Nuances of language of credits

Minata KONE
Université Félix Houphouët Boigny Abidjan
Koneminata1@yahoo.fr

Abstract

The title of "*Nuances of Language of Credits"* wants to speak the language of works of scholarship, which passes through words like notion, theme, subject, theory, approach, procedure, methods and methodology. The acquisition of this language is not a square of aces, nor is it a square meadow of academics. An image of poker game credit, which is a family of card games with many formulas and variants practiced by several players, can make the language of credits pale. Without being a game of poker, this language wants to give the best possibility of nuances. That is the objective assigned to this article. Problematisation matters and assayism are the titles by which this goal is achieved. The first title enlightens the shades in the words theme, notion and that of subject. The next title of assayism includes the meanings of the terms approach, theory and procedure. While the result in the first case presents matters of size the second one answers a question of evolvement. As a conclusion, the subject is wider than the notion and the theme. An approach can amount to the level of theory, which in its turn can grow.

Keywords: science, theme, approach, method

Résumé

Le titre de 'Nuances de langage de crédits' veut parler le langage des travaux de recherche qui passe par des mots comme notion, thème, sujet, théorie, approche, procédé, méthodes et méthodologie. L'acquisition de ce langage n'est pas un carré d'as et il n'est pas non plus un pré carré d'universitaires. Une image de crédit de jeu de poker qui, est une famille de jeux de cartes comprenant de nombreuses formules et variantes pratiquer par plusieurs joueurs, peut pâlir le langage des crédits. Sans être un jeu de poker, ce langage voudra donner la meilleure possibilité des nuances. Tel est l'objectif assigné à cet article. Les éléments qui comptent dans la problématisation et l'essayisme sont les titres par lesquels ce but est atteint. Le premier titre apporte l'éclairage sur les nuances des mots thème, notion et celui de sujet. Le titre suivant d'essayisme inclut les significations des termes approche, théorie et procédure. Alors que le résultat du premier cas présente des questions de taille, le second répond à une question d'évolution. En conclusion, le sujet est plus large que la notion et le thème. Une approche peut s'élever au niveau de la théorie, qui à son tour peut s'accroître.

Mots-clés: science, thème, approache, méthode

Introduction

There are two levels of explanations for the nuances of the language of credits. The language of credits is using the language of science in this article. Credit is banking and it is an element of trust. Isn't credit a loan word at school and at University? We do not speak alone in principle. The language of science is common to all languages. Science is language means that science is the language for all languages. It consists in proofs and demonstrables.

The study of the nuances is using the squares with its aces. The ace may refer to the colonial and the modern. By trying to get out of the linguistic terrain, we can explain everything with the image of the sport terrain. For this article, the terrains are those squares. The game of problematisation and assayism are in the square of aces with nuances. The problematization game (I) and the essay game (II) have their own specifications. Everything can be problematized. Anything can be essayist. Which of problematization and assayism is the better science game? What is problematized is at the level of proof for matters. Assayism is at the level of the demonstrable of the books throughout the article. The elite milieus open their square to the non-elite through the pitch of their voices. One way of being convinced of the presence of title I & title II in the non-elite milieu is to approach them.

The possibilities of nuances are announced or they announce themselves in the subtitles notion, theme, subject for the problematisation title I and theory, approach, procedure for assayism in title II. Consolidation starts from the use of that word ''procedure'' which ought to be in the language games of the demonstrable.

To problematized under the unusual unsignificant (theme, notion, subject), science creates the legitimation crisis of the significant, the non-literary postmodernism. The problematized goes with the particularities of those subtitles. Science problematizes matters not in books. The science of assayism is bookish in the theory, in the approach, and the

input procedure and their rationals convey the unsignificancy. In both parts lies some kind of unsignificance. The analysis largely leans on *The Postmodern Condition* by Jean François Lyotard but it embraces literary criticism that precedes postmodernism. Any language matter of this size and any assay stuff like this are both at the heart of all materials for reading, writing and beyond. Though ambitious, the purpose is easily understandable. Touching the literary heart organs springs on the frame that sets research.

Title 1 Problematisation

Notion, theme and subject are so close in meaning that they are often taken one for the other. The lines below stick to the clarification of the nearness between them. School and university proofs matter a lot compared to non-academic spheres. The school terrain cannot do without proofs of a number of different matters. The proof of the field is the theme, the proof of the dimension is the notion, the proof of the subject is the entry.

1.1. The theme matter

An academic matter normally takes place in a classroom where a theme is a matter for a general work field like literature. The classroom is the key word study for the theme-field and the analysis may go beyond literature at any given occasion.

1.1.1. Classroom space

All teaching uses the language of science in the class (B) rooms (A) or not. The rooms include hall and pool such as the swimming pool, the theatre hall, sports hall, dance hall, event hall and so on. The students' classes, their tutorials and practical works are organized in schools and universities. Is not the tutorial a practical work? Is not the practical work tutoring? For the explanations of "the language of credit" we can add the non-academic concern. Do we not speak the language of science when we are not teaching? Do we speak the language of science when we are not doing research?

The classroom components show the non-academic matter within the educational knowledgeable. The unintelligible non-human class (B) building is made and used by the intelligible human in inexhaustible number of rooms (A) cited above. In Africa, many good carpenters do not go to school before practicing woodworking. Lyotard[162]'s book defines the unintelligible on page 54 as the search for finding what is not right in something to make sciences expand in the right way. His bookish unintelligible takes place through inanimate matters in the room under names of stools, boards, benches, stationeries. Therefore, the classroom's unintelligible matters are at the disposal of the unintelligible knowledgeable by people, students, and pupils during a class. The class building offers the possibility of teaching and learning a lesson on educational academic fields concerning diverse non-literary fields as well.

1.1.2. Field of study

The old English term 'feld[163]' has become field, which conveys agricultural work at the simplest level. This etymology is a doublet for the German 'veld[164]' and the French 'camp[165]'. The French 'campement' and the English 'country' denotes the agricultural population.

The field is the theme consists in making of a 'theme' particular in a way that expands science in the right way. In this respect, Daniel Shore's article in the *PMLA* comes in the right way. It says on page 177 that « Black lives matter » has partially prefabricated a whole field of utterances including those, like « All lives matter » and « Blue lives matter, » spoken in opposition to it ». The particular derives from the specific small prefabricated unit of language.

The food field as another example may arise a question like this: is the field the theme the same as the food is field? The matter of the food field arises peculiar manual work questions. Let us deal with two of

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[162] LYOTARD Jean François, *The Postmodern Condition*: *A Report on Knowledge*, *Theory and History of Literature*, Volume 10, University of Minnesota Press, Minneapolis, 1984, p. 54
[163] Feld: large tract of open country. Feld is a German term as well
[164] Veld : of German origin related to the Dutch 'veld'
[165] Camp : of « campement » designates a season activiy reminding the 'champs' meaning a flat terrain, a plain, a military battle field, a theatre field

them. What is in the field of food? Beginners' definition says that food is a product, a consumable mouth culture and hands operated agriculture. Who needs the food in the field? Eating is one the essentials for animals, people, and they use mouth and hands differently. In Africa, people eat with hands. In Europe, the spoon is hold in the hands to eat. Only animals eat food with their mouth straight. As a result fields may require non-literary "methods and technology" than the requirements of academic notions of languages for methodological perspectives. The literary required tools for languages are observable in the non-academic postmodernity. The observation of such linguistic methodological perspective is spread to many other areas of our lives.

1.2. The notion matter

A matter means issue and it clarifies the notion when 'notion' is not considered as one word but as an elaboration on an issue by which the verb to know is meaningful. The notion consists in knowing the dimension of a matter. The key word to study is the introduction and the announcement of the problem within it. A matter for discussion is always raised in an introduction for any written and oral narrative.

1.2.1. Introduction

A comment on 'object' as a French word elucidative to the discussion of Lyotard's book opens up a paper and electronic know-narrative matter. His introductory first line states this: « The object of this study is the condition of knowledge in the most highly developed societies, p. xxiii ». Lyotard uses the postmodern to describe the condition. The modern designates the metadiscourse and the postmodern defines the incredulity towards those metanarratives. Language games present a heterogeneity of elements. Lyotard explains the game rules for science, for literature, for arts and how culture has become since the game changes its rules.

The unintelligible form of paper is given names like material (for writing), wallpaper, and blank paper. From a speech miniature, unpublished paper to books in stores, shops or libraries raising the problem in a know-narrative is an essential aspect of an introduction. A know-narrative cannot create troubles because it is a literary form

of stating the unintelligibility in Lyotard's sense. A paper is not yet a book. It is a rule that the introduction be the departure line for a paper, a book, a speech and that is the place where the dimension of the matter may be given under the form of questions to allow the reader know what is the issue under review. To present an introductory issue plausibly demand a handful of skills that matter.

All writing and speech items are woven in narrative. Someone can ask:" what is the matter?" in the sustained language but in the colloquial manner people may say "WhatsApp" to know of any kind of problem. It could be said like this: what is up? (What's up?); what is going on? How do you do? These questions describe the notion by the word matter. The colloquial 'know of' renders the knowledgeable clearer, instantaneous while what a scholar knows ought to confer on him a useful knowledge instantaneously. The first one knows one thing and another on the spot, the second one knows continuously about the same thing. The literary knowledge reflects the non-literary knowledgeable and the opposite is not true. The bookish does not precede knowledge because there is an inexhaustible speech knowledge reserve available to fabricate in a good way new knowledge of language.

In its ''dimension meaning'', the word notion speaks for all languages. Electronic mails may illustrate this point. E-mail writing in all languages be it in French, in English and others, makes the correspondence between object and subject for the notion matter. What is going on in the content of the email is known in the subject title. In the introduction of an email where is the English subject, which is stated as object in French? In French, the object of any mail or email says the object right at the beginning to convey the subject, the reason why the sender addresses the receiver. These two people are posts brought into play in Lyotard's "The Pragmatics of Scientific Knowledge, p. 23". If sender or receiver intents to know without narrative he stands nowhere in the language line of science.

1.2.2. Know of and know about without narrative
The ''want'' explains some kind of shades in ''the know of and the

know about'' the way Orlando Patterson[166] puts the ''know of'' twice in *An Absence of Ruins*. The first example which reads ''nothing that I know of, p. 64'' is followed by ''something I want, but I do not know of, p. 83''. When you "know of" you have already "known about''. The ''know about'' stage is surpassed by the one who 'knows of''.

How do people know the dimension of any matter? Either by speaking to each other or by writing the ideas. How do we do without narrative by means of narrative itself? p. xix ». This type of notion addresses the non-literary to replace the literary narrative or to empty science of narrative by the use of the methods. When the narrative expresses or is affected to politics, to economics, to health, to Marxism, to dialectics, we do without narrative by means of itself. The 'without narrative' takes some significance in those areas. A politician knows a minimum of narrative. Doing without narrative means that his politics cannot do without making a written or the oral statement.

Narrative by itself in that way ends « the great master-narratives », p. xix; teleology means thus towards the end of such « meta-discourses ». People are familiar with the theme and the notion under one word. To conduct the meaning of the theme and the notion beyond one word, they have been put next to the matters in the two preceding subtitles. One thing more is needed next in this part dealing with problematization: the subject. Lloyd did not accept Alex's « Nothing that I know of, *An Absence of Ruins*, p. 64 » for an answer regarding the matter. Further the abstractive size ends up in a subject matter:

> Lloyd…I've told you before, if I don't know what I want I at least know what I don't want. I don't want to be categorised. I don't want to labelled and compartmentalised into…abstractions, no matter how large, no matter how important they may seem. I don't want to spend my life *being* a Negro or being a Jamaican or a being socialist or a capitalist or what you like…I'm bored…with being abstractions…I'm sorry, man ; there's not much point us arguing about the subject, (Patterson, 2012, p. 65)

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[166] Orlando Patterson, *An Absence of Ruins*, Peepal Tree Press, 2012, p. 64 and page 83 [know of]

This is another way of putting the question of the general and the peculiar. The *Postmodern Condition* « with its fashionable theme of postmodernism…opens up…subject matter, p. vii » as well, said Fredric Jameson in the foreword. The notion matter was stick to the introduction. The classroom carried the theme matter. Let us stay there just for a while with the exit and entry matters forthcoming.

Pages (xix) and (xx) deal with the conclusion of Lyotard's essay under two problems of forms. First, the « to do without narrative » conclusion ends in the varieties of denunciations. The other problem of form that concludes the « to do with narrative » is orthographic. When « out » is « out » in the « without », 'with' becomes without « out ». A good conclusion about those problems lies in the narrative (p. xx, last paragraph) because its science is a non - instrumental argument[167] and it is better concerned with justice and truth than performativity of inputs and outputs.

1.3. The entry and exit in subject matters

Entry and exit are matters to be defined at sentence level at first. Their school and academic grading features will be the next concerns. The grade implies courses, examinations and results of pupils, students by teachers, lecturers and professors.

1.3.1. Entry

If a no verb sentence could be, there is no way for a sentence to be without a subject. A sentence's entry is obviously a personal noun at a first sight. Many other noun forms are not personal. In the first case, problematization displays any matter around the people for their own benefit and their society.

The question is who says what since the sayings are narratives knowledge and they play a powerful role in the society. The meaning of sentences yield to alteration through subject noun translation like the names of the countries. The English (E) hand, the French (F) hand,

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[167] John Timbur says: "Good arguments aren't found ready to use. They have to be made. To make a persuasive argument, you need to develop an effective line of reasoning, *The Call to Write*, p. 71".

the German (G) hand, the Russian (R) hand, the American (A) hand make five hands of knowledge by these EFGRA alphabets. English, France and German are predicatable by the alphabets because E comes just after F and F comes just after G. These predicates status will change if this article is translated into another foreign language. For example, in French the spelling for English is Anglais and German is Allemand. Names spelled in African dialects are not translated contrarily to some Western ones. The orthography of Ngugi is Ngugi in all languages. But a John English name may become Jean in French. Our EFGRA alphabet predicate is by names' of national subject-people. Predicate contains information about the subject individual and people's mood that could shift if the same name of a country is written in differents foreign languages.

The number of the entry is good to see. Physics is an example of one entry subject at secondary school. Translation is an illustration of subject with two entries at the University. Specialities (Lyotard, p. 48) may be significant or not according to the education and teaching areas. Educational teaching is through input knowledge and output grades, results of pupils and students. Research is through the performativity of some laboratories. Personal imagination speeds up and the intellectual means grows (Lyotard, p. 52) when teaching and research work as personal inputs. Subjects specialities give academic inputs' dimensions. Interdisciplinary approaches and/interdisciplinary studies ought to be noisefree because « any encroachment of one science into another's field can only create confusion, "noise" in the system, Lyotard, p. 52 ».

To avoid confusion, when one subject touches the field of another one it ought to know it's own place. The scholarship handbook give some solutions to the encroachment in the methods and methodologies as specialities. At schools there are handbook programmes on grammar, sentences and punctuations in *The College Writer*[168]. The resolution (Lyotard p. 53) restates itself the solution by the spelling 're + solution'. His page 14 says partition solution is unacceptable. The same page restates that individual accomplishment can setup by

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[168] Van Rys, Meyer, VanderMey, Sebranek, *The College Writer*, sixth edition, chapter IV, p. 533

imagination means, speed, talents (Lyotard, p. 53). By the same token, reading the spelling of research like (Re + Search), the term 'search' appears and it does not show 'search' as research. It is seen as a frisk to see where 'instabilities' stand in postmodern science in order to make a re-solution or re-state the solution of entries.

1.3.2. The predicate exit

The exit study leans heavily on the 'before' and the 'after' status of a word, a method. A noun that stands after the verb in a sentence no more indicates an entry because it is part of the predicate. Therefore, the predicate directing the sentence exit is an academic matter for which the non-academic things matter. What comes after the subject is also an important matter outside the classroom and it is interesting to know that within schools and universities.

In a sentence, the predicate comes after the verb. There is the particular Russian methods to acknowledge outside sentence level. To know is central in the word acknowledge and the same verb is referred to in the study of the noun notion. The Russian particular methods start before America comes in after with the generalization of its technology. Is predicate exit not opened to both, the significant exonerated of the legitimation and the unsignificant bound to problematisation? This is a question of seniority: who comes first?

Why do people continue writing theories and approaches in a world that never question knowledge? A no reference or bibliographical item work is not a work of science. That requirement is encouraging for the students who think that everything has already been said and those who are still saying that there is no use being an input, that no more additional output is needed for the world as if the world reached its perfect heights. They are all encourage to read and get informed about what precedes today's postmodernity before writing.

Some students assume that everything has been said and written in science before they were born and that there is no more reason urging for seeking knowledge. Some are reluctant in the study of methods and methodologies. This is wrong. Do they know themselves that everything? Is the world perfect the way it looks like with that everything knowledge? Personal knowledge is necessary for

intellectual growth and this can be done by going through the old knowledge. The world's traditions, schools and universities will always have their *raison d'être* in society. Traditional seniority knowledge is already put in the procedure by predicates status.

1.3.2. The theme, the notion, the subject

The subject is the main matter for it is wider than theme and notion. The subject is composed of topics, which speak for the different fields. The name for the entry is the topic. In the subject of translation, there are two topics as entries. The topic of version (from English to French) and the topic of theme (from French to English). Version and theme texts' have themes. The size of the theme here is the central message.

The language of the success is credit at school and university. The notion of credit is per subject at the university but it is by average at school. At the university, the average ought to be at least fair per credit for proof of success. At grammar school, the average for a number of credits could prove success. What is the field (theme) is not how big, how long (dimension-notion) it takes to know what the field is. A topic may grow, a topic may be widen, the dimension given to a topic is adjustable to answer the educational, professional and academic needs: how big (wide) is a topic to make it a subject? Title I dealt with problems preceding the development and while writing and speaking. Sentence matters are moving to paragraphing[169] adjusted to methodological perspectives in part II.

Part II Assayism

An approach and a theory are learned through the writing curricula at schools, at universities and they are observable elsewhere. They are full in the development of viewpoints while writing and speaking. The spelling of ´assayism' distinguishes right away the writing of an essay[170] at school and university from writing a book of theory and approaches within the methodological. Students write essays during

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[169] REID M. Joy, *The Process of Paragraph Writing*, second edition, Prentice Hall Regents, USA print, 1994. Assignments on pages 40-41 are recommendable.
[170] Essay: A short piece of writing dealing with one subject

their assessment. Academic as well as non-academic writers may offer assays to their society. Some constraints of the essay can explain assay writing at some points in science. Where does the non-literary and literature usages of assay differ from one another? Sentence and paragraphing rules sustain all ranges of assays in good and useful narratives formulations. An approach as one writer's ideas can be overviewed at sentence level while paragraphing being made of a minimum of three lines helps in the review of theory that is at society height.

2.1. Approach in writing

How can we perceive the nuances in approach writing at sentence level? The topic and the topic sentence constraints of an essay can explain the approach. The no fix place for the topic in a sentence like the no fix place for the topic sentence in a paragraph works in writing an approach. The sentence game is about the place. The language game upholds the need of society and the writer's intellectual want to be on fashion.

2.1.1. Sentence game

Lyotard[171] wrote: "I chose language games as my general methodological approach, p. 15". An English writing course would say the topic (game) is in the sentence and the topic sentence (language games) is in the paragraph at the beginning for first year students. Grammar games are in the possessive formulations. The "topic's sentence'' takes the form of the topic of the sentence and the sentence of the topic. The nuance is that what is the sentence about is not necessarily where the topic is in the sentence. The sentence that expresses the topic is the sentence of the topic. The topic is neither a mere one nor is the sentence ordinary. At sentence level, the topic sentence being either in subject or predicate position is as a phrase that needs an extra information to complete the thought of the writing. The grammar phrase is without subject, without predicate and cannot

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[171] LYOTARD Jean François, *The Postmodern Condition*: *A Report on Knowledge*, *Theory and History of Literature*, Volume 10, University of Minnesota Press, Minneapolis, 1984, p. 15

express a complete thought. The writing phrase needs an extra information.

Normally, the topic sentence is a general sentence. A general approach is within the methodological and the one like « language games » (Lyotard) is a phrasal topic sentence that is not yet an elaboration on the topic of the "approach" or the "game" approach. Game or topic concerns the approach because by game there is the topic and vice-versa. The 'game' is the only one 'notion-measured'. The word ''methodological'' is used in a way that does not bring an extra information but it is a clue giving a direction to the overall organization of his page 15 sentence quoted. There is no extra grammatical information that shows the way, which is just of high interest for the reader. The word 'methodological' is 'within' like the clue about the reason, the when, the what effect, the on whom indications attracting the reader's attention in one way or another.

As for « language game » to be measured in subject or predicate way here are two sentences: Sentence (1) reads: This man plays language games (predicate). Sentence (2) also reads: The language games is something difficult (subject). The first thing to say is that Lyotard is not measuring the 'game' in a sentence. But in the methodological. This predicate is useful to distinguish an approach. As a conclusion therein above, the topic (game) values an approach. And the topic sentence being the language game values the general approach.

Every component of the general approach can stand by itself in those sentences. The meaning of the approach stands in each of them. The 'language' can make its own way in the sentence and this is true for the word 'game'. The notion has been explained not by one word as it is most of the time considered. Consequently, a one-word notion is an approach. The topic being here a one-word notion what if a topic is an element of the subject the way version is an entry element of translation. People do not elaborate on such a subject in a classroom, at school or university the way they write about it in a book. In a book, version by itself in a sentence can be discussed like a topic. It takes the meaning of an approach when it clarifies other social and narrative debates. The ´Wolof' version for a general approach will give the position of a writer about that in a book. For instance, such a writer

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can elucidate the level of the difficulties to explain Senegalese dialect in western languages grammatically or in the orthography.

2.1.2. Fashion and need

The same page 15 of Lyotard's book reads the society in this way: "language games are the minimum relation required for society to exist: even before he is born...the human child is already positioned as the referent in the story recounted by those around him...he will chart his course". In order words, the beings exist before cybernetics by their language skills and statements.

An analysis of the word statement goes smoothly through its meaning of the norm for handling information, the norm for handling communication, the norm for circulation, by its components 'State and Men' (State-men-t). The State men take sides with technocrats who say they know peoples' need, their want and their will.

> The needs of the most underprivileged...the means of satisfying them is already known, their actual satisfaction will...only increase...expenditures...the technocrats declare that they cannot trust what society designates as its needs; they "know" that society cannot know its own needs since they are not variables independent of the new technologies. Such is the arrogance of the decision makers and their blindness, (Lyotard, 1984, p. 63)

An essay can make statements in discussions, in narratives, in factualism, in dialogues, in letter writing, in description. To give clarification an approach may be used to discuss, to narrate, to show or describe facts. Why the clarification of the approach is not the theory's demonstrable? The approach is for the individual reader and the theory is for the whole society though the first is not only for the people belonging to the same society as the writer. The approach retailed the standpoints whereas the theory is seen in bulk.

The extras interest information address the reader and the society. Through the approach, the writer's voice is lower. His voice takes a high pitch by theories to distinguish his society as a rational society among others. A writer may use approaches to sustain his own theory or the one by another writer. A student may go back to some approaches to see the clarification of a theory or he may prefer an

approach that clarifies a social or narrative better than some theories. A society may recognized itself through some theories than the approaches that its writers have chosen:

> Knowledge in advanced industrial societies…it is impossible to know what the state of knowledge is…its development and distribution…without knowing something of the society within which it is situated. And today more than ever, knowing about that society involves first of all choosing what approach the inquiry will take, and that necessarily means choosing how society can answer…one can decide…the principle role of knowledge…and act…with that decision, only if one has already decided that society is a giant machine, (Lyotard, 1984, p. 13)

Where do theory and approach may part throughout the modern or postmodern ages? A theory is acknowledged as modern, postmodern in a society. An approach is the fact of a modern writer, of a postmodern author. Some books present a number of approaches in an age. If we want, we can say that the theories are questions of fashion. An approach answers the needs of explanations where a theory may look somehow dimmer for some readers. This is an important step towards the reason why Lyotard's name appears highlighted.

Is Lyotard's contribution in clarifying the meaning of the approach here be seen in the fact that the essay (*The Postmodern Condition*) has been written differently when one looks at his other writings as it appears in the foreword of his book? Is it a work without departure line thought or with particular literary codes? Is Lyotard's contribution to be seen in the linguistic handling of the literary postmodern? His paralogism stands for the non absorption of the smalls « from within the very framework…normal science, p. xix ». There is no doubt in the postmodernism being one of the latest type of writing and reading language about which Lyotad's essay is a significant work. Suffice to say that his *Report on Knowledge* has been published courtesy of the 'Theory and History of Literature', volume 10. This book shines over the gloomy spots of the approach through his noisefree and his paralogy and other terms like 'the Maxian', the 'free play'.

The noisefree approach comprises a thrush of free play and a thrust of Marxianism. Our explanation considers the free in the airport meaning

of 'duty-free'. The noise of any argument is not duty-free. Thus, the noise is free. It is heard. The noise of the unsignificant is not duty-free. There are taxes imposed. The unsignificant bears taxes. The « noisefree » is a voice, it is "Lyotard's own views and voice. The term noisfree says one thing and its opposite for the qualificative « free » comes after the noun « noise » ; to make lots of noise (noisefree) and to make no noise (noise free). We observe the contrary in 'free play' because the adjective free does not follow the noun play.

Consequently, in the approach of the noisefree, voices of the significant leaders are heard and those of the petty unsignificant are silent. Lyotard is against the establishment of the « no noise » coming from the side of the unsignificant. In that, his noisefree regards the methodological in a way that raises the matter of the legitimation of the noise of the petty. The 'legitimation-meta' and the 'petty-condition' « ought to be able to illuminate one another, p. viii ». So, 'legitimation'…is called into question, p. viii » under different names turning around two 'points'. Where does knowledge come from ? This point of the departure line interrogates the line of the thought to know where one starts thinking and that would also lead to the question of what does 'doing science' mean?

The other point considers the particular code or terminology that requests legitimation. Lyotard's noisefree is to the advantage of the petty at this last turning point. The free play is the lower level in the understanding of the noisfree of the unsignificant. The usefulness of the free play (p.xix) is that it allows the smalls unsignificant to feel free in the conditions, to feel themselves « at home, p. xix » in and within the areas of their own strengh. It is possible to bring the free play closer to the free noise referring to the thing that makes lots of noise. The strengh of the smalls to counterbalance the meta force sounds difficult for the scientific significant to accept such free play.

The contemplative philosophy line has already stretched hands to the political philosophy one, said Fredric Jameson : « Lyotard's own philosophical views…voice, familiar to the readers of his other works…surprise by its relative silence here, p. viii ». Lyotard's presence in these two lines denotes the approach of noisefree *per se* at higher level.

The noisefree of the unsignificant approaches and theories is counted with the duty bound of the significant leaders' arguments. Lyotard's noisefree slogan covers the systemic in a stricter sense of outright social formation in which the social is present in the formation and a more literal sense denotes the systematic not of outright social forms which do not stand alone in the system as some peoples are making out. The petty are in and they must be entitled to get trade capital. This new social traditionalism would be Lyotard's Marxian social distinct from traditional Marxism.

Paralogy (pp, 60-67) is another example of approach bearing the name of Lyotard. Paralogy is the « most significant effect » of legitimation by the tolerance of 'non-subordination'. In postmodern significant science, paralogy means legitimation of the petty. An approach is seen in the English orthography « parallel » and the linguistics general parole. A parallel signifies in english similar or analogy. The language pre-exist to the parole. Parole is at the secondary level. Language is functional in society. Parole is critically individual.

Narrative emancipation is seen in critical knowledge, (Lyotard, p. 37, p. 39, p. 48, p. 60). The word criticism has two contents. A disapproval of someone or something in which only faults or mistakes are unveiled. It is the analysis and judgements of the merits and faults of a literary or artistic work.

Literature and non literature contents make the postmodern. Is paralogy for the literary and therefore stooping to disapprove individual 'parole'? So, linguistics is not literature ! However, linguistics and literature stand in the 'grand' literary narrative'. Through the functional language viewed from a linguistic corner, there are possibilities of seeing merits in what can bring and enhance the improvement of societies almost like the way the technological science can do. Why not make an interrogated parole parallel address to decision makers following page 63 quotation from Lyotard's essay : Why do individuals request needs from God when they 'know that (GOD) can know' the needs that can improve their life ?

2.2. Growing Theory

How can we perceive the nuances in theory writing at paragraphing level? Part I has asked: how big is a topic to make it a subject? Theory parted with the themes and the topics of literature as subject in literature, health, politics, economy and so on. Now, how big is a rational to make it a rationale in order for a theory to grow?

2.2.1. Rational person and society's rationale

The names of the subjects give explanations about theory. Assays concern the subjects of health, politics, economy, law and so on. The rational is the language game in theory. In other words, what has been called 'topic sentence' and 'general approach' is developed in a rational way. Rational skills are given to national education pupils through subjects like philosophy, through the study of some referential authors, through scientific subjects (chemistry and physics) demonstrable axiom and theorem, through foreign language traditional pedagogy of giving a line to the thought of the pupils. Those who studied painstakingly are not alien to the rationale of the theories when they get admission to the college and to the university where they learn the use of the theoretical material they need to be able to read society and by which it can improve. That is how they may contribute to the happiness of their own society and it is a way of feeling concern about the world in which they live.

By the number of rationals, societies try to decide a number of rationales. Those rationals define and communicate norms by which a number of rationales are decided, the rationales needed for their theories to become trustful. The rational is the language of the writer and the rationale is the game for his society. The societies produce kinds of languages of health, of' politics, of economy, of law, of literature and so forth. The game of the rationale is in the hands of all the societies. There is no more problematisation for a rationale signifying some kind of perfection is certain at a society level. All societies are capable of doing, of saying what define themselves about health, politics, and economy.

The subjects referred to do not fulfill only academic criteria. Theory in science can give academic and non-academic assays as long as the demonstrable exist. Do people trust more academic books than the

non-academic ones? How many non-academic books are being read in a given society? The demonstrable for or against an existing rationale urges for writing an assay. Are we saying that an assay cannot be written without a pre-existent demonstrable?

The acknowledgement of a new demonstrable in a postmodern world opposes the technology to the non-technology. The fact of showing the state of a society, of defining a statement nourishes the demonstrable. A theory meant for a subject uses the language of that subject. A medical science speaks of 'cell'. A cell is a knowledgeable political-law term that literature can study in books. The term 'cell' belongs to the subjects of health, economy, law, politics and literature. In theory, these subjects have their language of what is a cell. Technology will use the cell for all these subjects at the same time. For instance, the medical sciences may cure a being through human cells communication between the physician and technological materials. Masons technology builds cells in prison. Shelves in libraries may have cell forms technologically speaking. We can see that subjects have their autonomies in theory. However, they lose their separateness in technology.

2.2.2. Minimum input procedure for assayism

How does a theory grow? To be in the procedure could be 'a better late than never' step of those societies striving for the acknowledgment of the basic rationale upon which their theory rested. Grammatical narrative sustains the technology within assayism by apocope and apheresis abbreviation processes. The role of the apocope 'mini' for the word minimum concerning input is supported by Lyotard[172] in order to give the right to see the entries (inputs) on files. The verb come and the apheresis ´plement' are acceptable components for the word complement. It has been recalled before that the predicate comes after the verb. What if there is no verb?

A complement is under the cover of the verb in a no verb case. The age explains the complement of the verb and the question becomes thus: If a society is old what new predicate? The new takes the place

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[172] Lyotard, *The Postmodern Condition*, page 103 (note 231 to see on page 67

of the after that is used to designate the part that follows the verb in a sentence. The predicate speaks for the « progress…natural complements, p. 7 » The Modern and the postmodern predicates are the language games complements that come after the traditional age.

The methodologies are obtained from complements-entries and they are results of the methods-inputs. The complement entry shows the nuances between predicates and approaches in the theoretical growing line. The existence of the apheresis says that there are at least two notions for the dimension of the predicate when only 'one' notion makes the approach. This dimension makes sense at the level of the contents of the complements that the new predicates depict. Newness cannot make a predicate by itself. Novels of modern narrative form natural complement for the postmodern albeit newer than the traditional narratives. Novelty is in analogies while newness is pretentiously empty of old fashions. Add novelty to newness to constitute the postmodern predicate. Functionalism cannot make a predicate by itself. Add critical knowledge (Marxist current) to functionalism to constitute the modern predicate. Although there could be a general approach within which there are particulars, it should be noted that a particular is not a complement. The particular is the antonym of abstraction context and Jeremy Poynting who introduces the book of Orlando Patterson[173] agrees:

> Declaring « I am without context »…Alex's statement…a few years later, Patterson was to argue that…Black Americans…the first group…who transcend the confines and grip of cultural heritage…can become the most truly modern of all peoples, a people who feel no need for a nation, a past, or particularistic culture …a few years later after…Patterson's consistent hostility to cultural nationalism, (Patterson, 2012, p. 25)

Alex and Lloyd discuss the matter of the situation of the mass of people in their country. The size of the mass hints at the deepness of their sufferings. The abstraction is a question of size that may be grasped in the same book by Orlando Patterson just quoted.

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[173] Orlando Patterson, *An Absence of Ruins*, Peepal Tree Press, 2012, p. 25

This subtitle is used to announce that theories and approaches are put in the procedure of making decisions by means of particular codes of science. How does inputs call outputs? The continuous tense in ´making' denotes the space between an approach and a theory. How far is the one from the other? Research should aim at making approaches close to the meanings of theories. Lyotard would agree and his terms about that are here: « progress in science…Knowledge is (SIC) cumulative is never questioned. At most, what is debated is the form that accumulation takes…regular, continuous, and unanimous, others as periodic, discontinuous or conflictual, p. 7 ». Accumulation is distinct from reserve as far as knowledge is concerned. Accumulation is boring. A society draws from its inexhautive knowledge of words to make new vocabulary terms. This is not a strife but a relaying of someone who uses his new strength in making an approach being near a theory. Theories ought to grow to make progress.

2.3. Methods and methodology on playground

The plural 'methods' in a subject status designates grammar school usages of scientific laboratories, the study of the political, the health, the laws and the economics subjects in addition to the knowledge that precedes the postmodern. The singular form of 'methodology' differentiates it as a university subject.

2.3.1. The non-academic terrain

There is a square meadow without nuances for arguments that some decisions makers hold to preside over the world. Since elements of the problematisation and the assayism may grow to serve the non-academic terrain, some academic handbook criteria are overviewed mainly within the offers of *The Postmodern Condition*. The nuances drawn by the academic formative and training guarantee the world arguments in a book in a hand (Handbook).

The line criteria glimpsed from Lyotard's book are two. According to Fredric Jameson, Habermas is affiliated to the contemplative line together with Hegel. Though Habermas is a philosophical adversary, he is nonetheless one and Lyotard has appointed him as the spokeman

for the German argument in his essay. The contemplative line unanimously calls for a name, that of Hegel, that indubitably puts the question of respect and arrogance for which Ngugi is candidate for an answer : « Note that Prospero's arrogance had a respectable intellectual basis. Some of the best minds of Europe and the West…to Hegel, Ngugi, *Homecoming*, p. 41 » about Africa proper contemplate « the privileged status of Marxism as a mode of analysis of capitalism proper, Lyotard, p. xiii ». Proper is an adjective and Prospero is a noun, from which arises the question of respect of the underpriviledged (Lyotard, p. 63). Prospero is a character in the production of William Shakespeare. He bears witness to the English knowledge force.

So, which line may be credible for Africa among the European and the Anglo-American methods and methodology? The African argument is traditional and still valuable. An African student uses methods and methodology of foreign arguments over the years of his studies. In this academic sphere, a writer like Ngugi Wa Thiong'o is an advisable writer to African students from whom they could learn the significance of what is proper to African unsignificancy. Ngugi's candidacy is unquestionable to take side with the unsignificant peoples through his novels.

2.3.2. The academic terrain

The academic terrain is not separated from the non-academic places of outright. Each terrain possesses its own ways of inputs and outputs. Credits units obtained [ouput] by a student appear with his grades on his diplomas and certificates. Graduate students of a certain generation took examination of literary theory credit unit to pass their Bachelor's degree and the credit unit of mechanics of writing to get a pre-doctorate diploma. Depending on universities curricula, methodology cannot be synonymous with either of them. The students aforementioned learned that when a translated English word keeps the french spelling, it says more than its English sense. The use of the word methodology is saying more than the mechanics of writing. How can someone writes if he does not read ? Does he read only novels to do works of scholarship ? the answer is no.

The mechanics start from the reading, the note taking until the moment when one writes about a chosen topic. The writing and communication norms turn Habermas and Lyotard back to back. Fredric Jameson quoted from Jib Fowbes' *Handbook of Futures Research*[174]:

> Habermas's vision of an evolutionary social leap into a new type of rational society, defined in communicational terms as "the communication community of those affected, who as participants in a practical discourse test the validity claims of norms and, to the extent that they accept them with reasons, arrive at the conviction that in the given circumstances the proposed norms are right (Jib Fowbes)' is here explicitly rejected by Lyotard (Lyotard, 1984, p. x)".

Here Lyotard is against Habermas about what "rational society" defines as acceptable. All rationals are in the demonstrable of science to be seen in « a position to think and conceptualize, Lyotard, p. viii ». The conception of rational society opposes Habermas to Lyotard. Fredric Jameson's foreword is about two things while discussing the works of critiques and the face of legitimation in the methodological perspective. Legitimation means meta normative discourse. His methodological perspective (p.x-xi) parenthetical contains two lines of legitimation. The political philosophy line which is the Russian methods follows the non literary postmodernism. The contemplative philosophy line which ought to be contemporary philosophy almost follows the academic languages perspectives. The methodology discussed in « *The Postmodern Condition* presents us with significant methodological… a whole very rich contemporary tradition of narrative, p. viii […] note in a whole range of contemporary…research, p. viii ».

Methodology includes reading about literary theories and the mechanics of writing. Can we see a link between the practical discourse of rationale theory and the academic literary theory ? this question leads to Lyotard and the scholarships handbook : The analysis of 'methods-methodolody' put emphasis on the manner in which Lyotard's postmodernism considers literary theory and the

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[174] Lyotard's references (3), p. 85

mechanics of writing. The written theories in a handbook can be taken to the non academic milieu, which produces by 'handtheories[175]'. This double perspective in the mtedodological is rearranged in the two lines and their value make arguments in the concert of nations.

Can we elucidate the use of the term « method » for the non literary postmodernism and the methodological perspective for the postmodern literature? The political and contemplative philosophies belong to the methodological line of the modern predicate. Modern predicate is the language perspective game leap complement. A leap is a physical additional shift. Thus, the modern is predicated to Russian methods. For the two objectives assigned to this article some words have been organized into two parts. The words to be problematized are in the first part and those of essayist trend are in part two. The nuances needs the air of literary postmodernism that speaks on behalf of the square meadow of the era of non-literary postmodernity. Postmodernism elucidates the presence of methods in literature.

Conclusion

The nuances of the language of credits study has been done within the context of the proof, the demonstrable and argument of science for the sake of academic and non-academic reasons. Credit is a monetary term deported to school and University curricula. Credit as element of trust is worthy in non-literary spheres too. The intelligible matter in part I is smaller than the rationale of a theory in part II. The rationale is to grow. Matters of problematisation have been binomial proof with key words. The classroom key opens the field for theme. The introduction key opens the dimension for the notion and the predicate exit opens the subject for the entry. Problematisation is hold by phrasing theme, notion and subject with the matter: theme matter, notion matter, subject matters. A good notion matter leads to a subject. The more you know the more you are nearing subject level. Many matters about a theme open a good view to notion. The theme is understood through

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[175] Handtheories : this word is intended to show that the non academic terrain is not stripped of what the academic terrain calls theory.

the components of the classroom space and the field study. The notion concerns the essential miniature sense that the introduction takes in addition to the narrative skills. A politician method cannot do without a narrative. Therefore, the without narrative calling for the Russian methods is not empty of narrative. Entry and exit made up subject matters. The entry's energy is continuously subject of interest insofar as it propels the useful substance of the exit.

Gradation from part I to part II has been conducted by the predicate either as an entry complement or the age that determines the traditions, the modern, and the postmodern. The nuances about the approach derive from the sentence game based on a grammar possessive clue and a writer's knowledge of one word or more. The fashion and need enhance the nuances by connecting the fashion to the theory for a society and by stating that the approach is needed to clarify a theory. The precisions around a rational personal and a society's rationale come in just after under the title of growing theory. The minimum input procedure for assayism adds more light to the nuances of the rational when the discussion proves that the technocrat's rational is not autonomous. The approach is an input for the theory. Theories are input energies at the society's level. Methods and methodology contribute both to the growing of theories in their own manners whether the sphere is academic or not. The academic terrains works mainly by means of credit units inputs and the non-academic one functions properly in the philosophical line of the Russian methods. Postmodernism makes a glassy bridge between methods and methodology.

Society has been read the way one reads a sentence in a classroom with a sentence containing a verb or not. Part I gradated theme, notion, and subject and the result is that the subject is wider. In the part II entitled assayism a writer's approach can amount to the level of a theory. The possibilities of getting into the nuances of theme, notion, subject, approach, theory has been given by the square of aces.

To win acceptance for the highest theory is a literary scientific international strife. The discussion reaches levels of methods and methodology, linguistics and literary variables significant and unsignificant. Lyotard takes the philosophical line to defend the

interest of the conditions of the petty. Through his teaching and research philosophy Ngugi is an advocate for African students and the petty populations in Africa.

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