Online ISSN : 2249-460X
Print ISSN : 0975-587X
DOI : 10.17406/GJHSS

Global Journal of Human Social Sciences: G

Linguistics & Education

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VOLUME 22 ISSUE 2 VERSION 1.0

Global Journal of Human-Social Science: G
Linguistics & Education

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Linguistics & Education

Volume 22 Issue 2 (Ver. 1.0)

Open Association of Research Society

Incorporation No.: 0423089
License No.: 42125/022010/1186
Registration No.: 430374
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Employer Identification Number (EIN):
USA Tax ID: 98-0673427

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United States of America
USA Toll Free: +001-888-839-7392
USA Toll Free Fax: +001-888-839-7392

Offset Typesetting

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Packaging & Continental Dispatching

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Yearly Subscription (Personal & Institutional)
250 USD (B/W) & 350 USD (Color)

Contents of the Issue

Global Journal of human-social science: G
Linguistics & Education
Volume 22 Issue 2 Version 1.0 Year 2022
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Discourse-Pragmatic Functions for Applications to Shared and Thematic Information Structures

By Eri Kondo
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Abstract- This paper investigates that brief connections between usages of left-dislocations in American discourse and discourse functions for developing conversation statuses based on conversation analyses in pragmatics. It also reveals that speakers' intentions are shown in a conversation for maintaining topic continuity as a tool of discourse function. It is hard to account that word order is manipulative; however, hypotheses that we can bear out discourse functions technically are demonstrated. As the point, the aspect proves that the conversation analyses are correlated with a discourse speakers talk unconsciously to construct good relationships between friends and new classmates. It may be difficult to find theories of discourse structures and information statues; however, we must try to appeal and reach new analyses.

Keywords: discourse structures, conversation analysis, marked word order, pragmatics.

GJHSS-G Classification: FOR Code: 339999p

DISCOURSEPRAGMATICFUNCTIONSFORAPPLICATIONSTOSHAREDANDTHEMATICINFORMATIONSTRUCTURES

Strictly as per the compliance and regulations of:

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Eri Kondo

Abstract- This paper investigates that brief connections between usages of left-dislocations in American discourse and discourse functions for developing conversation statuses based on conversation analyses in pragmatics. It also reveals that speakers' intentions are shown in a conversation for maintaining topic continuity as a tool of discourse function. It is hard to account that word order is manipulative; however, hypotheses that we can bear out discourse functions technically are demonstrated. As the point, the aspect proves that the conversation analyses are correlated with a discourse speakers talk unconsciously to construct good relationships between friends and new classmates. It may be difficult to find theories of discourse structures and information statues; however, we must try to appeal and reach new analyses.

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I. Introduction

In this paper, we describe the discourse-pragmatic functions of left-dislocation in American English discourse and descriptively observe how the particular word order relates with the discourse context or the discourse unit; moreover, with a speaker's communicative intention. As for the term discourse-pragmatics, in this paper, we follow the definition by Lambrecht (1994), in the state that "since discourse involves the use of sentences in communicative settings, such research is associated with the general area of pragmatics (p. 2)". In addition, in this paper, we put forward two terms, which are discourse-pragmatic function and discourse function. In this thesis, the analyses argue the discourse-pragmatic functions through the usages of left-dislocations as a speaker's intention, assistance, and goal in the communicative discourse context. On the other hand, the discourse function draws upon the phenomena of the work in the discourse context.

We have to give a grammatical explanation of the term, left-dislocation. Left-dislocation is a marked word order, which derives from the canonical SVO word order of English (Ross, 1967). Traditionally, left-dislocation has been characterized in terms of the preposing a noun phrase from a proposition into the initial sentence position that is external to it, which contains a coreferential pronominal reference with the left-dislocated noun phrase (Ross, 1967). Examples are here:

1) Cathy, she is not a good friend herself.
2) That boy, he's supposed to be awe some.

In (1) and (2), each initial noun phrase, 'Cathy' and 'that boy' is supposed from each proposition: the canonical word order of (1) is 'Cathy is not a good friend herself' and that of (2) is 'That boy's supposed to be awe some.'

Given the non-canonical structure of left-dislocation, this paper aims to investigate how this marked word order construction is used for the speaker's aim to achieve some goals which would not be achievable by using the unmarked counterparts in the discourse context. It is significant to clarify that we are not trying to analyze the grammatical derivation of left-dislocation but to examine why some noun phrases are preposed in the discourse context. To this end, we rely on the functional linguistic perspective approach and attempt to describe the use of left-dislocation in discourse has particular roles in the discourse construction or the discourse unit. Some recent studies which analyze linguistic forms in discourse contexts (Fox, 1993) show that discourse data is saliently distinguishable from monologic data. In this respect, this paper is based on the insights of functional and interactional-oriented studies that look at the functions of left-dislocation in the discourse. In the next section, we will introduce studies focused on discourse functions of left-dislocation (Keenan-Ochs & Schieffelin, 1976; Ono & Thompson, 1994; Gundel, 1985; Prince, 1985, 1997).

II. Theoretical Background

In general, many types of research on left-dislocation have shown that the function is to topicalize a referent (Halliday, 1967; Reinhart, 1981). However, these studies focus on the function of left-dislocation in one sentence rather than in a discourse context. Keenan-Ochs and Schieffelin (1976), who have examined the discourse function of left-dislocation, regard the usage of left-dislocation in discourse as a speaker's strategy in the communicative work. They propose that the speaker brings a referent into the foreground of the listener's consciousness by left-dislocation; then, the referent is usually not currently a center of attention; that is, it is not the current topic in the discourse context (p. 242). They indicate three discourse functions of left-dislocation: (i) to introduce a discourse-new referent, (ii) to reintroduce a referent into

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the discourse when the referent is not in the foreground of the speaker's and hearer's minds, and (iii) to give an emphasis upon a referent. They note that the former two functions, (i) and (ii), are functions in the use of left-dislocations; on the contrary, the latter function, (iii), is a minor. Each discourse function is shown in the following examples;

3)
1. K: Yeah// Yeah! No matter how old// you are
2. L: Yeah. Mh hm
3. Parents don't understand.
4. *But all grownups w-they do it to kids.*
5. Whether they're your own or not.

(Keenan-Ochs & Schieffelin, 1976, p. 243)

4)
1. K: An' I got a red sweater, an' a white one, an' other
2. sweaters, you know,
3. And uh my sister loves borrowing
4. my sweaters because they're pullovers, you know,
5. she c'n wear a blouse under'em
6. an' she thinks "Well this is great"
7. *An' so my red sweater, I haven't seen it*
8. *Since I got it.*

(Keenan-Ochs & Schieffelin, 1976, p. 243)

5)
1. L: T'know some of 'em are darmn tall and goodlooking
2. they could pass for (t)- nineteen.//
3. A twelve year old guy comes over
4. I say who's y-older brother is he?
5. He's not he's in the A7.
6. R: But they don't-
7. But they don't have a brain to go with it hehhh
8. L: *These kids I don't believe it they're six foot.*

(Keenan-Ochs & Schieffelin, 1976, p. 245-6)

In example (3), the left-dislocation at line 4 introduces a discourse-new referent, 'all grownups.' The precious topic is about the speaker's parents (Keenan-Ochs & Schieffelin, 1976, p. 243). In example (4), the left-dislocation at line 7 reintroduces a referent, 'my red sweater,' into the discourse. The referent appeared at line 1; however, it is not a topic lines 3 to 6. The main is 'my sister' in the discourse context (Keenan-Ochs & Schieffelin, 1976, p. 243). The left-dislocations in these two examples function to foreground a referent; but the left-dislocation at 8 in example (5) does not. The left-dislocated referent, 'these kids', is in the foreground of the speaker's and hearer's minds in the preceding discourse context. Keenan-Ochs and Schieffelin (1976, p. 245) state that "the speaker is using the basic function of focusing the listener's attention on some referent to amplify the attention paid to some referent under discussion." They report this type is a minor focus function of left-dislocation, and it occupies 6.6 percent of the total left-dislocations in their data. From a similar perspective, Ono & Thompson (1994) suggest that the discourse function of left-dislocation is particular for establishing or tracking a referent in the discourse context.

The characteristic of the left-dislocated referent or noun phrase is belonging to Keenan and Schieffelin (1976), Ono & Thompson (1994), Gundel (1985), and Prince (1985, 1997). According to Keenan-Ochs and Schieffelin, the left-dislocated referent typically seems to be an entity known to or knowable by the hearer from a non-verbal context or from prior background experiences; and it is an entity that the hearer can identify or recognize a referent of representation (p. 242). Similarly, Gundel (1985) and Prince (1985, 1997) also point out that the possibility of an appearance of left-dislocation depends on a speaker's familiarity with a referent in the discourse. In other words, a referent which a speaker refers to by left-dislocation has a unique referent that the hearer can identify from previous utterances or extra-linguistic contexts, as for the formal features of left-dislocated noun phrases, Ono & Thompson (1994) note that they are defined as 100 percent fully specified noun phrases such as proper nouns or noun phrases with determiners or genitive modifiers (p. 410).

In this study, we mainly reexamine the discourse functions of left-dislocation suggested by Keenan-Ochs & Schieffelin (1976) and Ono & Thompson (1994), and descriptively demonstrate it. As for the descriptive approach, we use a measurement proposed by Givón (1983). Therefore, it is accountable for in the next chapter. We then demonstrate how the left-dislocations in our data work in the discourse context and the discourse unit, based on the calculation.

Next, we investigate the definiteness of the left-dislocated referents in our data that are identifiable for the hearer in the discourse context.

Finally, we characterize the discourse-pragmatic functions of the left-dislocations. Then, we attempt to simplify the speaker's communicative intention in the usages of left-dislocation in the discourse context.

III. Data and Methodology

The data for this study consists of three corpora of the Santa Barbara Corpus of Spoken American English. All of them are face-to-face conversations: one corpus is that over dinner in a private home among four male speakers, and they are friends. They mainly talk about the dance called the lambada and about a party. Another corpus is the face-to-face conversation with cooking dinner in the kitchen among three speakers. One of the three speakers is female, and the two are male; and they are friends. They mainly talk about the decay of nature or their personal stories. Another corpus is a face-to-face conversation at the living room among two speakers, and they are female friends. They mainly talk about their personal stories or a party to which the host invited one speaker.

My database consists of 77 minutes of conversation transcribed into intonation units, of which there are 4633 (cf. Du Bois, Schuetze-Coburn, Cumming, & Paolino, 1993; Du Bois & Schuetze-Coburn, 1993). An intonation unit refers to a spurt of talk produced under a coherent intonation contour, often is connected to a pause.

For the present study, we apply two calculations proposed by Givón (1983): one calculation is a "referential distance (look back)," and the other one is a "topic persistence." The calculation of referential distance shows the gap between the previous occurrence of a referent or a topic in the discourse and its current occurrence in a clause, significant for a particular grammatical coding device. The gap is obvious in the number of clauses to the left of the present occurrence of the grammatical coding device in the discourse context (p. 13). The test of referential distance will clarify whether the left-dislocated noun phrase in our data appears to introduce or reintroduce a referent in the discourse context. It also shows whether the left-dislocated referent is topical in the previous discourse context. Givón (1983) explains that the calculation of topic persistence, on the other hand, looks at the subsequent discourse. It shows the reflection of a topic's importance in the discourse context and the speaker's topical intention (p. 15). He says that "more important discourse topics appear more frequently in the following discourse (p. 15)." The persistence is measured in terms of the number of clauses to the right from a referent's present occurrence (p. 15). The test will clarify the topicality of the left-dislocated noun phrase in our data in the succeeding discourse context. For this study thus, the unit of analysis is a clause. Our database consists of 1753 clauses; these clauses are analytical. Moreover, we will measure not only the number of clauses but also the number of pronominal references which are coreferential with a left-dislocated noun phrase, and nominal references which refer to the same referent with a left-dislocated noun phrase because the measurement more clearly shows the referential distance and the topic persistence of left-dislocation in our data.

As for the definition of left-dislocation in our data, we draw upon that by Ono & Thompson (1994): (a) the left-dislocated noun phrase has continuing intonation contours which signaled by a comma, not by a period in the transcription, (b) the left-dislocation causes to turn-taking by a speaker or a hearer between the left-dislocated noun phrase and the proposition, and (c) the left-dislocated noun phrase does not appear as a backchannel in the discourse context. Moreover, of course, we do not regard vocative as a left-dislocated noun phrase.

IV. Analysis and Results

In our data, the appearance of left-dislocation is 20 cases in the total. The total percentage of the total number of clauses (1753 clauses) is 1 %. We might say these are the limited ones. In this chapter, we analyze the discourse functions of the left-dislocations in the following sections, based on Givón's (1983) calculations. And we show the results of the referential distance and the topic persistence in the discourse context, in addition, to the forms and the stress of the left-dislocated referents.

a) *Discourse Function*

Left-dislocations occur to introduce or reintroduce a referent on story-telling discourse contexts. In other words, the speakers use them to foreground a referent or establish a referent as a topic in a discourse context; however, in fact, some left-dislocations in discourse contexts seem to work in different ways in respect of foregrounding a referent or managing a discourse. It is for this reason that left-dislocations in our data have various characteristics in the referential distance in the preceding discourse context and the topic persistence in the succeeding discourse context. Each also interacts with the discourse functions of the left-dislocations.

We divide the discourse functions of the left-dislocations in our data into four types: (1) to reintroduce a referent (hereafter Type 1), (2) to rephrase a referent (hereafter Type 2), (3) to characterize a referent (hereafter Type 3), and (4) to introduce a referent (hereafter Type 4). Type 1 is the discourse function of the left-dislocations in our data because it occupies 50 percent of the total; Type 2 is 35 percent, Type 3 is 5 percent, and Type 4 is 10 percent.

As for each characteristic of the referential distances, the topic persistence, the forms, and the stress of the left-dislocations, the left-dislocations in Type 1 have clausal gaps in the first introduction of referent into the discourse by the left-dislocation. In Type 1, the topic persistence is continuous in the left dislocations succeeding discourse context. Further, the forms of the left-dislocated noun phrases in Type 1 are proper nouns or nouns with the genitive modifiers. A lot of the left-dislocated noun phrases have the stress.

Then, the left-dislocations in Type 2 do not have a clausal gap between a referent and a left-dislocated referent which refers to a referent. The left-dislocated referent refers to the immediate previous referent. In other words, a topic in the discourse context is not particular by the left-dislocation in contrast with the left-dislocations in Type 1, which sets it apart as changing a theme in the discourse context. In Type 2, the topic persistence is not continuous in the succeeding discourse context, and this feature is also as opposed to that of Type 1. And the forms of the left-dislocated noun phrases in Type 2 are characterized by the following: the nouns with a demonstrative pronoun, 'that,' or with a definite article, 'the.' In addition, most of the left-dislocated noun phrases have the stress.

Next, the left-dislocation in Type 3 does not have a clausal gap between a referent and the left-dislocated referent, which refers to the referent; and the characteristic of the referential distance seems to be similar to that in Type 2. However, they differ in the topicality of the referent referred to by the left-dislocation in the previous discourse context. The left-dislocation in Type 2 refers to a referent that has a high topicality in the previous stage, and the referent referred to by the left-dislocation does not continue as a topic in the succeeding discourse context. The left-dislocation in Type 3, on the other hand, refers to a referent that is not a topic in the previous discourse context, and the referent referred to by the left-dislocation continues as a topic persistence is lower than of in Type 1. As for the form of the left-dislocated noun phrase in Type 3, it is the noun with a demonstrative pronoun, 'this.' The left-dislocated referent has weak stress.

Finally, the left-dislocations in Type 4, of course, do not have a clausal gap between a referent and the left-dislocated referent because the discourse function is to introduce a discourse-new referent. The topic persistence in the following discourse context is continuous, while it may not mean a topic persistence but rather a thematic structure. The difference between topic persistence and thematic persistence would be significant in the number of referential markings in the succeeding discourse context, described by the examples in the later section. As for the forms of the left-dislocated noun phrases, they are indefinite. And they have weak stress. We exemplify each type of the left-dislocations from our data in the following sub-sections.

i. *Type 1: Function to reintroduce a referent*

Here, we examine Type 1. The left-dislocation occurs to reintroduce a referent into the discourse context, where the speaker introduced the referent at the previous discourse; however, there is only one reference that refers to the referent at the context. The referent has not been a topic, but another referent has been a focus as a topic. Left-dislocations occur to focus on the referent as the topic in the discourse context. The speaker brings a referent into the foreground of the listener's consciousness by the left-dislocation. The following example (6) shows the case where the left-dislocation appears for the reintroduction of referent, which is not a central topic in the previous discourse context.

6)

1. ALINA: remember !Tyke?
2. .. Lived next door to Mom?
3. LENORE: .. % … Yeah=
4. ALINA: … Okay.
5. (H) .. Two weeks ago I'm watching TV,
6. .. and David Horowitz is going to have,
7. this former car .. radio thief on?
8. LENORE: … It's her boyfriend?
9. ALINA: (H) .. Yeah,
10. her ex-boyfriend.
11. .. ! Mike
12. … He's the one that stole ~Hector's radio.
13. LENORE: … How do you know?
14. ALINA: (H) Well,
15. … cause well,
16. .. he –
17. .. he was a cocaine addict.
18. So he's talking about,
19. <X he –
20. <X you know X> he's,
21. yeah, man,
22. he's gonna show us,
23. .. you know,
24. how X not X,
25. LENORE: (THROAT)
26. ALINA: to protect your car,
27. not to get it,
28. you know,
29. ripped off man.
30. Cause,
31. you know,
32. I –
33. .. yeah,
34. I was into it,
35. uh let me show you how easy it was VOX>.
36. (H) He's actually pretty intelligent.
37. .. You know he just –
38. … (H) uneducated,
39. so,
40. .. u=m,
41. .. (TSK) yeah=.
42. *~Hector's radio=,*
43. *it was bro=ken,*
44. we were gonna s- --
45. take *it* out and send *it* back to the factory,
46. to get a new factory,
47. .. (H) radio,
48. We never got a chance,
49. because,
50. the back window was broken,
51. and they stole it.

52. … *The radio.*
53. … And you can't send something back to the
54. factory,
55. that isn't there any [more],
56. LENORE: [<WH @@@ WH>]
57. ALINA: right?
58. .. So *he* never got *his [radio.*
59. LENORE: [It's really hard.
60. ALINA: (H) =]
61. LENORE: <WH Oh.
62. Shit WH>].
63. ALINA: So *he* got another radi[2o this2] summer,
64. LENORE: [2 (H)=2]
65. ALINA: but of course that got ripped off also.
66. <VOX But never mind VOX>.
67. (Hx [=])
68. LENORE: [*He*'s <X having X>] bad luck with that car.
69. What i- what i- what is this.
70. ALINA: .. (TSK) I don't know.

In this context, the speaker has told a story about which her acquaintance, 'Mike,' is the person who stole Hector's radio (line 11-12). 'Mike' and 'Hector's radio' are new in the discourse context. We can find the left-dislocation at 42-43: 'Hector's radio, it was broken.' The referent is reintroduced into the discourse because it has not been the center of the topic. The speaker has talked about 'Mike' from the line 11 to 38: 'he (=Mike) was a cocaine addict' at line 17, 'he (=Mike)'s talking about' at line 18, 'he (=Mike)'s gonna show us' at line 22, 'he (=Mike)'s actually pretty intelligent' at line 36, and 'he (=Mike) just uneducated' at line 37-38. The referent, 'Mike' is the main topic there; 'Hector's radio' is not. Accordingly, there is no an identified referent, 'Hector's radio' at line 13 to 41. After the interruptions such as 'so', 'um', and 'yeah' at line 39 to 41, the speaker has started talking about the referent, 'Hector's radio' at line 42. We can say that the function of left-dislocation is to reintroduce the referent into the discourse context. In this example, there are clausal gaps between the previous utterance at line 12 and the current one at line 42, where it contains nine clauses.

The left-dislocation is used to foreground the referent in the background of the hearer's consciousness and to make the topic-marking. The speaker has talked about 'Hector's radio' in the succeeding contexts at line 42 to 68: for example, 'we were gonna take it (=Hector's radio) out and send it (=Hector's radio) back to the factory' at line 44 to 45, 'he (=Hector) never got his radio' at line 58, and 'he (=Hector)'s having bad luck with that car' at line 68. There are ten pronominal or nominal referents that refer to or presuppose 'Hector's radio' after the left-dislocation at line 42-43. It is represented: 'it, radio, he, his radio, that, and we (because Hector is Alina's husband)'. There are 15 pronominal and nominal references which refer to the left-dislocated referent among 12 clauses. Thus, we see that the function can maintain the topic persistence.

ii. *Type 2: Function to rephrase a referent*

The left-dislocations in Type 2 occur to rephrase a previous topical referent, and it is in the foreground of the listener's consciousness. The discourse function gives the speaker special emphasis or comment upon a particular entity mentioned in the prior utterance. Moreover, the topic persistence is not particular in the succeeding discourse context. Characteristically, the speakers use the left-dislocation when they finish talking a story about the referent. We found 7 cases or 35 percent of this type.

7)

1. ALINA: %Th- .. the friend that was there with them,
2. is this older guy with *this young chick.*
3. LENORE: (H)
4. ALINA: … <VOX And *she* was like a real pill,
5. you know,
6. LENORE: [@@@@@@@]
7. ALINA: [she's sitting there,
8. with <X this X> hair=] pulled back,
9. in <X a X> little pony [2tail=2].
10. LENORE: [2@2] [3 (H) 3]
11. ALINA: [3And she's like3] <X sitting there= and X>VOX>,
12. (H) he said,
13. I would have been here,
14. but <VOX she was so late.
15. And getting her any place on time VOX>,
16. she's going,
17. (H) <VOX well,
18. I had to get rea=dy= VOX>.
19. .. [I don't know why=.
20. LENORE: [@@@@@@@ @@]@@@
21. ALINA: <@ (SNORT) @> @@]
22. (H) Nothing was gonna help her.
23. (H) No make up,
24. no nothing,
25. Cause she's the little <VOX gir=l,
26. and he's the older man,
27. and [he's taking care of me VOX>].
28. LENORE: [(H)=]
29. ALINA: (SNIFF)
30. LENORE: … G[od],
31. ALINA: [(TSK)]
32. LENORE: .. you know, some,
33. .. (H) <Q you know,
34. .. (Hx) she's so vulnerable Q>.
35. ALINA: [(DRINK)]
36. LENORE: [(H) She's probably like] twenty-six,

37. .. <Q and she looks thirteen,
38. and it ['s just so],
39. [@@@]
40. ALINA: *[That] stupid little b=itch,*
41. *She just married [2d=addy to take care of her.*
42. LENORE: [2 (H) (SWALLOW) (Hx)2]
43. ALINA: (H)2] .. They all live down like in Del Mar.

In this context, the speakers, Alina and Lenore, have talked about one girl who has been at a party to which she has gone at line 1 to 43. The first mention occurs as 'this young chick' in line 2. The left-dislocation is at lines 40 to 41: 'that stupid little bitch, she just married daddy to take care of her.' The left-dislocated referent refers to the referent, 'this young chick.' The left-dislocated referent is argued as the topical thing when the speaker uses the left-dislocation. There are 11 pronominal references in the succeeding discourse context of the nominal reference at line 2. The speaker gives a comment on the girl. In addition, in line 43, the speaker starts talking about another topic. Here, of course, it should be sure that the pronominal reference, 'they,' refers to the girl in line 43. However, the center topic or story in the following discourse is not focused on only the girl, but rather on the lifestyle of the older guy and the girl of line 1-2. In this sense, the topic change is noticeable in the discourse context. In summary, we can say that the left-dislocation is used to rephrase the previous referent, that is, to give a final comment on a story and to give an emphasis upon the referent.

iii. *Type 3: Function to characterize a referent*

In this section, we examine the left-dislocation in Type 3. The left-dislocated referent refers to an immediate previous referent; however, the referent is not topical in the discourse context. The speaker uses the left-dislocation to characterize the utterance by themselves.

8)
1. ALINA: Well I didn't get along with !Dennis at all,
2. he was a jerk.
3. .. I did not like him.
4. .. Period.
5. (H) And !Spargo was okay.
6. .. (H) And we go out,
7. … and,
8. so, I walk in,
9. .. I see two paddlers.
10. .. and *these guys- --,*
11. *they were at each other's throats,*
12. <MRC the whole= … ni=ght … lo=ng.
13. … Competition .. galore MRC>
14. LENORE: … Really.
15. ALINA: .. Oh, yeah.
16. .. Each one was fighting for our affection [s].
17. LENORE: [%]
18. ALINA: … That was very apparent.
19. I knew that was gonna happen.
20. (H) Plus they didn't like each other.
21. (H) !Spar- --
22. Well !Spargo was ol=der,
23. … you know,
24. and he was real bright,

In this context, the speaker, Alina, is talking about the event at a party she visited. There are many persons in this discourse context: 'Dennis' at line 1, 'Spargo' at lines 5 and 21-22, and 'two paddlers' at line 9. The topic changes one after another in the discourse context. The left-dislocated referent at line 10-11 refers to the immediate previous utterance at line 9. In this example, the speaker characterized the referent by the left-dislocation.

As for the topic persistence, the left-dislocated referent, 'these guys,' is referred to by pronominal references in the following context: 'each one' at line 16 and 'they' at line 20. We can say that the topic persistence is lower than that of referent in Type 1. Moreover, the left-dislocated noun phrase occurs with the demonstrative 'this.' The noun phrase has weak stress.

iv. *Type 4: Function to introduce a referent*

In this section, finally, we demonstrate the discourse function of the left-dislocations in Type 4. The left-dislocated referent occurs in the discourse context. In other words, the left-dislocations are significant to introduce a referent. We found 2 cases or 10 percent in this type of total.

9)
1. MARILYN: … Mhm.
2. … Yeah.
3. *… little lemons from the tree,*
4. *they're still kinda yucky.*
5. .. <@ You know @>,
6. (H) we came back from a,
7. … we had to go to … the Ritz Carlton,
8. <X out in X> <VOX Laguna VOX>,
9. .. for a .. event.

In the context, Marilyn has talked about other topics. In this example, the left-dislocated referent at line 3, 'little lemons from the tree' appears into the discourse context. The left-dislocated referent, 'little lemons,' is not directly referred to by the speaker in the following discourse. There is not a nominal or pronominal reference. The left-dislocated referent is marked as the theme in the succeeding discourse. We might say that the speakers use the function to establish or track a referent. It is a discourse-new referent.

b) Result

We have examined the discourse functions of the left-dislocations in our data in the preceding section, and proposed four discourse functions: (1) to reintroduce a referent (50%), (2) to rephrase a referent (35%), (3) to characterize a referent (5%), and (4) to introduce a referent (10%). Each characteristic has been mainly significant by two measurements of referential distances and topic persistence.

Table 1: Average of referential distance

	Average in clauses	Average in reference	
Type 1	30 44% 30 <70 22% 20 <25 33% 10<15	1 100%	10 50%
Type 2	12 29% 16 <30 71% 5<15	8 29% 11<15 71% 5<10	7 35%
Type 3	1 100%	1 100%	1 5%
Type 4	1 100%	1 100%	2 10%
Total			20

Table 2: Average of topic persistence

	Average in clauses	Average in reference	
Type 1	23 55% 16 <25 44% 10 <15	10 33% 11<15 66% 5<10	10 50%
Type 2	0	0	7 35%
Type 3	4 100%	2 100%	1 5%
Type 4	-	-	2 10%
Total			20

Table 1 indicates each average of the referential distance in four discourse functions of the left-dislocations; on the other hand, Table 2 shows each of the topic persistence in four discourse functions of the left-dislocations. Referential distances show the clausal gap between the previous occurrence of a referent or a topic in the discourse and the left-dislocated referent. In addition, we have analyzed the number of references.

The result in Table 1 manifests that the left-dislocated referents which have the function of reintroducing a referent (Type 1) has clausal gaps on average, which marks 30 clauses.

Table 2 shows each persistence of the left-dislocated referents in the left dislocations following discourse context, which was measurable by the number of the clauses and references.

We can descriptively analyze the functions in our data by the measurements which show referential distances and the topic persistence. Next, we focus on the speaker's intention in the usages of the functions; we also investigate the roles of the left-dislocations in the discourse or thematic unit. Each result concerning forms and stress of them is finally visible in Tables 3 and 4.

Table 3: Forms

	Forms	No. of instances	
Type 1	Proper Noun Noun with Genitive modifier	9 1	10 50%
Type 2	Noun with Demonstrative 'that' Noun with Definite article 'the'	5 2	7 35%
Type 3	Noun with Demonstrative 'that'	1	1 5%
Type 4	Indefinite Noun	2	2 10%
Total			20

Table 4: Stress

	Strong	Weak	
Type 1	8 80%	2 20%	10 50%
Type 2	6 86%	1 14%	7 35%
Type 3	0	1 100%	1 5%
Type 4	0	2 100%	2 10%
Total			20

V. Discussion

In the preceding chapter, we have analyzed the discourse functions of the left-dislocation in our data. Then, they have been divided into the following four types: (Type 1) to reintroduce a referent; (Type 2) to rephrase a referent; (Type 3) to characterize a referent; and (Type 4) to introduce a referent.

In this chapter, we will, first of all, examine the identifiability, that is, the definiteness of the left-dislocated referents in the discourse context. Next, we will point out that the four discourse functions which we have shown can be further generalized down to the two discourse-pragmatic ones in using the left-dislocations. The two discourse-pragmatic applications interact with the speaker's goal, which s/he attempts to achieve by using the left-dislocation in the discourse context. Of course, they are particular by basing on the results of the referential distance and the topic persistence of left-dislocation, which we have clarified in the preceding chapter. Then, we here will focus on the characteristic of the left-dislocations in the thematic paragraph rather than the discourse context which we have analyzed. In addition, we show the stress pragmatically has the markedness and clearly indicates the boundary of the thematic paragraph in the discourse unit.

a) Definiteness

In this section, we examine the definiteness of the forms of the left-dislocated referents which we have seen, as we have introduced, Keenan-Ochs & Schieffelin (1976), Ono & Thompson (1994), Gundel (1985), and Prince (1985, 1997) note about the form of a left-dislocated noun phrase or the characteristic of a left-dislocated referent. For example, they are proper nouns, nouns with determiners such as 'this' or genitive modifiers (Ono & Thompson, 1994). Besides, it is a familiar or identifiable referent for the speaker and hearer (Gundel, 1985; Prince, 1985, 1997). However, they do not clarify the relation between a left-dislocated noun phrase and the discourse function. They only say that the discourse function of left-dislocation is distinguishable as establishing or tracking an identifiable referent for the speaker and the hearer in the discourse.

We, thus, try to descriptively explain the correlation between the form and the discourse functions of the left-dislocations in our data and to give an explanation of which all the left-dislocated referents in our data are familiar and identifiable for the speaker and the hearer in the discourse context even though they are introduced in the discourse context, as it is certain in the usages of left-dislocated referents in Type 4. The left-dislocated noun phrases at Type 4 were indefinite; on the other hand, the other left-dislocated noun phrases, particular in Type 1, 2, and 3 were definite. That is to say, the left-dislocated referents in Type 1, 2, 3 seem to be familiar or identifiable referents for the speakers and the hearers; however, that in Type 4 does not seem to be.

We shall now focus on the definition of definiteness. Chafe (1976) defines definiteness as a speaker's assumption if the hearer knows or can identify a referent the speaker refers to or has in mind in communicative situations. In other words, it means that the hearer correctly picks up the referent that the speaker refers to, which is identifiability (p. 39). Similarly, Givón (1983) says that definiteness shows that a hearer can uniquely identify a referent referred to by the speaker. The speaker can assume that the referent is familiar to the hearer (p. 10). Chafe (1976) points out that the identifiable referent is figured out such nouns as proper nouns, common nouns, generic nouns, and nouns with the determiners like 'this' or 'that.' Moreover he clears that nouns are distinguishable as direct labels to particular referents; and the way to construct definiteness is a base on a speaker's prior mention in the discourse context. Thus, contexts or scenes are special for definiteness (p. 39). Let us now expand these arguments into the left-dislocated referents in our data.

First, we examine the relationship between the left-dislocated proper nouns and the discourse function to reintroduce a referent (Type 1); and it is the most frequently used in our data. All the forms were judgeable as proper nouns. The characteristic of the discourse function was characteristical that there were clausal gaps between the first mention of a referent and the second mention by the left-dislocation (see Table 1). It was 30 clauses on average. We may say that the speaker assumes that the hearer can correctly identify or pick up the left-dislocated referent even if the speaker reintroduces into the discourse context after 30 clauses from the first mention.

Shibata (1975), who observes lexical concreteness, refers to several examinations on proper nouns. He explores that a proper noun is limitedly a reference that refers to a particular person among friends. However, it is essentially able to apply to or refer to any person. On the contrary, in the case of semantic generalization of proper nouns, the proper nouns refer to a characteristic of a famous person by using a famous person's name (p. 48). For example, it is expressed as 'he is (like) Bill Gates.' We all notice that Bill Gates is identifiable as a rich man.

The left-dislocated proper nouns used in our data refer to a particular person among friends, so it is identified as direct labels. We now can say that concrete proper nouns seem appropriate for the left dislocations discourse functions to reintroduce a referent because the hearer can identify the referent, that is, the familiar name.

Next, we observe the correlation between the left-dislocated nouns with the determiner, 'that' or the definite article, 'the' and the discourse function to rephrase a referent (Type 2). The left-dislocations occurred to emphasize a topical referent in the immediate previous discourse context.

Shibata (1975) notes that demonstrative or personal pronouns cannot be correctly understood by a hearer until they appear in a context (p. 41). In that sense, the left-dislocated referents seem to be anaphoric usages in the discourse context. As for anaphoric usages, Givón (2001, p. 196-199) explains that an anaphoric referent has to refer to a topical referent in the previous discourse context. An anaphoric reference requires "functional transparency" (p. 196). If an anaphoric reference refers to a non-topical referent in the discourse, it is difficult for the hearer to identify the referent to which the anaphoric referent refers.

As for definite/indefinite referents in discourse, Givón (1983) also addresses that a hearer has to open a new file in their mind when a topic is particular by an indefinite noun phrase, it may be difficult for a hearer to identify the referent in such case as that there are clausal gaps between the definite referent and the

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previous mention to which the referent refers. A hearer can identify a topic in such case as a short clausal gap between them (p. 11).

Each left-dislocated anaphoric or definite referent with the demonstrative, 'that' or the definite article, 'the,' which is particular to give a special emphasis, referred to a topical referent in the preceding discourse context. If it was significant to reintroduce a referent, as seen in Type 1, it would be difficult for the hearer to correctly identify the referent, which the speaker refers to by the left-dislocation. Therefore, we may say that the anaphoric or definite characteristics of the left-dislocated referents related with the left-dislocated discourse function to give an emphasis or comment upon the immediate previous referent.

Thirdly, we examine the correlation between the noun phrase with the demonstrative, 'this' and the left dislocations discourse function to characterize a referent (Type 3). This discourse function was distinguishable as follows: the left-dislocated referent referred to a referent in the immediately preceding utterance. And the left-dislocated referent, 'these guys,' was used to characterize the immediate previous referent, 'two paddlers.' We can see that this case is also defined as an anaphoric usage which seems to be similar to the left-dislocated noun phrases with the demonstrative, 'that' and the definite article, 'the,' as we have seen. However, there is one significant difference in the demonstrative, 'that' and 'this'.

Gundel, Hedberg, and Zacharski (1993) mention that the noun phrase with the demonstrative determiner 'this' has to be "speaker-activated, by virtue of having been introduced by the speaker or otherwise included in the speaker's context space (p. 279)". Observe the following examples:

10) A: Have you seen the neighbor's dog?
B: Yes, and ? this dog kept me awake last night.
that dog
(Gundel, Hedberg, and Zacharski, 1993, p. 279)

11) B: My neighbor has a dog.
This/that dog kept me awake last night.
(Gundel, Hedberg, and Zacharski, 1993, p. 279)

In these examples, the referent, 'the neighbor's dog,' which is referred to by 'this dog' in (10), is uttered by the speaker A; on the other hand, in (11) speaker B introduces the referent, 'a dog' which is clear as 'this dog' or 'that dog.' Gundel, Hedberg, & Zacharski (1993, p. 279) draw attention to the usage of demonstrative determiner, 'this' in (10), is not appropriate. Thus, we can recognize that the noun phrase with 'this' is characterized by the speaker-oriented usage and anaphoric usage.

The left-dislocated noun phrase with the demonstrative determiner, 'this' in our data, referred to a referent introduced by the speaker in the immediate previous utterance. It shows the anaphoric characteristic of 'this.' In addition, the speaker characterized the referent which the speaker introduced into the discourse by the left-dislocation; that is, it is clear as the speaker-activated referent. Thus, we can notice that the feature of the demonstrative determiner, 'this,' interacts with the discourse function of the left-dislocation.

Finally, we explain the relationship between the left-dislocated indefinite noun phrase and the discourse function to introduce a referent (Type 4). These left-dislocations occurred to introduce a referent into the discourse for the first time, and all the forms of the left-dislocated noun phrases were indefinite. It seems to be a natural correlation between the discourse function and the form because it is new information in the discourse; however, it contradicts the examination proposed by Gundel (1985) and Prince (1985, 1997). They say that a left-dislocated referent is familiar or identifiable for a hearer. Is each indefinite referent of left-dislocated in our data non-identifiable for each hearer in the discourse context?

We regard the indefinite noun phrases of left-dislocated as identifiable referents for the hearer in the discourse context because they are knowable by the hearer from the non-verbal context of the utterance, or "inferable" from the previous one (Prince, 1981). As for the inferable information in discourse contexts, Prince puts forward that the information status in discourse does not depend on the only binary distinction of whether it is given or new information. In addition, she proposes that new information is not always new information for a hearer (p. 236). The new information is distinguishable into two types; whether it is inferable or not from the previous utterance or the discourse situation.

We here point out that the left-dislocated indefinite referents, which introduce a referent, are inferable. The one is inferable from the discourse situation; for example, the left-dislocated referent, 'little lemons from the tree,' is defined as the inferable referent from such extra-linguistic context as dinner time. The other inferable referent from the previous utterance may be focused on the inferable referent from the topic about an event. Thus, we can say that the left-dislocated indefinite referents which function as introducing a new referent are not identifiable as discourse-new referents but rather identifiable referents.

The fact reveals that all left-dislocated referents in our data are familiar or identifiable for the hearer in the discourse context, even if they are indefinite. We have given more descriptive explanations regarding the familiarity and the identifiability of the left-dislocated referent than the simple observation suggested by Keenan-Ochs & Schieffelin (1976), Gundel (1985), Prince (1985, 1997), and Ono & Thompson (1994). In the following section, we shall examine that the degree of the identifiability of the left-dislocated referents closely links with the discourse-pragmatic functions. In other words, it sets out the problem "referential accessibility" or "predictability" of the referent in the discourse context, which is noticeable by Givón (1992).

b) Discourse pragmatic functions

In this section, we suggest that the four discourse functions of the left-dislocations we have analyzed seem to be further generalized down to the two discourse-pragmatic functions. The one discourse-pragmatic function shows the function to topicalize a non-topical referent in the discourse context; on the other hand, the other discourse-pragmatic function shows the function to give an emphasis upon a topical referent. The former function indicates Type 1, 3, and 4, which we have seen, and the latter function indicates Type 2, which we have seen. The two discourse-pragmatic functions of the left-dislocations are different.

Each discourse-pragmatic function is particular by not only the differences in the referential distance and the topic persistence but also the differences in the anaphoric feature, which we have examined in the preceding section. In other words, the predictability of the left-dislocated referent in the discourse context relates with the discourse-pragmatic functions. Of course, all left-dislocated referents in our data are identifiable for the hearer, as we have observed; however, the degree of identifiability seems to be different in respect of the predictability of a referent.

First, as for the topic persistence, the left-dislocations in Type 1, 3, and 4 have the topic persistence in the following discourse context; on the contrary, the left-dislocations in Type 2 do not have it. Moreover, each left-dislocation in Type 2 refers to the previous topical referent. That is, the referential distance is nothing. We can be fairly certain that the two kinds of the left-dislocations differ in the goal which the speaker attempts to achieve in the discourse context: in some cases, the speaker tries to foreground a non-topical referent in the discourse context to topicalize the referent in the succeeding discourse context; in other cases, the speaker would give an emphasis on a topical referent. In the former case, the speaker uses the left-dislocation in the opening of the story-telling discourse context; on the other hand, in the latter case, the speaker uses the left-dislocation in the last of the story-telling discourse context. The fact seems to relate to the thematic paragraph in each discourse unit.

Let us discuss the relationship between the thematic paragraph and the discourse-pragmatic functions of the lest-dislocations. Later we shall try to give an account of the correlation of the predictability of the left-dislocated referents and the discourse-pragmatic applications.

Givón (1983) demonstrates that a topic-marking device is related with the construction of thematic paragraphs in the discourse unit (p. 6). Moreover, it is coded to a grammar syntax (p. 9). To begin with, regarding a thematic paragraph and discourse unit, he explains that a thematic paragraph is a focus by chains of clauses; further, the thematic paragraph is composite into larger discourse units such as sections, chapters, parts, or stories (p. 7). The thematic paragraph and discourse unit are strongly distinguishable as macro organizations in discourse; on the other hand, a clause chain is completely particular as a micro organization.

As for the chains of clauses, Givón (1983, p. 9) suggests that there are three major types of the topic-marking device within thematic paragraphs: (a) chain initial topic, (b) chain medial topic, and (c) chain final topic. The characteristics of the three types are noteworthy below:

a) Chain initial topic:
   (1) Characteristically a newly-introduced, newly-changed or newly-returned topic; thus
   (2) Characteristically a discontinuous topic in terms of the preceding discourse context; but
   (3) Potentially – if an important topic – a rather persistent topic in terms of the succeeding discourse context.

b) Chain medial topic:
   (1) Characteristically a continuing/continuous topic in terms of the preceding discourse context; and also
   (2) Characteristically persistent – but not maximally so – in terms of the succeeding discourse context, even when an important topic.

c) Chain final topic:
   (1) Characteristically a continuing/continuous topic in terms of the preceding discourse context; but
   (2) Characteristically non-persistent topic in terms of the succeeding discourse context, even if an important topic (Givón, 1983, p. 9)

Here, we regard two of three types, (a) and (c), as the discourse-pragmatic functions of the left-dislocations in our data: the initial chain topic seems to be coded to the left-dislocation which functions as topicalizing a referent in the discourse context; on the other hand, the final chain topic seems to be coded to the left-dislocation, which is distinguishable as giving an emphasis upon a topical referent. In addition, we assume that the chain medial topic is connected to the pronominal references in subjects' or objects' positions. Then, we now attempt to observe the chain medial topic device of the subject and the object in our data before turning to the closer examination of the two functions of the left-dislocations in the thematic paragraph. It would be helpful to describe our main task.

Table 5: Subject constituents

		%
Pronoun	1494	88
Proper noun	80	5
Noun with article 'the'	55	3
Noun with genitive modifier	18	1
Noun with demonstrative pronoun 'this'	15	0.9
Noun with demonstrative pronoun 'that'	8	0.5
Indefinite noun phrase	20	1
	1690	99.40

Table 6: Object constituents

		%
Pronoun	224	26
Proper noun	57	6.5
Noun with article 'the'	102	12
Noun with genitive modifier	53	6
Noun with demonstrative pronoun 'this'	40	5
Noun with demonstrative pronoun 'that'	21	2
Indefinite noun phrase	369	43
	866	99.50

We here provided the referential forms of the subject and the object constituents in our data (1753 clauses): 1690 noun phrases and pronouns in the subject positions, in addition, 866 noun phrases and pronouns in the object positions are examined. Tables 5 and 6 show each result. In both Table 5 and 6, the main point to note is to set out the percentage of each pronominal reference. Table 5 tells us that the pronominal ones account for 88 percent of the total of the subject constituents in our data; moreover, Table 6 shows that the pronominal references account for 26 percent of total of the object constituents in our data. Surely, the pronominal ones in the subject positions command an absolute majority in the subject constituents.

In general, pronominal referents refer to given information or active information in the discourse context in English (Chafe, 1987, 1994). Although the fuller study of the problems about subjects and objects, or given and new information lies outside the scope of this paper, in short, we regard each pronominal reference in the subjects and the objects as a continuing topic in the discourse context. That is, they code the medial chain topic. Let us now look at the problem of the left-dislocations and the thematic paragraph.

As mentioned above, the left-dislocations code to the chain initial topic or the chain final topic of the thematic paragraph. And the pronominal references in the subjects and the objects code the chain medial topic.

We are now able to see that the left-dislocated referent which codes the chain initial topic causes the referential and the thematic "disruption"; on the other hand, the left-dislocated referent that codes the chain final topic maintains the referential and the thematic "continuity" in the discourse, but not in the succeeding discourse context. Then, we have one question: can the speaker use left-dislocated referents as the topic-marking devices if they are identifiable for the hearer?

We here that the left-dislocations which mark the chain initial topic and function as topicalizing a non-topical referent have an engagement in the shared information for the speaker and the hearer; on the contrary, the left-dislocations which mark the chain final topic of giving a special emphasis upon a topical referent have an argument on the textually thematic information in the discourse context. Tomlin (1986) notes the difference between shared information and thematic information:

(a) *Shared information:* information in an expression is shared to the extent the speaker assumes the hearer is able to identify the referent of the expression.

(b) *Thematic information:* information in an expression is thematic to the extent the speaker assumes the hearer attends to the referent of the expression.

(Tomlin, 1986, p. 39)

Before explaining the overt reasons for our hypothesis, we here provide the remarks on the predictability of a referent in discourse contexts, which is weighty by Givón (1992).

Givón (1992, p. 12) highlights that "any information transacted in discourse has a certain level of predictability, coherence, or accessibility vis-à-vis its context." In addition, he points out "generic ("cultural") permanent memory" and "textural ("discourse") episodic memory" regarding the predictability or the accessibility of information in discourse, namely, regarding the shared contexts in the searches of information in the speaker's and hearer's present memory. Based on Givón's and Tomlin's ideas, we may regard that most of the notices of the left-dislocated referents coded to the clausal initial topics exist in the generic permanent memory of the speaker and the hearer; on the other hand, most of the information of the left-dislocated referents coded to the clausal final topics exist in the textual (discourse) episodic memory in the discourse context.

As we investigated in the previous section, for example, the left-dislocated referents, which function as reintroducing a referent, are shed light on the proper nouns as the direct label to a particular person, such as the speaker's family. The searches depend on the shared concrete information between the speaker and the hearer rather than on the discourse context. That is, it exists in permanent memory. Therefore, when the referent has a topicality by the left-dislocation in the chain initial position, the hearer can easily understand the beginning of the referent which the speaker refers to and does not have many surprises because it is the certainly shared information. On the other hand, the left-dislocated referents which occur in Types are to set anaphoric referents. For example, it is made upon of such noun phrases as 'that boy.' They overtly exist in the textual episodic memory of the speaker and the hearer. Actually, the referents are introduced as the left-dislocated referent in the final of the story-telling discourse context; that is, it is cleared up the chain final topic. If a referent is introduced as a left-dislocated referent as the chain first topic in thematic paragraphs, the speaker cannot understand the referent which the speaker refers to. In this sense, we can summarize that the left-dislocation as the chain initial topic device follows the constraint of which the referent is identifiable and shared information in the discourse context; in contrast, the left-dislocation as the chain final topic device follows the constraint of which the referent is thematic information in the discourse context. In fact, the speakers use the two different discourse-pragmatic functions of the left-dislocations in our data. The choice is a base on the speaker's communicative intention and the feature of the information in the discourse context.

Finally, we note the characteristic of the stress of the left-dislocations. As we have analyzed, many left-dislocated referents have stress. In general, English has a normal postverbal stress either on a direct object or on some other elements (Harlig & Bordovi-Harlig, 1988. P. 133), which is exemplified as follows:

12) Mary washed and dried the *dishes.*
13) John left *yesterday.*

(Harlig & Bordovi-Harlig, 1988, p. 133)

Left-dislocated referents are in a sentence-initial position; nevertheless, most of the left-dislocated referents in our data have stress. On the other hand, most of the pronominal or nominal references in the subject position in our data do not have stress. The fact might show the left-dislocated referents pragmatically have the marked stress. From this viewpoint, one may say that the speaker achieves their goal in the discourse, which the goal means that s/he topicalizes the shared information or emphasizes the thematic information, by not only the marked syntactic order but also the marked stress. Moreover, we can see that the speaker calls the hearer's attention to the thematic information by the stress. The left-dislocation causes a surprise for the hearer in the discourse context.

In conclusion, this research on the discourse functions based on the referential distance and the topic persistence of the left-dislocations, and the discourse-pragmatic functions based on the speaker's communicative intention in the usages of the left-dislocations, then we have descriptively seen that the applications of the left-dislocations could not be generalized down to one function. The fact agrees with the function of left-dislocation as the speaker's communicative strategy considered by Keenan-Ochs and Schieffelin (1976). However, our analysis and discussion about the discourse function as identifiability of the left-dislocated referents have more specified Keenan-Ochs and Schieffelin's study.

VI. Conclusion

The present study has attempted to descriptively examine the discourse-pragmatic functions of left-dislocation in American English discourse. The database for this study has consisted of three corpora of the Santa Barbara Corpus of Spoken American English, which has consisted of 77 minutes and 1753 clauses. The total percentage of left-dislocation out of the total number of clauses was 1% of the corpus. It was not high against our expectations.

This paper analyzed the referential distance in the preceding discourse context and the topic persistence in the succeeding discourse context of the left-dislocations. Then, it divided the discourse functions of the left-dislocations into four types.

We have clarified all left-dislocated referents in our data were identifiable for the hearer in the discourse context. Next, we have noted that the four discourse functions of the left-dislocations we analyzed were generalized down to the two different discourse-pragmatic functions. We have suggested that the speaker tried to achieve their goal in the interactional discourse by using each discourse-pragmatic application of left-dislocation.

To conclude, this study claims how marked syntactic structures interact with a particular discourse function, in addition, with a speaker's communicative goal in discourse context. Further studies are needed to examine this function and interaction-oriented grammatical aspects. In the future, we would like to investigate operations of left-dislocations in a larger database, and investigate other grammatical devices such as topicalization or thematization in discourse.

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Global Journal of HUMAN-SOCIAL SCIENCE: G
Linguistics & Education
Volume 22 Issue 2 Version 1.0 Year 2022
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Mastering Adinkra Symbols: An Establishment of Positive Ghanaian Personality in the Next Generation

By Ruby Jecty

Overview- Adinkra symbols, one of the oldest of all art forms, reaching back to prehistoric times, are an important determiner of cultural mutuality among Ghanaians. Adinkra symbols and their meanings have a positive impact on instilling in Ghanaians the pride of identifying themselves as Ghanaians and holding on to it. Well-meaning Ghanaians and important stakeholders in education who are rooted in tradition are keen at being equipped with possibilities of providing a re-orientation of the cultural values among learners if there is the need to present what was good in ancient eyes and move forward undeterred to make a better tomorrow. Human beings, as products of the many different cultures which surround us, can never be seen as culture free. Adinkra symbols and their meanings, if embedded in any form of teaching, have the potential of fostering emotional and cultural intelligence in alienated Ghanaians to return to the glorious past so as to re-validate viable values, contextualize and consolidate them for today, avert the mistakes of the past and confront tomorrow with such lasting eternal values that can make the nation active in a world where values are no longer constant.

Keywords: adinkra, core competency, cultural mutuality, national identification and global citizenship skills.

GJHSS-G Classification: FOR Code: 130399

MASTERINGADINKRASYMBOLSANESTABLISHMENTOFPOSITIVEGHANAIANPERSONALITYINTHENEXTGENERATION

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Keywords: adinkra, core competency, cultural mutuality, national identification and global citizenship skills.

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Impact of Emblems on Ghanaians.

- To bring all of us together as Ghanaians.
- To show loyalty to our nation.
- To have unity and prosperity.
- To be proud of our traditions.
- To serve our nation with all our strength and might
- To defend the nation from foreign invaders
- To uphold our cultural heritage
- To know the symbols of authority in Ghana/

I. Adinkra Colours and their Meanings

Asante traditional symbols which is associated with ideologies, values and significant to other cultures need to be learnt, cherished, valued so that it could be transferred to the next generation and those yet unborn. It is these ideas and values helps to identify us as a group so it needs to be maintained and if possible modified to suit the modern society and the younger generation.

a) *Symbolism of Colours*

Colour symbolism can vary dramatically between cultures. Most colours have more positive associations with them than negative. Although some colours do have negative connotations (such as Black for a funeral or for evil) these negative elements are usually triggered by specific circumstances. People's age also has an effect on how colours are perceived. For example, children tend to like bright, happy colours. These are some of the meanings that each colour can represent.

Through discussion, it was established that

i. *Silver/Grey*

Silver/Grey symbolizes security, reliability, intelligence, staid, modesty, maturity, conservative, old age, sadness, shame and boring.

ii. *White*

White is a sacred and pure colour. It's colour of angles and gods, as the colour reflects that which is sacred and pure. It is also the colour doctors, nurses, and others in the health profession, as well as cleanliness. In fact, the Japanese refer to nurses as "Angels in White". White can also represent reverence, purity, simplicity, peach, humility, youth, winter, and snow, good, cold, clinical, and sterile.

iii. *Yellow*

Yellow can symbolize joy, happiness, optimism, idealism, gold, honesty.

Learners were then made to represent any of the colours learnt in a drawing to portray its meaning. Before the session ended, learners were asked to find out in addition one occasion which requires the use of the colours to be treated the next day.

b) Meanings of Adinkra Colours 2

i. *Black*

Black is the colour of the night, and of "evil" can also be a colour of elegance or class (such as a black-tie, and black evening gowns).

Black can also represent a lack of colour, the primordial void, emptiness. It also represent ideas such as sexuality, mystery, wealth, fear, evil, sadness, remorse, anger, and depth. It can also mean sorrow or mourning,

Black, is the colour of mystery and solemnity, the colour of the night. Black expresses the depths of the unknown, and encourages the imagination of a different world from that of daylight realities. Used by itself, black can represent bad luck or misfortune.

ii. *Black/White*

Black and white stands for mourning and cheerless occasion. For example, traditional garb for a funeral is black and white. Black represents loss and white for passing onto heavens. (this was unanimously accepted by all the other languages)

iii. *Blue*

Blue is the colour of the purity, and is associated with girls who have similar pure qualities. it is the colour of water and the sea, indicating femininity, life, purity, etc. just as water does.

Blue can also symbolize peace, calm, stability, security, loyalty, sky, water, cold, technology and depression.

An unanticipated contribution was given by the *Adanse* group. They added that indigo blue mirrors the colour of the vast ocean surrounding the lands. This shade of blue is very commonly seen in art and clothing.

iv. *Brown*

Brown represents the ideas of earth, hearth, home, the outdoors, comfort, endurance, simplicity, and comfort.

v. *Gold*

Gold is also associated with royalty. It represents the colour of the heavens, and is used to decorate status.

vi. *Green*

Green can represent nature, the environment, good luck, youth, vigor, jealousy, and misfortune. green is regarded as the colour of eternal life, as seen in evergreens which never change their colour from season. In the trees and vegetation are implied.

vii. *Orange*

Orange can represent energy, balance, warmth, enthusiasm, flamboyant, and demanding of attention.

viii. *Purple*

Purple can represent royalty, spirituality, nobility, mysterious, wisdom, enlightenment, cruelty, arrogance, and mourning.

ix. *Pink*

The colour pink usually serves two purposes.

It can be used to show childish innocence, or a characters child-like personality.

It can also be used to show a more flirtatious personality.

Pink is normally a colour associated with girls and femininity.

Pink is considered a colour of good and life, it also symbolizes pure love and we speak of people being "in the pink" or the "freshness" of a newborn baby. Lastly, pink is associated with sexuality, and purity. Pink symbolizes pure love, it is also used for sexual advertisement to indicate the purity of the girls.

x. *Red*

Red can symbolize many things; from blood, to love, infatuation.

Strong emotions, or things of strong emotions rather than intellectual ideas. For example, red can symbolize excitement, energy, speed, strength, danger, passion, and aggression.

The colour of blood and fire, represents life and vitality.

Red also signifies the colour of the sun: symbol energy, radiating its vitiating life-force into human beings.

Red is also looked upon as a sensual colour, and can be associated with man's most profound urges and impulses. Ironically, red cats symbolize bad luck.

This day's lesson was interesting. Learners seemed well informed about the discussions and gave details and examples that were new to the facilitators. Learners were told they will demonstrate occasions and instances which require the use of these colours. Learners were put into denominational groupings and balloted for the colours so that they could bring samples to class the next day. The facilitators, having her colleague student-facilitator-facilitators agree to participate in the activity, paired them to ballot for one group and prepare them for the demonstration the next day. They were so very happy and the lesson ended for the day.

c) Occasions Which Require the Use of Adinkra Colours

Among Akans, "Fufuo" is the ritually favourable colour and it has immediate association with victory and spiritual purity. It is associated with the sacred, and it is considered the colour of gods and kings; the symbol of the purity and sacredness of persons and their estate. “Fufuo” also expresses joy and hope and well-being. That aspect of the human person which bears a man’s destiny and directs his fortunes (KRA) is associated with “Fufuo”, Hegan (1961).

“Tuntum” stands for darkness and loss, and for death, but it does not necessarily connote defilement or profanation. The Stool of kings or elders who die in battle or of old age while in office are consecrated and held sacred to their memory, and they are black. While stools, the unconsecrated stools of the Ashanti, are by contrast profane. Antobam (1963) suggested that black symbolizes spirituality and age. “All objects which are dedicated to the spirits of the dead are purposely treated to appear and back”. Antobam (1963); objects or war booty, except gold and silver, are blackened. But In spite of its association with spirituality and age “Tuntum” is never used for the celebration of victory; it usually expresses sorrow and it is associated with ill-luck.

“Kobene” is full of ambiguities. Akans generally point to blood as the paradigm of this colour cluster and much of the ambiguity in the symbolic meaning of the colour derives from the mixed associations of blood. Blood stands for life and vitality, and the word “bogya: (blood) means the fire (gya) of creation (bo). Akans believes that blood is the means by which a “Kra” (soul) might is spilled wastefully, stand for death.

Akans consider menstrual blood to be dangerous. It is believed that when menstrual blood comes into contact with a sacred object it desecrated or blunts the sacred object (okum ano) in terms of the purposes the sacred object serves. In such contexts then, red might stand for impurity and danger. When a man puts on a red cloth and smears himself with red ochre, it means he is in a defiant mood (ogyina kodom ano). Among the Ashantis, as Rattray (1927) observed, and it is generally true for most Akans, “sorrow and singer (and danger) (mine) would seem to be related”, ‘m’ ni abere” (my eyes are red) being the idiom common for both expression” of course “m’ani” refers to the blood-short eye.

Time for questioning was an exhaustive one. Learners were so much exhausted in the lesson that it ended up with discussions on our cultural identity. It was seen that no other race in the world draws so much inspiration from colours as do Ghanaians. This is a cultural heritage that we should always hold up to to re-identify our cultural recognition and make up.

d) Black and White for a Funeral.

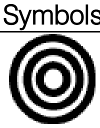
This group enacted a festival scene where executioners dressed in red looked frightful and aggressive. With the chief executioner’s imaginary sword flying left and right in the air, the scene was filled with “y’ani abere koo’ symbolizing the spiritual protection of the chief and how ready they were to execute anybody who wrongly crosses their path. The war songs accompanying the actions carried with it love for the chief, vitality and willingness to defend the the town from human predators.

e) A 50th birthday party. gold.

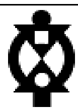
Enacted a marriage scene where the bride was dressed in blue to portray femininity, fertility and good character. The expressions the bride’s father used to describe her daughter who at 28 years was still a virgin, and the interesting way the bride was stuffed to portray her feminine features was a strong declaration that she was going to execute all the traditional duties of a virtuous woman.

Naming ceremony seeing all participants wearing white attires. The lives of the baby and mother signify victory over death which looms in during labor. And now that seven days had passed by and the baby is still alive, absolute victory had been won. The entertaining way of slaughtering a cow, cooking and eating told about the enjoyments of life if lived gracefully.

f) Adinkra Symbols

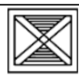
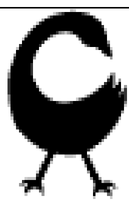
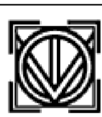
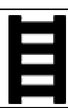
Adinkra Symbols	Names	Transliteration	Meaning	Moral value
	ADINKRAHENE	The king of the adinkra symbols	Symbol of greatness	Recognition of and respect for traditional leaders
	AKOBEN	The horn of battle	Symbol of loyalty	Defending traditional emblems and Beliefs from adulteration
	AKOFENA	The sword of battle	Symbol of authority	Taking pride in the conquest and heritage won for us

	AKOKONAN	The legs of a cock	Symbol of nature	Recognition of Onyakopon as the creator and the supernatural
	AKOMA	Heart	Symbol of patience	Tolerance and respect for all.
	AKOMA NTOSO	An extra heart	Symbol of understandi ng	Understanding the diversities in our culture that sum up to identify us as people of one destiny
	BESE SAKA	A bag of cola nuts	Symbol of affluence	Taking pride in and protecting both our natural and human resources

Symbols	Names	Transliteration	Meaning	Moral value
	BOA ME NA ME MMOA WO	Help me so I can also help you	Symbol of	The Ghanaian life characterized by a camaraderie sort of living
	BI NNKA BI	Nobody bites another someone	Symbol of harmony	Our heritage of freely forgiving one another
	DAME-DAME		Symbol of intelligence	The simplicity and purity underlying our culture
	DENKYEM	Crocodile	Symbol of adaptability	The flexibility in our culture makes for adaptability and modification
	DUAFE	Wooden comb	Symbol of beauty	Emphasizing the beauty of blackness
	DWENNIMMEN	The horns of a ram	Symbol of strength	The vitality in our tradition gives us the strength to protect it
	ABAN	Fortress	Symbol of security and protection	The Ghanaian tradition is itself protective of its abiders
	EPA		Symbol of slavery	A reminder of the atrocities of colonialism and slave trade
	ESE NE TEKREMA	The Teeth and the tongue	Symbol of friendship	True friendship overpowers minor misunderstandings

Symbol	Name	Transliteration	Meaning	Moral value
	Fawohodie	Independence	Symbol of freedom	To cherish the struggle for independence
	Fihankra	Not Announcing your departure	Symbol Of Security	The sudden departure of our colonial masters after republic
	Funtunfuneefu	Fragmented pieces of a unified whole	Symbol of unity diversity	The oneness in the cultural diversities of our traditional make up
	Gye Nyame	Except God	Symbol of supremacy	Only God exercises control over us
	MATE MASIE	I have kept what I heard	Symbol of wisdom	The wisdom of yesteryear determines the pace of meeting the future

	Gyawu Atiko	The occiput of Gyawu	Symbol of valor	The mightiness and fearlessness that the Ghanaian is supposed to exhibit in fighting for his right and that of his tribe
	Kintinkantan	Determined arrogance	Symbol of arrogance	Reminding us of the shameful eventuality of arrogant people.
	Nkonsonkonson	Chains	Symbol of oppresion	Cataloguing the trauma of oppression in our colonial history
	Nyame Dua	The tree of God	Symbol of worship	The need to be obedient to God and give him all the reverence

Symbol	Name	Transliteration	Meaning	Moral value
	Mframadan -	Wind house	Symbol of planning	The need to plan to fortify one's home, nation
	Nyame Nnwu Na Ma Wu	I will not die when God is still alive	Symbol of immortality	Because death does not end it all but there is the belief that there is life after death, we should be careful with how we live on earth
	Wawa Aba	The seed of wawa	Symbol of hardiness	It requires that we pass through some hardiness before we can achieve our aims
	Mmusuyidee	Remover of Misfortunes	Symbol of sanctity	Because it takes a a fortune to pacify the gods to remove misfortunes befalling us, there is the need to stick to the dictates of the gods
	Sankofa	Go back and take	Symbol of nostalgia	The neglected wisdom of yesteryear, the abolished positive beliefs and practices remain a rich storehouse of traditional resource for generations ahead to take lessons from.
	NEA ONNIM NO SUA A, OHU	When an ignorant person learns, he becomes informed	Symbol of Curiosity and yearning	The innate desire of the African to yearn for more knowledge
	NEA OPE SE OBEDI HENE	someone who aspires to be king	Symbol of royal chain	The need to have heir apparent and to our traditional thrones
	Owuo atwidie baako mforo	One person does not climb the ladder of death	Symbol of death	The thoughts of an eventuality hanging around all necks

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Global Journal of human-social science: G
Linguistics & Education
Volume 22 Issue 2 Version 1.0 Year 2022
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460x & Print ISSN: 0975-587X

Scientific Literacy in the Final Years of Elementary School: Milk Fermentation as a Means of Teaching in Science

By Denílson Elias Lima Silva, Nixon José do Santos Reis Junior, João Ricardo Souza do Rêgo & Felipe Magno da Cruz Junior

Universidade Passo Fundo (UPF)

Abstract- The following pages contain a qualitative study designed and carried out to understand the assumptions, characteristics and evidence of Scientific Literacy in Elementary School Final Years. The study data were collected in a ninth-grade classroom of a state public school in the Getúlio Vargas village, belonging to the municipality of Terra Alta. These are data from the survey of voice recording of the entire classes and the written work and/or activities produced by the students, in addition to all the teaching material provided to them during classes. We started our research by reviewing the topic "Scientific Literacy through fermentation in the production of artisan yoghurt" in national and international literature on Science Didactics through which we found information that allowed us to propose the structuring axes of Scientific Literacy. These axes are considered in our research for the analysis of activities that make up a didactic sequence involving discussions in which the same topic is discussed taking into account scientific knowledge and technologies through local knowledge.

Keywords: *literacy; fundamental; fermentation.*

GJHSS-G Classification: *FOR Code: 139999*

SCIENTIFICLITERACYINTHEFINALYEARSOFELEMENTARYSCHOOLMILKFERMENTATIONASAMEANSOFTEACHINGINSCIENCE

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Alfabetização Científica nos anos Finais do Ensino Fundamental: Fermentação do Leite Como Meio de Ensino em Ciências

Culture Scientifique dans les Dernières Années du Primaire : La Fermentation du Lait Comme Moyen D'enseignement des Sciences

Denílson Elias Lima Silva [α], Nixon José do Santos Reis Junior [σ], João Ricardo Souza do Rêgo [ρ] & Felipe Magno da Cruz Junior [ω]

Resumo- As páginas que se seguem contêm um estudo qualitativo planejado e realizado para compreender quais os pressupostos, as características e as evidências da Alfabetização Científica no Ensino Fundamental Anos Finais. Os dados do estudo foram coletados em uma sala de aula do nono ano de uma escola pública estadual do povoado Getúlio Vargas pertencente do município de Terra Alta. São dados da pesquisa de gravação de voz de aulas na íntegra e os trabalhos escritos e/ou atividades produzidos pelos alunos, além de todo o material didático a eles fornecido durante as aulas. Iniciamos nossa pesquisa pela revisão sobre o tema "Alfabetização Científica por meio de fermentação em produção de iogurte artesanal" nas literaturas nacional e internacional sobre Didática das Ciências por meio da qual encontramos informações que nos permitiram propor os eixos estruturantes da Alfabetização Científica. Estes eixos são considerados em nossa pesquisa para a análise das atividades que compõem uma sequência didática envolvendo discussões em que um mesmo tema é discutido levando em conta os conhecimentos científicos e as tecnologias por meio dos saberes local. O estudo da bibliografia específica da área também nos levou à proposição de indicadores da Alfabetização Científica: habilidades de ação e investigação que julgamos necessárias de serem usadas quando se pretende construir conhecimento sobre um tema qualquer. Após análise da sequência didática, argumentações orais e dos trabalhos escritos e/ou atividades experimentais feitas pelos alunos, encontramos evidências bastante substanciais de que a Alfabetização Científica está em processo para grande parte dos alunos da turma estudada.

Palavras-chave: alfabetização; fundamental; fermentação.

Abstract- The following pages contain a qualitative study designed and carried out to understand the assumptions, characteristics and evidence of Scientific Literacy in Elementary School Final Years. The study data were collected in a ninth-grade classroom of a state public school in the Getúlio Vargas village, belonging to the municipality of Terra Alta. These are data from the survey of voice recording of the entire classes and the written work and/or activities produced by the students, in addition to all the teaching material provided to them during classes. We started our research by reviewing the topic "Scientific Literacy through fermentation in the production of artisan yoghurt" in national and international literature on Science Didactics through which we found information that allowed us to propose the structuring axes of Scientific Literacy. These axes are considered in our research for the analysis of activities that make up a didactic sequence involving discussions in which the same topic is discussed taking into account scientific knowledge and technologies through local knowledge. The study of the specific bibliography in the area also led us to propose indicators of Scientific Literacy: action and investigation skills that we deem necessary to be used when trying to build knowledge on any topic. After analyzing the didactic sequence, oral arguments and written work and/or experimental activities carried out by the students, we found very substantial evidence that Scientific Literacy is in process for most of the students in the studied class.

Keywords: literacy; fundamental; fermentation.

Abstrait- Les pages suivantes contiennent une étude qualitative conçue et réalisée pour comprendre les hypothèses, les caractéristiques et les preuves de la littératie scientifique dans les dernières années de l'école élémentaire. Les données de l'étude ont été recueillies dans une classe de neuvième année d'une école publique, publique du village de Getúlio Vargas, appartenant à la municipalité de Terra Alta. Il s'agit des données de l'enquête d'enregistrement vocal de l'ensemble des classes et des travaux et/ou activités écrits produits par les élèves, en plus de tout le matériel pédagogique mis à leur disposition pendant les cours. Nous avons commencé notre recherche en passant en revue le thème « La littératie scientifique par la fermentation dans la production de yaourt artisanal » dans la littérature nationale et internationale sur la didactique des sciences à travers laquelle nous avons trouvé des informations qui nous ont permis de

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proposer les axes structurants de la littératie scientifique. Ces axes sont considérés dans notre recherche pour l'analyse des activités qui composent une séquence didactique impliquant des discussions dans lesquelles le même sujet est abordé en tenant compte des connaissances scientifiques et des technologies à travers les savoirs locaux. L'étude de la bibliographie spécifique dans le domaine nous a également conduit à proposer des indicateurs de culture scientifique : des compétences d'action et d'investigation que nous jugeons nécessaires pour être utilisées lorsque nous essayons de construire des connaissances sur n'importe quel sujet. Après avoir analysé la séquence didactique, les arguments oraux et les travaux écrits et/ou les activités expérimentales réalisées par les étudiants, nous avons trouvé des preuves très substantielles que la culture scientifique est en cours pour la plupart des étudiants de la classe étudiée.

Motsclés: alphabétisation ; fondamental; fermentation.

I. Introdução

O ensino de Ciências para os anos finais constitui-se um desafio e, neste, a formação dos professores é um elemento essencial. Paixão e Cachapuz (1999, p. 70) alertam que, "embora tenha ocorrido todo um esforço para modificar o ensino de Ciências, um aspecto importante foi negligenciado: a formação do professor que atenda a essa nova tendência de ensino". Considero que investigar minha própria prática é investir em minha formação por uma questão de desenvolvimento profissional e, ao mesmo tempo, contribuir indiretamente com a formação de outros professores com os quais posso compartilhar a prática docente que desenvolvi e investiguei.

O ensino de Ciências para os anos finais constitui-se um desafio e, neste, a formação dos professores é um elemento essencial. Paixão e Cachapuz (1999, p. 70) alertam que, "embora tenha ocorrido todo um esforço para modificar o ensino de Ciências, um aspecto importante foi negligenciado: a formação do professor que atenda a essa nova tendência de ensino". Considero que investigar minha própria prática é investir em minha formação por uma questão de desenvolvimento profissional e, ao mesmo tempo, contribuir indiretamente com a formação de outros professores que vivenciam contextos próximos ao meu.

Entendo que é preciso não apenas apontar problemas que envolvem o ensino de Ciências da Natureza nos Anos finais do Ensino Fundamental, mas propor melhorias que permitam mudanças em nossa prática. Deste modo, para atender aos objetivos desta pesquisa, propus investigar o ensino de Ciências a partir da abordagem de um tema de relevância social. As atividades foram elaboradas visando partir de experiências de vida dos alunos como parte das aulas de Ciências. Assim, foi definido como tema a fabricação de iogurte e o estudo da fermentação do leite, que levou a delimitar os conhecimentos necessários para o seu entendimento. Com a definição do tema, me propus a produzir um material didático a partir das atividades desenvolvidas em sala de aula, com intuito de auxiliar docentes que queiram realizar propostas semelhantes, considerando seus contextos de atuação profissional. Em síntese, meu interesse foi produzir uma proposta didática de ensino de Ciências para os Anos Finais como alternativa à abordagem fragmentada das Ciências e contribuição para a Alfabetização Científica dos estudantes, a partir da abordagem de um tema social.

Esse interesse corrobora com o apontado por Castilho et al., (1999, p. 83) ao dizerem que "para que a aprendizagem seja significativa é importante que o aluno aprenda a relacionar os conceitos às situações vividas em seu cotidiano", de modo a contribuir para sua participação na comunidade em que vive.

A produção científica e tecnológica se faz presente em todos os setores da sociedade contemporânea, causando uma série de transformações econômicas, sociais e culturais. Nesse contexto, o conhecimento científico assume um papel de destaque, tendo em vista a relação da sociedade com a química, expressa no uso de produtos químicos, como fármacos, defensivos agrícolas, aditivos alimentares, além de inúmeras influências referentes à qualidade de vida das pessoas, questões ambientais e aos indivíduos quanto ao emprego de novas tecnologias (SANTOS; SCHNETZLER, 2004).

Indo ao encontro do pensamento de Santos e Schnetzler (2004), alfabetizar os cidadãos em ciência e tecnologia é hoje uma necessidade do mundo contemporâneo:

> Para que um país esteja em condições de atender às necessidades fundamentais da sua população, o ensino das ciências e da tecnologia é um imperativo estratégico […] hoje, mais do que nunca, é necessário fomentar e difundir a alfabetização científica em todas as culturas e em todos os sectores da sociedade, [...] a fim de melhorar a participação dos cidadãos na adopção de decisões relativas à aplicação de novos conhecimentos. (PRAIA et al., 2007).

O papel do ensino de Ciências seria o de socializar e construir informações que possbilitem aos cidadãos tomar decisões fundamentadas e entender os temas atuais que têm sido discutidos em ciência e tecnologia.

Os Direitos de Aprendizagem e das Competências Gerais, presentes na BNCC, estabelecem que:

> [...] ao longo do Ensino Fundamental, a área de Ciências da Natureza tem um compromisso com o desenvolvimento do letramento científico, que envolve a capacidade de compreender e interpretar o mundo (natural, social e tecnológico), mas também de transformá-lo com base nos aportes teóricos e processuais da ciência. Em outras palavras, apreender ciência não é a finalidade última do letramento, mas, sim, o desenvolvimento da capacidade de atuação no e sobre o mundo, importante ao exercício pleno

da cidadania (BRASIL, 2017, p. 273, grifos originais da obra).

A BNCC dos anos finais do Ensino Fundamental vai orientar os currículos, dentre outros aspectos, sobre o que ensinar, com o intuito de favorecer o acesso ao conhecimento histórica e socialmente construído aos estudantes brasileiros.

Observa-se que, antes de ocorrer a implantação da BNCC, o que ensinar estava sendo orientado pelos PCN. No entanto, a partir da implantação da BNCC, o que ensinar está prescrito, ficando a cargo de cada rede estadual e municipal as decisões de como ensinar, escolhendo as metodologias e recursos a serem utilizados nas escolas, e sobre as formas de realizar a avaliação escolar.

A implantação da BNCC serve de referência não só para as escolas, mas também para a elaboração do currículo nos sistemas de ensino, na construção do conhecimento, visando também apresentar os direitos, os conhecimentos, as competências e os objetivos de aprendizagem, que serão desenvolvidos ao longo deste processo de ensino e no desenvolvimento dos estudantes, com o intuito de construir uma educação unificada.

Considerando o contexto em que atuo como professor de Ciências da Natureza, uma escola situada na área rural do município de Terra – Alta, Estado do Pará, identifiquei como temática socialmente relevante a produção artesanal do iogurte, em uma cooperativa que possui 38 funcionários. Todos os funcionários são da cooperativa, isso quer dizer que são todos de famílias do povoado. A escola mais próxima à cooperativa é a escola onde eu sou professor e os alunos são, em sua maioria, filhos de pais que trabalham na cooperativa.

A origem do leite utilizado na cooperativa vem da Fazenda Ipanema Ltda – ME, Km 320-PA, que fornece leite para os produtos que são comercializados no vilarejo. Em média, é produzida, de três em três dias, uma quantidade de 360 unidades de iogurte, distribuídas para estabelecimentos locais, como mercadinhos, farmácias e escolas no município de Terra Alta e em vilarejos próximos. No mês de julho, os produtos da cooperativa aparecem em balneários em regiões como Marudá, Crispim e Algodoal. Nesse caso, a produção de iogurte triplica. É importante o valor econômico para o povoado de Getúlio Vargas pertencente ao município de Terra Alta, por meio da revenda do produto.

Assim, a problemática desta pesquisa se delimita: Em que termos o desenvolvimento de uma sequência de atividades sobre a produção artesanal de iogurte contribui para a alfabetização científica no ensino de Ciências da Natureza no 9º ano do Ensino Fundamental?

Nesta pesquisa, busco refletir sobre práticas destinadas ao estudo de Ciências da Natureza para o 9º Ano Inicial do fundamental. As atividades que constituíram o cenário da pesquisa estão organizadas de modo a possibilitar que professores e alunos discutam em grupo sobre o tema de relevância social e sobre conteúdos científicos. A intenção é que a química, a física e a biologia interajam entre si, para melhor aprendizagem de Ciências. É um desafio que me proponho a desenvolver no âmbito do Mestrado Profissional, tendo que habituado a trabalhar numa perspectiva tradicional em que há a separação das áreas curriculares de Ciências nos Anos finais, com o ensino de Química e Física por vezes restritas a um período de seis meses cada, no último ano do Ensino Fundamental.

É nesse sentido que tendo como objetivo geral investigar o desenvolvimento de uma sequência de atividades sobre a produção artesanal de iogurte no 9º ano do Ensino Fundamental. E de modo específico:

- Analisar as produções de estudantes no contexto de uma sequência de atividades sobre produção artesanal de iogurte.
- Avaliar a aceitação da sequência de atividades por parte dos alunos.
- Elaborar um produto educacional que aborde o tema da produção artesanal de iogurte em aulas de ciências nos anos finais do ensino fundamental.

II. Material e Metódos

O presente trabalho é uma pesquisa de caráter qualitativo, do tipo intervenção pedagógica, que segundo Chassot (2009, p. 88) contempla o "planejamento e a implementação de interferências (mudanças, inovações) - destinadas a produzir melhorias, nos processos de aprendizagem (...) - e a posterior avaliação". A pesquisa de intervenção busca alternativas para problemas concretos e não devem ser confundidas com projetos de ensino e extensão e nem seus relatórios com relatos de experiências. Trata-se de uma pesquisa aplicada, em que a produção acadêmica permite aos professores a investigação de sua própria prática.

É considerada uma pesquisa destinada ao mundo concreto por ser uma pesquisa que trata de sujeitos, utilizada e aplicada para a solução de problemas nítidos e perceptíveis, diferentes daqueles que ocorrem com controles específicos de variáveis como nos laboratórios, que lançam mão do método científico como prática recorrente. Elas se opõem às pesquisas básicas, que objetivam ampliar conhecimentos, sem preocupação com seus possíveis benefícios prática (GIL-PÉREZ, 2005).

Em alguns pontos a pesquisa do tipo intervenção pedagógica se assemelha a pesquisa-ação, podendo ser resumida da seguinte forma, com

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base, principalmente, nas ideias, Intuito de produzir mudanças, tentativa de resolução de problemas, caráter aplicado, necessidade de diálogo com um referencial teórico, Possibilidade de produzir conhecimento.

Esse formato de pesquisa propõe subsidiar tomadas de decisão relacionadas a mudanças de práticas educacionais e melhorias na qualidade do ensino, além de avaliar inovações pedagógicas.

Para a construção das informações na pesquisa, recorremos ao diário de campo do pesquisador e aos registros orais e escritos desenvolvidos pelos alunos no decorrer das atividades. Para a organização das informações, inicialmente fizemos a leitura de todas as produções dos estudantes, identificando aspectos em comum nas respostas, para a elaboração de eixos de análise. Procedemos a análise dos registros - escrito e oral - dos estudantes, em função de sua complexidade e da inclusão de novos elementos nos registros dos alunos.

O conteúdo das respostas escritas dos alunos foi analisado também a partir da distinção entre descrição, explicação e generalização, aspectos presentes na ferramenta analítica desenvolvida por Mortimer e Scott (2002). As descrições são definidas como enunciados que se referem a um sistema, objeto ou fenômeno, a partir de seus constituintes ou dos deslocamentos espaço-temporais deles. As explicações consistem em trazer um modelo teórico ou mecanismo para se referir a um fenômeno ou sistema. As generalizações consistem na elaboração de descrições ou explicações que são independentes de um contexto específico. Esses três aspectos, descrição, explicação e generalização podem ser caracterizados ainda, como empíricas ou teóricas. São empíricas quando utilizam aspectos diretamente observáveis de um sistema. São teóricas quando vão para além do fenômeno, inserindo entidades ou termos da linguagem teórica das ciências, que não são diretamente observáveis.

a) Contexto e participantes da pesquisa

No presente trabalho, focalizamos o ensino de ciências nos anos finais do ensino fundamental, investigando o desenvolvimento de uma sequência de atividades sobre a produção artesanal de iogurte em uma turma de nono ano.

A pesquisa foi realizada na Escola Estadual de Ensino Fundamental e Médio Augusto Ramos Pinheiros, pertencente a 8ª URE de Castanhal, localizada no vilarejo Getúlio Vargas, Km 36, s/n, conhecido como Mocajubinha, povoado pertencente ao município de Terra Alta - Pará, a 94 km da cidade de Belém. Sua população estimada em 2016 era de 11.262 habitantes, com o índice desenvolvimento humano (IDH) na educação nacional 3.270º e estadual 22º. A opção por esta escola se deu fato de que ser o local de minha atuação docente como professor de Ciências e, por esse motivo, ter conhecimento sobre a comunidade escolar e seu entorno.

Possui os seguintes equipamentos: TV, DVD, impressora, projetor multimídia (data show). Possui 6 salas de aula, 45 funcionários, sala de direção, sala dos professores, laboratório de informática, quadra de esporte descoberta, cozinha, biblioteca, banheiro dentro do prédio, sala de secretaria, refeitório e almoxarifado, segundo o Censo/2018.

Os participantes desta pesquisa foram estudantes de uma turma do 9º ano do Ensino Fundamental, composta por 12 alunos do sexo feminino e 9 alunos do sexo masculino com idades entre 14 -15 anos. Durante as aulas, estiveram à frente das atividades a professora de Ciências, Licenciada em Ciências Biológicas, que chamamos de Ana e eu, como professor e pesquisador em formação.

A escolha da turma do 9º ano do Ensino Fundamental II foi devido ao fato de que tradicionalmente o ensino de ciências nesse ano é dividido em Química e Física, sendo um semestre letivo para cada área, sem relação entre si. Além disso, é o último ano do ensino fundamental, momento de transição dos alunos para o ensino médio, inclusive do estudo de Ciências da Natureza no Nível Médio, o que torna necessária a abordagem equilibrada dos conteúdos de ciências, sem privilegiar uma área em detrimento de outra.

b) Descrição da atividade desenvolvida em aula

A sequência de atividades sobre a produção artesanal do iogurte inserida no componente curricular de Ciências foi composta por etapas, conforme a descrição a seguir. As demais atividades propostas e que surgirão a partir da vivência nessa primeira etapa serão apresentadas como sugestões para o produto didático, no formato de e-book.

Deste modo, na tentativa de atender aos objetivos da pesquisa, é que se propõe o ensino de Ciências a partir da abordagem de um tema de relevância social. As atividades foram elaboradas visando partir das experiências de vida dos alunos como parte das aulas de Ciências. Assim foi definido como tema a fabricação artesanal de iogurte e o estudo da fermentação do leite, que levou a delimitar os conhecimentos necessários para a sua compreensão.

Na continuidade, a primeira sequência de atividades foi planejada a partir do reconhecimento do contexto de pesquisa e das vivências dos alunos no seu dia a dia, que será descrito adiante.

A sequência de atividades foi desenvolvida de acordo com o desenvolvimento do tema produção artesanal de iogurte. A temática foi escolhida devido à importância econômica e social de uma cooperativa que funciona no vilarejo Getúlio Vargas (Mocajubinha) em Terra Alta – PA e que atuava, na época da pesquisa, com a produção de iogurte. Os alunos que frequentam a escola são, na maioria deles, filhos das famílias que fazem parte da cooperativa, e o iogurte artesanal é muito popular no vilarejo e áreas vizinhas. Além de aspectos econômicos e sociais do contexto de vida dos estudantes, a referida temática apresenta potencial para abordar conteúdos de Ciências relacionados à transformações, fermentação e a tecnologia de fabricação do iogurte e suas etapas no currículo de Ciências da Natureza. A seguir teremos as etapas de construção da pesquisa:

1. Houve leitura e discussão do texto "A química por trás do iogurte (Veronique Greenwood BBC Future, 2015) que aborda aspectos sobre o processo de produção do iogurte e contribui para aulas do componente curricular de Ciências da Natureza ao introduzir a temática sobre transformação da matéria para os estudantes. Após a leitura e discussão do texto, foi utilizado um questionário (apêndice) sobre o assunto a fim de poder explorar os conhecimentos dos alunos a respeito do tema da aula.
2. A partir dos levantamentos feitos pelos questionários, houve uma sugestão de uma visita à fábrica artesanal de iogurte com os alunos. A fábrica fica a 3km do local da escola e é mantida pela Prefeitura local e EMATER (Empresa de Assistência Técnica e Extensão Rural do Estado do Pará) em parceria com a comunidade local. O objetivo da visita com os alunos foi conhecer o local de fabricação do iogurte, explorando as etapas do processo e as pessoas envolvidas em sua produção. Foi pedido um relatório sobre a visita e uma descrição sobre as etapas, a priori a fermentação do leite, visando sempre o entendimento do aluno.
3. Após visitar a fábrica de iogurte, outra etapa foi feita em sala de aula, abordando a parte de conhecimento científico dos alunos em relação ao processo de fermentação do leite, não somente o que eles sabiam sobre a parte fenomenológica da fermentação, mas agora o que acontecia na parte microbiológica da fermentação. Essa etapa foi desenvolvida a partir de um vídeo sobre a produção do iogurte e de um texto sobre o conteúdo da aula, que foi entregue para cada estudante. Após a aula, o pesquisador e a professora de biologia ministrante da aula pediram às estudantes elaborações adicionais que justificassem ou ampliassem suas respostas. A atividade proposta aos alunos tinha o foco de estabelecer relações entre o nível do fenômeno estudado durante as aulas, a visita à fábrica e o processo de fermentação do leite.
4. Orientamos os estudantes a representar, através de equação, a transformação química ocorrida durante a fermentação do leite, orientando e interagindo com cada aluno, a partir de suas observações. Em seguida, convidamos os estudantes a socializar suas produções para a turma toda. Nesse momento, solicitamos aos estudantes que respondessem algumas questões por escrito, dentre as quais: 1. Qual a diferença entre substância e mistura? 2. Por que o iogurte foi adicionado ao leite morno? 3. Se colocássemos o leite muito quente ou gelado, a experiência teria acontecido? 4. Qual a função dos microrganismos no processo? As respostas a essas questões constituíram os registros escritos analisados no presente estudo.
5. Posteriormente, devolvemos para os estudantes seus registros escritos para que relessem suas respostas após assistirem ao vídeo e discutirem sobre o assunto em aula.

III. Resultados e Discussão

A priori foi estabelecido um questionário para sondagem e avaliação do público-alvo, os alunos do nono ano dos Anos Iniciais. Na primeira aula, foi mostrado um vídeo sobre produção de iogurte, passo a passo, como se faz e quais processos para obtenção do produto desejado, vídeo educativo não somente mostrando a produção em si, mas explicando conceitos como: microrganismos e transformações químicas durante a fermentação do leite.

A tabela a seguir mostra a avaliação dos alunos em relação a aula de produção de iogurte (Tabela 1).

Tabela 1: Uso de vídeo aula na produção do iogurte

Questão 2	Categorias	%
Como você avalia a vídeo aula realizada em sala de aula?	Regular	2,9%
	Boa	26,8%
	Excelente	70,4%

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O ano escolar condiz apenas com agregação de conhecimento a nível introdutório para 9º ano, a fim de prepará-los para as séries subsequentes. (2008) complementa afirmando que "quanto maior a estrutura de recursos da escola, melhores serão as capacidades de atender as necessidades e anseios dos alunos, pois quando há recursos de qualidade, o conhecimento científico é refletido aos alunos de maneira a proporcionar melhor desempenho de aprendizado dos assuntos teóricos".

a) *Interesse dos alunos em relação as aulas com práticas experimentais em sala de aula*

Sobre aulas práticas, Penick (1998) afirma que "adotar procedimentos experimentais é uma prática inovadora no âmbito escolar, pois quebra o paradigma do tradicionalismo, tornando as aulas mais dinâmicas e eficazes no aprendizado". O aluno como alvo do saber torna-se um agente capaz de investigar, explorar e pesquisar um determinado assunto, tirando das hipóteses formuladas suas próprias conclusões sobre um determinado fato.

Referente aos alunos que associaram suas respostas a procedimentos desenvolvidos exclusivamente em laboratório, Sepel (2012, 165 p.) afirma que:

> A aula prática não deve estar associada apenas a processos feitos em laboratório, ou seja, com a respectiva utilização obrigatória de equipamentos, como espátulas, Becker, tubos, aventais, microscópio etc., a associação de obrigatoriedade com as práticas experimentais reduz a compreensão da ciência, bem como contribui para limitar o pensamento sobre o aprendizado através dos experimentos.

A partir da análise dos dados do questionário, foi possível se estabelecer algumas considerações referentes às respostas dos alunos, possibilitando a proposição de novas estratégias que pudessem aprimorar o desenvolvimento da ciência em forma de experimentos no ambiente escolar (Tabela 2).

Tabela 2: Concepção dos alunos sobre ciências com práticas experimentais

Questão 1	Categorias	%
O que você entende por ciências por meio de práticas experimentais?	Possuem associação com o procedimento de aprendizado	60%
	Não se relaciona com a teoria, sendo somente os métodos e processos experimentais realizados	35%
	Procedimentos que se relacionam apenas com processos desenvolvidos em laboratório	5%

Foi possível observar que a maioria dos alunos sabe da importância das práticas experimentais nas aulas e concorda com a proposição de obrigatoriedade de experimentos para consolidar o ensino de ciências. Diante do exposto Lunetta (1992, 427 p.) afirma que:

> Os alunos compreendem os assuntos com maior grau de eficácia quando é utilizado métodos experimentais, pois amplia sua visão sobre os fenômenos que acontecem em seu cotidiano, podendo analisar de maneira mais cientifica os processos físicos e químicos ocorrentes, auxiliando de maneira direta na consolidação do aprendizado.

A relevância do aprendizado é eficiente quando se constata que os alunos possuem interesse sobre um determinado assunto de ciências a partir da introdução de métodos experimentais nas aulas. Este fato é comprovado nos resultados abaixo, onde se encontram as respostas referentes ao nível de interesse dos alunos quando introduzidas aulas práticas no projeto escolar (tabela 3).

Tabela 3: Índice de interesse dos alunos por aulas práticas

Questão 5	Categorias	%
Aulas práticas despertam o seu interesse acerca da disciplina de Ciências da Natureza?	Sim	94,4%
	Não	0%
	Parcialmente	5,6%

Os resultados demonstraram que a maioria dos alunos possui maior interesse sobre determinado assunto de ciências, quando são submetidos a aulas práticas. Sobre este assunto discorre Leite (2005) afirmando que:

> Aulas práticas despertam interesse nos alunos por virtude de despertar a hiperatividade e não a passividade, pois constata-se que no modelo tradicional ocorre a estruturação do ensino através da figura do professor, tornando os alunos passivos em atividades e avaliações escritas, já nas aulas desenvolvidas através de experimentos, a turma é motivada a se manter mais ativa, realizando as etapas do experimento com atenção e agilidade, o que proporciona maior nível de interesse e comprometimento com as aulas desenvolvidas.

Leite aborda que o interesse dos alunos se deve ao fato de desenvolverem nas aulas práticas o que muitas vezes observam em fenômenos em seu cotidiano, instigando sua reflexão e posições de ideias. A interação entre professor e aluno também é mais intensa nesta modalidade, o que torna o aprendizado muito significativo, gerando como consequência um aumento da satisfação do aluno, bem como a vontade de querer aprender.

Analisando o conteúdo desses questionários, pudemos avaliar que os estudantes continham informações muito importantes e que se encaminhavam para imprimir um valor significativo nos saberes de aprendizagem dos alunos.

> A contribuição da área de ciências naturais possibilita à criança uma visão mais complexa dos fenômenos naturais, permitindo ampliar percepção de mundo, aguçando sua curiosidade, em contraposição à ideia de conhecimento acabado e fragmentado, no qual o homem é pensado fora do meio em que vive. Os fenômenos precisam ser pensados em conjunto, não apenas em sua dimensão natural, mas nas dimensões políticas, sociais, culturais e econômicas. Nesse sentido, o aprendizado de ciências deverá instigar a curiosidade, a crítica, a constituição de respostas e o ensino e a aprendizagem a partir das reflexões e buscas de respostas próprias da dimensão humana fundamentados em intensos e permanentes processos de interlocuções. Dessa forma há que se dar a devida importância e respeito necessários aos saberes e fazeres originários da realidade sociocultural das crianças (SMED, 2005).

Sem dúvida, uns foram mais motivados dedicados e mais reflexíveis que outros. Também havia diferença no aprofundamento das respostas do questionário, na medida em que uns estavam mais detalhados que os outros, com maior clareza do enfoque teórico proposto, com reflexões e interpretações mais direcionadas para as investigações que o trabalho propunha, mostrando uma experiência mais rica e impactante.

A leitura desse questionário evidencia a importância de os professores proporem perguntas que trazem a palavra que designa o conceito, dirigindo o pensamento de seus alunos para a elaboração do conceito de substâncias e misturas a luz da alfabetização científica.

Nesse sentido, o conhecimento do professor sobre a estrutura conceitual envolvida no tratamento de temas ou conceitos químicos aliados à importância de levar em conta as falas, as ideias dos alunos na interpretação do fenômeno para corrigi-las, adensá-las, ressignificá-las ou sistematizá-las, constitui a matéria prima do seu processo mediador para orientar, deliberadamente, o pensamento de futuros professores de Ciências da Natureza. Defendemos, portanto, a promoção de uma dialogia por parte do professor que não apenas identifique ou sintetize as concepções prévias dos alunos, mas que lhes possibilite expressar suas ideias e pensar sobre elas por meio de significações compartilhadas.

b) Relato das atividades desenvolvidas em aula

Inicialmente, apresentamos aos estudantes a temática a partir da leitura do texto "A química por trás do iogurte" (GREENWOOD, 2015) que discute aspectos sobre o processo de produção do alimento.

Os registros escritos dos estudantes foram organizados em torno da temática de estudo. Neste primeiro momento da sequência de atividades, o objetivo foi identificar o que pensavam a respeito do tema, explorar suas ideias para depois encontrar, em outros momentos de sua produção escrita, indícios de aprendizagem no contexto da abordagem desenvolvida sobre o tema em foco.

Durante a aula, os alunos comentaram aspectos diversificados a respeito do tema da produção do iogurte e, especificamente, da fermentação. Eles fizeram menção a termos da linguagem científica como fermentação, substância, misturas, ao discutirem e escreverem sobre a origem e produção artesanal do iogurte:

> *O iogurte é feito a partir do leite e outras substâncias, mas principalmente de leite* (Aluno 1 – registro escrito).
>
> *Do leite extraído da vaca, de algumas substâncias e microrganismo* (Aluno 2 – registro escrito).
>
> *Ele é feito a partir do leite da vaca e com alguma outra substância* (Aluno 3 – registro escrito).
>
> *leite animal e frutas com mel, morango, chocolate* (Aluno 4 – registro escrito).

Os registros escritos dos estudantes demonstram que é possível conversar com eles recorrendo a termos da linguagem científica, ainda que a sistematização do conhecimento ainda não tenha ocorrido ou que o significado científico das palavras tenha sido desenvolvido. Para isso é importante, explorar as ideias iniciais, como por exemplo, a de que o leite é uma substância (*O iogurte é feito a partir do leite e outras substâncias*; *ele é feito a partir do leite da vaca e com alguma outra substância*), sem avaliar essas respostas como certas ou erradas, num primeiro momento.

Ao pesquisarem o ensino de Química nos Anos Iniciais do Ensino Fundamental, Zanon e Palharini (1995) destacam que foi possível introduzir, por meio

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da linguagem, termos básicos da química, como substância e ácido. As referidas autoras comentam que o uso desses termos pelas crianças ocorreu em contextos de discussão nos quais não foram utilizados aprofundamentos em termos de fórmulas, símbolos e modelos teóricos. No caso dos Anos Finais do Ensino Fundamental, é desejável que os estudantes tenham algum nível de contato com tais aspectos teóricos ou microscópicos da Química, tais como modelos de partículas. A questão é que a alfabetização científica como processo, pressupõe que a entrada na linguagem científica ocorra em diferentes momentos, nos quais os estudantes vão aprendendo novos sentidos para os termos utilizados nas aulas.

A esse respeito, segundo Vygotsky (1998) a palavra tem uma história interna de desenvolvimento, ou seja, não são aprendidas de pronto pelos estudantes, na medida em que quando uma criança começa a utilizar uma palavra, seu desenvolvimento apenas começou.

Sobre a tecnologia de produção do iogurte, inicialmente os estudantes 1 e 2 fizeram referência ao local de fabricação e mencionaram a existência de muitos *procedimentos* ou *processo de fabricação*, porém, sem especificar sobre que processos estavam comentando.

> *ele (o leite) é levado para indústria e lá são feitos muitos procedimentos* (Aluno 1 – registro escrito).

> *na fábrica de lacticínios, onde ocorre todo o seu processo de fabricação* (Aluno 2 – registro escrito).

> *ele é tirado (o leite) da vaca e de lá vai pra fábrica onde ele é levado a uma temperatura que matas suas bactérias e depois disso ele é misturado com bactérias do bem e ficam lá 20 horas até fazer o iogurte* (Aluno 3 – registro escrito).

> *trazendo o leite animal retirado e transportado para o laticínio aí começa o processo pasteurização, um processo para retirar as bactérias ruins, logo após adição de bactérias não corrosivas* (Aluno 4 – registro escrito).

Por outro lado, os estudantes 3 e 4, fizeram referência ao processo de pasteurização do iogurte (*ele é levado a uma temperatura que matas suas bactérias*; *começa o processo pasteurização, um processo para retirar as bactérias ruins*), que consiste em um tratamento térmico que elimina microrganismos sensíveis a determinadas temperaturas. Sobre a fermentação, os alunos registraram inicialmente que:

> *É quando são colocadas algumas bactérias que não causam danos ao ser humano, e esses microrganismos fazem o processo de lá às 20h* (Aluno 1 – registro escrito).

> Aluno 2: *são substâncias feitas em laboratórios para que o leite dure bastante tempo* (Aluno 2 – registro escrito).

> Aluno 3: A fermentação *é quando algo fica em repouso com algo e depois de algum tempo ela turfa, ou fica em um estado grosso* (Aluno 3 – registro escrito).

> Aluno 4: *processo para a colocação de fermento* (Aluno 4 – registro escrito).

Nas respostas sobre a fermentação, foi possível observar a presença de termos da linguagem científica, ainda que os registros não constituam explicações de caráter teórico. Em sua resposta, o aluno 3, recorreu basicamente a aspectos perceptíveis que, segundo ele, estão associados à fermentação: *é quando algo fica em repouso com algo e depois de algum tempo ela turfa, ou fica em um estado grosso*, podendo ser classificada como uma descrição empírica.

Algumas das perguntas do questionário situam-nos melhor em relação ao objeto de pesquisa, com interesse de saber o conhecimento dos estudantes em relação ao tema sobre a produção de iogurte caseiro, visando a abordagem interdisciplinar (química e biologia) nos Anos Finais do Ensino Fundamental.

O texto e o questionário possibilitaram mobilizar as ideias iniciais dos estudantes sobre a temática, o que, na perspectiva da psicologia histórico-cultural, é um importante ponto de partida para a aprendizagem em aula. Isso porque, ao expor seus entendimentos, os alunos podem confrontá-los com outros pontos de vista, contribuindo para que possam confirmar, ampliar ou mesmo deixar de lado algumas ideias a respeito do assunto trabalhado em sala de aula.

A visita à fábrica artesanal de iogurte ocorreu em uma quinta-feira pela manhã com seis grupos de estudantes formados em sala de aula. Durante a visita, alguns alunos comentaram que diariamente vão à fábrica, pois eles têm pais que trabalhavam na fabricação do produto, mas ainda não tinham olhado atentamente para o processo de fabricação do iogurte. Ao chegarmos na fábrica, percebemos que os estudantes ficaram atentos para saber que materiais eram utilizados na produção. No momento inicial da visita, uma das funcionárias falou para os estudantes que naquele lugar a fabricação de iogurte já foi muito maior, com envio do produto para vários municípios vizinhos, mas que no momento a produção havia sido reduzida, por falta de incentivo governamental.

A professora Ana comentou que apesar da existência de matéria-prima, experiência e conhecimento da comunidade sobre o iogurte artesanal, acumulada ao longo de dezesseis anos, aspectos políticos e de financiamento externo, estariam dificultando a produção. Outro motivo apresentado pelos funcionários foi a falta de manutenção de equipamentos e da estrutura da fábrica.

Durante a visita à fábrica pelo período da manhã, o professor pediu aos estudantes que lembrassem o que havia sido discutido do texto e dos questionários, utilizados na etapa anterior. Pediu-lhes que anotassem suas observações sobre as etapas do processo de produção do iogurte e os detalhes que eles achassem importantes. Nesse momento, os professores deixaram os alunos livres, sem intervir no registro dos grupos.

Alguns alunos ficaram admirados com a quantidade de material usado e o cuidado necessário no processo para não haver interferência ou contaminação por agentes externos. Houve por parte dos professores a preocupação em não querer apenas ouvir a resposta correta sobre as etapas de produção do iogurte, mas sim fornecer informações adicionais para que os estudantes pudessem saber o porquê de cada processo. Consideramos que este é um aspecto fundamental que potencializa a alfabetização científica e o interesse pelo conhecimento de ciências por parte dos alunos, tendo em vista que relaciona as informações científicas ao contexto social deles e ao processo tecnológico de produção de um alimento, o iogurte.

Separamos trechos de relatórios que quatro grupos de estudantes apresentaram sobre a visita. Usaremos números para os grupos em vez de nomes dos alunos.

> *A vista a fábrica de iogurte foi boa, aprendemos como se faz iogurte e suas partes, primeiramente pega o leite do gado e põe em uma vasilha grande e deixa lá com os microrganismos para fermentar, espera um dia e uma noite para que os bichinhos transformem o leite na coalhada. Separa a parte dura do líquido e coloca as frutas batidas de diversos tipos e sabores. A fábrica é em um galpão grande e tem funis e vasilhas de alumínios grandes e vários tubos de metal. Depois de tudo preparado colocar em garrafinhas de plástico de iogurte. Tudo pronto para o consumo* (Registro escrito sobre a visita – grupo 1).

> *A visita na fábrica de iogurte foi interessante e ensinou a como fazer iogurte de uma maneira industrial. Cada passo e etapa foi mostrando todo processo, desde o armazenamento do leite até o produto que é o iogurte. A técnica responsável por explicar o processo falou que todo o cuidado é pouco para que não haja contaminação de fora para dentro, é muito interessante o que acontece com a matéria ou composto, mudam de estado físico visível. Muito fácil de fazer iogurte, basta ter leite de vaca e frutas* (Registro escrito sobre a visita – grupo 2).

> *A visita na fábrica foi muito útil, pelo fato de observarmos cada passo das etapas, originando no leite da vaca até o produto iogurte. Desde a coleta do leite pela comunidade na fazenda até o iogurte embalado, o cuidado com armazenamento do leite em tonéis de metal, a temperatura preparada para os microrganismos e a seleção das frutas como: banana, bacuri, cupuaçu, goiaba, murici coletadas pela comunidade. Sobre o fenômeno químico ocorrido foi a mudança do leite líquido para o coalhado. Tudo sendo aproveitado como o soro, o sólido para mistura do iogurte. Também os microrganismos ajudam no processo através da fermentação. Deu para ver e ouvir a técnica e anotar tudo isso* (Registro escrito sobre a visita – grupo 3).

> *Fomos à fábrica para ver como é feito iogurte em grande escala, um lugar parecido um galpão com umas máquinas, onde colocam o leite em repouso e esperam alguns dias para fermentar através dos microrganismos para transformar ele em coalhada. Depois pega o que foi separado líquido e sólido e será usado para fabricar o iogurte, bata tudo em uma máquina de bater e mistura com frutas de sabores diferentes, embala e está pronto para venda e consumo* (Registro escrito sobre a visita – grupo 4).

Nos trechos acima foi possível perceber que os estudantes observaram diferentes aspectos na tecnologia de produção do iogurte: separação de misturas (*pega o que foi separado líquido e sólido e serão usados para fabricar o iogurte*), transformações envolvidas (*Sobre o fenômeno químico ocorrido foi a mudança do leite líquido para a coalhado*) e utensílios utilizados (*funis e vasilhas de alumínios grandes e vários tubos de metal, tonéis de metal, máquina de bater*) e sua função no processo.

Após visitar a fábrica de iogurte, outra etapa foi feita em sala de aula, abordando agora a parte de conhecimento científico dos alunos em relação ao processo de fermentação do leite, não somente o que eles sabiam sobre a parte fenomenológica da fermentação, mas agora o que acontecia na parte microbiológica dela. Essa etapa foi desenvolvida a partir de um vídeo sobre a produção do iogurte". Após a aula, o pesquisador e a professora de biologia ministrante da aula pediram aos estudantes elaborações adicionais que justificassem ou ampliassem suas respostas. A atividade proposta aos alunos tinha como foco estabelecer a relações entre o nível do fenômeno ocorrido durante as aulas, visita à fábrica e o processo de fermentação do leite.

Orientamos os estudantes a representar, através de fórmula, a reação química ocorrida durante a fermentação do leite, sempre orientando e interagindo com cada aluno. Em seguida, convidamos os estudantes a socializar suas produções para a turma toda. Nesse momento, quando necessário, solicitamos aos estudantes que respondessem algumas questões por escrito, dentre as quais: 1. Qual a diferença entre substância e mistura? 2. Por que o iogurte foi adicionado ao leite morno? 3. Se colocássemos leite muito quente ou gelado, a experiência teria acontecido? 4. Qual a função dos microrganismos no processo? As respostas a essas questões constituíram os registros escritos analisados no presente estudo. Posteriormente, devolvemos para os estudantes seus registros escritos para que revissem suas respostas após assistirem ao vídeo e discutirem sobre o assunto em aula, com o auxílio do texto entregue para eles. A diferença entre substância e mistura foi uma questão apresentada aos alunos, pelo fato de termos observado que no registro escrito inicial, os estudantes consideraram o leite como uma substância e não como um material composto por água, gordura, proteínas, lactose, vitaminas, enzimas e minerais. De modo geral, foi possível identificar que os estudantes conseguiram fazer a distinção entre substância e mistura. Os estudantes 2 e 3, mencionam

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que as substâncias são caracterizadas por suas propriedades físicas, que são constantes, além disso, o estudante 4, cita propriedades físicas: *como ponto fusão, ponto de ebulição e densidades*.

> *A substância é formada por apenas um componente, elas podem ser simples ou compostas, já as misturas são formadas por duas ou mais substâncias, as misturas podem ser homogêneas, que possuem apenas uma fase conseguimos ver as substâncias se misturando, já as heterogêneas possuem duas ou mais fases e não se conseguimos ver elas se misturando, como a água e o óleo* (Aluno 1 – registro escrito).

> *Bom, as substâncias e as misturas são diferentes pelo fato de as substâncias serem formadas por um único componente e possuem propriedades constantes e definidas e já as misturas elas são sistemas formados por duas ou mais substâncias composta ou simples que reagem diferente* (Aluno 2 – registro escrito).

> *A substância é formada por um único tipo de componente, apresentando-se como simples ou composta e tendo como ponto de estados físicos bem definidos e filtros. Já a diferença entre os dois é que a mistura necessita de uma substância simples ou composta para que se desenvolva uma mistura, e não apresenta propriedades físicas bem definidas e físicas, mas sim propriedades físicas não definidas e variáveis que já na substância ela se encontra com propriedades bem definidas e físicas. E na mistura apresenta-se como homogênea ou heterogênea* (Aluno 3 – registro escrito).

> *Substância é quando determinado material é formado por somente um tipo de componente e, como resultado, apresentam propriedades físicas, como ponto fusão, ponto de ebulição e densidades. Misturas são sistemas formados por duas ou mais substâncias diferentes, essas misturas podem ser heterogêneas quando as duas substâncias não se misturam ficando divididas por bases ou camadas e homogênea é quando as duas substâncias não se misturam ficando divididos por bases ou camada e homogênea e quando as duas substâncias se misturam perfeitamente e não apresentarem essas fases ou camadas* (Aluno 4 – registro escrito).

Quanto à explicação sobre o iogurte ter sido produzido com leite morno, os estudantes responderam que:

> *Porque quando ele é adicionado ao leite morno as condições benéficas de temperatura e a disponibilidade do alimento faz as bactérias se reproduzirem, fazendo que não azede facilmente* (Aluno 1 – registro escrito).

> *Para que todos os microrganismos se misturassem no iogurte fazendo a transformação que acontece pelas bactérias Streptococcus Thermophilus e as bactérias-colos bulgaricus* (Aluno 2 – registro escrito).

> *Para que tenha um equilíbrio entre as bactérias e é necessário para que mantenha o iogurte ácido, aromáticos, estável com relação a inibição de outras bactérias prejudiciais para a saúde e que poderia ter um certo crescimento* (Aluno 3 – registro escrito).

> *Ele foi adicionado ao leite para que as bactérias se alimentam dos nutrientes do leite e deixe o iogurte mais aromatizado* (Aluno 4 – registro escrito).

Quanto à pergunta feita sobre o que aconteceria se colocássemos leite muito quente ou gelado, os estudantes responderam, construindo explicações teóricas para a questão, com os estudantes 3 e 4 apresentando construções de acordo com o que os professores haviam trabalhado em aula, a respeito da fermentação:

> *Sim, pois a temperatura ideal é de 40º C* (Aluno 1 – registro escrito).

> *Não no fato de se colocar os microrganismos no leite muito quente ou muito frio, gelado, eles não vão fazer o papel dele que é transformar o leite em iogurte por isso a temperatura é de (+40ºC) para a disponibilidade do alimento* (Aluno 2 – registro escrito).

> *Sim, pois a transformação química que até iria ocorrer, ocasionaria em uma espécie de choque térmico sobre os microrganismos e tendo uma estimulação benigna e com um bom desenvolvimento aos microrganismos bons para a digestão* (Aluno 3 – registro escrito).

> *Não porque se o leite estiver muito quente ou muito gelado as bactérias não conseguiram se proliferar, elas iam morrer não ia acontecer a fermentação* (Aluno 4 – registro escrito).

Quanto a função dos microrganismos no processo, a exemplo das outras perguntas, os estudantes recorrem a termos do discurso científico em suas respostas, além de mencionar que os microrganismos atuam na transformação da lactose em ácido láctico:

> *Elas se alimentam da lactose presente no leite, eliminando ácido lático* (Aluno 1 – registro escrito).

> *Elas são responsáveis por transformar o leite em iogurte fazendo com que haja vários nutrientes presentes no iogurte* (Aluno 2 – registro escrito).

> *Manter-se muito bem para a digestão através de processos que levam a multiplicação benigna para com os microrganismos e ficam bem aromáticos e diminuindo a acidez encontrada no leite* (Aluno 3 – registro escrito).

> *Aumentar a acidez do iogurte, aromatizá-lo e ser responsável pela fermentação do iogurte* (Aluno 4 – registro escrito).

Analisando o conteúdo desses questionários, pudemos avaliar que os estudantes continham informações muito importantes e que se encaminharam para imprimir um valor significativo nos saberes de aprendizagem dos alunos.

IV. Conclusão

A proposta de superar a visão da escolarização como um mero fluxo a ser escalonado, valorizada apenas como uma preparação para o futuro, e não como efetiva potencialização dos processos de desenvolvimento integral das crianças e adolescentes em pleno processo de formação, com as quais convivemos a cada ciclo da vida escolar, em suas inserções socioculturais específicas, extrapolam a dimensão da preparação para a vida profissional.

Aprender biologia e química através da disciplina Ciências da Natureza nos Anos Iniciais é aprender uma nova linguagem e uma nova maneira de construir e utilizar as informações dos conteúdos, concebendo a interação entre cada situação-problema ou em fenômenos ocorridos no cotidiano. Não se trata de aprender a reproduzir definições ou memorizar definições/conceitos.

Queremos que nossos estudantes tenham posse e saibam usar conceitos/ modelos explicativos de biologia e química, como uma forma válida de pensamento/ linguagem que se mostre apropriada para descrever, representar, comentar e entender, para além das aparências, as situações do dia a dia em seus aspectos físico-materiais, agindo com responsabilidade, isto é, com sabedoria, nos meios onde vivem.

A verificação da pertinência das ideais teóricas sobre o conteúdo da transformação química (fermentação) ocorreu na prática, ou seja, na sua aplicação no campo da atuação dos professores, para solução de tarefas específicas da aula, seguida de reflexão escrita, planejamento da próxima aula e, mais adiante, estudos e avaliação conjuntos. Os estudantes, assim, trabalharam intensamente a possibilidade, viabilizada pela linguagem, de operar com modelos mentais, baseados na teoria e nas experiências vivenciadas, planejando formas de atuar que, na perspectiva Vygotskyana, é o componente mais importante da consciência humana.

Por meio da compreensão e da descoberta, isso conduz a necessidade de que os estudantes precisam cada vez mais ser provocados a resolverem problemas concretos do dia a dia, desenvolvendo uma alfabetização científica e técnica.

Pelo contrário, estratégias metodológicas como esta e outras de mesma natureza e intenção possibilitam o desenvolvimento de uma ciência.

Valorizamos o conhecimento biológico e químico, não pela sua mera dimensão especulativa da realidade, mas essencialmente em sua dimensão ética, humana e social, enquanto leitura de mundo relevante para a promoção das potencialidades essenciais à vida, na sociedade e nos ambientes. É necessário zelar para que a escola básica mantenha e amplie os espaços para os estudos, em química, ante a relevância deste saber para a cidadania responsável, em detrimento da valorização de programas específicos de seleção/concursos.

Convencemo-nos sempre mais de que, por meio de abordagens instigadoras dos processos de aprendizagem, é possível problematizar os conhecimentos existentes em busca da constituição de ideias, conceitos, modelos e linguagens específicas contextualizadas que despertem o aluno para a participação ativa e responsável na sociedade, movido por processos do aprender a aprender, a conhecer e a mudar, comprometendo-se solidariamente na interação com os outros sujeitos das intervenções, mediações, construções e mudanças.

As proposições didáticas aqui apresentadas mostram-se também coerentes com a constatação de que, para se promover mudanças em práticas nas salas de aulas introduzindo uma linguagem mais técnica, ou seja, alfabetização científica, há necessidade de se conhecer e vivenciar novas ações ou modelos de ensino. Portanto, pretendemos que o futuro estudante venha a entender com destreza o conceito de reação química com mais clareza. Analisando os aspectos positivos dos professores, nota-se que ambos podem somar ao ambiente de trabalho, envolvendo as coisas ao redor, do cotidiano dos alunos, um com sua energia e criatividade, e outro com sua experiência e autoconfiança. Essa interação é benéfica tanto para os professores quanto para os alunos, desde que reconheçam a contribuição de ambos no seu desenvolvimento intelectual.

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Global Journal of Human-Social Science: G
Linguistics & Education
Volume 22 Issue 2 Version 1.0 Year 2022
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Patterns of Pronunciation of Morpheme "– ed" in English News among Yoruba Television Newscasters in Lagos State

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Keywords: morpheme, rendition, patterns, elision, newscasters.

GJHSS-G Classification: FOR Code: 200302

PATTERNSOFPRONUNCIATIONOFMORPHEMEEDINENGLISHNEWSAMONGYORUBATELEVISIONNEWSCASTERSINLAGOSSTATE

Strictly as per the compliance and regulations of:

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Keywords: morpheme, rendition, patterns, elision, newscasters.

I. Introduction

Phonology, which is the sound structure of a language and morphology, which the word structure of a language, are two different aspects of language but they interact at some points; this interaction is known as morphophonemic. When the sound structure and the word structure of a language interact, the sound of the morpheme is modified or completely changed. The term morphophonemic is derived from two words, "morpheme" and "phoneme" and it refers to the variation in the form of morphemes because of the influence of phonetic factor. The form change of morpheme is based on the sounds that surround it which relates to the correlation between morphemes and phonemes (Parera, 1982:42). Morphophonemic is the analysis of classification of phonological factors that affects the pronunciation of morpheme.

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Morphophonemic process is the process that guides the phonological realizations of a morpheme. This process shows morphophonemic rules are sensitive to their environment. Phonological environment is the position a phoneme occupies in relation to other phonemes. Gbadegesin (2016) describes phonological environment as the position a phoneme occupies in relation to other phonemes it co-occurs with which may have effect on the realization of such phoneme and the features of its rendition. Morphophonemic process studies the phonological realization of the allomorphs of the morphemes of a language or the study of the phonemic representation of morphemes in different environment (IvyPanda, 2020). It is also called morphophonemic changes.

According to Ramlan (2001:83), morphophonemic refers the changes of phoneme as a result of the merging of one morpheme to another. A phoneme is a sound unit with its functions and peculiarities, and a morpheme is the smallest grammatical unit in the language (Radford, Atkinson, Britain, Clahsen, & Spencer, 2009). These units cannot be ignored because the quality and essence of every word a person pronounces are defined by the sound changes that occur in a morpheme. The interactions between morphology and phonology have a long history, and the existing morphophonemic rules serve as the best proof that the supporters of the theory succeeded in their ideas to analyze the changes in word forms and the effects of these changes on words' pronunciation and to implement a phonological rule that can be restricted to a certain morphological environment IvyPanda. (2020).

English is an international language used by a relatively significant percentage of the world's population. By mastering English, one is able to follow all kinds of development for the purpose of absorbing information that addresses one's interests. The mastery of English as a second or foreign language begins with learning its skills properly. English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation (Aliaga García, 2007; Martínez-Flor et al. 2006; Pourhosein Gilakjani, 2016). Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning (Pourhosein Gilakjani, 2012).

Morley (1991) emphasized that learners should develop functional intelligibility, functional communicability, increased self-confidence, the speech monitoring abilities, and speech modification strategies. In this study, the researcher defines the term pronunciation, reviews the goal of English pronunciation instruction, and explains the significance of English pronunciation instruction. If learners want to change the way of pronouncing English words, they have to change the way they think about the sounds of those words. This is true both for individual sounds and the bigger parts of speech such as syllables, stress patterns, and rhythm. Unfortunately, pronunciation instruction is sometimes ignored in English language teaching (Pourhosein Gilakjani, 2011; Pourhosein Gilakjani, 2016).

Difficulties can also arise from the mode of learning of the target language i.e English language. It is necessary to say that spoken language is the primary mode of communication. Speech is reported as the foundation of the language work and a good grounding in speech work is seen as naturally constituting a good basis for broadcasters. In the Nigerian situation where English is taught as a subject and used as a second language, it is important to speak English with the appropriate realization of the suprasegmental features in order to convey the appropriate message behind the utterance. The above factors prompted the government to make oral English compulsory in secondary schools; yet, students perform very poorly in speech work. Nigerians newscasters especially those from the Southwest, have the problem of their mother tongue interfering in the way they speak and pronounce words in English. Cook (1996 as cited in Pourhosein Gilakjani, 2016) defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language.

According to James (2010), acceptable pronunciation can be understood based on the following basic levels. In level1, what the speaker is saying is not understandable to people. The speaker uses the wrong sounds when producing English words or uses the wrong prosodic features when producing English sentences. According to Hinofotis and Bailey (1980, as cited in Celce-Murcia & Goodwin, 1991), there is a beginning level for pronunciation. If the pronunciation of a speaker falls below this level, he/she will be not be able to communicate without paying attention to his/her knowledge of grammar and vocabulary. In level 2, what the speaker is saying can be understandable to people but the speaker's pronunciation is not acceptable to listen to because he/she has a strange and heavy accent. Morley (1994) said that when a speaker's pronunciation is heavily accented it can affect the speaker's understanding. In level 3, people understand the speaker and the speaker's English is acceptable to listen to. Scovel (1988) called it comfortable intelligibility and it should be the aim of English pronunciation.

Therefore, the important question is this: what shapes acceptable pronunciation? A speaker has acceptable pronunciation when other people can understand him/her and the speaker's English is of great value to listen to. According to James (2010), the aim of learning pronunciation, for some learners, is the native-like accent. This can probably be a primary objective but it cannot be the ideal goal of teachers who intend to improve their learners' pronunciation.

Also, other aspect of difficulties is the irregularity in the spelling of English words. When words are not spelt well, the readers and speakers find it difficult to interpret the message passed across. According to Yates and Zielinski (2009), much attention to English pronunciation indicates that pronunciation has a key role in learning English. If teachers don't present the general rules and principles toward comprehensible pronunciation to their ESL learners, nobody will certainly do it. This is the responsibility of ESL teachers to do this by teaching the new sounds, words, sentences, and phrases and arranging appropriate materials for understandable pronunciation in their ESL classes. ESL teachers should explore new ways of indicating, practicing, and giving feedback on English pronunciation that are actually appropriate for learners to learn English pronunciation easily and effectively.

Gilakjani (2012) observes that English pronunciation is one of the least favorite areas for teachers to teach in their classes. Morley (1991) also notes that intelligible pronunciation is a necessary part of communicative competence and without having perfect pronunciation skills learners would not be able to communicate effectively. Hismanoglu and Hismanoglu (2011) declared that many teachers try to teach grammar, vocabulary, and the four language skills for their learners without incorporating English pronunciation into their curriculum.

According to Harmer (2001), a lot of teachers do not pay enough attention to English pronunciation. There are different reasons for this negligence. Many learners state that they do not need to learn pronunciation and learning pronunciation is a waste of time. They state that just communication in English is enough and when they are understood, nothing else is important. Harmer (2001) emphasizes that the main aim of teaching and learning in any language is to enable students to communicate in the target language and if this is the case, communication is an important term to explain.

It is beyond doubt that pronouncing the words that make up a language properly is a key aspect to making a speaker understand other speakers and vice-versa. To achieve this, the speakers must understand the concept of morpheme which is an integral part of speech. Morpheme is the smallest meaningful part of a linguistic expression that can be identified by segmentation. It is a meaningful word or part of a word, which cannot be divided into smallest meaningful parts. To utter speech correctly, the speaker must understand the concept of morpheme and know how to put morphemes together In a setting where English is an official language and is used as the language of wider communication, teaching and learning the process of pronunciation would play a determining role since they are directly related to the development of professionals' communicative competence and thus to language proficiency and comprehensibility.

Communication means to understand and be understood. Many learners think that because they can talk to their teachers and other students so they can easily communicate in English. But they make a big mistake. There are a lot of reasons for their mistakes. Firstly, teachers can understand their students much more easily than an average person because their ears are used to 'bad English.' Secondly, other students are the speakers of the same language have the same pronunciation patterns and make the same mistakes so it is easy for them to understand each other. Thirdly, the classroom is not a real situation and it just takes place at school and students do not have an opportunity to talk to native speakers (Harmer, 2001). Several academic researchers have contributed facts on factors that can affect the teaching and learning of pronunciation. These include:

> News casting that should be a good model of acceptable and intelligible English pronunciation in Nigeria has become channel of confusion. Most learners learn the wrong pronunciation of words from the media. Learners' age also affects learning pronunciation. The debate over the impact of age on language acquisition, specifically pronunciation, is varied. Many researchers, however, agree that adults find pronunciation more difficult than children do and that they probably would not achieve native-like pronunciation. Also, Learners' aptitude. Individual capacity for learning languages has been debated. Some researchers believe all learners have the same capacity to learn a second language because they have learned a first language. This is a great problem. Learning of first language was unconscious and informal without scheme or curriculum but the acquisition of second language comes wise, rules and regulations and model that is why it is a bit difficult to easily learn the second language.

Moreover, learner attitude also affects pronunciation. Non-linguistic factors related to an individual's personality and learning goals can influence achievement in pronunciation. Attitude towards the target language, culture, and native speakers; degree of acculturation (including exposure to and use of the target language); personal identity issues. The readiness and unwillingness of the learners is a great factor that affects learning pronunciation. When a learner is willing to learn, he or she achieves easily than when he or she is being forced to learn. Motivation can also affect pronunciation learning. When a learner is adequately motivated the readiness to learn will come easily. Especially, when the learners know the advantages attach to learning the appropriate pronunciation motivated. Many teachers are not aware of the importance of pronunciation. Teachers pay enough attention to grammar and vocabulary in learning a foreign language and they help learners become skillful in listening and reading. Secondly, the majority of teachers think that pronunciation study is too difficult and monotonous for learners (Harmer, 2001). According to Harmer (2001), the lack of high quality, suitable teaching and learning materials, and the lack of time to practice pronunciation are the major reasons that cause teachers not to pay enough attention to English pronunciation. Teachers think that they have too much to do and pronunciation instruction just wastes their time. Some teachers believe that their students can learn correct pronunciation without particular pronunciation instruction.

Kenworthy (1987) said that there are some factors for the learning of acceptable pronunciation by some students without depending on their teachers. They are learners' phonetic abilities, integrative motivation, and achievement motivation. There are just some students who know the value of good pronunciation. This is the responsibility of teachers to persuade their learners to study pronunciation severely and help them learn to pronounce English sounds correctly. Teachers should tell their students that their very first English lesson is pronunciation. If students do not practice good pronunciation at the beginning of their learning process, they may learn wrongly. Therefore, words should be learnt regarding to their pronunciation. Otherwise, this may damage learners' overall success.

Harmer (2001) expressed that the first thing that native speakers notice during a conversation is pronunciation. Grammar and vocabulary are important elements of language and they can be useless if the speakers cannot pronounce those elements or words accurately. Native speakers can understand people, despite their grammatical errors, if they use accurate pronunciation. Communicative efficiency can be guaranteed by correct pronunciation. Pronunciation is an essential part of communication and without correct pronunciation nobody can say that he/she knows the English language perfectly. Information about spoken English and help them get the goal of comprehension and intelligibility. According to Kenworthy (1987), some teachers state that pronunciation instruction cannot be useful because only a few learners will be able to get native-like pronunciation. We should know that native-like pronunciation may be an ideal goal only for some learners and not for all learners. Intelligibility is a logical aim for the majority of learners.

This follows that there is a high expectation from the general public from television houses in reporting news with near native-like control of the English language. The spoken languages of a reporter should be "impeccable", devoid of the trace of the mother tongue, Pidgin and the Nigerian variety of English. This may suggest that news reading had to be undertaken with close attention to stress timing and cadence as well as pronunciation. There is a need to sanction recalcitrant reporters and relieve them of their duties if they insist on polluting English language. Broadcasters are expected to have crossed the hurdle of wholesale MT interference because they have been trained as journalists to speak and use educated variety of English language.

In support of the expectation of the standard usage of English language by newscasters; the everyday language of ordinary discourse and language of the news casting significantly differs due to the difference in expected roles. The language of journalism or broadcasting is to facilitate effective communication between an encoder and the decoder. The language of a broadcaster should be flawless, at least, not to the extent of being an error rather than a mistake. However, research has shown that many broadcasters still find it difficult to shed away the interference of their MT into English which has continually made them produce the substandard English. This becomes evident as the problem rests on the improper manipulation of the segmental and supra segmental features which invariably is the inevitable form with which a news correspondent reports a story. Though interference may be ignored in ordinary conversation as many Nigerians speak their MT while assuming they are speaking English, it became a serious faux pas when it comes to reporting as it can breed semantic noise and sends negative signal to students in schools. Phonic noises that are negative render a reporter incompetent and incomprehensible.

a) Research questions

a. What are the possible phonological environments that influence the renditions of morpheme 'ed'?
b. What are the patterns of the pronunciation of "ed" by Yoruba L1 Television Newscasters?
c. Do Yoruba L1 English newscasters demonstrate awareness of phonological rules guiding the articulation of "ed" in the news episodes?

II. Methodology

The study is a descriptive survey on the awareness of morphophonemic rules guiding the articulation of morpheme '-ed' among Yoruba television English newscasters. Five television stations covering the federal, state and private ownerships were selected based on their popularity and coverage. The television stations were: Channels Television, Nigerian Television Authority (NTA), Galaxy Television, Lagos, African Independent Television (AIT), and Lagos state television. Weekly news episodes were recorded in August 2020. Hence, four news episodes were collected from each television station making a a total of 20 news episodes. 25 words that contain morpheme '-ed' were purposively selected from the recorded news episodes; these words were common to the news episodes from all the television stations. There is different number of occurrences of each word, this necessitated the inclusion of number of occurrence in the analysis and the words were transcribed and subjected to perceptual analysis. The study drew its theoretical insights from Distinctive Features Analysis (DFA). DFA explains the intrinsic features of each phoneme which makes it wrong for substitution no matter the phonological environment.

III. Data nalysis

Phonological environments that influence the renditions of morpheme '-ed'

Table 1: Selected words, Number of Occurrence and RP Transcription

S/N	Item	RP	Number of Occurrence
		Voiced consonant sounds with 'ed'	
1	Planned	/plænd/	48
2	Observed	/əbzɜ:vd/	45
3	Warmed	/wɔ:md/	52
4	Razed	/ reizd/	34
5	Wronged	/wɒŋd/	24
		Voiceless consonant sounds with 'ed'	
6	Washed	/wɒʃt/	38
7	Practiced	/ˈpræk.tɪst/	27
8	Cooked	/kʊkt/	16

9	Purposed	/pɜ:pəst/	32
10	Watched	/wɔtʃt/	41
Voiceless Alveolar Plosive /t/ with 'ed'			
11	Tested	/testid/	74
12	Rejected	/rɪˈdʒektid/	63
13	Abducted	/æbdʌktid/	67
14	Affected	/əfektid/	58
15	Projected	/prədʒektid/	42
Voiced Alveolar Plosive /d/ with 'ed'			
16	Needed	/ni:did/	65
17	Recorded	/rikɔ:did/	83
18	Avoided	/əvɔidid/	43
19	Invaded	/inveidid/	58
20	Decided	/disaidid/	42
Vowel sounds with 'ed'			
21	Prepared	/prɪˈpeəd/	57
22	Poured	/p ɔ:d/	31
23	Bothered	/ˈbɒð.əd/	28
24	Aired	/eər/	22
25	Barred	/bɑ:d/	18

Table 1 shows that there are five different possible phonological environments that influence how morpheme '-ed' is pronounced as gathered from the news episodes. The selected words from the news episodes are group according to these RP patterns. These phonological environments are:

(i) Voiced consonant sounds with 'ed' –The phonological rule is that when voiced consonant sounds precede 'ed', morpheme 'ed' is pronounced as /d/
(ii) Voiceless consonant sounds with 'ed' - when voiceless consonant sounds precede 'ed', morpheme 'ed' is pronounced as /t/
(iii) Voiceless Alveolar Plosive /t/ with 'ed' – When voiceless alveolar plosive /t/ precede 'ed', the morpheme is pronounced as /id/
(iv) Voiced Alveolar Plosive /d/ with 'ed' - When voiced alveolar plosive /d/ precede 'ed', the morpheme is pronounced as /id/
(v) Vowel sounds with 'ed' –When vowel sounds precede 'ed', the morpheme is pronounced as /d/.

In all, there are three possible Received Pronunciation of 'ed' base of its phonological environments -/t/, /d/, and /id/. The study found that there are five different patterns of rendition of morpheme 'ed' among Yoruba L1 television English Newscasters instead of the three patterns of pronunciation in the received pronunciation: /t/, /d/, /id/, /ed/, and /∅/. Of all the renditions, /d/ and /ed/ were the commonest ones.

a) *Patterns of the pronunciation of "ed" by Yoruba L1 Television Newscasters*

Table 2: Voiceless Consonant Sounds without Voiceless Alveolar Plosive /t/ + -ed

S/N	Item	RP	Number of Occurrence	/t/ %	/d/ %	∅ %	Total
1	Washed	/t/	38	62	31	7	100
2	Practiced	/t/	27	60	30	10	100
3	Cooked	/t/	16	53	35	12	100
4	Purposed	/t/	32	60	34	6	100
5	Watched	/t/	41	38	55	7	100

The results show that morpheme '-ed' in voiceless consonant sounds without voiceless alveolar fricatives /t/ phonological environment has three different patterns as articulated by the Yoruba television English news casters. It is realized as /t/, it is realized as /d/ and there are cases of null realization which is called elision. The results showed that many of the news casters are aware of the phonological rules that guides the rendition of morpheme ''-ed' as /t/ in the environment of voiceless consonant sounds without voiceless alveolar fricatives /t/. All the first four words have 53% and above RP pattern rendition. Only watched has 38% RP pattern rendition; this may be as a result of common error of taking /tS/ for a voiced sound among second language users. Of all the three patterns of rendition of morpheme ''-ed' in the phonological environment of voiceless consonant sounds without voiceless alveolar fricatives /t/, /t/ has the highest rendition follow by /d/ and null rendition or elision has the least.

Table 3: Voiced Consonant Sounds without Voiced Alveolar Plosive /d/ + -ed

S/N	Item	RP	Number of Occurrence	/d/ %	/t/ %	∅ %	Total
1	Planned	/d/	48	80	11	9	100
2	Observed	/d/	45	76	18	6	100
3	Warmed	/d/	52	68	27	5	100
4	Razed	/d/	34	80	16	4	100
5	Wronged	/d/	24	76	18	6	100

The study showed that there are three renditions of morpheme '-ed' in the phonological environment of voiced consonant sounds -/d/, /t/ and ∅. Many of the participants rendered the five selected words as voiced alveolar plosive /d/ which is the RP pattern by. Only few of between 11% and 27% rendered morpheme '-ed' in the voiced consonant phonological environment as voiceless alveolar plosive /t/ while between 4% and 9% recorded null rendition or elision. The reason for the higher percentage of the RP pattern is because it is general rendition without any special rule.

Table 4: Voiceless alveolar plosive /t/ + morpheme '-ed'

S/N	Item	RP	Number of Occurrence	/id/ %	/ed/ %	∅ %	Total
1	Tested	/id/	74	45	55	-	100
2	Rejected	/id/	63	30	65	5	100
3	Abducted	/id/	67	35	60	5	100
4	Affected	/id/	58	25	71	4	100
5	Projected	/id/	42	30	62	8	100

There are three different patterns observed from the rendition of the newscasters, they are /id/, /ed/ and ∅ (null or elision). Majority of the respondents rendered morpheme '-ed' as /ed/ when it is preceded by voiceless alveolar plosive /t/ phonological environment. From the five tokens observed here, 71% of the respondents rendered morpheme '–ed' in *affected* as/ed/, this is followed by *rejected* with 65%, *projected* with 62%, *abducted* with 60% and *tested* with 55%. This reason might be that morpheme '-ed' is rendered in many varieties of Nigerian English as /ed/ as against /id/. There are also cases of null rendition or elision of 8% in projected, 5% each in rejected and abducted while 4% was recorded in affected. Although, there are inconsistencies observed in th rendition of -ed, the results show consonant clusters /kt/ is more difficult for the newscasters than /st/.

Table 5: Voiced alveolar plosive /d/ + Morpheme '-ed'

S/N	Item	RP	Number of Occurrence	/id/ %	/ed/ %	∅ %	Total
1	Needed	/id/	65	15	75	10	100
2	Recorded	/id/	83	23	70	7	100
3	Avoided	/id/	43	15	75	10	100
4	Invaded	/id/	58	27	65	8	100
5	Decided	/id/	42	23	70	7	100

Like voiceless alveolar plosive /t/ environment, there are three renditions of morpheme '–ed' observed. They are /id/, /ed/ and ∅ (null or elision). Many of the respondents rendered morpheme '-ed' preceded by voiced alveolar plosive /d/ as /ed/ instead of /id/ that is found in RP. *Needed* and *avoided* had 755 each, *recorded* and *decided* had 70% each while *invaded* had 65%. There are more cases of null rendition or elision in a phonological environment where morpheme –ed is preceded by voiced alveolar plosive /d/. The cases of null rendition or elision range from 10% to 7%. The reason for this scenario might be as a result of the word ending with voiced alveolar plosive /d/.

Table 6: Vowel sounds with -ed

S/N	Item	RP	Number of Occurrence	/d/ %	/t/ %	∅ %	Total
1	Prepared	/d/	58	85	15	-	100
2	Poured	/d/	32	86	10	4	100
3	Bothered	/d/	28	100	-	-	100
4	Aired	/d/	22	80	14	6	100
5	barred	/d/	18	78	14	8	

The results show that three patterns of articulation were observed in the respondents' articulation of morpheme –ed preceded by vowel; these are /id/, /ed/ and ∅ (null or elision). Generally, many respondents rendered morpheme '-ed' preceded by a vowel as /d/ which is the RP pattern. Specifically, all the respondents in the 28 occurrences rendered morpheme –ed preceded by a vowel as /d/ in the word *bothered*. Also, 86% rendered *poured* as /d/ while 10% and 4% rendered it as either /t/ or ∅ respectively. The results show that 85% of the respondents rendered *prepared* as /d/ while 15% rendered it as /t/. However, there is no null or elision recorded in the rendition of *prepared.* In another token, 80% rendered morpheme '-ed' in aired as /d/ while 14% rendered it as /t/ and the rest 6% did not realize it at all. There are 78% of the respondents that rendered morpheme '-ed' preceded by a vowel as /d/ in barred, 14% realized it as /t/ while 8% did not realize it at all. The /t/ renditions might be as a result of overgeneralization and inconsistencies.

b) *Awareness of phonological rules guiding the articulation of morpheme '-ed'*

(i) The unsystematic and inconsistent nature of the patterns morpheme '-ed' rendered by the participants showed that many of them are not aware of the phonological rules guiding the articulation of morpheme '-ed'. Morpheme '-ed' has three different possible patterns depending on the phonological environment. /t/ -This pattern is realized when morpheme '-ed' comes after voiceless consonant sounds without voiceless alveolar fricatives /t/.

(ii) /d/ -This pattern is realized when morpheme '-ed' comes after voiced consonant sounds or vowel sounds without voiced alveolar fricatives /d/.

(iii) /id/ - This pattern is realized when morpheme '-ed' comes after voiced and voiceless alveolar fricatives /t/ and /d/

Drawing inferences from the tables above, there are inconsistencies and unsystematic pattern of morpheme 'ed' rendered by the television newscasters. The results showed that many of the respondents rendered morpheme '-ed' as /t/ when it follows a voiceless consonant but seem not to be aware of the rule. This is because there were cases of overgeneralization; where morpheme '-ed' should be rendered as /d/ they rendered it as /t/ and null rendition or elision in other instances.

IV. Conclusion

The wrongly pronounced English morpheme '-ed' in different phonological environments do not exist in Yoruba phonology and the newscasters being Yoruba natives have to consciously or unconsciously substitute the sounds that do not exist in Yoruba phonology with the ones that exist. It is also concluded that the English allomorphs for past tense, /t/, /d/ and/ ɪd/ are interchangeably used for one another. The reasons for the errors in the patterns of pronunciation of past tense morphemes among Yoruba television newscasters in South-West, Nigeria, therefore bifurcate into Yoruba phonological system interference and improper mastery of English phonological rules. To outgrow these identified patterns, Yoruba television Newscasters should take note of the English sounds that do not exist in Yoruba phonology and master their correct pronunciation. The newscasters should also master the English phonological rules painstakingly to be familiar with the correct pronunciation of English sounds and put the knowledge into use when casting news.

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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:

- o Explain the value (significance) of the study.
- o 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.
- o Present a justification. State your particular theory(-ies) or aim(s), and describe the logic that led you to choose them.
- o 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:

- o Report the method and not the particulars of each process that engaged the same methodology.
- o Describe the method entirely.
- o To be succinct, present methods under headings dedicated to specific dealings or groups of measures.
- o Simplify—detail how procedures were completed, not how they were performed on a particular day.
- o 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:

- o Resources and methods are not a set of information.
- o Skip all descriptive information and surroundings—save it for the argument.
- o 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.

The Administration Rules

Administration Rules to Be Strictly Followed before Submitting Your Research Paper to Global Journals Inc.

Please read the following rules and regulations carefully before submitting your research paper to Global Journals Inc. to avoid rejection.

Segment draft and final research paper: You have to strictly follow the template of a research paper, failing which your paper may get rejected. You are expected to write each part of the paper wholly on your own. The peer reviewers need to identify your own perspective of the concepts in your own terms. Please do not extract straight from any other source, and do not rephrase someone else's analysis. Do not allow anyone else to proofread your manuscript.

Written material: You may discuss this with your guides and key sources. Do not copy anyone else's paper, even if this is only imitation, otherwise it will be rejected on the grounds of plagiarism, which is illegal. Various methods to avoid plagiarism are strictly applied by us to every paper, and, if found guilty, you may be blacklisted, which could affect your career adversely. To guard yourself and others from possible illegal use, please do not permit anyone to use or even read your paper and file.

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Please note that following table is only a Grading of "Paper Compilation" and not on "Performed/Stated Research" whose grading solely depends on Individual Assigned Peer Reviewer and Editorial Board Member. These can be available only on request and after decision of Paper. This report will be the property of Global Journals

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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ISSN 975587