

ANALYZING DISCOURSE OF POEMS FOR TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Abstrak

Penelitian ini mengenai penggunaan puisi sebagai bahan ajar khususnya dalam pengajaran Bahasa Inggris sebagai Bahasa Asing, karena membutuhkan strategi untuk memahami pesan di balik puisi tersebut. Salah satu strategi yang bisa dilakukan untuk memahami pesan adalah dengan menggunakan teori Analisis Wacana. Penelitian ini menggunakan Analisis Mikrostruktural dan Makrostruktural dari Dijk. Analisis Mikrostruktural menggunakan analisis parafrase dan analisis leksikal. Sementara itu, Analisis Makrostruktural menggunakan nilai moral dan memperhatikan latar belakang penyair. Objek penelitian adalah empat puisi pilihan yang merupakan bagian dari buku Poem that Every Children Should know yang diedit oleh Mary E. Burts. Puisi yang diedit adalah Little Things oleh Julia Abigail Fletcher Carney, puisi kedua adalah Twinkle Twinkle Little Star oleh anonymous, puisi ketiga adalah Little White Lily oleh George Macdonald dan puisi keempat adalah How The Leaves Come Down yang ditulis oleh Sarah Chauncey Woolsey. Hasil penelitian menunjukkan bahwa analisis mikrostruktural menunjukkan parafrase yang memudahkan pemahaman dari tiap-tiap puisi. Analisis makrostruktural menunjukkan adanya kesamaan nilai moral dari ketiga puisi tersebut bahwa ada kesamaan yaitu segala sesuatu di dunia ini memiliki peran. Selain itu, ketiga puisi ini bisa diaplikasikan untuk pengajaran Bahasa Inggris. Aspek yang bisa diajarkan meliputi kosa kata, tata bahasa, mendengarkan, dan berbicara.

Kata Kunci : *analisis wacana, mikrostruktural dan makrostruktural. pengajaran bahasa Inggris*

Literature is an aspect term that cannot be separated from a language. It is about creating imagery and conveying the story about human life by selecting words and sentences. Based on the fact, it is the part of language. It has been made from a language and later on received by the receiver who understands the language. Therefore, it can be used as the learning medium for a certain language learner. Through literature, learning a language can be a medium to understand the moral value that has been existed in the native speaker of a certain language. Learning a language through its literature work can give the learner become more understand about the culture of the language.

One of the literary work is poem. It has compact words and meanings. Since it has selective words, the poem also can be

interpreted in many ways. Sometimes, they conciously move some elements of grammar in order to get the poetic effect. Eventhough some elements are missing, the poems still have the meaning that are arranged in the words.

The meaning appearing in the poem, can be applied as one of the learning materials. Through poem, a student can understand the words lexically and literally. Eventhough some grammars are missing, it can also become the element of learning. Teaching the poem to the students also can give them an imagination to think about what the message lies behind the words.

Teaching the poems for the second language student is a rather challenging. The teacher should be selective in choosing the poems that woud be taken. The poem must be

based on the children's background. The poem also must be prepared before it becomes the learning material. One of the books that contains the selected poem for the children is collected by Mary E Burt in "Poems Every Child Should Know". It consists of 187 poems written by some notorious England poets, some of them are William Shakespeare, John Keats, Alfred Tennyson, and so on. There is also a popular nursery rhyme like *Twinkle Twinkle Little Star* in the book. Since it is said that the poems are for children, it is interesting to analyze whether the poems are suitable or not with the children, Indonesian children in particular. The poems analyzed are based on the microstructure and the macrostructure of the poem. The microstructure is the inner words structure in the poem, while the macrostructure the moral aspect and also its relation to the poets.

This research aims at the selected poems which come from the book of *Poems Every Child Should Know*. This book consists of 187 poems which selected into six chapter. It is the works of 101 poets, excluded some poems that have anonymous poets. Some of the poems are the parts of the whole poetry. In this chapter, the poems are little in vocabularies but big in meaning. Like the title of chapter, *The Budding Moment*, this chapter becomes the introduction one before the reader comes into more complex poems. From 32 poems which are sorted into 4 poems based on the purposive sampling. Based on the fact, the poems that want to be analyzed are taken from this chapter.

The poems analyzed are based on the first chapter, *The Budding moment*. It consists of 32 poems that come from 30 poets and 2 anonymous. The four poems analyzed are based on the theory of discourse analysis such as *Little Things* (Julia Abigail Fletcher Carney), *Twinkle Twinkle Little Star* (Anonymous), *Little White Lily* (George Macdonald), and *How the Leaves Came Down* (Sarah Chauncey Woolsey). The results are the aspects of the microstructure and a

macrostructure of each poem. The microstructure aspects are based on the language aspect of the poems, while the macrostructure aspects are based on the meaning of the poems.

This research were carried out by using discourse analyses. There are two aspects in the discourse, namely microstructure and macrostructure. The microstructure is related to what happens inside the data, and the macrostructure is something related to beyond the data.

Microstructural aspect

Microstructural aspect is related with what lied behinds the word itself. Based on the theory of Microstructure and Macrostructure from Dijk (1980) the set of grammar can be categorized into the microstructural aspect. This aspect can be analyzed through paraphrase. Paraphrase is one of microstructure data, beside translation equivalents (Mavoungou, 128:2001). Paraphrasing stands for sameness of meaning between different wording (Marti and Rodriguez, 83:2011). By paraphrasing, the poem can be understood.

Another aspect of poems is lexical words. Based on Keizer (307: 2015) states, "Lexical word is a morphosyntactic unit that corresponds to lexical information at the Interpersonal or Representational Level". Furthermore, Keizer divided the Lexical word into Verbal Words, Nominal Words, Adjectival Words, Adverbial Words, and Adpositional Words. The function of Lexical Words based on Keizer is as the head of phrase. The lexical word is described in order to understand the main meaning of poet in his/her works. The lexical word in the poem is some words that are considered important by its repetition, synonym, or meaning that are related with the poem. By knowing the lexical words which are applied to emphasize the meaning, the message in poem could be comprehended.

Macrostructural aspect

The macrostructural aspect based on Dijk's statement states that besides the semantic global structure, it also uses the terms to denote global structures of discourse and conversation that have a more schematic nature. It is not the global meaning but rather a global schema that is involved. The schema here is something that may be used to order or to assign other structures to the global meanings of the discourse (Dijk, 1980: 6). The complication of a story may for instance be expressed by whole sequence for example several paragraphs or a chapter of the story, of which the global semantic coherence is defined in terms of macro-structure, (Dijk, 1977: 101). Based on the quotation it can be said that the microstructure is the sentence factor that becomes the content of the poem, while the macrostructure is related with the atmosphere beyond the poems.

Based on the Dijk's statement, the macrostructural aspect of a discourse is its global situation. The discourse in this case is the poems. Those can be treated as the discourse, so when it is about its macrostructure, it can be assumed that it is related with the theme and the moral value which appear in the poems. Macrostructure of the poem is its moral value and the theme in the poems itself.

English Language Teaching

Language teaching is a process of transferring knowledge of language from the one who has knowledge to another who has no knowledge about the language. The process includes the preparation of teaching material. Teachers need to choose the right teaching materials to prepare and later to transfer their knowledge to the student. Language teaching is also different from another knowledge teaching such as mathematics or physics. Those two just need some formulas and the numeral knowledge, but in the language teaching, the teacher needs to be creative in dealing with the

formula of language because it is not the same as the formula of another knowledge.

Children's language acquisition is different from the adult. Hylstentam and Abrahamson (2003: 539) express, "Adult second language acquisition sometimes results in the extraordinary achievement comparable to those of native speakers. When this happens, it is the object of much admiration and even astonishment. For child learners, however, everything is the short of native like level is seen as failure."

Children are more efficient second language learners than adults. Hylstentam and Abrahamson further suggest an age limit of approximate 9 years on cerebral flexibility allowing "direct learning" from the input, and explains the poorer attainment levels resulting from later ages of onset with reference to the fact that children become "more analytical" and learn "indirectly" via their first language after that age. It gives description that children can understand the new language rather than adult.

Giving poems as the material learning, can be seen as a solution to be a motivational aspect in the classroom. In order to account for the intricate motivational life of classrooms, comprehensive rather than reductionist models that cover a wide range of academic and social motives are needed (Dörnyei and Skehan, 2003:616). The children can learn vocabulary and also the grammar through the poems.

Somewhere between early childhood and puberty, children gradually lose the ability to learn a language successfully through implicit mechanism only (DeKeyser; 335) Children learn better, adult learn faster. In traditional school context, however, where time is limited and learning is highly structured, adult and older children learn more in the same amount of time. With an implicit method, children learn more than adult, while with an explicit method, adults learned more than children.

METHOD

This paper applied the qualitative data. Data as the main sources in doing the research, could be classified into two kinds of data. The classifications were primary and secondary data. According to Hox and Boeije (2005), primary data were the data collected for the specific research problems at hand, using procedures that fitted the research problems best. When the primary data were collected, the new data were also added to the existing store of social knowledge. Later, those data could be reused by the general research community, it is then called secondary data. The main data came from the book of *The poems Every Children Should Know* edited by Mary E. Burt. The research started with the function of its language and what then lied behind the meaning.

DATA PRESENTATION AND DISCUSSION

Presentation

Poets background

Little Things

Poem *Little Things* by Ebenezer Cobham Brewer as it is credited by Burt. It is found that Burt has mistakenly credited him as the poet. It is concluded through John Julian (1907: 679) that *Little Things* Poem is written by Julia Abigail Fletcher Carney. Carney printed the poem in 1845. Brewer then starts to write and adapt the opening in 1848 by using the opening of Carney's (<http://www.hymnary.org/person/CarneyJuliaAbigailFletcher> accessed on June 12, 2016).

Julia Abigail Fletcher Carney was born as Julia Fletcher in April 6, 1823 in Massachusetts. She is an American poet and educator. She gained a fame in 1845 when she was teaching in Boston Primary School by writing *Little Things*.

Twinkle, Twinkle, Little Star

This song is a part of popular children's song nowadays. There is almost no

information about the real writer, but there is one record about this song. It is said that the first poem is written by Jane Taylor (1783--1824) and published by in book *Rhymes for Nursery* by her and also her sister Ann Taylor in 1806 (https://en.wikipedia.org/wiki/Twinkle,_Twinkle,_Little_Star). The poem becomes popular because it is sung by using the France song *Ah! Vous dirai-je Maman* which is famous since 1760. The authorship is then forgotten. Later, the world only knows that this song is one of folklore tales.

Little White Lily

This poem was written by George Macdonald. He was a Scottish Poet (https://en.wikipedia.org/wiki/George_MacDonald accessed on June 26, 2016). He was born in December 10, 1824 and passed away in September 18, 1905. This poem has many symbolism. The meaning of it is described on the macrostructural section.

How the Leaves Came Down

This poem is written by Susan Coolidge, who has the real name as Sarah Chauncey Woolsey. She was born in January 29, 1835 and passed away in April 9, 1905. She was an American author. The poem is using the symbol of fallen leaves. The symbol which is lain behind the tree is described on the next section.

Discussion

Microstructural analysis

The analysis can be simplified by arranging the lyrics into this paraphrase. The paraphrase of Little things is : Little drops of water, Little grains of sand, make the mighty ocean and the pleasant land..Thus the little minutes, humble though they be, make the mighty ages of eternity.

That paraphrase is aimed at making the poem more simple and can be understood by its reader. It has meaning that every mighty ocean comes from little drops of water. Every pleasant land also comes from little grain and

finally, the eternity comes from a humble second.

The lexical words in this poem are the uses of ordinar and subordinat words. The water is the subordinat word from the ocean, while the sand is the subordinat parts of the land. Another word is the minute to the eternity. Those choices of words give a comparison of how the life is going on. Everything in the word has contributed to the bigger thing outside its world.

The second poem is *Little White Lily*. It has paraphrase: Little White Lily sat by a stone. Little White Lily was drooping and waiting untill the sun shone. Sunshine has fed, Little White Lily. Little White Lily is lifting her head. Little White Lily said: "It is good. Little White Lily's Clothing and food."

Little White Lily dressed like a bride! Shining with whiteness, and crownèd beside! Little White Lily is drooping with pain, waiting and waiting, for the wet rain.

Little White Lily holdeth her cup; Rain is fast falling and filling it up. Little White Lily Said: "Good again, when I am thirsty to have the nice rain. Now I am stronger, now I am cool; Heat cannot burn me My veins are so full."

Little White Lily smells very sweet; On her head sunshine, Rain at her feet. Thanks to the sunshine, thanks to the rain, Little White Lily is happy again

By paraphrasing, it can be known that this poem is about the story of the Lily flower. The flower has a personification process. It is sad first but it then prays to the God. When there comes rain, it also says gratitude for the things that makes its feel happy or alive again.

The repetition lexical words are little white lilies, sunshine, and, rain. The words little white lilies are related with the name of flower. The repetition is taken to emphasize the doer. The flower is describe as a human. Its does the chore and waiting for the sun and rain gives its a life. The words *sun* and *rain* also the words that related to the little white

lily. Those three words symbolize the nature and its relation.

The third paraphrase is Twinkle! Twinkle Little Star! That will be: Twinkle, twinkle, little star! How I wonder what you are. You are up above the world, you are so high, You are like a diamond in the sky. When the glorious sun is set, when the grass with dew is wet, then you show your little light. Twinkle, twinkle all the night. In the dark-blue sky you keep. And you keep often through my curtains peep. For you never shut your eye, till the sun is in the sky. As your bright and tiny spark. guides the traveller in the dark. Though I know not what you are. Twinkle, twinkle, little star!

The paraphrase indicates that there is a little star up above the sky. It makes the narrator *I* feel wonder. I feel that the little star is alive and never fade away. When the sun is set, the little star comes and gives light in the dark. This light can bring the guides to anyone who can not see in the night.

This poem consists of three stanzas The prominent words are the words that represent the thing in the sky, such as *star*, *up above*, *sky*, and *sun*. Those words emphasizes—the existence of the sky and its possession.

The words that are also emphasized are the word *twinkle*, *diamond*, *light*, *bright*, and *spark*. Those words represent something that has a light. Star is a little thing in the sky. It is actually a sun in the other constellation. The people in the earth can only see it as a little light in the sky during the night. Since the night is dark, without sun, the little light like a star can have function to cast away the darkness

The simplified form of the analysis the fourth poems is :

"I'll tell you how the leaves came down," The great Tree to his children said: "You're getting sleepy, Yellow and Brown, Yes, very sleepy, little Red. It is quite time to go to bed."

"Ah!" begged each silly, pouting leaf, "Let us a little longer stay; Dear Father Tree,

behold our grief! 'Tis such a very pleasant day, We do not want to go away." So, for just one mettzy day, the leaflets clung to the great Tree.

The leaflets frolicked and danced, and had their way. Upon the autumn breezes swung, Whispering all their sports among---

"Perhaps the great Tree will forget, and let us stay until the spring, if we all beg, and coax, and fret." but the great Tree did no such thing; He smiled to hear their whispering.

"Come, children, all to bed," he cried; and ere the leaves could urge their prayer. He shook his head, and far and wide. The leaflets were fluttering and rustling everywhere. The leaflets down sped through the air

I saw them; on the ground they lay. Golden and red, a huddled swarm,

Waiting till one from far away, White bed clothes heaped upon her arm, Should come to wrap them safe and warm.

The great bare Tree locked down and smiled."Good-night, dear little leaves," he said. And from below each sleepy child replied, "Good-night," and they murmured,

"It is so nice to go to bed!"

The paraphrase indicates that the poem is about the conversation between The Great Tree and its leaflets. The Great Tree behaves as the parent, father, to its leaflets. There are three leaflets, the Yellow, Brown. and Red. Those three leaflets are prepared to sleep. Eventhough it's difficult at once, finally the leaflets go to sleep by the Great Tree.

The paraphrase also indicates the other role. It is the narrator *I*. The narrator *I* seems to be human that become the viewer of the Tree. The *I* also indicates some spectator who is watching the process of life silently. It is not always refers to The Great Tree creator, but it can be some other Tree.

The repetition words that can be found in the poem is *tree* and *leaves*. The leaves is part of the tree. It symbolize the leaves as the children while the, *tree* as the parents. When the time comes the parent should let their

children leave as what the tree did to its leaves.

The poem is about the interaction between father and son as mentioned in the poem - when the sleep time is coming. The words choice such as *Good Night*, *sleep*, *sleepy*, and *prayer*, is related with the sleeping activity. The pre-sleeping activity symbolized the preparation to another stage of life. Sleep well can make children healthy and ready to do activities in the next day. That is why the preparation is also important to do, to make the process do well.

The analysis in Microstructural indicates that there are similarities in those four poems. The similarities such as 1) paraphrase can simplified the reading process; 2)the lexical word can define the important message that want to convey to the reader of the poems. The repetition, the hyponims and also the verb can be indicator of the message.

Macrostructural analysis

Little Things is the poem about there is nothing useless in the world. Every little thing in the world has function. Little drops of water, when it is a large sum of water, it can make an ocean. A little grain of sand, when it is much, it can make land. There is also little part of time like minute. When the minutes are ~~is~~ gathering, they can make eternity. The world is so huge. Many of people do not have patience in doing something. They want to do something instantly but have a great result. It is similar when someone wants to gain biggest benefits using smallest earn. This poem aims at coming to basic. Everything in this world is built by the smallest one. Great achievement is also built by the patience. That is the moral value children should know in this instant world. Children should have patience and dilligence to gain their achievement.

The *Twinkle, Twinkle Little Star!* is poem has many versions, since it is created by anonymous. The poem also has another medium to express a song. The song becomes

popular among the children all of the time. It seems that it tells about the star in the sky and also its beautiful feature. There is another meaning that can be found in this poem.

Star, because of its high, is symbolized something that cannot be reached by human. It is like a dream that cannot become true. While it is shining, the one only can peep from his/her room. It looks glow but there is no way to reach that dream. Everything about the dream is only shining in the high place and it is unreachable.

As it is described before, the star is actually a sun in other constellation. Since it is far away, people on the earth only see its small light. The word *sun* is related with something big and powerful. It is also attributed the word *glorious* in the line *When the glorious sun is set*. It is followed by the line *Then you show your little light*. This line indicates that when the glorious thing goes away, the little thing will change it. Eventhough it is a little thing, but it can give the light to someone who walks in the night. This little thing will also change when the glorious thing comes back as it is said in the line *For you never shut your eye, till the sun is in the sky*.

The latest line also states that someone must have responsible to his/her duty. The lyric *For you never shut your eye* has meaning that someone is in guard of something. He keeps aware and does his job, until someone else comes to change his role. This line has also another interpretation. Everything in this world has its own role. It doesn't matter whether it is small or big. Everything in this world will be changed. There is no eternity when the world is involved.

Lily in the *Little White Lily* is a flower that symbolizes the purity or virginity. In some of the relic, Virgin Mary is holding the Lily as the symbol of her virginity. This poem describes the purity life in he world. The using of the word '*cup*' is also the symbol of the cup that is used in the religion ritual. The poet wants to express his idea about how the

life should be as a pure human. It should always pray to God and should live in the world as His servant.

The world is glamorous, but it is not never ending. For people who always remember that the world is not the endless, they are lucky. They work in the world, but still pray and do something usefull in the world. For people who consider the world as everything, they would do everything to gain glamour life. The moral value is how the children should know that the world is not everything. They should learn how to keep doing good for the next life.

The relationship between the parent and their children are symbolized in the poems *How the Leaves Come Down*. There are three grades of the leaves as the same as the grade of the children. Eventhough there are the older and the younger, children still become children to their parent. The children should leave the house when the time comes.

The use of word *father* is kind of challenging since the poet is a woman. The preparation is also commonly done by mothers. In this poem, the poet wants to show the world that father has also a role to nurture his children. Father, associated with the masculine role, can also has a soft side.

Children should obey their parent, not only their mother, but the their father too. Children also should learn to understand that everything in the world would ended. They should be ready for it. Children also can learn the manner before sleeping. Always remember God and pray to Him, to gain the goodness. Those are the moral values of the poems.

The macrostructural analysis of four poems indicates that there is similar message in its moral value. The similarity is the little is pointer, the small is beautiful. Every little things in the world has its own role. The small thing in the world also can be bright when everything is dark.

Four poems can be the materials to teach English. Those have similarity in the

messages which are lain behind it. The message can be the challenging thing for the student to find. The teacher can design the class of English language by using this poem. The example of the application of the poem into the teaching material is by using it as material discussions. A teacher can design the task based on the poem. Those tasks are then given to the students after they have teaching process. A student can solve the tasks after the guidance from the teacher.

The paper written by the students can be the exercise in increasing students' vocabulary. It can also be the indicator of the use of grammar. The next step is the presentation of the paper. This can be the indicator of their speaking. The students who do not do the presentation can listen to the presentation. It can be the indicator to their listening skill. Using poem as the English teaching material can be a new challenging learning for students.

CONCLUSION AND SUGGESTIONS

Conclusion

A teacher can interpret microstructure and macrostructure aspects of poems that are analyzed in the seven poems taken from the Poem 'Every Children Should Know which is edited by Marie E. Burts. Using paraphrase and lexical words to do the microstructural analyses. Those two steps make the reader know how to read the poems based on the words in it. While to read the meaning, it can be use the macrostructureal reading. Those four poems have similar to the macro structural meaning. They have message that little is brighter. It becomes brighter because the circumstance. It is a little thing but it has a role in the world. There will be no sea without the water. There will be no land, without its sand. There is no light in the night without the star. There is no tree without leaflets. There is no healthy Lily without the rain, the wind, and the sun. Those statements are implicitly described in four poems. The

life has its own role. Every role is important to gain the greater ones.

Suggestion

- a. A teacher should have idea how to teach language to students through a suitable poem. The poem analyzed in this paper can be one of the considered poems. Using the right poem in the stage of pupil age, the aim of the lesson can be gained. The poem should be understood not only as the bunch of words, but it has deep meanings. To find the meaning through its words can be a challenge for the teacher to find the right poems to teach to the pupil.
- b. The student has to understand the skill of language using the poem as one of the teaching materials, when it is about to interpret the poem given. Poem is rarely given to the student as the lesson material. If it is given, student can have new adventure when finding the meaning of the poem based on the teacher's guidance. Students can also find that the poem has some moral meanings that can be applied in their life.
- c. It is better for other researchers to have an idea to create a paper that is based on the discourse analysis with the latest theory and steps. There are many poems that haven't been still explored. There also some theories which are-applied in this paper that need to be improved to gain better research on the future.

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