intervenciones de las diferentes instituciones involucradas: escuela, consejo de educación e institución receptora. Esto demuestra las 'demoras' en la entrada a las prácticas.

b) *Los saberes puestos en juego en las pasantías ¿formar para qué trabajo?*

La existencia del técnico como figura profesional, como perfil y categoría, se realiza en función de un atributo importante, dado por una forma de conocimiento particular del mundo material y productivo, particularidad que es denominada 'conocimiento técnico'. (Spinosa, 2011)

El conocimiento técnico es la 'vedette' de la escuela técnica, el tema es analizar cómo se configura esta producción de conocimiento. De esto subyace que en las escuelas técnicas, se presenta de manera diferente el dominio de dos racionalidades y lenguajes que, según Spinosa (2011), caracterizan la formación del técnico. Por un lado, el saber hacer propio de los operarios y por otro, el saber teórico-conceptual característico de los ingenieros que otorga al técnico una versatilidad valorada en las organizaciones productivas.

Como tal, en este apartado analizamos aquellos saberes que se tornan significativos en función de las especialidades trabajadas, a partir de la circulación y modos de apropiación por parte de estudiantes y docentes respecto de las dificultades como de los desafíos en la formación del técnico.

Con respecto a la *escuela 1*, el espacio del laboratorio constituye la práctica formativa de acercamiento y como formador para un trabajo, en tanto brinda una mayor especificidad en cuanto al manejo de materiales y contenidos brindados en la trayectoria de la formación. El tránsito por este espacio otorga la combinación de saberes teóricos-tecnológicos como prácticos.

> Capacidad para trabajar en un laboratorio, tener notas adecuadas, buenas notas porque siempre se orientó al alumno que vaya a ser sus prácticas en una empresa, dependiendo de las notas, si no tenías buenas notas, la mayoría no hacía las pasantías, entonces era como una recompensa que todo el mundo lo deseaba porque era abrirte las puertas a trabajar después que te sirve para ponerlo en tu currículum, entonces las notas eran importantes (…) después estos conocimientos te ayudan para desempeñarte en el manejo de un laboratorio, el cuidado, la seguridad porque las empresas piden mucho la seguridad, E: y lo de la seguridad que sería? A: la seguridad en el laboratorio tenes que tener una serie de cosas que tenes que tener cuidado para no cortarte como los ácidos, los reactivos y eso te lo enseñan en la escuela, hacen mucho hincapié pero en el trabajo es más todavía porque se trabaja con la seguridad, entonces que vos ya tengas una base de seguridad y que no te tengan que andar atrás, para la empresa es beneficioso y para vos también porque vos ya sabes lo que tenes que hacer. (Egresada- informante clave. C, Castillo, comunicación personal, 20 de noviembre de 2015).

Aportes que refieren no sólo a conocimientos específicos sino aquellos saberes 'necesarios' en el desempeño en un laboratorio: saberes técnicos y las normas de seguridad. Normas que se pueden asociar al reglamento del laboratorio, aspectos que la entrevistada destaca como aquello que 'sabes lo que tenes que hacer'. En este sentido estos aportes son destacados en función de las demandas de las empresas, y que son aspectos que se aprenden en la escuela y en la empresa. En este caso, la entrevistada se focaliza en el dominio técnico y práctico por el hecho de 'estar' en el laboratorio, no es un espacio más en la escuela, sino 'el espacio' propicio para la formación del técnico donde se pone en juego las destrezas y los conocimientos. En tal sentido, la escuela produce diversos saberes donde los sujetos se apropian de diversos modos frente a la propuesta escolar.

Por otra parte, en la *escuela 2* se destacan los saberes técnicos necesarios en el espacio de las prácticas:

> Por ejemplo, ahora tengo dos chicos que están participando de una pasantía en una tornería "Raúl Alemani" se llama la tornería y ellos están cumpliendo la función de dibujante, están dibujando, necesitaban chicos para que dibujaran piezas mecánicas para luego ser creadas en el torno "CNC" entonces acá tenemos el taller, los chicos también tienen tornería, la tornería manual y la de "CNC" entonces ellos saben manejar los tornos, también tienen dibujo saben dibujar, también tienen Autocad también saben usar el programa Autocad, entonces que hicimos, proponemos a los chicos de 6to de mecánica,

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porque estamos hablando de los que tienen que dibujar piezas mecánicas, entonces ya ahí seleccionamos la especialidad que es mecánica, porque electro no lo ve y construcciones tampoco. (N. Fernández, comunicación personal, 12 de septiembre de 2017).

Las expresiones vertidas por la encargada de pasantías dan cuenta de los conocimientos técnicos necesarios para el trabajo que se necesita, en este caso se hace mención a la importancia del uso en la programación de piezas. Conocimientos propios que se trabajan en la especialidad mecánica. Asimismo se resalta la importancia del taller y los trabajos realizados en el mismo, por ejemplo el uso del torno. En tal sentido, un estudiante plantea lo siguiente: “Por ejemplo nos enseñan a usar digamos en taller distintos elementos, máquinas, que en otras escuelas no hay o no están digamos dedicados a esos temas, al taller digamos, para mí puede ser eso”. (Estudiante 6° año, grupo focal, 26 de octubre de 2017). En este caso se destaca la importancia del taller, del espacio de la práctica, propia de la escuela técnica que hace la distinción con una escuela común que no posee este formato específico. Aquí subraya el uso de máquinas específicas.

En el caso de la *Escuela 3,* el docente a cargo de las pasantías plantea la experiencia de estudiantes en su paso por esta experiencia:

Casi de colaboradoras cuando en realidad tenían que ser las principales, y bueno fueron hacer pasantías justamente esas dos chicas a una granja avícola a donde tuvieron que vacunar siete mil pollitas en el piso, hicieron un trabajo muy fuerte, muy pesado, estuvieron mucho tiempo trabajando y bueno, quedaron impactadas por eso, “profe la verdad es impresionante la cantidad de animales” , como no podían creer y además llegaron a su límite físico estaban agotadas, nunca habían estado así de agotadas. (N. Ramírez, comunicación personal, 15 de noviembre de 2017).

Aquí se plantea los saberes puestos en juego en las pasantías, describiendo el trabajo forzoso que deben de cumplir, lo que imprime también la cantidad de animales con los que tienen que trabajar, con lo cual, la sensación de cansancio y los límites de la capacidad física se ponen en juego. A su vez nos preguntamos, ¿corresponde que las estudiantes realicen estos tipos de trabajo? Los recursos materiales son diferentes con los aportados por la escuela, que quizás cuentan con el trabajo con pocos animales.

Asimismo, en líneas generales, en las escuelas analizadas se aborda la idea de capacidades puestas en acto en las prácticas educativas. Las capacidades se entienden como aquellos saberes y destrezas que el sujeto pone en situación real de trabajo. Maturo (2017) señala, a partir de los lineamientos de la normativa vigente (res. CFE 261/06), algunas definiciones sobre las ‘capacidades profesionales’ en las escuelas técnicas:

De esta manera, la formación de capacidades profesionales en los alumnos de la escuela técnica está estrechamente ligada al conocimiento y consideración sobre los requerimientos del mundo del trabajo en términos de competencias profesionales; es decir en términos de lo que los sujetos ponen en juego en “situaciones” de trabajo, lo que un profesional puede y es capaz de hacer para que un trabajo sea bien hecho a través de la movilización de saberes complejos. (Maturo, 2017; p 6)

Esta perspectiva de análisis, desde los lineamientos normativos, señala la idea de formar sobre capacidades para intervenir y actuar en el contexto de la producción, como un punto de llegada, como dato ‘dado’ desde el sistema educativo (Figari, Spinosa, Testa, 2011). En este sentido, no existen procesos de reflexión sobre los aprendizajes en las escuelas ni su importancia en las trayectorias de los sujetos, sino que se atiende a los resultados que el sistema educativo forma a través de la adquisición de ciertas ‘capacidades’.

Consideramos que poner en situaciones específicas a los estudiantes, ya sea a partir del taller, del espacio del laboratorio, en una productora, etc., contribuye a que los mismos puedan reflexionar sobre sus propias trayectorias educativas y vincular aquellos saberes impartidos, lo que provoca la significatividad de los mismos en su tránsito escolar.

VI. Conclusiones

En el primer apartado dimos cuenta de las normativas que regulan la ETP, en especial, aquellas referidas a las PP y las pasantías. Como tal, el sector empresario cobra fuerza en la formación de las trayectorias estudiantiles. Asimismo, el peso que tienen las empresas en la puesta en acto de la pasantía es muy alto ya que determinan la cantidad de plazas disponibles, su duración y condiciones, aspecto que se señala como dificultad a trabajar en las escuelas analizadas.

En el segundo apartado, en las voces de estos actores institucionales (docentes y estudiantes), se demuestra el lugar y acercamiento de la escuela con el mundo del trabajo y el carácter dialéctico que adquiere la relación entre educación y trabajo; lo que permite reflexionar en dichas esferas que históricamente configuran objetivos y racionalidades diferentes y por tanto conflictivas y de mutua determinación (Testa, J; Figari, C; Spinosa, M; 2000).

De este modo, las escuelas gestionan los emergentes cotidianos de diversos modos. Como vemos, la gestión escolar tiene una complejidad e

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implica una comprensión especifica en función de la idiosincrasia propia de cada institución, y cómo 'resuelven' sus contingencias diarias. En esto, observamos que existen puntos de encuentro. A saber, aquello aspectos ligados a la puesta en acto de las pasantías que refieren a las vacantes/plazas que se consiguen en las instituciones receptoras, esto genera otra discusión interna: ¿cuáles son los criterios en la designación de estudiantes para llevar a cabo tales prácticas? lo que marca diferentes trayectorias formativas y genera desigualdades en las 'chances de vida'[14] de los jóvenes. En efecto, Jacinto (2006) afirma que entre los riesgos que implican las pasantías cuando no están adecuadamente encuadradas dentro de los programas formativos, se señalan: poco contenido formativo, falta de seguimiento y supervisiones de parte de las entidades educativas y las propias empresas, poca claridad sobre el plan de pasantías.

Consideramos que el 'estar en situación' permite a los estudiantes situarse y ubicar los saberes impartidos por la institución, donde se destacan los saberes técnicos propios de la especialidad, donde se pone en evidencia la capacidad institucionalizadora que promueve la escuela en la adquisición de ciertos saberes y capacidades profesionales. Modos de acercamiento particulares que hacen a la formación del técnico, con sus alcances y límites. En tal sentido, en las propuestas educativas se entrelazan actores, formas de organización, relaciones de fuerza que dan fisonomía a las trayectorias estudiantiles en tanto se evidencia la disputa por los saberes: su construcción, valorización y reconocimiento así como su apropiación posible. En tal sentido, Spinosa (2006) afirma:

> Replantear el sentido de los saberes del trabajo al interior del sistema educativo implica necesariamente analizar la relación entre teoría y práctica; entre actividades de transformación del mundo y de transformación de los sujetos que las realizan; entre experiencia y razón, lo cual nos sitúa en un plano epistemológico que no es posible obviar en el debate (pp. 6)

Existen disputas acerca de los saberes del trabajo dentro del sistema educativo que se derivan de las discusiones epistemológicas acerca de qué educación para qué trabajo y para qué proyecto de país interpela la mirada en la formación de los sujetos en contextos situados. En tal sentido, en este trabajo, se puso en evidencia los saberes del trabajo que se desarrollan en el espacio de la práctica. En tanto formación, se pone al descubierto aquellos saberes y valoraciones de la escuela técnica. Como sabemos, la formación del técnico impacta controversialmente en el contexto socio productivo en el que se enmarca, con lo cual, la formación para el trabajo en las escuelas técnicas constituye su punto de inflexión.

De esta manera, se desarrolla un proceso complejo de luchas y negociaciones por los sentidos que se desprenden entre la norma y lo que acontece en las escuelas. Como observamos, el espacio de las prácticas es altamente dependiente de los vínculos con sectores productivos que cada institución establece en función de la amplitud y apertura del mercado laboral, de la legislación vigente, lo que tiende a reproducir la fragmentación del sistema escolar en la modalidad.

[14] Si planteamos la desigualdad en términos de diferentes condiciones, posibilidades y/u oportunidades de los sujetos en distintas situaciones de existencia o de acceso a ciertas experiencias, nos remite a pensar en la misma como "chances de vida" diferentes que muchas veces no se encuentran equitativamente distribuidas. (Informe final, PAV 180, 2007)

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Teaching of Reading in Primary Schools: A Way Forward for the Nigerian Primary School Teacher

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Abstract- The need for improvement in students' reading abilities and subsequent achievement in English language has always been the concern of many stakeholders (policy makers, parents and educators). Following the concerns about the decline in reading abilities of students and the quality of education, the need for a solid foundation in the skills of reading is very expedient. The paper therefore, x-rays the nature of reading, the basic skills of reading, reading readiness amongst learners and finally the various methods/approaches suitable for teaching\learning reading in primary schools. After in depth review of literature, the paper concluded that reading readiness is very essential for effective teaching of reading skills and secondly, as observed from the literature reviewed, no method or approach is completely perfect. The onus is on the teacher to use or select the method or approach which is suitable or appropriate to the skill and situation of the class. However, no teacher should adopt a particular method as a combination of two or more methods is ideal for effective teaching of reading skills at the primary school level.

Keywords: *teaching, reading, primary, school, teacher.*

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Keywords: teaching, reading, primary, school, teacher.

I. Introduction

Every recognized language is made up of four skills. They are the skills of listening, speaking, reading and writing. These four skills are broken into two (the receptive and the productive schemes). The receptive scheme is made up of listening and reading, while the productive scheme is made up of speaking and writing. For one to be called a literate of any language such a person must learn to read the language. Thus, it is easy for a child to acquire the skills of listening and speaking, whereas, the skills of reading and writing are learnt. In other words, a child can easily listen and then thereafter speak a language without the assistance of a literate person (parents or teacher) whereas, the skills of reading and writing cannot be acquired, but it must be learnt through the help of an educated parents or better still a teacher formally in a school setting. Beginning reading is a solid foundation in which almost all subsequent learning is built upon. Thus, the children need a solid foundation. The solid foundation of the educational system is primary education. According to the Federal Republic of Nigeria (2013), "Primary education is the education given in institutions for children ages 6 to 11 plus. Since the rest of the education system is built on it, the primary school level is the key to success or failure of the whole system." Therefore, teachers at this level have a very important role to play in the lives of the learners. In English language, the skill of reading is very fundamental in the educational system, thus, the teacher must see him/herself as an architect whose design will determine the outcome a building (life) .

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II. Objectives of the Study

The skill of reading is an important aspect of English language and every other subject in the educational system. Therefore, a high premium is placed on effective implementation of reading skills in school generally. The effective implementation of the English language curriculum lies with the teacher who is described as then hub of the educational system (Bell-Gram, 2004). Thus, the main objectives of this study is the effective teaching of reading skills at the primary school level. Specifically, this study is to:

1. Identify and discuss the basic skills of reading at the primary school level.
2. Identify and discuss reading readiness amongst pupils that will enhance the teaching of reading at the primary school level.
3. Discuss the various methods (approach suitable for teaching/learning reading at the primary school level).

III. The Concept and Nature of Reading

Reading can be described as the process of making meaning out of the 26 letters of the English alphabet. Simply put, it is the process of looking at a series of written symbols and attaining meaning from them. Harris and Sipay (1984) defined reading as the meaningful interpretation of printed or written verbal symbols. In other words, reading is the outcome of interaction between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world. Reading is not only a matter of getting meaning from printed verbal symbols

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but also the interaction between the graphic symbols and the reader's schema in understanding the text which is comprehension (Solikhah, 2018). Reading is mainly a means of communicating information between the writer and the reader. When a reader reads a material, it is expected that such a reader makes a meaning from what has been read. It is only when a meaning is made from the reading material that one can say reading has taken place. According to Vacca, Vacca and Gove (1991) the reader tries to understand ideas that the writer has put in print. Reading actually involves decoding and comprehension. Decoding process is the process of saying printed words into a representation similar to oral English either silently or aloud. In a nutshell, reading is a process of understanding written language. Reading as a decoding process is translating grapheme strings into spoken words that occurs ongoing in the beginning of learning to read: The stage (that is pre and primary level) is on perceptual process, which is to familiarize the correspondence of letter strings to the language sound (Adams and Collins, 1985 in Solinkah, 2018). Reading at the primary level of education (that is the early stage) can be seen as the bottom- up process, which involves the identification of features of letters, recognition of letters, combination of letters to form words and reading of simple sentences, paragraphs and text.

The teacher has to put in a lot of effort to be able to achieve the bottom-up process. A critical look at this process indicates that reading is a complex process. The process involves the domains of learning which are: cognitive, affective and psychomotor domain. The ability to combine these domains of learning is very crucial, therefore, the teacher is required to play a very vital role to effectively cultivate in the children the ability to move smoothly from the bottom to the top process of reading. Adima (2013) asserted that effective reading instruction requires the teacher to be able to manipulate the cognitive, affective, psychomotor and social domains in order to develop appropriate reading experiences.

Burns and Roe (2005) gave factors that a teacher of reading must be aware of, concerning the nature and development of the reading skill. The knowledge of these ideas will go a long way to guide the teacher to effectively teach reading. The factors include:

1. Reading and readiness must be considered at all levels of instruction;
2. Reading is a complex act with many factors that must be considered e.g. sensing aspects, perceptual aspects and sequential aspects. Other important factors are the relationship between reading and thinking, the relationship of reading to learning, reading as an associational process and the effective aspects of the reading process.
3. There is no particular way of teaching reading.
4. Learning to read is a continuous process.
5. The teacher should diagnose each student's reading problems and use the diagnosis as a basis for planning instruction.
6. Readiness for reading should be considered at all level of instructions;
7. Pupils should be taught word recognition skills that will help them get the pronunciations and meanings of unfamiliar words on their own.
8. Teaching should be done in such a way that every child experiences success.
9. Enjoyment of reading should be considered very important.
10. Reading is the interpretation of the meaning of printed symbols (words).

Going by the nature of learning, it is pertinent at this juncture to mention the basic skills of reading as this will enhance the teachers' effectiveness. The skills include vocabulary acquisition, pre reading strategies, textual comprehension, organizational skills and response techniques. These skills will help the teacher's preparedness and at the same time help/assist the learners increase their reading speed, comprehension and overall vocabulary. In fact, reading skills are critical to educational and professional success. These reading skills actually include several sub-skills that contribute to effective and efficient reading. For the purpose of this paper, the fundamental/basic reading skills are:

1. *Print awareness and phonics:* this skill is usually developed even before the child starts primary school. Usually, babies start to develop pre-reading at home with the help of the parents and child care providers. At this stage, children understand print by looking at the books and playing with them. A child acquires the phonics skill by learning to recognize word parts, syllables and sounds. These skills (print awareness and phonics) are some of the most foundational abilities in an effective reader.
2. *Vocabulary skills:* This skill is acquired or formed at the early age of a learner. Infants and preschoolers often develop vocabulary rapidly. Research has shown that the more vocabulary/language experiences a child is exposed to as adults speak, the more advanced their reading abilities become. Primary school teachers can enhance pupils reading abilities by exposing children to new words.
3. *Reading comprehension:* This skill is actually needed at the secondary level of education, however, it is important that a child cultivates good reading comprehension skills at the primary school. This skill actually helps a reader not just to be able to interpret the meaning of words and sentences but to be able to interpret the meaning of passages and stories (Andrew, 2014; Noun, 2012).

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IV. Method of Teaching Reading at the Primary School Level

For teaching reading to be very effective, the teacher must ensure reading readiness amongst the pupils. Reading readiness can be described as a state of development which prepares the child mentally, and emotionally for reading experiences. Without the readiness of the pupils every instructional strategy employed by a teacher will end up in futility. According to Craw et al (1969) in NOUN (2012) reading readiness helps the child to be ready, willing and capable of reading. In line with Crawl et al. Okorie, Onwuka and Ukoh-Bethels (2015), the state of the readiness of a child is crucial in the attainment of any task. According to these scholars, who described reading as a complex task, reading readiness must be attained before success can be assessed. In fact UNICEF (2012) recognizes this fact hence it described reading readiness as a process of preparing a child for reading; encouraging the child to read and engaging the child in reading. It is pertinent to mention at this stage that reading readiness does not only prepare the child physically and emotionally, but socially. Thus, one can say that reading readiness is a state of development which prepares the child mentally, physically and socio-emotionally for reading experiences. In fact, the state of the reading readiness of a child will actually help to achieve the three domains of learning which are cognitive, affective and psychomotor domains.

It is important to note that reading readiness varies from one learner to the other. The reason is that not all learners are from the same background. Some children are from educated homes where they must have been exposed to reading before coming/ entering school, such children are at an advantaged position. However so many have never been exposed to any form of reading before coming/entering school thereby needing special assistance/individual attention. Therefore, teachers must ensure that both groups of children are carried along. According to Okorie et al, reading readiness is an act that manifests in a child's early development. This development according to them should be properly enhanced by parents, guardians and language instructors as well so that the best can be achieved of the child.

With the foundation of reading readiness put in place, whatever instructional method applied in teaching will be judged to be effective. Effective teaching of reading has been seen as a complex task, particularly at the primary school level therefore, it has remained an area of concern for stakeholders (NOUN, 2012). It is however, pertinent to state that there is no single method or combination of methods that can successfully teach all children to read. Therefore teachers must have a good knowledge of several methods for teaching reading. In addition, teachers must have a good knowledge of pupils' mental, physical and socio-emotional abilities and their background so as to identify a suitable method that will suit the children's needs. Method is defined as the way to deliver the materials from the teacher to the pupils. (Ariandika and Kartikawati 2018). According to Edward and Approach, (1963) in Ariandika and Kartikawati (2018), Method is an overall plan which has systematic steps to deliver the material which consists of certain procedures of teaching. In this paper the following methods which are appropriate for teaching reading in the primary school will be discussed. The methods which are based on two major approaches – discrete and whole language approaches are: Phonics method, structural analysis method, look and say method, language experience method, basal reading method and literature based method. The first three methods fall under the discrete approach while the last three methods fall under the whole language method.

a) *Phonic method*

Phonics is often defined as dealing with units of pronunciation (individual letters, digraphs, consonant clusters and syllables). This method of teaching reading involves the teacher teaching the letters of the alphabet and their sounds first. Thereafter, the pupils are taught to blend the sounds phonetically to form words. In other words, it is a method based on the alphabetical principles of letter-sound association and spelling-sound association. Thus, pupils are to learn to read words according to the way they are pronounced orally. According to Reyhner, (2008) in NOUN (2012). The advocates of phonics method emphasized the importance of learners having a phonemic awareness, that is, the understanding of alphabetic principles that the spellings of words relate to how they sound when spoken. The strategy employed in this method is to encourage pupils to read words the way they are spelt.

The English alphabet consists of 26 letters and about 44 sounds called phonemes. The phoneme is the smallest unit of sound in English. The duty of the teacher is therefore, to teach the pupil the ability to recognize the distinct sounds (phonemes) in the word before reading commences. The knowledge of phonics enables learners to interpret the meaning of text/passages (NOUN, 2012). It is pertinent to mention that there is inconsistency in the sounds of the letters of the English language. For instance, there are some letters that have different sounds in different words. Example a word like 'Catch' the 'c' sounds like 'k' but a word like 'City', the c sound like 's' (NOUN, 2012). This inconsistency tends to give students problems using this method smoothly.

According to (NOUN 2012) there are some important tips the teacher must bear in mind in using the phonics method and they are:

i. The teacher must ensure that the pupils are able to recognize and read the letters of the alphabet.

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ii. Expose pupils to a wide range of vocabulary and phrases through oral activities.
iii. The teacher should use graded reading materials with pictures, and vocabulary at the learner's level. Teaching should be such that it moves from simple to complex.
iv. Teachers can start teaching any form of the letters of the alphabet (capital or lowercase). However, since lower case is often used in writing words, the teacher can start with lowercase.
v. Teachers should try to teach pupils to break the word up sounding each of the sounds the letter makes within a word. For example, teach the learners to sound each letter, c-a-t and then say the word, cat.
vi. Children love fun. Therefore, the teacher should turn learning into a game and make it fun. Children hardly forget learning of this nature.
vii. To teach effectively the teacher must move from the known to the unknown. Therefore use words and names of objects and places that children are familiar with.
viii. Teaching reading requires a lot of patience on the part of the teacher, thus, the teacher must be very patient when teaching reading
ix. Have children learn in this progression when teaching phonics:

1. Alliteration, Rhymes, Onsets, Rims.
2. Single consonant sounds.
3. Consonant clusters (bl, gr and sp)
4. Consonant digraphs (sh, ch and th)
5. Short vowels.
6. Long vowels.
7. Vowel or vowel-consonant pairs (oo, ew, oi, and oy)

Suffice it to say that this method has its advantages and disadvantages. However, the advantages seem to outweigh the disadvantages if it is well utilized.

b) Structural Analysis Method

Structural analysis is the process of breaking words down into their basic parts to determine their meaning. It can also be described as the use of word parts to help determine the meaning and pronunciation of words. The primary aim of structural analysis is to give students insight into both the pronunciation and the meaning of the unknown word. It is a powerful vocabulary tool since knowledge of a few word parts can give a learner clues to the meaning of a large number of words. Words are usually broken into three parts, the prefix, root and the suffix. The structural analysis method is used to facilitate decoding as students become more proficient readers. The advanced decoding strategies help students learn parts of words so that they can more easily decode unknown multi-syllabic words. In a nutshell, the structural method is based on the structure or form of a word, made of one, or several syllables. By recognizing the syllables in a word, the child is able to read easily. For this method to be effective, the teacher must teach the pupils/ students oral communication activities to recognize words of one or more syllables. Making pupils recognize that words are pronounced by syllables when they are learning to speak and listen, will facilitate teaching this principle when they begin to read (NOUN, 2012).

The best way to teach beginning readers how to use structural analysis is to explain what prefixes, suffixes and root words are and then build on the words they already know so that they can break down unknown words into smaller, more familiar parts. Nagy, Osborn, Winfor and O'Flahavan (1992) recommended five guiding principles for the effective utilization of the structural method. They include.

i. Teacher should provide explicit explanation on the particular activity they are presenting to the students in the form of reading experiences,
ii. The teacher should help the students to recognize the diversity of English word structure,
iii. The teacher must make the limitations of structural analysis clear, reminding them that structural analysis may sometimes give incomplete or misleading information, and explain how to recognize such cases and what to do when they arise,
iv. Teachers must use extended text in opportunities for application,
v. Teachers must rely on examples more than abstract rules, principles or definitions.

Just like the phonic method, the structural analysis method has its advantages and disadvantages.

c) Look and Say Method

This method is often used to teach vocabulary. So when students learn to say a new word, they learn to read it. According to NOUN (2012), the method is based on the belief that the child will read with ease if such a child is able to identify a word through its features by looking at the written form. With the look and say method, students learn to recognize whole words or sentences rather than individual sounds. In this method, the students look at the word which the teacher says and in turn, repeat the word. Flashcards with individual words written on them are used for the method often accompanied with a related picture. Ideally, it is better to use a whole short sentence representing the picture displayed. Sentence strips or word cards can be very effective in using this method. The look and say method is very effective for teaching and reading sight words, that is , words which pupils have orally learnt, and are familiar with through listening and speaking activities (NOUN, 2012). Just like the other methods – the phonics and structural analysis method, this method

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has its own advantages and disadvantages, however, the method can be very effective when combined with the phonics method.

d) Language Experience Method

Some scholars call it an approach, others call it method. Both method and approach are used interchangeably by some scholars. How it is called or what it is called is not important, what is important to this research is its importance in teaching reading effectively. The Language Experience Approach (LEA), was developed by Russel Stauffer in 1980. It is a method that focuses on meaning construction in reading Holdaway (1979) in Ward (2005). According to Ward (2005), even though the prior knowledge of the study tended to be limited, it was acquired through their experiences and represented what mattered to them, relative to the curriculum. According to Ward, it also emphasizes literacy development through building language experiences. The language experience approach/method is a method of teaching a learner to read his/her own spoken words. The philosophy behind this approach/method is expressed in the following statement.

What a person thinks can be spoken. What is spoken can be written. What is written can be read (NALA).

In other words, whatever a person thinks in his/her mind can be voiced out in speech (spoken) and whatever is voiced out/spoken can be written down and whatever is written can be read. This philosophy is a pointer to the fact that the skills of language (listening, speaking, reading and writing) are interrelated and interwoven. This being the case, the language experience method of teaching uses teaching, learning activities and material based on the learners' experiences. Research has shown that early language learners benefit from rich tasks that provide them with adequate opportunities to hear, see, use and manipulate language in contextualized, purposeful ways. In this method/approach at the lower primary school level, teachers use a shared experience – often involving photographic images of that experience – as a prompt to collectively write a text with the learners. The text becomes a text that the group reads, re-reads, revises and extends. In this process teachers can draw learners' attention to phonetic and semantic patterns in the co-constructed text. The teacher can also use the pupils' unedited utterances/speeches. As they tell stories based on their personal experiences, the teacher writes the stories on charts or boards (chalkboards or whiteboards). With the aid of the teacher, the pupils' reads the stories repeatedly until they can associate the written utterances with the spoken (NOUN, 2012). For this approach to be effective, the teacher must be actively involved in the sense that individual attention is required by the students. The learners benefit immensely from this method because they are reading what they have talked about. This assertion was made in the findings of Ward (2005), when she declared that language experiences help students develop the understanding of reading and writing and should therefore, be a bigger part of early literacy programs.

e) The Basal Reader Method

The word basal means 'basic' or 'fundamental'. This method teaches students to read through a series of texts that teach students to read by focusing on basic linguistic concepts, reading skills, and vocabulary. The texts which are used for the basal reading are created with the purpose of teaching children how to read. Usually, the basal reading programme is structured to introduce the basics of reading, like letters of the alphabet, parts of speech and suffixes, before moving into more complex things such as sentence and paragraph structure. Simply put, this method teaches reading using graded basal readers series. These are text/materials specifically designed to teach reading. The basal series usually have work books and manuals. The workbook helps to reinforce skills taught in the class while the manual guide guides the teacher in the teaching and learning process. It is pertinent to mention that basal series incorporate all aspects of the reading programme such as word recognition, oral reading, silent reading, comprehension, reading for pleasure or for information.(Noun, 2012; Adam, 2017)

f) The Literature Based method

This method or approach is defined as "teaching children to read using pieces of literature, both fiction and non-fiction, which were written for purposes other than to be used as text for reading instruction (Allison, 2016). The beauty of this approach according to Johnson (2005) is that the teacher can use any book that is interesting to children and at the same time learn skills that cut across how to answer comprehension questions, ability to express opinion and even to evaluate texts. The books which are usually selected by the teacher are graded to meet different levels of difficulty. According to NOUN (2012) children are free to choose from picture telling text and the more difficult ones.

In this method/approach the teacher's role include:

i. Giving individual attention to pupils in order to listen to their individual readings so as to identify areas of difficulty,
ii. Teachers encourages sustained reading by ensuring availability of text and monitoring learners' progress,
iii. The teacher ensures guided reading by giving comprehension questions on some literary texts etc.
iv. From the foregoing, this approach places certain demands on the teachers for their preparation and execution. Just like all other methods/approach

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discussed in this paper, the approach has its advantages and disadvantages.

V. Conclusion

This paper, which focused on the teaching of reading in primary schools, has discussed the nature of reading, the basic skills of reading, reading readiness amongst pupils and most importantly, the various methods of teaching reading at the primary level of the educational hierarchy. It has been observed that as good as each of the methods sounded, no one approach or method can claim to have answers to all language teaching problems. As observed from the reviewed literature, reading readiness is very fundamental to effective teaching of reading. Secondly, no method or approach is completely bad; much depends on the teacher who adopts it and the situation that warranted the adoption. However, no teacher should adopt one particular method for the effective teaching of reading. For best results, two or more methods can be combined. Therefore, a knowledge of all methods/approach will enhance the teaching of reading at the primary school level.

VI. Recommendations

Based on the conclusion, the following recommendations were made:

1. School proprietors should ensure that only trained and qualified teachers are employed to teach English language in primary school.
2. Government should as a matter of policy employ specialist teachers to handle English language as a subject at the primary school level.
3. Government should encourage the training and re-training of English language teachers from time to time in order to be conversant with new trends of teaching English language at the primary school level.

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FSSRC/ASSRC is the most prestigious membership of Global Journals accredited by Open Association of Research Society, U.S.A (OARS). The credentials of Fellow and Associate designations signify that the researcher has gained the knowledge of the fundamental and high-level concepts, and is a subject matter expert, proficient in an expertise course covering the professional code of conduct, and follows recognized standards of practice. The credentials are designated only to the researchers, scientists, and professionals that have been selected by a rigorous process by our Editorial Board and Management Board.

Associates of FSSRC/ASSRC are scientists and researchers from around the world are working on projects/researches that have huge potentials. Members support Global Journals' mission to advance technology for humanity and the profession.

FSSRC

FELLOW OF SOCIAL SCIENCE RESEARCH COUNCIL

FELLOW OF SOCIAL SCIENCE RESEARCH COUNCIL is the most prestigious membership of Global Journals. It is an award and membership granted to individuals that the Open Association of Research Society judges to have made a 'substantial contribution to the improvement of computer science, technology, and electronics engineering.

The primary objective is to recognize the leaders in research and scientific fields of the current era with a global perspective and to create a channel between them and other researchers for better exposure and knowledge sharing. Members are most eminent scientists, engineers, and technologists from all across the world. Fellows are elected for life through a peer review process on the basis of excellence in the respective domain. There is no limit on the number of new nominations made in any year. Each year, the Open Association of Research Society elect up to 12 new Fellow Members.

Benefit

To the institution

Get letter of appreciation

Global Journals sends a letter of appreciation of author to the Dean or CEO of the University or Company of which author is a part, signed by editor in chief or chief author.

Exclusive Network

Get access to a closed network

A FSSRC member gets access to a closed network of Tier 1 researchers and scientists with direct communication channel through our website. Fellows can reach out to other members or researchers directly. They should also be open to reaching out by other.

Career | Credibility | Exclusive | Reputation

Certificate

Certificate, LoR and Laser-Momento

Fellows receive a printed copy of a certificate signed by our Chief Author that may be used for academic purposes and a personal recommendation letter to the dean of member's university.

Career | Credibility | Exclusive | Reputation

Designation

Get honored title of membership

Fellows can use the honored title of membership. The “FSSRC” is an honored title which is accorded to a person’s name viz. Dr. John E. Hall, Ph.D., FSSRC or William Walldroff, M.S., FSSRC.

Career | Credibility | Exclusive | Reputation

Recognition on the Platform

Better visibility and citation

All the Fellow members of FSSRC get a badge of "Leading Member of Global Journals" on the Research Community that distinguishes them from others. Additionally, the profile is also partially maintained by our team for better visibility and citation. All fellows get a dedicated page on the website with their biography.

Career | Credibility | Reputation

Future Work

Get discounts on the future publications

Fellows receive discounts on future publications with Global Journals up to 60%. Through our recommendation programs, members also receive discounts on publications made with OARS affiliated organizations.

Career Financial

GJ Account

Unlimited forward of emails

Fellows get secure and fast GJ work emails with unlimited forward of emails that they may use them as their primary email. For example, john [AT] globaljournals [DOT] org.

Career Credibility Reputation

Premium Tools

Access to all the premium tools

To take future researches to the zenith, fellows receive access to all the premium tools that Global Journals have to offer along with the partnership with some of the best marketing leading tools out there.

Financial

Conferences & Events

Organize seminar/conference

Fellows are authorized to organize symposium/seminar/conference on behalf of Global Journal Incorporation (USA). They can also participate in the same organized by another institution as representative of Global Journal. In both the cases, it is mandatory for him to discuss with us and obtain our consent. Additionally, they get free research conferences (and others) alerts.

Career Credibility Financial

Early Invitations

Early invitations to all the symposiums, seminars, conferences

All fellows receive the early invitations to all the symposiums, seminars, conferences and webinars hosted by Global Journals in their subject.

Exclusive

Publishing Articles & Books

Earn 60% of sales proceeds

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Exclusive Financial

Reviewers

Get a remuneration of 15% of author fees

Fellow members are eligible to join as a paid peer reviewer at Global Journals Incorporation (USA) and can get a remuneration of 15% of author fees, taken from the author of a respective paper.

Financial

Access to Editorial Board

Become a member of the Editorial Board

Fellows may join as a member of the Editorial Board of Global Journals Incorporation (USA) after successful completion of three years as Fellow and as Peer Reviewer. Additionally, Fellows get a chance to nominate other members for Editorial Board.

Career Credibility Exclusive Reputation

And Much More

Get access to scientific museums and observatories across the globe

All members get access to 5 selected scientific museums and observatories across the globe. All researches published with Global Journals will be kept under deep archival facilities across regions for future protections and disaster recovery. They get 10 GB free secure cloud access for storing research files.

ASSRC

ASSOCIATE OF SOCIAL SCIENCE RESEARCH COUNCIL

ASSOCIATE OF SOCIAL SCIENCE RESEARCH COUNCIL is the membership of Global Journals awarded to individuals that the Open Association of Research Society judges to have made a 'substantial contribution to the improvement of computer science, technology, and electronics engineering.

> The primary objective is to recognize the leaders in research and scientific fields of the current era with a global perspective and to create a channel between them and other researchers for better exposure and knowledge sharing. Members are most eminent scientists, engineers, and technologists from all across the world. Associate membership can later be promoted to Fellow Membership. Associates are elected for life through a peer review process on the basis of excellence in the respective domain. There is no limit on the number of new nominations made in any year. Each year, the Open Association of Research Society elect up to 12 new Associate Members.

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Exclusive Network

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A ASSRC member gets access to a closed network of Tier 2 researchers and scientists with direct communication channel through our website. Associates can reach out to other members or researchers directly. They should also be open to reaching out by other.

Career | Credibility | Exclusive | Reputation

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Career | Credibility | Exclusive | Reputation

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Career | Credibility | Reputation

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Exclusive

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Publishing Articles & Books

Earn 60% of sales proceeds

Associates can publish articles (limited) without any fees. Also, they can earn up to 30-40% of sales proceeds from the sale of reference/review books/literature/publishing of research paper.

Exclusive Financial

Reviewers

Get a remuneration of 15% of author fees

Associate members are eligible to join as a paid peer reviewer at Global Journals Incorporation (USA) and can get a remuneration of 15% of author fees, taken from the author of a respective paper.

Financial

And Much More

Get access to scientific museums and observatories across the globe

All members get access to 2 selected scientific museums and observatories across the globe. All researches published with Global Journals will be kept under deep archival facilities across regions for future protections and disaster recovery. They get 5 GB free secure cloud access for storing research files.

Associate	Fellow	Research Group	Basic
$4800 **lifetime designation**	$6800 **lifetime designation**	$12500.00 **organizational**	APC **per article**
Certificate, LoR and Momento **2** discounted publishing/year **Gradation** of Research **10** research contacts/day **1 GB** Cloud Storage **GJ** Community Access	**Certificate,** LoR and Momento **Unlimited** discounted publishing/year **Gradation** of Research **Unlimited** research contacts/day **5 GB** Cloud Storage **Online Presense** Assistance **GJ** Community Access	**Certificates,** LoRs and Momentos **Unlimited** free publishing/year **Gradation** of Research **Unlimited** research contacts/day **Unlimited** Cloud Storage **Online Presense** Assistance **GJ** Community Access	**GJ** Community Access

Preferred Author Guidelines

We accept the manuscript submissions in any standard (generic) format.

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

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

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

Before and during Submission

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

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

Declaration of Conflicts of Interest

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

Policy on Plagiarism

Plagiarism is not acceptable in Global Journals submissions at all.

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

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

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

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

Authorship Policies

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

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

Changes in Authorship

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

Copyright

During submission of the manuscript, the author is confirming an exclusive license agreement with Global Journals which gives Global Journals the authority to reproduce, reuse, and republish authors' research. We also believe in flexible copyright terms where copyright may remain with authors/employers/institutions as well. Contact your editor after acceptance to choose your copyright policy. You may follow this form for copyright transfers.

Appealing Decisions

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

Acknowledgments

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

Declaration of funding sources

Global Journals is in partnership with various universities, laboratories, and other institutions worldwide in the research domain. Authors are requested to disclose their source of funding during every stage of their research, such as making analysis, performing laboratory operations, computing data, and using institutional resources, from writing an article to its submission. This will also help authors to get reimbursements by requesting an open access publication letter from Global Journals and submitting to the respective funding source.

Preparing your Manuscript

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

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

Manuscript Style Instruction (Optional)

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

Structure and Format of Manuscript

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

A research paper must include:

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

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

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

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

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

Format Structure

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

All manuscripts submitted to Global Journals should include:

Title

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

Author details

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

Abstract

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

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

Keywords

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

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

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

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

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

Numerical Methods

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

Abbreviations

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

Formulas and equations

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

Tables, Figures, and Figure Legends

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

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Figures

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

Preparation of Eletronic Figures for Publication

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

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

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

Tips for writing a good quality Social Science Research Paper

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Informal Guidelines of Research Paper Writing

Key points to remember:

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

Final points:

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

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

The discussion section:

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

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

General style:

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

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

Mistakes to avoid:

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

Title page:

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

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

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

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

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

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

Approach:

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

Introduction:

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

The following approach can create a valuable beginning:

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

Approach:

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

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

Procedures (methods and materials):

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

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

Materials:

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

Methods:

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

Approach:

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

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

What to keep away from:

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

Results:

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

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

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

Content:

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

What to stay away from:

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

Approach:

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

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

If you desire, you may place your figures and tables properly within the text of your results section.

Figures and tables:

If you put figures and tables at the end of some details, make certain that they are visibly distinguished from any attached appendix materials, such as raw facts. Whatever the position, each table must be titled, numbered one after the other, and include a heading. All figures and tables must be divided from the text.

Discussion:

The discussion is expected to be the trickiest segment to write. A lot of papers submitted to the journal are discarded based on problems with the discussion. There is no rule for how long an argument should be.

Position your understanding of the outcome visibly to lead the reviewer through your conclusions, and then finish the paper with a summing up of the implications of the study. The purpose here is to offer an understanding of your results and support all of your conclusions, using facts from your research and generally accepted information, if suitable. The implication of results should be fully described.

Infer your data in the conversation in suitable depth. This means that when you clarify an observable fact, you must explain mechanisms that may account for the observation. If your results vary from your prospect, make clear why that may have happened. If your results agree, then explain the theory that the proof supported. It is never suitable to just state that the data approved the prospect, and let it drop at that. Make a decision as to whether each premise is supported or discarded or if you cannot make a conclusion with assurance. Do not just dismiss a study or part of a study as "uncertain."

Research papers are not acknowledged if the work is imperfect. Draw what conclusions you can based upon the results that you have, and take care of the study as a finished work.

- o You may propose future guidelines, such as how an experiment might be personalized to accomplish a new idea.
- o Give details of all of your remarks as much as possible, focusing on mechanisms.
- o Make a decision as to whether the tentative design sufficiently addressed the theory and whether or not it was correctly restricted. Try to present substitute explanations if they are sensible alternatives.
- o One piece of research will not counter an overall question, so maintain the large picture in mind. Where do you go next? The best studies unlock new avenues of study. What questions remain?
- o Recommendations for detailed papers will offer supplementary suggestions.

Approach:

When you refer to information, differentiate data generated by your own studies from other available information. Present work done by specific persons (including you) in past tense.

Describe generally acknowledged facts and main beliefs in present tense.

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

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