

The Asian EFL Journal

December 2020

Volume 27 Issue 5.1



**Senior Editor:
Paul Robertson**



Published by the English Language Education Publishing

Asian EFL Journal
A Division of TESOL Asia Group
Part of SITE Ltd Australia

www.asian-efl-journal.com

©Asian EFL Journal 2020

This book is in copyright. Subject to statutory exception no, reproduction of any part may take place without the written permission of the Asian EFL Journal Press.

No unauthorized photocopying

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying or otherwise, without the prior written permission of the Asian EFL Journal.

editor@asian-efl-journal.com

Publisher: English Language Education (ELE) Publishing

Chief Editor: Dr. Paul Robertson

Associate Production Editor: Ramon Medriano Jr.

Assistant Copy Editor: Eva Guzman

ISSN 1738-1460



Table of Contents

Tricia Barcelo Dealagdon, Nicole Joyce Teves, Manuel Tanpoco and Edison Estigoy	5
<i>Reading and writing in the 21st Century: An Analysis of Preferences among Pre-service Language Teachers</i>	
Farooq A. AlTameemy, Mohamed ElSayed Hussein and Fahd Shehail Alalwi	31
<i>The Effect of Utilizing Wikis Collaborative Projects on Improving Saudi EFL Learners' Writing</i>	
Ismat Jabeen and Sarmad Munir	53
<i>Implicatures in Macbeth: A Pragmatic Study</i>	
Ghassan Nawaf Jaber Alhomoud and Sayed M. Ismail	71
<i>The Articulation of Language of Anger in Arabic Language: A Contrastive Cultural Linguistic Approach</i>	
Huda H. Khalil	91
<i>Attitude as a Tool for Critical Stylistics Analysis in Literary Discourse</i>	
Mimouna Zitouni, Sana Dahmani and Salim Alshageri	113
<i>William Shakespeare's A Midsummer Night's Dream: A Light-Hearted Humorous Tone Nurturing A Feminist Undercurrent</i>	
Hakima Guella, Géhane Essawy, Hind Alotaibi, Nora Al-Ageel and Anne Reboul	130
<i>Metalinguistic Negation among French L2 Learners: Evidence from Eye-tracking Experiments</i>	
Amjad Sultan, Ansa Hameed and Akhtar Abbas	148
<i>Glocalizing English Language Teaching Curriculum: Teachers' Views at Pakistan Military Academy</i>	
Qasim Abbas Dhayef	169
<i>A Critical Linguistic Assessment of the Translation of Naguib Mahfouz's Midaq Alley</i>	
Rasib Mahmood, Muhammad Usman Ghani and Akhter Habib shah	189
<i>Pragmatic Competence and Implicature: Learning Process of Pakistani Graduates in English</i>	
Mohammad Rezaul Karim and Moin Hasan	205
<i>Virtual Classes during COVID 19 Pandemic in Tertiary Level in Saudi Arabia: Challenges and Prospects from the Students' Perspective</i>	
Sameena Khokhar, Habibullah Pathan, Muhammad Arslan Raheem and Muhammad Ajmal	220
<i>English Language Teaching Methods: Their Development, Implication and Application in Language Classroom</i>	
Adan Ahmad Dogar, Momina Ayub, Syed Wajahat Ali and Ikram Shah	239
<i>Learning Chinese as Foreign Language in Pakistani Universities: Understanding Motivations and Perceptions of Students</i>	
Fouzia Ajmal, Saira and Muhammad Ajmal	253
<i>The Coherence of the Curriculum, Textbook and Examination in English at Secondary Level in Pakistan</i>	

Bahia Zemni, Wiam Awwad and Chaouki Bounaas	274
<i>Audiovisual Translation and contextual dictionaries: An exploratory comparative study of Reverso Context and Almaany uses</i>	
Nehru Pongsapan	310
<i>A Technique to Advancing Students' Speaking Skill in a Foreign Language Classroom</i>	
Feras Ali Mohammad Al-Habies	325
<i>Investigating Study Anxiety and Its Effect on Gender and Year of Study among University EFL Students in Jordan</i>	
Mohanad Alfirmas, Janaki Bojiah and Amr Abdullatif Yassin	339
<i>COVID-19 Pandemic and the Changing Paradigms of Higher Education: A Gulf University Perspective</i>	
Menia Mohammad Almenia and Majed Abdullah Alharbi	348
<i>Power, Resistance, and Second Language Writers (L2): A Critical Qualitative Case Study</i>	
Mahdi R. Aben Ahmed	370
<i>Evaluating English Language Programs in Saudi Private Colleges According to Four CEA Standards from Students' Perspectives</i>	
A. Sathikul Ameen, Shouket Ahmad Tilwani and Akhter Habib Shah	391
<i>Enhancing Basic Writing Skills in English through Classroom Activities at the Tertiary Level with Special Focus on the Slow Learners in The New College</i>	
Clarinda C. Galiza and Apol Joy D. Cagayan	404
<i>The 3 D's in Writing Proficiency: A Basis for Language Enhancement Program</i>	
Marie Claudette M. Calanoga, Loraine Tattaog, Cynthia B. Julian and Maribel F. Malana	415
<i>English Performance of Students' and their Participation to Extra-Curricular Activities: Bases for Intervention Programs</i>	



**Reading and writing in the 21st Century:
An Analysis of Preferences among Pre-service Language Teachers**

Tricia Barcelo Dealagdon

triciabarcelodealagdon@gmail.com

Western Mindanao State University

Nicole Joyce Teves

nicolejteves@gmail.com

Western Mindanao State University

Manuel Tanpoco

manuel.tanpoco@dlsu.edu.ph

De La Salle University

Edison Estigoy

Xi'an International Studies University

Bio-profiles:

Tricia Barcelo Dealagdon and **Nicole Joyce Teves** are presently enrolled in the Bachelor of Secondary Education Program of the College of Teacher Education, Western Mindanao State University with English Language as area of specialization.

Manuel Roman Tanpoco is an Assistant Professor of the Ramon V. del Rosario College of Business of the De La Salle University. He holds a Doctor of Education in Educational Management degree from the Philippine Women's University, a Master of Education in Mathematics degree from the Philippine Normal University, and a Master of Business Administration degree from the University of Bradford. His research interests include: Curriculum Development and Innovation, Mathematics Education, Educational Leadership, Business and Entrepreneurship Education, Marketing, and Business Strategy and Innovation.

Edison Estigoy is a former Instructor in Education courses with quasi assignment as Internal Quality Audit Team Leader for ISO 9001:2015. Currently, He is a Language Foreign Teacher in Xi'an International Studies University, China. Actively collaborating with researchers in line with the area of Education, Administration, Language and other disciplines.

Abstract

This study analyzed the reading and writing preferences of 150 male and female preservice language teachers in seven (7) higher education institutions. A descriptive-quantitative-correlational design was utilized to determine these preferences, identify the relationship between these preferences, and whether there is significant difference between genders in terms of these preferences. The results and findings of the study showed the majority of the pre-service teachers still prefer to read printed materials and write manually over their digital counterparts. When it comes to gender, both male and female pre-service teachers gave the same responses by favoring writing by hand and reading through print. These results illustrate a backward viewpoint in terms of reading and writing preferences on the part of the pre-service teachers. This “backward” preferences, which in turn become actual practices can be attributed to the “anxiety” toward digitalization and sometimes the “inaccessibility” of these technologies to the preservice language teachers. These findings, however, provide an important evidence to introduce the concept of biliteracy for further teacher training on the foundational skills of reading and writing in the digital world.

Keywords: *preservice language teachers, reading and writing preferences, printed materials, biliteracy, digital world*

Introduction

Reading and writing are noted to play key roles in learning. Relative to this, Alharbi (2015) maintained that reading and writing result in functional activities, and impact positively on learners' academic success (Klimova, 2013). Simply put, learners who excel in these skills are most likely to achieve academically, which implies the dire need for the successful teaching of the mentioned macro skills among learners at different educational levels.

On another note, in the past, these skills are realized through ‘traditional means’ – reading using print resources and writing utilizing pen and paper. Noticeably, print-based reading and paper-pencil-based writing, the traditional formats in which the skills are realized (Eijansantos, Alieto, de la Rama – Morgia, & Ricohermoso, 2020), are prevailing practices

despite the influx of digital media (Liu, 2005) and advancements in technology. However, it could not be denied that technology has altered many life practices with no exception to reading and writing. Certainly, the modern formats, digital reading and writing, have come to existence and are now available options for readers and writers in the modern time.

Relative to this, researchers have found that learners are divided in their preferences as some remain to favor the traditional approaches in reading and writing (Evans, 2017) while others have shifted and embraced their digital counterparts (Chung, Dass, & Subramaniam, 2020). With these mentioned, it becomes a necessity to empirically determine preferences of learners especially in the case of prospective language teachers who would sooner or later become frontline educators honing the reading and writings skills of learners of the present era – familiar and adept to technology.

Although it is noted that investigations were already conducted in this specific area of interest such as the work of Eijansantos, et al. (2020), the mentioned study investigated differences in the attitude of respondents towards modalities of reading alone. Another which is more similar to this current investigation is the research of Meishar-Tal and Shonfeld (2018) which investigated reading and writing preferences in a paperless classroom. However, it is highlighted that the said investigation was with secondary school students, junior high school learners in particular.

Therefore, although the study is a descendent of previous investigations in one way or another, it is a novel investigation in its entirety. It aimed to determine the reading and writing preferences of prospective language teachers. Moreover, the study carried the objective of determining whether there exists a gender divide with respect to preferences in the two macroskills. Lastly, the investigation determined whether a significant relationship exists between preferences.

Review of literature

Reading and its types

Reading is a skill that when acquired can last for a lifetime (Wang, 2006 in Baki, 2020). In other words, the need and importance gained from the ability is not isolated in a certain domain and period or phase of life; instead it is utilized daily in interpreting and comprehending written information. Certainly, it is a must-have skill (Eijansantos, et al., 2020). Thus, teachers at different levels must exert effort in ascertaining that the reading skill is developed as it is something that could be shaped and enhanced among learners (Zare & Othman, 2013).

Reading is said to be, in its common sense, a process of perception (Kuşdemir & Bulut, 2018). This is because the act of reading commences with the discernment of written symbols. Therefore, for an individual to read, there comes the first need of seeing and interpreting symbols (Rosales, 2020). However, the process of reading is not that plain and simple as reading, in itself, requires the employment of a host of complex processes such as , but not limited to, printed symbol evaluation (Habibian, Roslan, Idris & Othman, 2015 in Rosales, 2020), schema utilization (Gatcho & Hajan, 2019), and inference (Buslon & Alieto, 2019) with comprehension as the ultimate objective (Tavakoli & Hayati, 2011). Moreover, at this point, it is noted that reading is a multi-motivated practice, including learning and self-improvement, challenging oneself, strengthening and affirming current policies, ideas, and information, and the all-important interpretation for pleasure (Hope, 2020).

Throughout the years, the gains taken from doing reading have not altered. But, one noticeable change that has occurred with respect to reading as a process is the format in which it could be performed. Eijansantos, et al. (2020) explained that the time has come when another format of reading is given birth by technology. By inference, there are now two versions of reading. One is the type which involves the use of print materials known as print-based reading, noted as the traditional kind. The other type utilizes digital or electronic materials named as digital reading, determined as the modern version.

It is acknowledged that the invention and use of printing devices boosted production of printed materials (such as books) which did not only make information available, but also has encouraged reading among many. As print reading was impacted by the creation and production of print resources, digital reading has the same impact on electronic materials. Thus, the popularity of electronic books and other digital resources does not come as a surprise (Foasberg, 2014).

With respect to benefits and features, each version has their own. The digital type spares readers from carrying bulky resources as electronic reading materials are stored in digital devices, weightless (Maden, 2018). Moreover, digital materials stored in devices could be shared expense-free and with ease as opposed to print ones (Mayberg & Wiber, 2015), Additional to this list is that digital-based reading provides technology-based features not available to its traditional counterpart such as built-in dictionary, pronunciation feature, among others (Yalcintas Sezgin, & Ulus, 2017).

Nevertheless, print-based reading has been acknowledged for its many gains. In fact, Lamb and Johnson (2011) declared that despite the change of time print reading shall remain to be the preferred version and remain to be dominant in classrooms and in other domains of

human life. In a similar vein, Eijansantos, et al (2020) noted that the expiry of print-based reading is yet to come if it would. This supposes that the traditional version of reading remains favored for reasons – ‘feeling of physicality’ (Rose, 2011), does not encourage multitasking (Pardede, 2019) which promotes focused in reading (Rideout, Foehr, and Roberts, 2010), is not performed through screens which adversely affect comprehension (Jeong, 2012).

Writing and its types

Written language does not only have a significant educational role, but also high social importance (Urbanova & Oakland, 2020) as evidenced by its utilization in learning institutions and in workplaces. In fact, human activities such as test taking, note taking, plan or idea development, proposal creation would require one to write and have the ideas needed to be remembered, conceived, or thought be translated to a written form. Thus, it could be claimed that the importance of writing is something that cannot be overemphasized.

Accounting the nature of the process, prior to the conception of modern technology, writing is always associated with the use of a pen, pencil or any other writing device and a paper or the likes. Previously, writing was never conceived to be possible without the use of ink and paper or other materials of same use. Nowadays, however, a new mode of writing has become possible. Thus, the traditional kind of writing is called handwriting while the modern one is noted as typing (Meishar-Tal & Shonfeld, 2018).

As computers and digital devices become ever-present in schools, offices and elsewhere, people nowadays have options either to handwrite or type. With this, it is interesting to determine the preference in writing considering that both types are at people’s disposal. Apart from the note that there is a limited number of researches in this particular topic - hence the present investigation.

Reading and Writing Preferences

On reading preference, Støle, Mangen, and Schwippert (2020) boldly claimed that preference for reading print slowly fades as the traditional version is steadily being replaced with the modern one. Supportive of this is the current shift realized by academes from utilizing print to digital materials (Dundar & Akcayir, 2012) and exponential growth of electronic or digital contents (Chen & Chen, 2014).

Therefore, preference for digital reading is based on numerous reasons. The leading reason may be the idea that electronic reading saves money (Latini, et al., 2019). This contention is based on the idea that sharing electronic files would not require the use of paper

and ink as what is simply needed to be done is to transfer the files via a connection or a device. Such is tantamount to having a resource material without the entailing cost. However, this claim is not without opposition. Although it could not be helped but agree that technology is ubiquitous, it was found by studies that ‘*people are sticking to the traditional type of reading*’ (Alieto, Abequibel, & Ricohermoso, 2020:286). In fact, researchers (e.g. Chao & Chen,2009; Kurata, Ishita Miyata, & Minami, 2017) confirm that preference for reading in print not only exists, but, to a great extent, prevails over digital reading. This is reflective of the finding of Wu and Chen, as regards graduate students, that when afforded with materials available both in print and digital forms preference for printed form is noted.

Studies have established interesting findings. In the research of Yalman (2015), it was found out that among 543 pre-service teachers more than half choose to read traditionally. This result corroborates with previously conducted investigations (e.g. Baron, Calixte, & Havewala, et al.,2017; Kurata, et al.,2017). Moreover, this preference is not only true among pre-service teachers, but also among students enrolled in virtual classes. In the study of Spencer (2006), it was found that 92% of students attending online classes, when surveyed, indicated their preference to read on print rather than on screens. Numerous suppositions were raised by authors justifying the preference for reading on paper. The possibility for making marginalia is one of the reasons for the attitude favoring print reading (Ramdarshan, Bold, & Wagstaff, 2017). Doing apostil (another term for marginalia) is performed to aid recall, and could also be performed digitally; however, doing it on printed text is more multi-sensorial making it a unique experience in print reading (Fortunati & Vincent, 2014). Another and perhaps the greatest reason of all is that print reading allows in-depth concentration resulting in understanding the read text (Liu,2012).

As for writing, previously, it could be performed with a use of a pen and paper or other things that function similarly to pens and paper.; however, with the advent of technology, at present, it becomes possible to write without having to use a pen or paper. This is possible through the use of digital devices such as computers, cellular phones, among others.

Meishar-Tal and Shonfeld (2018) found that when doing academic work students prefer to digitally write, meaning to type using computers. Moreover, it was revealed, in the same study, that students prefer digital writing when creating graphs, charts and writing short texts. It is believed that because these tasks could be performed with ease using computers hence the preference. Additionally, the same authors pointed that there is preference for handwriting over typing when taking examinations. This is consistently noted across students in different studies. One is the investigation of Moge, Cowan, Paterson, & Purcell (2012) which reported that the

majority of students preferred to write than type when taking an essay type examination. This suggests that students are more comfortable, when taking exams, writing than typing. Along this line, it must be noted that these preferences should be considered especially if these relate to performance and achievement.

Gender in Reading and Writing Preferences

Determining gender influence on preferences with respect reading and writing types is of interest among researchers as evidenced by the different conducted studies (Evans, 2017; Keane, Lang, & Pilgrim, 2012; Liu, 2008; Loh, Majid, & Sun, 2019; Meishar-Tal & Shonfeld, 2018; Tveit & Mangen, 2014).

On reading, Loh, et al. (2019) investigated 4380 learners across six different schools in Singapore and found that girls read more on online platforms than boys. This suggests that females prefer to digitally read while males favor print-based reading. This result also is like the finding of study of Tveit and Mangen (2014) which reported preference for reading printed materials among male respondents. However, Liu (2008) claimed a different result and discussed that girls have strong preference for printed materials while males for digital ones as reading resources.

As regards writing preference, Moge, et al. (2012) noted that the majority males (36 out of 43) and females (78 out of 84) prefer handwriting over typing. However, no statistical difference was established. Further, the same study claimed that women were quicker, and males were quick typists, and found that the preference of males in writing is situational. Therefore, there are certain situations where males would elect typing (such as when doing essay planning) over handwriting.

Noticeably, previous investigations have factored in the variable gender in the investigation of writing and reading preference which implies that it is considered essential in the complete understanding of people' preferences in writing and reading. Thus, the variable gender, noted to mean the dichotomy male and female as operationalized in different studies (e.g. Antonio, Probitchado, Ricohermoso, Saavedra, , & de la Rama, 2020; Bacang, Rillo, & Alieto, 2019; de la Rama, et al., 2020; Parangan & Buslon, 2020; Torres, 2020; Torres & Flores, 2017; Torres & Medriano, 2020) is included in this study. Particularly, the study aimed to determine whether there exists a gender gap in preferences.

Statement of the problem

This research investigation with prospective language teachers aimed to determine their reading and writing preferences. Specifically, this study sought to answer the following research questions:

1. What is the reading and writing preference of the respondents?
2. Is there a significant difference in the reading and writing preferences between the male and female?
3. Is there a significant relationship between the respondents' reading and writing preferences?

Methodology

Research design

The present investigation employed a descriptive-quantitative-correlational research design. A study is determined as quantitative should it intend to measure or quantify a variable or variables (Kothari, 2004) such as in the case of this study which aimed to determine the preference of respondents when reading and writing. Further, the study qualifies as a descriptive investigation as it intended to describe the variables through the use of simple or descriptive statistics such as mean [M] and standard deviation [SD] realized through the collection, tabulation and analysis of data (Abdon, et al., 2019 in Lim-Ramos, et al., 2020; Calderon, 2006 in Alieto & Rillo, 2018; Johnson, 2010 in Alieto, 2019; Patten & Newhart, 2017 in Tanpoco, Rillo, & Alieto, 2019; Singh, 2006 in Alieto, Abequibel, & Ricohermoso, 2020; Tan, Polong, Collantes & Torres, 2020; Torres, 2019; Torres, Pariña, Collantes & Tan, 2020). Furthermore, the present study also carried the objective of finding the relationship between the writing preference and reading preference of the respondents which dictates that the investigation is correlational in design (Kendra, 2020).

Moreover, the study utilized a survey questionnaire as an approach in data gathering which is acknowledged as a cost-efficient and effective means of data collection (Dillman, Smith and Christian, 2009 in Alieto, 2018). Related to this, the use of questionnaires answerable by a developed Likert scale is a classic and accepted technique in research in relation to data collection (Ubalde & Rosales, 2018 in Buslon, Alieto, Pahulaya & Reyes, 2020). In fact, this is the method used by the studies (Eijansantos, et al., 2020; Meishar-Tal & Shonfeld, 2018) which served as inspiration for this investigation.

As regards the devoted period for data collection, the study is determined to be a cross-sectional investigation as data gathering was performed in 'one-shot' and within a relatively short time (Setia, 2016 in Perez & Alieto, 2018). Finally, the study structured no control group

and is declared to be non-experimental (Torres & Alieto, 2019a in Ricohermoso, Abequibel, & Alieto, 2019; Torres & Alieto, 2019b).

Respondents of the study

The sample size of the study consisted of 150 prospective language teachers across seven higher education institutions (HEIs) offering secondary education courses with English language as an area of specialization. The youngest of the respondents is aged 17 while the oldest is aged 26. The total number of respondents were equally distributed across gender.

The research tools and their reliabilities

The research study used two instruments to gather data to be utilized for analysis to answer the raised questions in this present investigation. The first instrument was adapted from the work of Oroz (2015) which was named as the Reading Preference Questionnaire (RPQ). The researchers modified the original questionnaires. The modifications included removal of some items that did not fit in the context of the present investigation and change in the originally used of scale. Additionally, the instrument consisted of 7 questions answerable with Print or Digital.

To determine the writing preference of the respondents, the study adapted the research instrument of Fox (2005) and was entitled as Writing Preference Questionnaire (WPQ). The questionnaire was also modified to meet the objectives of the study. Some items in the original instrument were also removed and the items were, similar to the previous instrument, answerable with yes-no. In addition, the WPQ is a nine-item questionnaire with four negative statements.

Since the modifications of the instruments were noted to be major, the adapted questionnaires were pilot tested to a total of 40 prospective language teachers who did not form part of the final sampling frame. The age range of respondents of the pilot test is 18 to 26. The administration of the research tools was realized through the use of electronic forms and distributed through the email addresses of the identified participants.

The data collected was analyzed through the use of the statistical tool known as Cronbach's alpha test of reliability. The analysis yielded the following results: RPQ (Cronbach's $\alpha = 0.871$) and WPR (Cronbach's $\alpha = 0.750$). The reliability levels of the instruments suggest that the instruments have internal consistency and are reliable for use in the study.

Data Collection Procedure

The respondents were first identified, and their email addresses were collected and shortlisted. After determining the possible participants of the study, a consent letter was sent via google document. Those who consented to participate were provided the digitized form of the questionnaire still through their emails. On the average the questionnaires could be answered within 10 to 20 minutes. The total waiting time for the solicitation of the questionnaires was seven days. After the set time, the researchers turned off the function allowing the continuous receiving of forms.

Coding Procedure

To enable the analysis of the gathered data, the responses were coded. For the variable gender, the code is 1 for female and 2 for male. To determine the writing preference, the responses on the WPQ were coded as follows: for negative statements (2,5,7, and 9), 1 for yes and 2 for no; while for positive statements (1,3,4,6, and 8), 1 for no and 2 for yes. Additionally, for the determination of the reading preference of the respondents, the answers on the RPQ were coded as follows: 1 for Print and 2 for Digital.

Data Analysis Procedure

To determine the reading preference of the respondents, the answers for seven questions in the RPQ were first coded and then summed up and divided according to the number of questions. The mean score was given interpretation using the scale – 1.0 to 1.49 (Print), 1.5 to 2.0 (Digital). Additionally, to determine the writing preference of the respondents, the responses for the nine questions in the WPQ were coded and added up. Afterwards, the sum was divided by 9 (the number of items in the questionnaire). The arithmetic mean was given interpretation through the following scale: 1.0 to 1.49 (Hand-written), 1.5 to 2.0 (Digital).

Results and Discussion

Reading and Writing Preferences of the Respondents

Table 1 presents the descriptive analysis of the responses in the RPQ and WPQ. Presented in the table are the variables, reading preference and writing preference, the standard deviation and interpretation.

Table 1

Summary Statistics for Reading and Writing Preferences

Variable	<i>M</i>	<i>SD</i>	<i>n</i>	<i>SE_M</i>	Min	Max	Skewness	Kurtosis
Writing_Preference	1.38	0.16	150	0.01	1.00	1.78	-0.25	-0.45
Reading_Preference	1.32	0.36	150	0.03	1.00	2.00	0.84	-0.71

Scale: Reading Preference: 1.0 to 1.49 (Print), 1.5 to 2.0 (Digital); Writing Preference: 1.0 to 1.49 (Handwriting), 1.5 to 2.0 (Type)

From the table above, it could be noted that, in doing reading, the respondents, in general, prefer to read from printed materials. Detailed analysis of the data provides that 72.7% (101) of the total respondents reported to favor print-based reading. This supports the report of Yalman (2015) that the majority has a penchant for print-based reading. On another hand, this result refutes the forecast of Støle, et al. (2020) that the popularity of print reading is fading and is being replaced by its modern version. Thus, it could be inferred that despite the growth of electronic materials (Chen & Chen, 2014), and the shift of schools to the utilization of digital materials (Dundar & Akcayir, 2012), ‘*people are sticking to the traditional version*’ (Alieto, et al., 2020:286) perpetuating the adage ‘Old but Gold’. This implies that the traditional version offers ease, comfort and accessibility that is yet to be replaced by its digital counterpart.

For writing preference, the analysis disclosed that there is a preference for handwriting over type among the respondents in general. Moreover, descriptive analysis further revealed that 76.7% (115) of the total respondents. This particular finding echoes the finding of Meishar-Tal and Shonfeld (2018) that there is preference for handwriting over its digital counterpart among learners especially when they are doing academic work, and when taking examinations especially essay-type ones (Mogey, et al., 2012). Moreover, these findings suggest that among the investigated prospective language teachers the traditional versions of reading and writing remain to be favored and preferred.

Responses on the Reading Preference Questionnaire per item

Table 1.1 presents the responses of the respondents per item of the instrument. In order to compute the mean score per item, the responses on the instrument were first coded and then summed. Afterward the computed value was divided by the number of responses.

Table 1.1

Respondents' Reading Preference

Statements	Print (1)		Digital (2)		Coded		Preferred Mode
	n	%	n	%	M	SD	
1. Which method of reading do you mostly use for academic purposes?	80	53.33	70	46.67	1.47	0.50	Print
2. Which method of reading you found yourself productive?	112	74.67	38	25.33	1.25	0.44	Print
3. Which method of reading helps you understand a book/story?	117	78	33	22.00	1.22	0.42	Print
4. Which method of reading is most convenient to you?	68	45.33	82	54.67	1.45	0.50	Print
5. Which method of reading increases your willingness to read more?	109	72.67	41	27.33	1.27	0.45	Print
6. Which method do you enjoy more in reading?	110	73.33	40	26.67	1.27	0.44	Print
7. Which method of reading do you prefer in general?	108	72	42	28.00	1.28	0.45	Print

Scale: Reading Preference: 1.0 to 1.49 (Print, 1.50 to 2.0 (Digital)); N = 150

From the table, it could be noted that the respondents, overall, considered print reading the most favorable version which explains their preference. Analysis of the data provides that 53% of the respondents claimed that, for academic purposes, they prefer print reading. Moreover, 74.7% declared that they are productive when they read in print. It was revealed, further, that 78% of the respondents reported to understand a book or story when reading from print. With respect convenience, 54.7% acknowledged that it is convenient to read in print. In terms of increasing willingness to read, 72.7% stated that they are encouraged to read when the same is performed traditionally. Further, 73.3% recognized that reading is enjoyed when done with printed materials. Finally, 72% declared that, in general, they prefer print reading over screen-based reading.

Responses on the Writing Preference Questionnaire per item

Table 1.2 presents the responses of the respondents per item of the writing preference scale, coded and treated similarly as those for the reading preference scale.

Table 1.2
Respondents' Writing Preference

Statements	No		Yes		Coded		Preferred Mode
	n	%	n	%	M	SD	
1. Do you like taking notes through digital apps or software? (Microsoft Word, Notepad, TextEdit, Edit Plus, etc.)	77	51.33	73	48.67	1.49	0.50	HW
2. Do you like taking notes through pen and paper? [R]	24	16.00	126	84.00	1.16	0.37	HW
3. Do you take notes digitally? (Examples: audio recording, video recording, typing, etc.)	83	55.33	67	44.67	1.45	0.42	HW
4. Do you prefer to have your notes in digital form? (audio, video, graphics, etc.)	54	36.00	96	64.00	1.64	0.48	TW
5. Do you prefer to have your notes in a non-digital form? (hand-written text, printed materials, etc.) [R]	26	17.33	124	82.67	1.17	0.38	HW
6. During a lecture, do you prefer typing your notes?	42	28.00	108	72.00	1.72	0.45	TW
7. During a lecture, do you prefer writing your notes? [R]	23	15.33	127	84.67	1.15	0.36	HW
8. Do you find digital note taking convenient?	78	52.00	72	48.00	1.48	0.50	HW
9. Do you find handwritten note taking convenient? [R]	27	18.00	123	82.00	1.18	0.39	HW

Scale: Writing Preference: 1.0 to 1.49 (Handwritten), 1.50 to 2.0 (Type); HW=Handwritten, TW=Typewritten

From the table, it could be noted that the respondents, overall, considered writing by hand as the most favorable version which explains their preference. Analysis of the data provides that respondents are torn between handwriting and typewriting when it comes to taking notes in general, and when speaking of convenience in particular. For these two statements in the WPQ, mean of coded responses is close to 1.5 and the distribution of responses close to 50%. The digital preference or typewriting overcame handwriting only in two instances, when being handed out notes and when note-taking during lectures. when the same is performed traditionally. In practice though, handwriting wins over the digital format of notetaking amidst the inconvenience probably because of the availability of gadgets for notetaking during lectures, the speed required for notetaking, and the overall effectiveness of handwritten notetaking for memory and recall.

Reading and writing preferences across gender

Table 2 shows the differences in reading and writing preferences between the male and female respondents. The respondents in the two instruments were code and computed for their average separately. The dichotomous variable gender was also code. The inferential statistics known as independent sample t-test was employed as statistical treatment.

Table 2.

Summary Statistics Table for Respondents' Reading and Writing Preferences across gender

Variable	<i>M</i>	<i>SD</i>	<i>n</i>	<i>SE_M</i>	Min	Max	Skewness	Kurtosis
Writing Preference								
Female	1.36	0.16	75	0.02	1.00	1.78	-0.18	-0.19
Male	1.40	0.15	75	0.02	1.11	1.67	-0.31	-0.80
Reading Preference								
Female	1.37	0.38	75	0.04	1.00	2.00	0.63	-1.09
Male	1.27	0.33	75	0.04	1.00	2.00	1.08	-0.15

A two-tailed independent samples *t*-test was conducted to examine whether the means of Reading Preference and Writing Preference were significantly different between the genders. Shapiro-Wilk tests were conducted to determine whether Reading Preference could have been produced by a normal distribution for each category of gender (Razali & Wah, 2011).

The Shapiro-Wilk test was significant for both the Female ($W = 0.83, p < .001$) and Male ($W = 0.78, p < .001$) categories of gender, indicating the normality assumption is violated. Hence, even if the result of Levene's test for Reading Preference was not significant based on an alpha value of 0.05, $F(1, 148) = 2.69, p = .103$, and the condition for homogeneity is met, the statistical procedure was supported by nonparametric statistical tests.

Table 2.1
Difference of Respondents' Reading and Writing Preferences across gender

Variable	Female		Male		<i>t</i>	<i>p</i>	<i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Reading Preference	1.37	0.38	1.27	0.33	1.71	.088	0.28
Writing Preference	1.36	0.16	1.40	0.15	-1.39	.167	0.23

Note. N = 150. Degrees of Freedom for the *t*-statistic = 148. *d* represents Cohen's *d*.

The table gives the t-test (for independent sample) analysis of the data. For the variable reading preference, analysis of the data disclosed that males, on the average, prefer reading in print ($M=1.27$) more than females do ($M=1.37$). In fact, 59 males prefer reading in print while only 16 prefer digital reading. On another hand, 50 females prefer reading from print and 25 favor digital reading. The statistics mirrors the report of Tveit and Magen (2014) that males are inclined to read print materials. However, the identified difference is not statistically significant as the p-value of 0.088 is greater than $\alpha = 0.05$. This means that there is no gender gap with respect to reading preference between male and female respondents. This particular result supports the previous finding of Mogeey, et al. (2012) that although the majority males prefer handwriting over typing; however, no statistical difference was established.

For the writing preference, the analysis suggests that the female respondents ($M=1.36$), generally, prefer more to write than type as compared to the male respondents ($M=1.40$) of the study. In details, it was found that 61 of the females prefer handwriting while only 14 prefer to type. On another hand, only 54 of the males prefer to handwrite and 21 favor to type. However, although more females prefer the traditional, the difference is not statistically significant ($p\text{-value} = 0.167 > \alpha=0.05$).

A two-tailed Mann-Whitney two-sample rank-sum test was conducted to examine whether there were significant differences in Reading and Writing Preferences between the two genders. The two-tailed Mann-Whitney two-sample rank-sum test is an alternative to the

independent samples *t*-test but does not share the same assumptions (Conover & Iman, 1981). Table 2.3 presents the summary of the test conducted.

Table 2.3
Two-Tailed Mann-Whitney Test for Reading and Writing Preferences across Gender

Variable	Mean Rank		<i>U</i>	<i>z</i>	<i>p</i>
	Female	Male			
Reading Preference	81.23	69.77	3242.50	-1.67	.095
Writing Preference	70.59	80.41	2444.50	-1.42	.156

This suggests that the distribution of Reading Preference for group Female (*Mdn* = 1.29) was not significantly different from the distribution of Reading Preference for the Male (*Mdn* = 1.14) category ; And, the distribution of Writing Preference for group Female (*Mdn* = 1.33) was not significantly different from the distribution of Writing Preference for the Male (*Mdn* = 1.44) category.

This means that gender has no influence on both writing and reading preferences. Also, this implies that gender is not a factor impacting preference in writing and reading among prospective language teachers enlisted in this study.

Correlation: Reading preference and writing preference

Data were analyzed using the inferential statistics known as Pearson *r* to determine whether a significant relationship could be drawn between the respondents’ preferences toward reading and writing. Analysis of the data is presented in Table 3.

Table 3.
Relationship between Respondents’ Reading and Writing Preferences using Pearson Correlation

Combination	<i>r_p</i>	95% CI	<i>p</i>
Writing_Preference-Reading_Preference	-0.15	[-0.31, 0.01]	.060

N = 150

From the analysis presented in the table above, it is disclosed that at 0.05 alpha level, there is no significant relationship between the reading and writing preferences of the

respondents as evidenced by the p-value of 0.060. As the data were originally categorical, a Chi-square test of independence was also used to support this finding.

A Chi-square Test of Independence was conducted to examine whether reading and writing preferences were independent. There were 2 levels in the Reading Preference: Print and Digital; and there were 2 levels in WP: Handwritten and Typewritten. The assumption of adequate cell size was assessed, which requires all cells to have expected values greater than zero and 80% of cells to have expected values of at least five (McHugh, 2013). All cells had expected values greater than zero, indicating the first condition was met. A total of 100.00% of the cells had expected frequencies of at least five, indicating the second condition was met. Table 3.2 presents the summary of the test conducted.

Table 3.1
Observed and Expected Frequencies

RP	WP		χ^2	df	p
	Handwritten	Typewritten			
Print	82[83.57]	27[25.43]	0.46	1	.497
Digital	33[31.43]	8[9.57]			

Note. RP = Reading Preference, WP = Writing Preference Values formatted as Observed [Expected].

The results of the Chi-square test were not significant based on an alpha value of 0.05, $\chi^2(1) = 0.46, p = .497$, suggesting that reading and writing preferences could be independent of one another. This implies that the observed frequencies were not significantly different than the expected frequencies.

These test results mean that the writing preference of respondents does not in any associate with their reading preference and vice-versa. It is supposed that the reading preference exists because the respondents take account or consider things such as ease, availability of materials, skills, and others, and not their writing preference. This holds true as regards their writing preference.

Conclusion

Reading and writing are interdependent skills and are not learned separately. Further, these skills begin being acquired by learners as early as their preschool stage, which make these skills vital for successful learning.

In relation, pre-service language teachers' preferences in terms of their reading and writing are found to be essential in also determining how these macro skills will be taught to their future students. In this study, it was found out that the majority of the pre-service teachers still prefer to read printed materials and write manually over their digital counterparts. When it comes to gender, both male and female pre-service teachers gave the same responses by favoring writing by hand and reading through print.

These results illustrate a backward viewpoint in terms of reading and writing preferences on the part of the pre-service teachers. This “backward” preferences, which in turn become actual practices can be attributed to the “anxiety” toward digitalization and sometimes the “inaccessibility” of these technologies to the preservice language teachers. To lessen the stigmas brought about by these ever-changing technologies, it is highly recommended that these preservice language teachers be trained intensively on managing reading and writing utilizing these technologies. By exposing these preservice language teachers to technologies, they will be able to imbibe in themselves the ease and the foundational skills needed to educate their students in return with the same level, if not, a higher level of reading and writing as macro skills using digital technology.

Implications

The preservice language teachers would play significant roles in the learning of reading and writing of their future students. Although they have found more achievable purposes in reading in print and writing manually, teachers must be able to “model” how these skills can be acquired more efficiently using the latest means (i.e. digital). This implies that pre-service language teachers prefer to write manually the activities related to teaching and learning and to accomplish most of their academic works through writing by hand the significant resources and information. Further, they use most resources in their learning and other educational undertakings in the use of printed materials. However, if preservice teachers still prefer to read and write using the traditional means, these preferences could be carried over when they are already teaching, and would later implicate not just on how they can further hone these macro skills in the modern times among themselves, but most importantly on how their future learners

must be taught to maximize the available materials and resources for learning, which are dominantly found in the digital world.

Moreover, after having identified the preferences of pre-service language teachers, there is an implication to make changes in the curriculum of the pre-service teachers regarding the culture in reading and writing text that gear towards the 21st century learning. The school and libraries must have provisions of sufficient literacy materials or resources that would help the pre-service teachers in their academic works more efficiently. They might find more achievable purpose in reading through print and handwriting, but pre-service language teachers must be encouraged to see other options that would help them expand their horizon in pedagogy, that can aid them within their reach with a reliable and accessible information that are available in just a click.

On the other hand, a complete shift from the traditional to the digital is not also advised, as optimum reading and writing could be compromised. Since the results of the study showed preferences to the traditional means for reading and writing, it is also imperative that these preservice language teachers are adept to productive engagements of reading and writing by being critical and creative. These skills being vital for optimal development of these macro skills, the concept of “biliteracy” must be intensified, instead. If the traditional means pave ways for critical and creative reading and writing, the more advanced means open avenues for skills on clicking, linking, and profound, immersive reading and writing.

References

- Abdon, M., Maghanoy, J., Alieto, E., Buslon, J., Rillo, R., & Bacang, B. (2019). Phonological awareness skills of English as second language (ESL) learners: The case of first-grade Filipino Bilinguals. *Science International (Lahore)*, 31(5),647-652. In Lim-Ramos, S., Francisco, W., Leduna, N.A., Nuñez, M.R., Pabraquel, M.K., Deran, J.J., & Alieto, E. (2020). Substituting English with a Local Language: Examining Parents’ belief toward Chavacano as Language of Instruction. *Asian EFL*, 27(1), 177-195.
- Alharbi, F. (2015). Writing for learning to improve students' comprehension at the college level. *English Language Teaching*, 8(5), 222-234.
- Alieto, E. (2019). Cognition as predictor of willingness to teach in the Mother Tongue and the Mother Tongue as a subject among prospective language teachers. *Science International (Lahore)*, 31(1), 135-139.

- Alieto, E. (2018). Language Shift from English to Mother Tongue: Exploring Language Attitude and Willingness to Teach among Pre-service Teachers. *TESOL International Journal*, 13(3), 134-146.
- Alieto, E., Abequibel, B., & Ricohermoso, C. (2020). An Investigation on Digital and Print Reading Attitudes: Samples from Filipino Preservice Teachers from a Non-metropolitan-based University. *Asian EFL*, 27(4.3), 278-311.
- Alieto, E., & Rillo, R. (2018). Language attitudes of English language teachers (ELTS) towards Philippine English. *Dimension Journal of Humanities and Social Sciences*, 13(1), 84-110.
- Antonio, A., Probitchado, R., Ricohermoso, C., Saavedra, A., & dela Rama, J.M. (2020). Gender Differences in Technological Competence among Science Teachers: Implications. *International Journal of Advanced Science and Technology*, 29(7), 13257-13268.
- Bacang, B., Rillo, R., & Alieto, E. (2019). The Gender Construct in the Use of Rhetorical Appeals, Hedges and Boosters in ESL Writing: A Discourse Analysis. *Asian EFL Journal*, 25 (5.2), 210-224.
- Baki, Y. (2020). The Effect of Critical Reading Skills on the Evaluation Skills of the Creative Reading Process. *Eurasian Journal of Educational Research*, 199-224.
- Baron, N. S., Calixte, R. M., & Havewala, M. (2017). The persistence of print among university students: An exploratory study. *Telematics and Informatics*, 34(5), 590-604.
- Buslon, J., & Alieto, E. (2019). Lexical inferencing strategies and reading comprehension in English: A case of ESL third graders. *Asian EFL*, 22(1), 73-94.
- Buslon, J., Alieto, E., Pahulaya, V., & Reyes, A. (2020). Gender Divide in Attitude towards Chavacano and Cognition towards Mother Tongue among Prospective Language Teachers. *Asian EFL*, 27 (3.1), 41-64.
- Calderon, J. (2006). *Methods of research and thesis writing (2nd Ed.)*. Mandaluyong City: National Bookstore. In Alieto, E., & Rillo, R. (2018). Language attitudes of English language teachers (ELTS) towards Philippine English. *Dimension Journal of Humanities and Social Sciences*, 13(1), 84-110.
- Chao, P.-Y., & Chen, G.-D. (2009). Augmenting paper-based learning with mobile phones. *Interacting with Computers*, 21, 173–185.
- Chen, C.-M., & Chen, F.-Y. (2014). Enhancing digital reading performance with a collaborative reading annotation system. *Computers and Education*, 77, 67-81.

- de la Rama, J.M., Sabasales, M., Antonio, A., Ricohermoso, C., Torres, J., Devanadera, A., Tulio, C., & Alieto, E. (2020). Virtual Teaching as the 'New Norm': Analyzing Science Teachers' Attitude toward Online Teaching, Technological Competence and Access. *International Journal of Advanced Science and Technology*, 29 (7), 2705-12715.
- Dillman, D., Smith, J., & Christian, L.C. (2009). *Internet, mail and mixed-modesurveys:The tailored design method*. Hoboken, NJ: John Wiley and Sons. In Alieto, E. (2018). Language shift from English to Mother Tongue: Exploring language attitude and willingness to teach among pre-service teachers. *TESOL International Journal*, 13(3), 134-146.
- Dundar, H., & Akcayir, M. (2012). Tablet vs. Paper: The Effect on Learners' Reading Performance. *International Electronic Journal of Elementary Education*, 4(3), 441-450.
- Conover, W. J., & Iman, R. L. (1981). Rank transformations as a bridge between parametric and nonparametric statistics. *The American Statistician*, 35(3), 124-129. <https://doi.org/10.1080/00031305.1981.10479327>.
- Eijansantos, A., Alieto, E., de la Rama - Morgia, J., & de la Rama - Ricohermoso, C. (2020). Print-Based Texts or Digitized Versions: An Attitudinal Investigation Among Senior High School Students. *Asian EFL*, 27(2.3), 308-339.
- Evans, E. (2017). Learning from high school students' experiences of reading e-books and printed books. *Journal of Adolescent and Adult Literacy*, 61(3), 311-318. doi:10.1002/jaal.685
- Foasberg, N. M. (2014). Student Reading Practices in Print and Electronic Media. *College and Research Libraries*, 75(5), 705-723.
- Fortunati, L., & Vincent, J. (2014). Sociological insights on the comparison of writing/reading . *Telematics and Informatics*, 31(1), 39-51.
- Fox, J. R. (2005). A survey of electronic note-taking behaviour in information and library Science students. 1-33.
- Gatcho, A.R. & Hajan, B. (2019). Augmenting ESL Learners' Reading Skills through Explicit Instruction of Metacognitive Strategies. *JEELS (Journal of English Education and Linguistics Studies)*, 6(1), 1-23.
- Habibian, M., Roslan, S., Idris, K., & Othman, J. (2015). The Role of Psychological Factors in the Process of Reading. *Journal of Education and Practice* , 6(29), 114-123. In Rosales, S. (2020). Seeing the 'Hidden' disability : A quantitative analysis of the

- reading comprehension in English of learners suspected with dyslexia. *Asian EFL*, 27(4.4), 448-477.
- Hope, J. (2020). The Reading Journey: The Developmental Stages of Reading. *Seeing Scene*, 41-58. doi:10.29085/9781783304431.004.
- McHugh, M. L. (2013). The chi-square test of independence. *Biochemia Medica*, 23(2), 143-149. <https://doi.org/10.11613/BM.2013.018>.
- Jeong, H. (2012). A comparison of the influence of electronic books and paper books on reading comprehension, eye fatigue, and perception. *The Electronic Library*, 30 (3), 390-408.
- Johnson, B. (2010). Toward a New Classification of Nonexperimental Quantitative Research. *Educational Researcher*, 3-13. In Alieto, E. (2019). Cognition as predictor of willingness to teach in the Mother Tongue and the Mother Tongue as a subject among prospective language teachers. *Science International (Lahore)*, 31(1), 135-139.
- Keane, T., Lang, C., & Pilgrim, C. (2012). Pedagogy! iPadology! Netbookology! Learning with mobile devices. *Australian Educational Computing*, 27(2), 29-33.
- Kendra, C. (2020, March 9). *How Correlational Studies Are Used in Psychology*. Retrieved from Verywellmind: <https://www.verywellmind.com/correlational-research-2795774>
- Klimova, B. F. (2013). The importance of writing. *Indian Journal of Research*, 2(1), 9-11.
- Kothari, C. (2004). *Research Methodology (Second Revised Edition)*. New Delhi: New Age International Publisher.
- Kurata, K., Ishita, E., Miyata, Y., & Minami, Y. (2017). Print or digital? Reading behavior and preferences in Japan. *Journal of the Association for Information Science and Technology*, 68(4), 884-894.
- Kuşdemir, Y., & Bulut, P. (2018). The Relationship between Elementary School Students' Reading Comprehension and Reading Motivation. *Journal of Education and Training Studies*, 6(12), 97-110.
- Lamb, A., & Johnson, L. (2011). Nurturing a New Breed of Reader: Five Real-world Issues. *Teacher Librarian*, 39(1), 56-63.
- Latini, N., Bråten, I., Anmarkrud, Ø., & Salmerón, L. (2019). Investigating effects of reading medium and reading purpose on behavioral engagement and textual integration in a multiple text context. *Contemporary Educational Psychology*, 59, 101797.

- Lim-Ramos, S., Francisco, W., Leduna, N.A., Nuñez, M.R., Pabraquel, M.K., Deran, J.J., & Alieto, E. (2020). Substituting English with a Local Language: Examining Parents' belief toward Chavacano as Language of Instruction. *Asian EFL*, 27(1), 177-195.
- Liu, Z. (2005). Reading behavior in the digital environment. *Journal of Documentation*, 61(6), 700-712.
- Liu, Z. (2008). Gender differences in the online reading environment. *Journal of Documentation*, 64(4), 616-626. doi:10.1108/00220410810884101
- Liu, Z. (2012). Digital reading: An overview. *Chinese Journal of Library and Information Science*, 5(1), 85-94.
- Loh, C., Majid, S., & Sun, B. (2019). Do girls read differently from boys? Adolescents and their gendered reading habits and preferences. *English in Education*, 54(2), 174-190. doi:10.1080/04250494.2019.1610328
- Maden, S. (2018). Digital reading habit of pre-service Turkish language teachers. *South African Journal of Education*, 38(2), 1-10.
- Meishar-Tal, H. & Shonfeld, M. (2018). Students's writing and reading preferences in a paperless classroom. *Interactive Learning Environments*. doi:10.1080/10494820.2018.1504306
- Mogey, N., Cowan, J., Paterson, J., & Purcell, M. (2012). Students' choices between typing and handwriting in examinations. *Active Learning in Higher Education*, 13(2), 117-128.
- Myberg, C., & Wiberg, N. (2015). Screen vs. paper: What is the difference for reading and learning? *Insights*, 28(2), 49-54.
- Oroz, S. (2016). Exploring the reading preferences in digital and print text. Retrieved Online. December 2, 2019. (Unpublished Thesis). Webster Vienna Private University. Retrieved from ResearchGate, net/publication/312587561_Exploring_the_Reading_Preferences_in_Digital_and_Text
- Parangan, B.P., & Buslon, J. (2020). The Construct of Gender and Ethnicity in Language Proficiency of Post-Colonial Filipino ESL Learners. *TESOL International Journal*, 15(1), 86-92.
- Pardede, P. (2019). Print vs Digital Reading Comprehension in EFL. *Journal of English Teaching*, 5(2), 77-90.
- Patten, M. L., & Newhart, M. (2017). *Understanding research methods: An overview of the essentials, tenth edition*. New York: Routledge. In Tanpoco, M., Rillo, R., & Alieto,

- E. (2019). Filipino to English transfer errors in writing among college students: Implications for the senior high school English curriculum. *Asian EFL*, 26 (6.1), 227-246.
- Perez, A.L., & Alieto, E. (2018). Change of 'tongue' from English to a local language: A correlation of Mother Tongue proficiency and mathematics achievement. *The Asian ESP Journal*, 14(7.2), 136-150.
- Ramdarshan Bold, M., & Wagstaff, K. L. (2017). Marginalia in the digital age: Are digital reading devices meeting the needs of today's readers? *Library & Information Science Research*, 39 (1), 16-22.
- Razali, N. M., & Wah, Y. B. (2011). Power comparisons of Shapiro-Wilk, Kolmogorov-Smirnov, Lilliefors and Anderson-Darling tests. *Journal of Statistical Modeling and Analytics*, 2(1), 21-33.
- Ricohermoso, C., Abequibel, B., & Alieto, E. (2019). Attitude towards English and Filipino as correlates of cognition toward Mother Tongue: An analysis among would-be language teachers. *Asian EFL Journal*, 26(6.1), 5-22.
- Rideout, V. J., Foehr, U. G., & Roberts, D. F. (2010). *Generation M2: Media in the lives of 8- to 18-Year-Olds*. Oakland, CA: Kaiser Family Foundation.
- Rosales, S. (2020). Seeing the 'Hidden' disability : A quantitative analysis of the reading comprehension in English of learners suspected with dyslexia. *Asian EFL*, 27(4.4), 448-477.
- Rose, E. (2011). The phenomenology of on-screen reading: University students' lived experiences of digitised text. *British journal of Educational Technology*, 42(3), 512-526.
- Setia, M. (2016). Methodology series module 3: Cross-sectional studies. *Indian Journal of Dermatology*, 61(3), 261-264. In Perez, A.L., & Alieto, E. (2018). Change of 'tongue' from English to a local language: A correlation of Mother Tongue proficiency and mathematics achievement. *The Asian ESP Journal*, 14(7.2), 136-150.
- Singh, Y. (2006). *Fundamental of Research Methodology and Statistics*. New Delhi: New Age International. In Alieto, E., Abequibel, B., & Ricohermoso, C. (2020). An Investigation on Digital and Print Reading Attitudes: Samples from Filipino Preservice Teachers from a Non-metropolitan-based University. *Asian EFL*, 27(4.3), 278-311.

- Spencer, C. (2006). Research on learners' preferences for reading from a printed text or from a computer screen. *International Journal for E-Learning & Distance Education*, 21(1), 33-50.
- Støle, H., Mangen, A., & Schwippert, K. (2020). Assessing children's reading comprehension on paper and screen: A mode-effect study. *Computers and Education*, 151.
- Tan, R.K., Polong, R.B., Collantes, L.M., Torres, J.M. (2020). Influence of small group discussion on the English oral communication self-efficacy of Filipino ESL learners in Central Luzon. *TESOL International Journal*, 15(1).
- Tanpoco, M., Rillo, R., & Alieto, E. (2019). Filipino to English transfer errors in writing among college students: Implications for the senior high school English curriculum. *Asian EFL*, 26 (6.1), 227-246.
- Tavakoli, M. & Hayati, S. . (2011). The relationship between lexical inferencing strategies and L2 proficiency of Iranian EFL learners. *Journal of Language Teaching and Research*, 2 (6), 1227 - 1237.
- Torres, J.M. (2020). Politeness strategies vis-à-vis genders and exposures to western culture: The case of the 'The Voice of the Philippines' coaches. *International Journal of Linguistics and Translation Studies*, 1(3), 100-117.
- Torres, J.M. (2019). Positioning Philippine English grammar and lexicon in four discourse quadrants. *The Asian EFL Journal*, 22(2). 253-276.
- Torres, J.M., Pariña, J.M., Collantes, L.M., Tan, Richard, K. (2020). Humor styles and perceptions of college students in Central Luzon. *The Asian ESP Journal*, 16(2.1), 196-209.
- Torres, J.M. & Medriano, R. (2020). Rhetorical Organization of Ilocano and Tagalog Pre-service teachers in their argumentative essays. *The Asian EFL Journal*, 27(2.2.), 261-286.
- Torres, J.M., & Alieto, E. (2019a). Acceptability of Philippine English grammatical and lexical items among pre-service teachers. *Asian EFL Journal*, 21(2.3), 158-181.
- Ricohermoso, C., Abequibel, B., & Alieto, E. (2019). Attitude towards English and Filipino as correlates of cognition toward Mother Tongue: An analysis among would-be language teachers. *Asian EFL Journal*, 26(6.1), 5-22.
- Torres, J.M., & Alieto, E. (2019b). English learning motivation and self-efficacy of Filipino senior high school students. *Asian EFL Journal*, 22(1), 51-72.
- Torres, J.M. & Flores, E.R. (2017). Exploring the role of L2 in L1 writing: Clues from English teachers' think aloud protocols. *Philippine Journal of Linguistics*, 48, 30-50.

- Tveit, K., & Mangen, A. (2014). A joker in the class: Teenage readers' attitudes and preference to reading on different devices. *In Library and Information Science Research, 36*(3-4), 179-184. doi:10.1016/j.lisr.2014.08.001.
- Ubalde, M., & Rosales, C.M. (2018). Predictive efficacy of student and teacher related factors on students' mathematics learning. *Science International, 30*(6), 819-823. In Buslon, J. , Alieto, E., Pahulaya, V., & Reyes, A. (2020). Gender Divide in Attitude towards Chavacano and Cognition towards Mother Tongue among Prospective Language Teachers . *Asian EFL, 27* (3.1), 41-64.
- Urbanova, L. & Oakland, A. . (2002). *Uvod do anglicke stylistiky*. Brno: Barrister & Principal. In Klimova, B. F. (2013). The importance of writing. *Indian Journal of Research, 2*(1), 9-11.
- Wang, K. H. (2006). A study of creative reading instruction in elementary school the affiliated high school of Tunghai University. Elementary Division Senior Student. In Baki, Y. (2020). The Effect of Critical Reading Skills on the Evaluation Skills of the Creative Reading Process. *Eurasian Journal of Educational Research, 199-224*.
- Yalcintas Sezgin, E., & Ulus, L. (2017). The Early Literacy at Preschool Education: The Book or the E-Book? . *TOJET: The Turkish Online Journal of Educational Technology, 16*(4), 77-83.
- Yalman, M. (2015). Education faculty students' views about use of e-books. *Turkish Online Journal of Distance Education-TOJDE, 16*(11), 145-161.
- Zare, P., & Othman, M. (2013). *The relationship between reading comprehension and reading strategy use among Malaysian ESL learners*.



**The Effect of Utilizing Wikis Collaborative Projects on Improving
Saudi EFL Learners' Writing**

Dr. Farooq A. AlTameemy

Prince Sattam Bin Abdulaziz University

f.altameemy@psau.edu.sa

Dr. Mohamed ElSayed Hussein

Prince Sattam Bin Abdulaziz University

drmohamedmazen85@gmail.com

Dr. Fahd Shehail Alalwi

Prince Sattam Bin Abdulaziz University

f.alalwi@psau.edu.sa

Bio-profiles:

Farooq AlTameemy received his Phd in Curriculum, Instruction, and Media Technology (Language Education) from ISU, USA, 2010. He is an assistant professor at the Preparatory Year Deanship (Head of the English Dept.) at Prince Sattam Bin Abdulaziz University. His research interests include Teaching English methodology EFL/ESL issues and using technology in language teaching.

Mohamed ElSayed Hussein (Ph.D Assiut University) is a lecturer of English language, Preparatory Year Deanship, Prince Sattam Bin Abdulaziz University, Saudi Arabia. He teaches a variety of English language courses to preparatory year students at Saudi universities. His main research interests are in using technology in teaching English as a foreign language and translation pedagogy.

Fahd Alalwi is an assistant professor of applied linguistics at the English Department, Prince Sattam bin Abdulaziz University, Saudi Arabia. He is the Dean of Preparatory Year Deanship. He holds PhD in Second Language Acquisition and Teaching, UofA, USA. He is interested in intercultural competence, language program administration, study abroad, language teaching (English, Arabic, and Chinese).

Abstract

This research aimed at finding the effect of using wikis on improving English language students' writing. The study was conducted to add to the literature available in two ways. One is that it focuses on the preparatory year students, who are in a real need to get familiarized with collaborative work as part of the new university/academic setting they are going to go through for the rest of their college life. Second, it sheds light on the use of technology tools in education for lower level learners of English, which if it proves successful, may turn attention of those in the field to utilization of technology as an effective tool to facilitate language learning for learners. To achieve the goal of the study, the researchers conducted an empirical study on 60 students (30 Control group & 30 experimental group) at the Preparatory Year Deanship, Prince Sattam Bin Abdulaziz University. The study found out that using Wiki has a positive effect on improving student's writing $M=24.37$ $SD=4.44$. There was a statistically significant difference between the two groups in the experimental and control group after using Wiki.

Significance of the Study

The current study was conducted to add to the literature available in two ways. One is that it focuses on foundation (preparatory) year students, who are in a real need to get familiarized with collaborative work as part of the new university/academic setting they are going to go through in the rest of their college life. Second, it sheds light on the use of technology tools in education for lower level learners of English, which if it proves successful, may turn attention of those in the field to utilization of technology as an effective tool to facilitate language learning for learners.

Introduction

Writing, especially in higher education, is considered one of the essential and challenging skills that EFL learners must master to achieve a high academic level that helps them compete to find a future job. According to Marzban and Sharjami(2014), EFL learners

receive low marks in writing exams compared to other language exams such as listening and reading. This grabs EFL researchers' attention to address the issue and conduct research for solutions. In this context, some researchers view that EFL learners should be active and use language to communicate with each other (Borau, Feng, & Shen, 2009). Therefore, many practitioners and language specialists have supported the idea of collaborative writing rather than individual writing tasks. In fact, Benson, (2003), Donato (2000) and Hauck & Youngs (2008) as cited in Aydin & Yildiz (2014) believe that second language, in fact, is co-constructed with peer rather than by individual construction of knowledge.

These claims have gained EFL researchers towards using collaborative writing in EFL classrooms through engaging students in collaborative writing projects that allow students to take charge of their learning. Hence, there is a need to provide students with opportunities to access interactive environments that increase collaborative writing such as wikis collaborative projects.

It is clear that using computer and technologies, including the use of web-2 and computer tools, have provided many ways of communication and collaboration in the EFL writing classrooms. Fooks and Asraf (2018), for example, studied the effect of using a computer analysis tool Coh-Metrix on students' writing. They investigated two areas. One is the effect on assisting Writing teacher in preparing better lesson plans that are geared towards weakness areas in students' writing. The other is the effect on improving the students' performance in general. Results showed that the tool helped teachers recognize weakness aspects in the students' writing which reflected in improved lesson planning that focussed on these aspects which reflected in better learning outcomes. According to Ashlan (2016), teaching writing can be easier through using web-2 tools such as wikis collaborative project. Wikis are a collaborative web-tool that can help students write more effectively through providing materials such as checklists, graphic organizers, online dictionaries and e-portfolios. Furthermore, wikis provide space for peer reviewing and peer editing the pieces of writing which allow more collaboration among students and help their teacher assess their writing performance and track their progress.

Research on the use of wikis in EFL/ESL context suggests that online collaborative writing projects need to be carefully organized (Storch, 2013). Thus, the current research encourages language instructors to consider implementing collaborative writing projects in their classes. Hence, this research provides some guidelines on how to implement online collaborative writing projects via wikis.

Research questions:

- Does the EFL learners' writing improve by the use of Wikis Collaborative Projects?

Literature Review

Quick Background

According to Mohammed (2010), Wikis go back to the mid-nineties and first conceptualized into the first Wiki by Lamb & Johnson (2007) as cited in Mohammed (2010). It took few years before they started to go into education Guzdial (1999) as cited in Mohammed (2010). Ever since, wikis have gained popularity (Choy & Chi Ng(2007), Alexander (2006); Parker and Chao (2007) and Robinson (2006) as they are very user-friendly and make collaboration and ease of editing at a click of a button by users, let alone being one perfect tool to have educator engage their students in learning. This popularity was even more in language learning environment supported by the growing attention towards the significance of meaningful social interaction as being crucial for language learning.

Benefits of Wikis

How effective in general

The use of Wikis has several benefits to the English language learners. For example, it helps learners share knowledge (Basar & Yusop, 2014; Biasutti & El-Deghaidy, 2012; Seet & Quek, 2010; Thorne & Payne, 2005; Lian, Hoon & Abdullah, 2012; Zorko, 2009; Alrefaee & Al-Ghamdi, 2019). Basar & Yusop (2014) conducted a study on 31 part time adult learners. The aim of the study was to investigate learners' perception of the use of wikis in their learning and contribution to the class. Results showed that there was a very positive correlation between the two. In a way, this reflects the importance of the understanding and believing in the tools used in helping learners. This in a way, the researchers of this current study believe, sheds light on the importance of orienting teachers to new tools, specifically technology, so that optimum benefit is achieved.

Lund (2008) conducted a study on 31 High School students in Norway. In the study, the participants used Wiki in their learning of a foreign language. One of the findings was that students changed their opinion from more individual to more collective perspective to learning language. Similarly, Bubas, Kovacic and Zlatovic (2007) studied the effect of using Wiki on students in their English for Specific Purposes (ESP) courses. They found out that the Wiki's "enriched environment led to improvement in their language skills, developed their vocabulary, and gave students the opportunity to learn from each other" cited in Alshumaimeri, Y. (2011).

Estaji and Salimi (2018) conducted a study on undergraduate students doing ESP course. The experimental group followed a wiki-mediated program throughout the course while the control group went on the course following conventional methodology. Results were collected through a pre-post test and an interview with the participants. Finding showed statistically significant improvement in the students' writing performance. This improvement in learners' language skills was also a finding in (Basar & Yusop (2014). Many other studies like Rick Carroll, Holloway-Attaway and Walker (2002), Mak and Coniam (2008) have investigated the use of Wikis in the classroom found out that students who used Wikis have outperformed their classmates who did not. Other studies like those conducted by Byron (2005) and Cobb (2007) found out that Wikis are very effective as collaborative tools.

Monitoring students' group and individual progress

As cited in Zorko (2009), using online collaborative tools like Wikis help teachers monitor students' group and individual work and its progress Nicol, D., Littlejohn, A., & Grierson, H. (2005). This ability to monitor students' work make it easier for teachers to assess the level of their students and the progress Augar, N., Raitman, R., & Zhou, W. (2004)

How effective in improving writing

Several studies have addressed the effect of using Wikis in improving EFL learners' writings. A study conducted by Mohammed (2010) found out that using Wiki did have a positive effect on improving learners' writing. The findings from the study were statistically significant in both comparing mean scores on the posttest between both control and experiment group and also in comparing both pre and post tests for both groups. The study focused on the fourth year prospective English teachers in Arar University in Saudi Arabia.

Using Wiki, by language students, according to Notari, 2006; Li, chu, Ki & Woo, 2010, (as cited in Yusop) facilitated motivation towards learning. This happens due to the fact that students can view and comment on their group fellow members or on other groups too. The researchers believe that this helps learning in two ways. First, being able to comment on and see feedback given to others, students build positive attitude towards their own work and get motivated to improve it. The second is that it gives the students a sense of direction towards perfecting their writing based on the feedback given to them and to others.

In their study, Arnold & Ducate (2006) and Hiltz (1998) pointed out that the communication that takes place when using Wikis enhances and improves learners' language via the use of language. In a more recent study, Elola and Oskoz (2010) found out that the

interaction that takes place when students write using Wiki or chat makes them focus more in their writing and come out with better writing than when it is done individually.

Wikis & Collaboration

There is no doubt that autonomy is a crucial factor in helping language learners to improve their language (Little, 2007), and (Benson, 1997). In several studies like that of Engstrom and Jewtt (2005), Richardson (2006), Payne (2008), it was reported that student participants showed more autonomy, in addition to being able to perform better in groups, in their learning after using Wikis. In the same line, Johnson and deHaan (2011) pointed out that issues that students have in their language proficiency, due to anxiety, shyness or even not receiving proper feedback from instructors can be solved through the use of strategic interaction. In their study, they used strategic interaction approach through the utilization of Wiki space. Results showed a clear evidence of improvement in the language proficiency of students.

Collaboration in writing classes lead to significant improvement in students' learning in general (Fung, 2010). In addition, such collaboration helps improve students' language accuracy and proliferates students' motivation to re-edit or work extensively to improve the written work (Hodges, 2002, and Major, Barkley and Cross, 2005 as cited in Al khateeb, 2013). Collaborative feedback instilled in the Wikis is very important as it helps not only the exchange of information but it is also a vital aspect in the social constructivist theory (Vygotsky, 1978 as cited in Al Khateeb, 2013).

Aydin and Yildiz (2014) focused on the improvement based on the collaborative tasks within Wiki and investigated results related to the type of writing task assigned. The finding draws attention to the importance of putting consideration to the type of technology task used when assigning various tasks. For example, assigning an argumentative writing assignment would better be focused on using peer reflection and editing as, according to the study, this would yield more argument-based collaboration. Descriptive and informative tasks, on the contrary, would better be assigned to more self-reflection/correction. The researchers believe such utilization of the technology used is important and is to bring about better learning outcomes.

Most of the participants in Basar and Yusop's (2014) study (83.8%) were highly positive towards writing collaboratively through Wiki. More than 67% of the participants confirmed that their interest increased by writing collaboratively. Related to that, 90.3% of the participants agreed and strongly agreed that they got encouraged to improve their writing by

having their writing posted for view by others in the class. While collaboration encouraged them to improve their writing, participants (80.6%) pointed out that the group interaction with peers using Wiki improved their writing more than the case is when interaction is confined to only the students and their teacher.

Wikis and feedback

The peer and teacher's feedback given in Wiki leads to increasing of students' motivation and it increases their confidence in writing (Basar & Yusop,(2014), Turgut, (2009) and Mak & Coniam (2008). Similarly, Cho and lim (2017) found that using regulationa activities on Wiki improved students' confidence in using writing strategies which reflected on improving the students' writing.

The feedback obtained from peers working on the same writing project helps better the level of students who need more work on their writing as they are exposed to new ideas and thoughts and at the same time learn more about their and their peers' writing errors (Porto, 2002, Mendonca and Johnson, 1994, as cited in AlKhateeb, 2013). The writing and rewriting itself help students formulate and then polish their ideas to eventually attain the desired piece of writing (Kuteeva, 2011). Another example is Lin and Yang (2011) who studied the effect of Wiki collaborative platform with its peer feedback feature on improving Writing skills for 32 sophomore English Department students' in Taiwan. Results show improvement due to peer feedback and to the social interaction introduced by Wiki.

According to Yu and Lee (2016), the peer feedback provides multi-faceted benefits to the learner. On one hand, it provides several skills like reader awareness improvement opportunity, an opportunity to involve in meaningful learning discussions of structure and meanings of words used, developing social skills etc. On the other, which is related directly to the research under study, it helps learner improve their writing through incorporating the comments into their writing. Several authors are in line with the positive effect of feedback on learners (Burns, 2010; Zhao, 2010; Trotman, 2010; AbuSeileek & Abualsha, 2014)

Issues with Wikis

It is important to point out that while highlighting the importance and benefit of Wikis and putting them to use, it is as important to shed light on some of the issues related to the use of Wikis. For example, although participants in Lin & Yang (2011) study showed improvement in their writing skills, they also expressed functional and psychological hurdles due to the adoption of the new technology which they indicated the need to replace classical methods

with. In the same line with that O'Donoghue et al. (2001); Johnson and Johnson (2004) pointed out some contradicting findings and argued that real team work cannot be attained in the same way it does in face-to-face interactions and same thing they pointed out in regards to intellectual conflicts and higher order thinking.

Some writers like Chisholm (1990), Hyland and Hyland, (2006), Asaoka and Usui (2003), draw attention to the importance of not taking students' collaborative work in writing as effective without putting some possible issues in consideration. These will include but not limited to collaboration-groups origination, various class levels, students' interests, students' beliefs of how important the collaboration or even the peer feedback provided is. The researchers of this study believe, that is not much of an issue and it is rather a supporting factor to fact that collaborative writing improves when using Wikis.

Research Design and Methodology

In this study, the researchers investigated the effect of Wikis in improving students' writing. Quasi-experimental design was used in terms of pre-posttest procedure where two intact groups were randomly selected to assign an experimental group and a control one. The design as well as the data collection and data analysis followed a quantitative approach.

Participants

The participants of this study consisted of 60 students (30 Control group & 30 experimental group). These students were Preparatory Year students at Prince Sattam Bin Abdulaziz University. All participants were Saudi students, aged between 18 and 20 years old. They were all non-native speakers of English. Among several other courses, they were enrolled in a 15 week Writing course, the focus of this study, during the first semester of the academic year 2018/2019. Most of the students are from Riyadh region with similar cultural background.

Instructional Context

All participants go through one preparatory year before they start their academic fields in the university. For their general English courses, they study Q-Skills for Success, Special Edition, published by Oxford, and is A2 according to CEFR. In their Writing subject, which is the focus of this study, they are supposed to be able to write a well-structured paragraph by the end of the first semester. All students joining the Preparatory Year go through a placement test at the beginning of the semester.

Instruments

- A writing pre-post test

- A writing scoring rubric
- An e- portfolio

The writing pre-post test

The test was designed and used to test the effect of utilizing collaborative projects based on wikis in improving students' writing skills. The test included three parts: grammar usage, writing skills and paragraph writing.

Test validity

The researchers ensured the content validity of the test by submitting the test items to some specialists in language testing who approved the test as a whole.

Test reliability

Test-retest reliability was used to calculate internal consistency. Fifteen students were excluded from the treatment took the test and after 15 days they took the same test again. Internal consistency was computed by Pearson Coefficient Formula (0.833) which was acceptable for conducting such a study.

The Writing scoring rubric

Reviewing literature related to writing testing, the researchers designed a holistic scoring rubric to assess students' pieces of writing in the test. The rubric consisted of five criteria: content, organization, word choice, grammar usage & sentence structure, and mechanics. Each criterion has its indicators. The five criteria are graded as a whole into five well defined indicators: 9-10, 7-8, 5-6, 4-1 and 0.

Validity of the scoring rubric

The rubric was shared with some specialists in language teaching and testing to approve it as an appropriate tool to assess students' writing tasks in the test. The jury members approved the rubric as valid.

E- Portfolio

An electronic portfolio page was designed to keep students' writing final drafts. The researchers designed the portfolio page via the wikis class page. The portfolio aimed at helping teachers assess students' writing performance. Further, the portfolio page enabled students to track their performance in writing.

Components of the students' portfolio page:

- Writing reviewing checklist
- Writing Editing checklist
- Writing scoring rubric

- Samples of model paragraphs
- Students' final drafts
- Writing assignments
- Quizzes
- Graphic organizers

Procedures of the treatment

- Assigning 4 groups for collaborative writing projects via wiki and each group should have five members: a leader, reviewer, editor, publisher and time manager
- Holding an orientation session about using wikis in a writing class
- Setting up a wiki class by choosing a wiki website: www.wikispaces.com and creating an account and choosing a name for the wiki which is “PYP Writing Skills”
- Editing a welcoming message to the students on the homepage including procedures to be followed by students when using a wiki page
- Creating wiki pages for students such as “Peer Reviewing”, " Peer Editing” and “Groups Portfolio”
- Uploading some important resources, PDF, Checklists and tutorial videos to help students during reviewing and editing texts
- Sending electronic invitations to the experimental group students to join wikis
- Assigning writing projects and setting a deadline for each through wiki; 5 writing projects were assigned to experimental group students during 15 sessions

Description of the collaborative writing projects

The experimental group students were trained to finalize five writing projects. Each group collaborated to do the following writing projects:

Table 1

Description of the collaborative writing projects

Project	Duration
Reviewing a paragraph in terms of content, organization and word choice.	Sessions : 1,2, 3
Editing a paragraph in terms of grammar and mechanics.	Sessions 4,5,6

Publishing the final draft on students' portfolio page.	Sessions 7,8,9
Writing and publishing an opinion paragraph on students' portfolio page.	Sessions 10, 11, 12
Writing and publishing a process paragraph on students' portfolio page.	Sessions 13,14,15

Methodology

The experimental group students were asked to do writing tasks through five stages: pre-writing, writing the first draft, peer reviewing via wiki, peer editing via wiki, and publishing.

Pre-writing

Students were asked to use different techniques for pre-writing as brainstorming, listing, clustering and searching the internet to gather and share ideas to discuss the topic and plan their writing task. Writing the first draft

In this stage, students collaborated to write their first draft on their wiki page. Each group is requested to write their first draft taking in consideration the connection between ideas and choosing the appropriate words to write a coherent topic.

Peer reviewing via wiki

During peer-reviewing, students started reviewing their peer's first draft for content, organization and word choice. The student-reviewers used a peer reviewing checklist to help them review other groups' pieces of writing. The students put comments on their peer first draft. In order to run peer reviewing smoothly, the teacher assigned time to each group to post their first draft paragraph for reviewing and other groups shared their comments on that paragraph.

Peer editing via wiki

In this stage, students edited their peer's pieces of writing in terms of grammatical accuracy and mechanics. Students could use different tools to help them during editing such as peer editing checklist, spelling check application, online dictionaries and so on.

Publishing the final draft in students' portfolio page:

After receiving feedback from their peers, students published their final paragraphs on "portfolio " wiki page. Each group took in consideration the other groups' comments they left when they reviewed for content, organization, and word choice, and edited for structural accuracy and mechanics.

Peer feedback assessment via wiki

The experimental group students received peer feedback from each other on every writing project they did. They published their comments on what they write during peer reviewing and peer editing stages. They amended the first draft according to the feedback they received from their peer and teacher too. Finally, they published their final draft in the portfolio page.

Results & Findings

Prior to conducting the study, the researchers ran a writing pre-test for both the experimental and the control groups. As the table (2) shows, there were slight differences in the score means between the two groups $M=18.70$ for the experimental group and $M=18.77$ for the control group.

Table 2

Writing Pre-Test Statistics

	PreCode	N	Mean	Std. Deviation	Std. Error Mean
PreMarks	PreE	30	18.7000	5.49074	1.00247
	PreC	30	18.7667	5.50663	1.00537

To investigate the significance of the difference, an independent sample t-test was conducted. As the table (3) below shows, there are no statistically significant differences between the mean scores of the experimental and the control groups on the writing pre-test, the sig value (0.963) was not statistically significant at ($\alpha \leq .05$) level. As a result, the two groups were homogenous at the beginning of the experiment.

Table 3

Independent Samples T-Test, Pre-Test for both Experimental and Control Groups

Levene's Test t-test for Equality of Means								
for Equality of Variances								
	F	Sig.	t	df	Sig.	(2- Mean	Std.	Error
					tailed)	Difference	Difference	

PreMarks	Equal variances assumed	.033	.856	-.047	58	.963	-.06667	1.41976
	Equal variances not assumed			-.047	58.000	.963	-.06667	1.41976

After conducting the study, implementing the use of Wiki with the experimental group, both group went through a writing post-test. Results show (Table below) that there were difference in the mean scores between the two groups. M=24.37 for the experimental group and M=15.77 for the control group.

Table 4

Writing Post-Test Statistics

	Code	N	Mean	Std. Deviation	Std. Error Mean
Marks	PostE	30	24.3667	4.43717	.81011
	PostC	30	15.7667	7.30934	1.33450

To investigate the significance of the difference, an independent sample t-test was conducted. As the table (5) below shows, there is a statistically significant difference between the mean scores of the experimental and the control group on the writing post-test, the sig value (0.000) was statistically significant at ($\alpha \leq .05$) level in favor of the experimental group.

Table 5

Independent Samples T-Test, Post-Test for both Experimental and Control Groups

		Levene's Test for t-test for Equality of Means						
		Equality of Variances						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Marks	Equal variances assumed	10.482	.002	5.509	58	.000	8.60000	1.56114

Equal					
variances	5.509	47.818	.000	8.60000	1.56114
not					
assumed					

Conclusion and discussion

Based on the results pointed out above, wikis collaborative writing projects enhanced experimental group students' writing performance. This is encouraging and provided a general picture of students' collaborative writing process using wikis collaborative projects.

During the writing process, students in the experimental group and interacted with each other to finalize the project assigned to them. This led to improvement in students' writing performance.

The researchers believe that this improvement can be explained by the student-centred writing activities that were based on wikis collaborative platform and focused on students' needs, abilities and interests, with the teacher helping students to become familiar with the learning environment and giving full play to their potential. In this study, wikis collaborative writing activities were administered to promote successful learning. Further, it was observed that students showed autonomy and actively participated in the writing process. They spent the entire class time constructing, understanding, and learning in a proactive way. This is consistent with cognitive constructivist theory, which suggests that individuals construct new knowledge from their experiences. These results are in line with other studies such as Li, Chu & Ki (2014) who found that a Wiki-based Collaborative Process Writing Pedagogy (WCPWP) had a positive impact on students' writing ability and writing attitudes in Shenzhen, China. In a similar vein, AlShumaimeri (2011) found that using wikis collaborative writing activities improved students' writing performance and supported aspects of collaborative assignments that resulted in positive outcomes.

It was clear that receiving peer feedback through wikis-collaborative projects developed the quality of the written products and students' overall writing performance was improved. These results concurred with the results of other studies such as Chin, Gong, and Tay (2015) who explored the effect of using wiki-based process writing on students' writing. Analyzing the impact of students' feedback in the process of writing, it was found out that students' writing quality was improved in general. It was also found out that students benefited the most from giving remarks on their peers' writing. It was also observed by the teacher that

the higher the language ability of the students, the more concerned they were with macro level for their revision.

Furthermore, the researchers think that peer review serves as a form of collaborative learning. It requires students to act as the audience and collaborate in their peers' drafts as they share opinions and ask questions. It is a frequently-used technique in the suggested collaborative process writing via wikis. It is worth mentioning that training experimental group students to review their peers' pieces of writing via wiki had an impact on students' overall writing performance. It was observed that in the peer reviewing via wiki, students tend to have coherence and cohesion of the contents and postponed surface errors like grammar, spelling mistakes and punctuations to peer editing stage. Working on the students' writing showed that the assessment rubric significantly enhanced the quality of writing for students from all three writing components; grammar, writing skills and paragraph writing. In addition, teacher's feedback is also highly recommended and it will be more beneficial to students. These results also match the results of other studies such as Hu & Lam (2010) and Tsui & Ng (2010) who explored the effect of online peer review and feedback on students' writing performance. It was found that students' overall writing performance was highly improved by using online peer review. Tian (2012) found out that not only does performance improve, but writing accuracy was significantly improved in comparison to individual writing (as cited in Yu & Lee (2016).

It is also obviously clear that using online portfolio page which was used in the current study had a positive impact on students' overall writing skills. Portfolio is considered an appropriate way to measure students' improvement more accurately. It was observed that student' portfolio page via wiki was helpful for presenting students' improvement in writing opinion and process paragraph in week 4 and 5. These results concur with Uçara & Yazıcıb (2016) in terms of improving students' writing by using portfolio. Also it was observed that the online portfolio page via wiki helped learners and the teacher with different learning strategies to improve their writing performance. Portfolio helped learners to be more organized as they kept track of their assignments in a various ways such as organizing their portfolio by sections: assignments, quizzes, graphic organizers, peer review feedback and etc. Further, portfolio helped learners increase their vocabulary and grammar knowledge. Hence, it helped them assess their progress. Similar results were reported in studies like Gutierrez (2013) and Aydin, S. (2010).

Recommendation

In the light of the findings and conclusions of the study, it is recommended that using wikis collaborative projects in EFL writing classrooms is crucial for improving students' overall writing skills. Moreover, using peer review feedback via wiki and embedding an online portfolio page in wiki class could help students assess their progress and develop their vocabulary and grammar knowledge.

In light of this study, it is obvious that results can draw on other skills of the language like speaking for example. Collaborative work in this study positively improves the learners writing through encouragement to write better, benefiting from the peers' feedback, and through the confidence learners gain through working together. In teaching or having students practice their speaking, group oral presentations and other students' feedback and their effects on improving students speaking is worth exploring.

As Wikis became an embedded tool in several online learning management systems like blackboard, it is recommended to put that to full use by including the tool into the pedagogical plan for the courses. It will be very interesting to replicate this study in a full-fledged online course.

Limitation

- Not having enough practice as limited in number of paragraphs done.
- The current research is only focused on male students.
- Experiment was conducted through only one semester.

Acknowledgement

This publication was supported by the Deanship of Scientific Research at Prince Sattam bin Abdulaziz University, Alkharj, Saudi Arabia

References

- AbuSeileek, A., & Abualsha'r, A. (2014). Using peer computer-mediated corrective feedback to support EFL learners' writing. *Language Learning & Technology*, 18(1), 76-95.
- Al Khateeb, A. A. (2013). Wikis In Efl Writing Classes In Saudi Arabia: Identifying Instructors' reflections On Merits, Demerits And Implementation. *Teaching English with Technology*, 13(4), 3-22.

- Alexander, B. (2006). Web 2.0: A new wave of innovation for teaching and learning?. *Educause review*, 41(2), 32.
- Alrefaee, Y. Alghamdi, N. (2019). Refusals among Yemeni EFL Learners: A Study of Negative Pragmatic Transfer and Its Relation to Proficiency. *Asian EFL Journal*. 25, 5-1, 191-214.
- Alshumaimeri, Y. (2011). The effects of wikis on foreign language students writing performance. *Procedia-Social and Behavioral Sciences*, 28, 755-763.
- Alshumaimeri, Y. (2011). The effects of wikis on foreign language students writing performance. *Procedia-social and behavioral sciences*, 28, 755-763.
- Arnold, N., & Ducate, L. (2006). Future foreign language teachers' social and cognitive collaboration in an online environment. *Language Learning and Technology*, 10(1), 42.
- Asaoka, C. and Usui, Y. (2003). Students' perceived problems in an EAP writing course. *JALT Journals*, 25(2), 143-172.
- Alshalan, A. M. (2016). *The effects of wiki-based collaborative writing on ESL student's individual writing performance* (Doctoral dissertation, Wayne State University, USA).
- Augar, N., Raitman, R., & Zhou, W. (2004, January). Teaching and learning online with wikis. In *Beyond the comfort zone: proceedings of the 21st ASCILITE Conference, Perth, 5-8 December* (pp. 95-104). ASCILITE.
- Aydin, S. (2010). A Qualitative Research on Portfolio Keeping in English as a Foreign Language Writing. *Qualitative Report*, 15(3), 475-488.
- Aydin, Z., & Yildiz, S. (2014). Using Wikis to promote collaborative EFL writing. *Language Learning & Technology*, 18(1), 160–180.
- Basar, S. M. M. A., & Yusop, F. D. (2014). Using Wiki to Teach Part-Time Adult Learners in a Blended Learning Environment. *Malaysian Online Journal of Educational Technology*, 2(2), 53-68.
- Benson, P. (1997). The philosophy and politics of learner autonomy. In *Autonomy and independence in language learning* (pp. 18-34). Longman.
- Benson, P. (2003). Learner autonomy in the classroom. In *Practical English language teaching* (pp. 289-308). New York, NY:McGraw Hill.

- Biasutti, M., & Heba, E. D. (2012). Using Wiki in teacher education: Impact on knowledge management processes and student satisfaction. *Computers & Education*, 59(3), 861-872.
- Borau, K., Ullrich, C., Feng, J., & Shen, R. (2009, August). Microblogging for language learning: Using twitter to train communicative and cultural competence. In *International conference on web-based learning* (pp. 78-87). Springer, Berlin, Heidelberg.
- Bubas, G., Kovacic, A., & Zlatovic, M. (2007). Evaluation of activity with a wiki system in teaching English as a second language. In *Proceedings of the International Conference ICT for Language Learning* (pp. 201-21).
- Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. Routledge.
- Byron, M. (2005). Teaching with tiki. *Teaching Philosophy*, 28(2), 108-113.
- Chin, C. K., Gong, C., & Tay, B. P. (2015). The Effects of Wiki-Based Recursive Process Writing on Chinese Narrative Essays for Chinese as a Second Language (CSL) Students in Singapore. *IAFOR Journal of Education*, 3(1), 45-59.
- Chisholm, R. M. (1990) Coping with the problems of collaborative writing. *Writing Across the Curriculum*, 2, 90-108.
- Cho, M. H., & Lim, S. (2017). Using regulation activities to improve undergraduate collaborative writing on wikis. *Innovations in Education and Teaching International*, 54(1), 53-61.
- Choy, S., & Ng, K. (2007). Implementing software for supplementing online. *Australasian Journal of Educational Technology*, 23 (2), 209-226
- Cobb, T. (2007). Public interest research, collaboration, and the promise of wikis perspectives. *Teaching Legal Research and Writing*, 16, 1-11.
- Donato, R. (2000). Sociocultural contributions to understanding the foreign and second language classroom. *Sociocultural theory and second language learning*, 27-50. Oxford, UK: Oxford University Press.
- Elola, I. (2010). Collaborative writing: Fostering foreign language and writing conventions development. *Language Learning & Technology*, 14(3), 51-71.
- Engstrom, M., & Jewett, D. (2005). Collaborative learning the wiki way. *TechTrends: Linking Research and Practice to Improve Learning*. 49 (6), 12-16.

- Estaji, M., & Salimi, H. (2018). The application of wiki-mediated collaborative writing as a pedagogical tool to promote ESP learners' writing performance. *The Asian ESP Journal*, 14(1), 112-141.
- Fooks, Ian & Asraf, R. M. (2018). Using Computer Analysis of Student Writing to Improve Lesson Planning. *The Asian EFL Journal Quarterly*, 20(12.3), 44-65.
- Fung, Y. M. (2010). Collaborative writing features. *RELC Journal*, 41(1), 18-30.
- Gutierrez, E. S. (2013). Portfolio as a Tool to Improve Writing Skills among First Semester EFL Learners at a Public University in Colombia. *Opening Writing Doors Journal*, 9(1), 41-64.
- Guzdial, M. (1999). *Teacher and student authoring on the web for shifting agency*. Retrieved from <http://coweb.cc.gatech.edu.8888/csl/uploads/24/default.html>
- Hauck, M., & Youngs, B. L. (2008). Telecollaboration in multimodal environments: The impact on task design and learner interaction. *Computer Assisted Language Learning*, 21(2), 87-124.
- Hiltz, S. R. (1998). Collaborative learning in asynchronous learning networks: Building learning. In *WebNet 98'World Conference of the WWW, Internet, and Intranet Proceeding*.
- Hodges, C. G. (2002). Learning through collaborative writing. *Reading Literacy and Language*, 36, 4-10.
- Hu, G., & Lam, S. T. E. (2010). Issues of cultural appropriateness and pedagogical efficacy: Exploring peer review in a second language writing class. *Instructional science*, 38(4), 371-394.
- Hyland, F. and Hyland, K. (2006). State of the art article: Feedback on second language students' writing. *Language Learning*, 39, 83-101.
- Johnson, D. W., & Johnson, R. T. (2002). Social interdependence theory and university instruction: Theory into practice. *Swiss Journal of Psychology/Schweizerische Zeitschrift für Psychologie/Revue Suisse de Psychologie*, 61(3), 119.
- Johnson, N. H., & deHaan, J. (2011). Second language development through technology mediated strategic interaction. *The Asian EFL Journal Quarterly*, 13(4), 69-101.
- Kuteeva, M. (2011). Wikis and academic writing: Changing the writer-reader relationship. *English for Specific Purposes*, 30, 44-57
- Lamb, A., & Johnson, L. (2007). An information skills workout: Wikis and collaborative writing. *Teacher Librarian*, 34(5), 57-59.

- Li, X., Chu, S. K. W., Ki, W. W., & Woo, M. (2010). Students and teacher's attitudes and perceptions toward collaborative writing with Wiki in a primary four Chinese classroom. In *3rd International Conference on ICT for Language Learning 2010*.
- Li, X., Chu, S. K., & Ki, W. W. (2014). The effects of a wiki-based collaborative process writing pedagogy on writing ability and attitudes among upper primary school students in Mainland China. *Computers & Education*, 77, 151-169.
- Lian, C. M., Hoon, T. B., & Abdullah, M. H. (2012). Wiki for co-writing a science dictionary. *GEMA Online Journal of Language Studies*, 11(3).
- Lin, W. C., & Yang, S. C. (2011). Exploring students' perceptions of integrating Wiki technology and peer feedback into English writing courses. *English Teaching: Practice and Critique*, 10(2), 88-103.
- Little, D. (2007). Language learner autonomy: Some fundamental considerations revisited. *International Journal of Innovation in Language Learning and Teaching*, 1(1), 14-29.
- Lund, A. (2008). Wikis: A collective approach to language production. *ReCALL*, 20(1), 35-54.
- Major, C. H., Barkley, E. F., & Cross, K. P. (2005). Collaborative Learning Techniques: A Handbook for College Faculty.
- Mak, B., & Coniam, D. (2008). Using wikis to enhance and develop writing skills among secondary school students in Hong Kong. *System*, 36(3), 437-455.
- Marzban, A., & Sarjami, S. M. (2014). Collaborative Negotiated Feedback versus Teacher-written Feedback: Impact on Iranian Intermediate EFL Learners. *Writing. Theory and Practice in Language Studies*, 4(2), 293.
- Mendonca, C. O. and Johnson, K. E. (1994). Peer review negotiations: Revision activities in ESL writers. *TESOL Quarterly*, 28, 745-769.
- Mohammed, M. (2010). Using Wikis to develop writing performance among prospective English as a foreign language teacher. Retrieved February, 19, 2014.
- Nicol, D., Littlejohn, A., & Grierson, H. (2005). The importance of structuring information and resources within shared workspaces during collaborative design learning. *Open Learning: The Journal of Open, Distance and e-Learning*, 20(1), 31-49.
- Notari, M. (2006, August). How to use a Wiki in education: 'Wiki based effective constructive learning'. In *Proceedings of the 2006 international symposium on Wikis* (pp. 131-132). ACM.

- O'Donoghue, J., Singh, G., & Dorward, L. (2001). Virtual education in universities: a technological imperative. *British Journal of Educational Technology*, 32(5), 511-523.
- Parker, K., & Chao, J. (2007). Wiki as a teaching tool. *Interdisciplinary Journal of e-learning and Learning Objects*, 3(1), 57-72.
- Payne, J. (2008). Using wikis and blogs to improve collaboration and knowledge sharing. *Strategic HR Review*, 7(3), 5-12.
- Porto, M. (2002). Implementing cooperative writing response groups and self-evaluation in South America: Struggle and survival. *Journal of Adolescent and Adult Literacy*, 45(8), 684-691.
- Richardson, W. (2006). *Blogs, wikis, podcasts and other powerful web tools for classrooms*. Thousand Oaks, CA: Corwin Press. 44. Rick, G. Carroll,
- Rick, G. Carroll, Holloway-Attaway, & Walker, B. (2002). *Collaborative learning at low Cost: Co Web use in English composition*. Paper presented at the proceedings of Computer Support for Collaborative Learning Conference, Boulder, Co, USA: January 7-11, 435-442. Retrieved from <http://coweb.co.gatech.edu.8888/csl/uploads/24/CoWebInEnglish>
- Robinson, M. (2006). Wikis in education: Social construction as learning. *The Community College Enterprise*, 12(2), 107.
- Seet, L. Y. B., & Quek, C. L. (2010). Evaluating students' perceptions and attitudes toward computer-mediated project-based learning environment: A case study. *Learning Environments Research*, 13(2), 173-185.
- Storch, N. (2013). *Collaborative writing in L2 classrooms* (Vol. 31). Multilingual Matters.
- Thorne, S. L., & Payne, J. S. (2005). Evolutionary trajectories, Internet-mediated expression, and language education. *CALICO journal*, 371-397.
- Tian, J. (2011). *The effects of peer editing versus co-writing on writing in Chinese-as-a-foreign language* (Doctoral dissertation).
- Trotman, W. (2010). *Teacher oral feedback on student writing: An action research approach towards teacher-student conferences* (Doctoral dissertation, University of Warwick).
- Turgut, Y. (2009, June). EFL learners' experience of online writing by PBWiki. In *EdMedia+ Innovate Learning* (pp. 3838-3847). Association for the Advancement of Computing in Education (AACE).

- Uçara, S., & Yazıcıb, Y. (2016). The Impact of Portfolios on Enhancing Writing Skills in ESP Classes. *Procedia-Social and Behavioral Sciences*, 232, 226-233.
- Vygotsky, L. S. (1978). *Mind in Society*. Cambridge, MA: Harvard University Press
- Yu, S., & Lee, I. (2016). Peer feedback in second language writing (2005–2014). *Language Teaching*, 49(4), 461-493.
- Zhao, H. (2010). Investigating learners' use and understanding of peer and teacher feedback on writing: A comparative study in a Chinese English writing classroom. *Assessing writing*, 15(1), 3-17.
- Zorko, V. (2009). Factors affecting the way students collaborate in a wiki for English language learning. *Australasian Journal of Educational Technology*, 25(5).



Implicatures in Macbeth: A Pragmatic Study

Dr. Ismat Jabeen

Assistant Professor, Prince Sattam Bin Abdulaziz University, Saudi Arabia.

i.jabeen@psau.edu.sa

Sarmad Munir

MPhil in Applied Linguistics, University of Lahore, Pakistan

msarmadmacbeth@gmail.com

Bio-profiles:

Dr. Ismat Jabeen, Assistant Professor at Prince Sattam bin Abdulaziz University, Ph.D. in English from National University of Modern Languages. Her research interests are in the areas of ESP, EFL, ELT, and Sociolinguistics. Her major research focuses on exploring the pragmatic use of language and experimenting with a variety of theoretical frameworks and methods in in-classroom contexts. She has extensive teaching and supervising experience in the fields of L2 teaching and learning, language and gender, discourse analysis, and pragmatics.

Sarmad Munir is a Gold Medalist in MPhil English in Applied Linguistics from University of Lahore. His area of interest is pragmatics and he is with the intention to analyze literary works such as dramas and sitcoms in accordance with the Pragmatic Theories such as Cooperative Principle, Implicature, and Presupposition etc. The similarity between dramatic dialogue and everyday dialogue makes the researcher very keen to analyze dramatic utterances while applying methods and techniques which are applicable to everyday dialogue.

Abstract

Verbal creativity in Shakespearean tragedies is usually obvious on account of Shakespeare's play upon words as his tragedies such as *Macbeth* are wrapped up in numerous layers of meaning. Without investigating the implicit meaning of utterances, it seems unlikely

to interpret as well as appreciate Shakespeare's tragedies. This study endeavored to explore the intricate use of implicatures in the utterances of *Macbeth* by applying Yule's (1996) theory. The major focus of this pragmatic analysis was to critically analyze the formation and the types of implicatures present in the selected work. The second focus of the study was to thrash out the role implicatures had played in meaning-making in the selected drama. To achieve the said objectives, the qualitative content analysis method was deemed to be relevant to thoroughly analyze the selected text. Jacobs et al (2002) state that content analysis provides researchers with an opportunity to analyze speakers' utterances in the light of their respective contexts. As regards the data for the investigation, through quota sampling, such 8 utterances were selected that generate implicature, and the quota of 2 utterances per implicature type was further chosen. The analytical model formulated by Mane (2012) was employed to analyze and discuss utterances having an indirect meaning. Mane's (2012) analytical model for analyzing implicatures includes five components namely introduction, contextual environment, the utterance, implicature analysis, and concluding remarks. Through the very model, the formation of all implicatures as well as their role in meaning-making was discussed systematically. From the pragmatic analysis of *Macbeth*, it is found that all types of implicatures named generalized conversational implicature, conventional implicature, scalar implicature, and particularized conversational implicature exist in *Macbeth* but they differ in their role in meaning-making in the play.

Keywords: *pragmatics, implicature, cooperative principle, conversational maxims*

Introduction

To make the communication process successful, it is essential for the participants of a talk exchange to perceive and comprehend their objectives, intentions, feelings, and perceptions. Yule (1996) pinpoints that in a communication system, speakers make an assumption that listeners are already aware of certain information which is indirect and implicit, and it is not straight-forward and direct. It appears a difficult task for the listeners to perceive and realize the invisible meaning. It is a tough job for the listener to obtain and comprehend the intended meaning as they cannot depend on the dictionary meaning of words and utterances, and they need to reckon the indirect meaning following the circumstances, settings, environment, and context of the interaction. Holmes (2000) asserts that context mainly involves four components named topics, setting, functions, and participants. When these four components are considered and employed appropriately, the utterance could be interpreted as

well as illustrated in the most befitting manner. On the other hand, it would prove a futile attempt when the listeners would reckon speakers' intended meaning while ignoring the circumstances and contextual environment of the conversation. Kadmon (2001) pinpoints that Pragmatics investigates the use of language while dealing with the message that goes beyond the literal perception of words and phrases.

Leech (1981) argues that pragmatic research endeavors to probe such aspects of meaning that are not to be extracted from the literal impression of words and utterances. On the contrary, they are wholly dependent on the contextual environment in which an interaction occurs. The researchers have acknowledged the above-mentioned notions pertaining to Pragmatics and implicit meaning of utterances as the base for the study by investigating invisible meanings in the utterances of the play *Macbeth*. Grice (1989) manifests that when we as interlocutors have a conversation, an implicit agreement occurs between us while we are in conversational cooperation for shared objectives. This implicit mutual agreement between the interlocutors is illustrated in a sophisticated manner by Grice (1989) as he names it the Cooperative Principle which comprises four maxims, principles, or rules. Other maxims such as the maxim of politeness can be added to the maxims of the Cooperative Principle namely the maxim of quantity, manner, quality, and relevance. The violation or flouting of any of the maxims of the Cooperative Principle results in a particular implicit meaning which differs from the explicit meaning of speaker's words and utterances.

The meaning which is realized implicitly or indirectly has been named implicature by Grice (1989), and it has been discussed in detail by Yule (1996) as he illustrates four types of implicature in the form of scalar and conventional implicatures, and particularized and generalized conversational implicatures. Leech (1981) asserts that there lies an obvious similarity between dramatic dialogue and everyday dialogue, and due to this similarity, methods, and techniques which apply to everyday dialogue could be applied to dramatic dialogue and dramatic exchanges. Dijk (1976) manifests that maxims of the Cooperative Principle could be analyzed in literary texts because, in literary communication, the flouting of the maxims is quite evident. He asserts that literary works like plays, novels, and short stories could be interpreted and analyzed following the Cooperative Principle. Leech's (1981) remarks about the similarity of both dramatic and everyday dialogues and Dijk's (1976) suggestion of the application of the Cooperative Principle on literary texts becomes the inspiration for the researchers to investigate *Macbeth* in accordance with the theory of implicature by Yule (1996).

Previous researchers such as Sari (2007), Mane (2012), and Nanda (2012) have investigated literary works under the theory of Cooperative Principle by Grice (1975), but they have not studied the role of implicatures in meaning-making in literary works. Sari (2007) investigated implicatures in the utterances of ‘A Raisin in the Sun’ by Lorraine Hansberry, and he detected implicatures in the utterances which contained requests while employing descriptive qualitative method, and also by involving total sampling technique. Mane (2012) examined conversational implicatures in the selected plays of Harold Pinter through Grice’s (1975) theory of implicature. According to the humble knowledge of the researchers, none of the previous researchers has studied the role which implicatures play in meaning-making in literary texts. The present study has deemed to explore not only the types of implicature in *Macbeth*, but it has also investigated the role of each type of implicature in meaning-making in the tragedy because verbal creativeness in Shakespearean tragedies is often evident on account of Shakespeare’s play upon words as his tragedies such as *Macbeth* are wrapped up in numerous layers of meaning. Without detecting the implicit meaning of utterances, it seems unlikely to understand as well as appreciate Shakespeare’s tragedies.

Objectives of the Study

As mentioned previously, this pragmatic study aims to employ Yule’s (1996) theory to examine implicatures and discuss the role of implicatures in meaning-making in the tragedy of *Macbeth*. Resultantly, the study has focused on the following two objectives:

1. To identify the types of implicature in *Macbeth*
2. To evaluate the role of implicature in meaning-making in the play

Literature Review

Yule (1996) asserts that while we hear or study chunks of language, we normally endeavor to grasp not only the overt linguistic meaning of utterances but, also attempt to comprehend the speaker’s or the writer’s intention with which they convey a particular message by using those utterances. The investigation of the ‘intended meaning is termed as Pragmatics. Trudgill (1992) argues that Pragmatics deals with the meaning in a specific social context in which the utterance is produced. He pinpoints that dictionary meaning of an utterance is not the subject of Pragmatics because it lays stress upon the invisible or the implicit meaning which is inferred by the listener in certain circumstances and particular contextual environment. Trudgill (1992) declares that circumstances related to the utterance and the meanings of the very utterance are interlinked in such a way that a change in the contextual environment results

in changing the meaning of the utterance. Similarly, Leech (1983) believes that pragmatics is a scientific study of meaning concerning speech situations. Holmes (2000) favors the notion that a situation or a context is essentially related to four components named topics, participants, setting, and function. Considering the above-stated notions regarding Pragmatics and the implicit meaning, the researchers have studied the invisible meaning named implicature in the utterances of the characters of the play *Macbeth*. The researchers have focused upon the hidden meaning of non-randomly selected utterances of *Macbeth* because the analysis of the dictionary or literal meaning of utterances did not suit the objectives of the study. So, the researchers have attempted to detect the implied meaning of utterances in the light of their respective contexts. Sobur (2001) has classified context into four main types which follow:

1. Physical Context

This context provides us with an introduction to the place at which participants interact with each other. Moreover, information related to the objects present at the time of interaction is also included in this type of context. The actions which occur during a certain dialogue are also the part of physical context.

2. Epistemic Context

This context is relevant to the speaker's knowledge regarding the world in which a conversation occurs. For instance, we are required to know the interlocutors' background while we begin our conversation.

3. Linguistic Context

Linguistic context includes everything which has already been communicated in the utterances. For instance, if at the start of our conversation we refer to somebody with his real name or proper noun, and then in the following utterances we use the word "him" to explain his traits, linguistic context will make us comprehend that the antecedent of "him" is the person named earlier.

4. Social Context

Social context includes social relationship which is found among the participants of an interaction. Social context comprises the circumstances of the story and points out situations as well as happenings in a particular society.

Grice (1975) puts forward that conversation does not consist of a collection of broken remarks; rather it is comprised of logical and rational cooperative events. He pinpoints that participants within a conversation would discover a mutual purpose or they would identify several common objectives that may develop steadily during a conversation. For such sort of

successful conversation which is based on mutual cooperation, Grice devised the general principle named Cooperative Principle. Grice (1975) illustrates that we could formulate a rough principle, and we might presume that the participants within their conversation would generally obey it. The very principle would urge the interlocutors to make such contributions that could be requisite, and they could do so by accepting the rationale of the conversation. Cooperative Principle has been devised by Grice (1975) while observing that participants in a talk observe cooperation and make their contribution according to the demand of the conversation. Grice (1975) puts forward four grand maxims which contain nine sub-maxims that together form the Cooperative Principle. Cooperative Principle includes the following maxims and sub-maxims:

1. Quantity

- i. Make a contribution that provides the requisite information.
- ii. Do not make a contribution that provides unnecessary information as it could surpass the demand for the interaction.

2. Quality

- i. Do not mention misleading or false statements.
- ii. Do not communicate the things regarding which you lack enough evidence.

3. Relation

- i. Be relevant concerning the discussion under-process.

4. Manner

- i. Do not include incomprehensible expression while communicating.
- ii. Eliminate ambiguity.
- iii. Make use of brevity in your expression.
- iv. Be orderly

When a speaker does not obey the aforementioned maxim(s), implicature is anticipated to occur as when the interlocutors, in their utterances, violate or flout any of the maxims of the Cooperative principle, they essentially communicate more than explicit meaning through their utterances.

The term ‘implicature’ is thought to be the invention of Herbert Paul Grice (1975) as he used the very term during his lectures on logic and conversation at Harvard University. Grice’s (1975) major objective of inventing the term implicature was to explain the speaker’s meaning which was hidden in the utterances, and which was not to be realized through the dictionary meaning of words and utterances. According to Jaszczolt (2002), Grice was not the first linguist who employed the term implicature because, at the end of the nineteenth century, John Stuart Mill was the one who talked about the implied meaning which differed from the

literal interpretation of utterances. Levinson (1983) defines implicature as the meaning which the language users imply in their interaction. By delivering an utterance, we imply a particular meaning, and the function of implicature is to cover up the gap lying between explicitly delivered and implicitly conveyed a particular message. Yule (1996) asserts that implicature is an additional conveyed message which cannot be extracted through literal evaluation of words and utterances; rather it is an addition to the direct meaning of utterances and talk exchanges.

Yule (1996) evaluates the types of implicature namely conventional implicature, scalar implicature, particularized conversational implicature, and generalized conversational implicature. Yule (1996) asserts that through conversational implicature, a speaker may seem to flout a maxim but the hearer is required to presume that the speaker is observing Cooperative Principle and he is not entirely unaware of maxims. Yule (1996) discovers that generalized conversational implicature is not dependent on particular background information regarding the context and environment of utterances, whereas, particularized conversational implicature is dependent on the contextual environment of utterances. Scalar implicature communicates a single value from many values named scale of values by supplying certain information such as stating a specific quantity of something through the exclusion of other values on the same scale of quantity. When speakers deliver an utterance, they choose such a particular value from the scale that seems the most truthful and informative, while the left out values generate implicit meaning. As regards conventional implicature, they are not dependent on the contextual environment of utterances, and it is not a must for them to occur within a conversation, and they are not concerned with Cooperative Principle and its maxims. Particular words conventionally express additional meaning when they are delivered. For instance, the word 'again' conventionally generates an implicit meaning that something similar to this occurred before the present time also.

Previous researchers like Sari (2007), Mane (2012), and Nanda (2012) investigated implicatures in literary works in accordance with the theory of Cooperative Principle by Grice (1975), but they have not studied the role of implicatures in meaning-making in literary works. To bridge the gap, the present study deems to discover not only the types of implicature in *Macbeth*, but it has also evaluated the role of each type of implicature in meaning-making in the tragedy of *Macbeth*. This research urges to be a guide for future research in Pakistan as well as across the globe on literary texts such as novels, dramas, comedies, and tragedies with special regards to the theory of implicature.

Research Methodology

The main focus of this pragmatic analysis was to critically analyze the formation and the types of implicatures present in the selected work. The second focus of the study was to thrash out the role implicatures played in meaning-making in *Macbeth*. The researchers employed the qualitative content analysis method as deemed to be relevant for the present study because content analysis provided the researchers with the opportunity to analyze speakers' utterances in the light of their respective contexts.

4.1 Population and Sample

All the utterances of the tragedy of *Macbeth* containing implicatures are population for the investigation, whereas, through non-random quota sampling technique, the researchers have selected as sample for the study 8 utterances from *Macbeth* that have implicatures. Through the quota sampling technique, 2 utterances per implicature type have been chosen by the researchers.

4.2 Instrumentation

The basic instruments for the collection of appropriate data are the researchers themselves as Creswell (1998) opines that one can utilize the qualitative method in a natural phenomenon by which the researcher himself serves as the primary instrument for data collection as he compiles words, evaluates them through inductive reasoning, considers and identifies the meaning of the participants of a discussion, describes and expresses language process.

4.3 Data Collection Procedures

The data for both Particularized and generalized conversational implicatures was collected by the researchers in the form of such utterances that flouted some maxim(s) of conversation because only flouting of maxim(s) could generate particularized and generalized Conversational implicatures. The utterances which included conventionally employed words such as 'again', 'before' and 'yet', and scalar words like some and almost were chosen by the researchers for both conventional and scalar implicatures respectively. The text of *Macbeth* served as the source of data, and the researchers have followed the idea of Ary (2002) who manifested that data for the qualitative approach should be in the form of words and it should not be in the shape of statistics or numbers. The researchers adopted the following ways in connection with data collection:

1. The researchers downloaded the text of *Macbeth* by William Shakespeare from <http://shakespeare.mit.edu/macbeth/full.html>
2. After a thorough reading of *Macbeth* sorted out non-randomly such 8 utterances that had implicatures in them

3. Pondered over the types of maxims which were flouted in the selected utterances
4. Examined scalar and conventional words
5. Prepared the data to analyze it through an analytical model devised by Mane (2012).

4.4 Data Analysis Procedures

The researchers have analyzed the non-randomly chosen 8 utterances in accordance with the theory of implicature by Yule (1996). Mane (2012) devised his analytical model from the theory of implicature to analyze implicatures, and the researchers have employed it at the stage of data analysis. Mane's (2012) analytical model is based on the following components:

1. Introduction:

This part begins with introductory remarks on the utterance selected for the analysis. It includes a comprehensive introduction to the utterance in a few sentences.

2. Contextual Environment:

This part involves the environment, setting, and circumstances in which the utterances are delivered.

3. The Utterance:

The utterances selected from *Macbeth* with the purpose of pragmatic analysis appear in this section in their original form. The Act as well as Scene number is mentioned in this section.

4. Implicature Analysis:

At this stage, Mane's (2012) model is used to illustrate the implied meaning of the chosen utterances. The role which implicatures play in meaning-making in *Macbeth* has also been interpreted in this section.

5. Concluding Remarks:

The findings of implicature analysis have been mentioned in this section. It includes an explanation of the treatment of the Cooperative Principle by various characters, and it also provides comments on the invisible meanings which result from the pragmatic analysis of utterances. This is the final phase of analysis whereby the researchers have drawn conclusions regarding the formation and type of every implicature found in non-randomly chosen 8 utterances. The researchers have pragmatically analyzed implicatures and their types in accordance with Yule's (1996) theory.

Analysis and Findings

5.1 Introduction to Utterance one

The utterance one has been picked from Scene III, Act V when the dialogue is going on between King Macbeth and his attendants.

5.1.1 Contextual Environment

Macbeth is present in the castle at Dunsinane, and the doctor is curing Lady Macbeth of her mental illness in the presence of the protagonist. Thereupon, the attendants arrive and give threatening news of the marching army to Macbeth as the troops are coming to assassinate Macbeth. Malcolm and Macduff, the two brave thanes and experienced commanders, are leading the marching army. Macbeth, like a real hero is not undone by fearful tidings and worst circumstances because he believes that he would die his natural death as foretold by the weird sisters through the apparitions that everyone who was born of a woman was unlikely to assassinate him. The end of Macbeth is getting near while he is still beguiled by peculiar words of the prophecy as he does not realize the implicit meaning of the prediction which hints his murder at the hands of Macduff who is Thane of Fife, and who was ripped out of his mother's womb prematurely due to a certain illness of his mother. Macbeth's failing to realize the additional meaning of the prophecy makes him so much over-confident about his safe life that he is not afraid of even a huge army. The ignorance of Macbeth in realizing the indirect meaning of the prediction makes him deliver the utterance one.

5.1.2 The Utterance

"Macbeth: What's the boy Malcolm? Was he not born of woman?" (p.70)

5.1.3 Implicature Analysis

On receiving disturbing reports from the attendants regarding the arrival of a huge army, Macbeth seems to gather his courage by hinting indirectly at the prophecy of the Second Apparition which explicitly guarantees his safer life until his natural death. The protagonist is not afraid of facing the brave thane named Macduff on account of the prophecy of a safe life from every woman born. Instead of sharing the entire words of the prophecy, Macbeth poses a rhetoric question in the form of utterance one and flouts the maxim of quality because the utterance one comprises a question that is not aimed to get an answer from the attendants. Therefore, the rhetoric question in the shape of utterance one breaks the sincerity condition attached to a question i.e. when a question is asked, it is meant to avail an answer but the question posed by Macbeth is not aimed to get any information from the hearers. But if we presuppose that Macbeth is not violating the cooperative principle and he is cooperating with his attendants while deliberately flouting the maxim of quality assuming that attendants would make the correct inference as they are already aware of the prophecy, the implied meaning of the utterance one is that Macbeth declares that 'Malcolm could never ever assassinate him.' This is the instance of Particularized conversational implicature because the implicit meaning has been realized in accordance with the context of utterance one. In short, through utterance

one, the particularized conversational implicature helps in meaning-making in *Macbeth* with the help of the contextual environment of the utterance.

If we analyze utterance one while detaching it from its context and environment, a diverse meaning will be perceived which would not be the speaker's intended meaning. If we examine the utterance one devoid of its circumstances, the utterance seems to be based on two simply asked questions regarding Malcolm. If Macbeth's first question is taken literally, it appears that his question is meant to ask about Malcolm's job and Macbeth appears to ask about what Malcolm does for a living. Had it been the actual case, the attendants must have responded by naming the profession of Malcolm. Likewise, if we evaluate Macbeth's next question literally, it gives the impression that Macbeth is inquiring about the peculiar thing i.e. whether Malcolm was born of his mother or not. Had it been the situation, the attendants would have responded in yes or no. The silence on the part of attendants in response to Macbeth's queries is the sign that attendants comprehend that both queries posed by Macbeth are rhetorical in nature, and they do not aim to inquire about Malcolm's birth or job. The attendants make the correct inference and remain silent without asking any counter-question for more illustration in response to Macbeth's apparent questions.

5.1.4 Concluding Remarks

Through utterance one, the particularized conversational implicature has been generated by Macbeth by flouting the maxim of quality, and particularized conversational implicature is helping in meaning-making in *Macbeth* employing the contextual environment of the utterance. Detaching the utterance one from its context generates a meaning which seems different from the speaker's intended meaning.

5.2 Introduction to Utterance Two

The utterance has been picked from Scene I, Act III where the conversation among Macbeth and the two professional murders is going on.

5.2.1 Contextual Environment

Macbeth's intentions to assassinate Banquo are utterly visible as he sends for the hired murders to discuss with them the matter of executing Banquo. Macbeth is dissatisfied with his kingship because his brain is full of dreadful thoughts related to Banquo's offspring who were to capture his throne according to a prophecy. Macbeth pinches the minds of both the murderers and taunts them by hinting at their cowardly attitude towards Banquo's ruinous role in their life. Thereupon, First Murderer replies in the shape of utterance two.

5.2.2 The Utterance

“Macbeth: Do you find your patience so predominant in your nature that you can let this go? First Murderer: We are men my liege.”(p.35)

5.2.3 Implicature Analysis

Speaking on behalf of the second killer, through utterance two, The First Murderer does not mention their wicked plan clearly and does not provide enough information which could make their intentions explicit. Hence, The First Murderer flouts the maxims of quantity and manner as he appears uncooperative with King Macbeth. Furthermore, there is a hint of the flouting of the maxim of relation on the part of First Murder because he was not asked if both the killers were women or men, and his reply that they were ‘men’ seemed irrelevant. But if we presuppose that he is following the cooperative principle while delivering the utterance to Macbeth, the utterance two implies that “they would unquestionably slay Banquo”. First Murderer purposely flouts the maxims of manner and quantity while presuming that Macbeth knows the topic and the context of their meeting, and he could detect the hidden propositions of utterance two which implies the daring nature of both the murderers. This is the example of Particularized conversational implicature as the implicit meaning has been detected in the light of the contextual environment of utterance two. If we investigate utterance two out of its context, the expression ‘men’ might represent bravery, and braves have tolerance in their stance, resultantly, utterance two generates the generalized conversational implicature ‘we could let the matter go’ (as we the braves could bear the brutal activities which the ordinary men could not).

5.2.4 Concluding Remarks

Through utterance two, The First Murderer has generated particularized conversational implicature by flouting the maxims of relation, manner and quantity, and particularized conversational implicature is helping in meaning-making by means of the context of utterance two. Detaching utterance two from its context generates a meaning which appears entirely different from the speaker’s intended meaning. Hence, understanding of the speaker’s intended meaning can be achieved more accurately through particularized conversational implicature in comparison with the generalized conversational implicature.

5.3 Introduction to Utterance Three

The utterance three has been taken from Scene III, Act IV from the conversation among Ross, Macduff, and Malcolm.

5.3.1 Contextual Environment

Ross appears with grievous tidings for Macduff as his family has been savagely slain by Macbeth. When Macduff cries to hear about the inhumane murder of all his babies, Malcolm comes forward as a leader and tries to convince him that his grief is curable and it could be cured with a win in the war against Macbeth. Thereupon, Macduff with tears in his eyes delivers utterance three.

5.3.2 The Utterance

“Ross: Your wife and babe savagely slaughtered.

Malcolm: Let us make medicines of our great revenge to cure this deadly grief.

Macduff: He has no children.” (p.65)

5.3.3 Implicature Analysis

Malcolm tries to persuade Macduff that the deadly grief of the inhumane assassination of his babies is curable if they could win the war against cruel Macbeth, but Macduff does not approve of the idea of revenge as compensation for his deadly grief and delivers utterance three which flouts the maxims of relation. No one asks Macduff about whether Malcolm has children or not, and utterance three appears irrelevant when Macduff instead of talking about the assassination of his own babies, asserts that Malcolm has no offspring. Here it seems that Macduff is not following Cooperative Principle by flouting the maxim of relation. Macduff also seems to flout quantity as he does not provide as much information about his mention of Malcolm’s children which could clear his point of view. But if we suppose that Macduff is following the Cooperative Principle, the utterance three implies that ‘Malcolm cannot judge Macduff’s anguish of losing all his babies’ and ‘only a father could feel the grief of a father whose babies were savagely slain’. It is an example of generalized conversational implicature because the invisible meaning has been evaluated without the special background knowledge of the context of utterance three.

5.3.4 Concluding Remarks

Through utterance three, Macduff has generated generalized conversational implicature by flouting the maxims of relation and quantity, and generalized conversational implicature is helping in meaning-making without the context of utterance three.

5.4 Introduction to Utterance Four

Utterance four has been picked from Scene II, Act I from the dialogue between the injured soldier and King Duncan whereby the king is acquiring information from the soldier about the war against the rebel army.

5.4.1 Contextual Environment

The sergeant, with bloody outfit returns from the war and he is crying due to serious injuries which he receives during the war to save the kingship of Duncan from the rebel army. Duncan is anxious to get information about the incidents of war especially about the courageousness of his valiant thanes like Macbeth and Banquo. Thereupon, Sergeant delivers utterance four.

5.4.2 The Utterance

“Duncan: Dismayed not this our captains, Macbeth and Banquo?”

Sergeant: Yes; as sparrows eagles, or the hare the lion.” (p.2)

5.4.3 Implicature Analysis

Duncan asks the sergeant if the war dismayed both Macbeth and Banquo. The sergeant responds to Duncan’s question in an obscure manner and flouts the maxim of manner. The word ‘Yes’ implies quite an opposite meaning. There is a hint of the flouting of the maxim of relation by the sergeant because Duncan does not inquire about the influence of animals and birds on other species, and the sergeant’s response contains a reference to animals and birds which appears unrelated and vague. But If we presume that sergeant deliberately flouts the maxims of Cooperative Principle presupposing that Duncan could detect the link between the mention of the authority of animals and birds over other species, and Banquo and Macbeth’s supremacy in the war, The sergeant presumes that Duncan, through his logic, could comprehend that as sparrows cannot shock eagles, and a hare cannot shock a lion, war could not dismay Macbeth and Banquo. So, the invisible meaning of utterance four is that ‘Macbeth and Banquo were not dismayed by the war’. This is the example of generalized conversational implicature because the implicit meaning has been comprehended without involving the contextual environment of utterance four.

5.4.4 Concluding Remarks

Through utterance four, the Sergeant has generated generalized conversational implicature by flouting the maxims of relation and manner, and generalized conversational implicature is helping in meaning-making without the context of utterance four.

5.5 Introduction to Utterance Five

Utterance five has been chosen from Scene II, Act II and it is uttered by Macbeth to his wife after killing Duncan.

5.5.1 Contextual Environment

Macbeth, after assassinating Duncan, leaves the crime scene. Lady Macbeth wishes to erase every clue of the assassination and asks Macbeth to put the bloody daggers near the slain

guards of Duncan so that all the blame may be placed upon guards. Thereupon, Macbeth answers to Lady Macbeth in the shape of utterance five.

5.5.2 The Utterance

*“Macbeth: Look on it **again** I dare not?” (p.22)*

5.5.3 Implicature Analysis

In utterance five, Macbeth implies that “He dared to look at it earlier.” This is the example of conventional implicature because ‘again’ is used conventionally to point out that something similar to this occurred before the current occasion also.

5.5.4 Concluding Remarks

The conventional ‘again’ has generated implicit meaning on its own and conventional implicature does not need any contextual background of utterance five. But if we evaluate this conventional implicature of utterance five through the contextual environment, the understanding of the invisible meaning of utterance five will enhance and it would imply that ‘Macbeth has just returned from the place of crime after killing Duncan, and he has no courage to re-examine it to put bloody daggers near guards’

5.6 Introduction to Utterance Six

Utterance six is given in Scene III, Act IV and it is produced by Malcolm.

5.6.1 Contextual Environment

Malcolm asks Ross about the grievous tidings which Ross wishes to report to him regarding Scotland and his family.

5.6.2 The Utterance

*“Malcolm: What’s the **newest** grief?” (p.63)*

5.6.3 Implicature Analysis

In utterance six, Malcolm implies that “he suffered from an old grief also which was before the present one.” This is the example of conventional implicature because ‘newest’ is conventionally employed to hint that something similar to this occurred in the past also.

5.6.4 Concluding Remarks

The conventionally employed ‘newest’ has generated implied meaning on its own.

5.7 Introduction to Utterance Seven

Utterance seven is picked from Scene III, Act II and it is uttered by Macduff.

5.7.1 Contextual Environment

Feeling sorry at being late, Macduff produces utterance seven as he is some moments late in acting upon the order of King Duncan while the king had ordered him to meet him early in the morning.

5.7.2 The Utterance

*“Macduff: I have **almost** slipped the hour.” (p.25)*

5.7.3 Implicature Analysis

The scalar implicature of utterance seven is that “I have not completely slipped the hour”

5.7.4 Concluding Remarks

Though scalar implicatures do not require any contextual knowledge to provide their meaning, if we evaluate the scalar implicature of utterance seven in relation to the contextual background of utterance seven, the understanding of the implicit meaning of utterance will enhance and it would imply that ‘I have not entirely slipped the hour of the meeting as was fixed by the king Duncan.’

5.8 Introduction to Utterance Eight

The utterance eight is picked from Scene II, Act III and it is uttered by Lady Macbeth.

5.8.1 Contextual Environment

A royal banquet is going on at Macbeth’s castle, and through the attendants, Lady Macbeth requests King Duncan to spare a moment for her as she wanted to discuss something vital.

5.8.2 The Utterance

*“Lady Macbeth: I would attend his leisure for a **few** words” (p.37)*

5.8.3 Implicature Analysis

In utterance eight, Lady Macbeth selects ‘few’ from the quantity scale, and her utterance implies that “I will not disturb him with too many words” This is an example of scalar implicature because the scalar word ‘few’ generates the implied meaning ‘not many’ on its own.

5.8.4 Concluding Remarks

Although scalar implicature of utterance eight does not need the context of utterance to produce invisible meaning, but if we interpret it in the light of the context, the understanding of indirect meaning would get enhanced and the implied meaning would be ‘I would not disturb King Duncan while wasting his precious time by producing too many words to him as he is enjoying the royal banquet of victory over the rebel army, and I just wish to welcome him as he stays at Macbeth’s castle for a royal party’.

Conclusion

The present study attempted to evaluate the intricate use of implicatures in the utterances of *Macbeth* by applying Yule's (1996) theory. The foremost focus of this pragmatic analysis was to critically analyze the formation and the types of implicatures present in the selected work. The second focus of the study was to thrash out the role implicatures played in meaning-making in the selected drama. The study employed the qualitative content analysis method as deemed to be relevant for such pragmatic analysis. Through a non-random quota sampling technique, the researchers selected 8 utterances having implicatures as a sample for investigation. The researchers employed Mane's (2012) analytical model at the data analysis stage to interpret types of implicature in the light of Yule's (1996) theory, and to evaluate the role of each type of implicature in delivering meanings in *Macbeth*.

From the pragmatic analysis of *Macbeth*, it is concluded that all types of implicatures named generalized conversational implicature, conventional implicature, scalar implicature, and particularized conversational implicature exist in *Macbeth*. Likewise, the flouting of all the maxims of Cooperative Principle is detected in both particularized and generalized conversational implicatures, while conventional as well as scalar implicatures involve no flouting of Grice's (1975) maxims. As regards the role of implicature in delivering meaning in *Macbeth* is concerned, particularized conversational implicature helps in meaning making in accordance with the particular context of utterances. Generalized conversational implicature helps in meaning-making in the play without specific background knowledge associated with utterances. The understanding of the speaker's intended meaning can be achieved more accurately through particularized conversational implicature in comparison with the generalized conversational implicature. Both conventional and scalar implicatures deliver implicit meaning on their own as they do not require a contextual environment of utterances to help in meaning-making in *Macbeth*, but if we evaluate scalar and conventional implicatures in accordance with the context of utterances, the understanding of invisible meaning is much enhanced.

References

- Ary, D., Jacobs, L.C., & Razavieh, A. (2002). Introduction to research in education. Belmont, CA: Wadsworth/Thomson Learning.
- Austin, J. L. (1962). *How to Do Things with Words*. Oxford: Oxford University Press.
- Brown, Penelope & Stephen C. L. (1978, 1987). *Politeness: Some Universals in Language Usage*. New York: Cambridge University Press.

- Creswell, J. W. (1998). *Qualitative inquiry and research design: Choosing among five traditions* London: Sage.
- Dijk, Van T.A. (1976). Pragmatics and Poetics. *Pragmatics of Language and Literature*. Ed. Teun A. Van Dijk. University of Amsterdam: North-Holland Publishing Company.
- Grice, H. P. (1975). *Logic and Conversation*. New York: Oxford University Press.
- Grice, H. P. (1989). *Studies in the Way of the Words*. London: Harvard University Press.
- Grundy, P. (2000). *Doing Pragmatics*. London, New York: Arnold.
- Holmes, J. (1995). *Women, Men and Politeness*. London and New York: Longman.
- Holmes, J. (2000). *An Introduction to Sociolinguistics (2nd ed.)*. London: Longman Group UK Limited
- Jaszczolt, K. M. (2002). *Semantics and Pragmatics*. London, New York: Longman.
- Kadmon, N. (2001). *Formal Pragmatics*. Oxford: Blackwell.
- Leech, Geoffrey N. & Michael H. Short. (1981). *Style in Fiction*. London and New York: Longman.
- Leech, G. N. (1983). *Principles of Pragmatics*. London, New York: Longman.
- Levinson, S. C. (1983). *Pragmatics*. Cambridge: Cambridge University Press.
- Mane, S. S. (2012). *Presupposition and Conversational Implicature In Harold Pinter's Selected Plays*. Retrieved from <http://shodhganga.inflibnet.ac.in/handle/10603/23737>
- Nanda, Sheila. (2012) *Conversational Implicature of the Presenter Take Me Out Indonesia*. Retrieved from <http://rangmalalak.wordpress.com/2009/06/02/>
- Paul, Henry Neill. (1950). *The royal play of Macbeth; when, why, and how it was written by Shakespeare*. New York: Macmillan publishers
- Trudgill, P. (1992). *Introducing Language and Society*. New York: Penguin.
- Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.
- Sari, F. (2007). *An analysis of implicatures in Request Expressions In drama entitled A Raisin in the Sun by Lorraine Hansberry*. Retrieved from <http://core.ac.uk/download/pdf/12347511.pdf>
- Shakespeare, W. (1965). *Macbeth*. Essex: Longman Group.
- Sobur, A. (2001). *Analisis Teks Media: Suatu Pengantar untuk Analisis Wacana, Analisis Semiotik, dan Analisis Framing*. London: Remaja Rosdakarya.



**The Articulation of Language of Anger in Arabic Language:
A Contrastive Cultural Linguistic Approach**

Dr. Ghassan Nawaf Jaber Alhomoud

Assistant Professor of English Literature

Prince Sattam Bin Abdulaziz University

Dr. Sayed M. Ismail

Assistant Professor of Translation Studies

Prince Sattam Bin Abdulaziz University

Corresponding Author: Sayed M. Ismail Mousa, a.ismail@psau.edu.sa

Bio-profiles:

Dr. Ghassan Nawaf Jaber Alhomoud is an assistant Professor of English literature at Prince Sattam bin Abdulaziz University. The author has deep interest in literary poetry and translation theory as he has a wider publication in famous journals which are mainly related to such above issues

Dr. Sayed Ismail is an assistant Professor of English literature and Translation studies at Prince Sattam bin Abdulaziz University, Saudi Arabia. The author has deep interest in literary criticism and translation theory as he has a wider publication in famous journals which are mainly related to such above issues. The author has published two books in literary criticism and translation studies, and four papers.

Abstract

Comparing the articulation of metaphor of anger in Arabic to that of English is under-examination topic, which has not been addressed adequately in Arabic language. Therefore, the study aims to discuss how the expressions of anger are conceptually constituted in the Arab mind and whether the expressions of anger in Arabic language are similar to their counterparts

in the English language and whether these expressions in both languages are derived from the same conceptual framework. In addition, it also aims to explore whether the cultural differences between Arabic and English could contribute to making distinct conceptual metaphors describing the feeling of anger. To achieve this end, the study relies heavily on Kövecses' model (2010) and Lakoff and Kövecses' model (1987). The study has collected various lexical items and conventional linguistic expressions describing the concept of anger in Arabic in relation to Lakoff and Kövecses' model to make sure whether there are consistencies or discrepancies between the linguistic articulations of the concept of anger in Arabic culture and their counterparts in the English culture. The study has found that the expressions of anger are almost the same in both Arabic and English languages. The physiological effects of anger have largely influenced the minds of the speakers from both Arabic and English cultures and mitigate the cultural differences among speakers of different languages. Arabic language may reflect a wide variety of expressions of anger when it is compared to English language. The findings of the current study can be helpful to literary translators because it draw their attention to the fact that the expressions and language of anger are almost the same in both English and Arabic languages and there is a possibility of finding the identical equivalence when rendering these expressions of anger from Arabic to English or vice versa. The current study derives its originality from the fact that it compares the articulation of the concept of anger in both Classical Arabic and English language and its findings are also original and novel.

Keywords: *Conceptual Metaphor, Expressions of Anger, Physiological Effect, Cultural Effect*

Introduction

Several recent studies have focused on studying how the metaphor of anger is articulated in the English mind and these studies started from the presupposition that the expressions of anger are physiologically embodied (Kovecses, 2000; Nozadi et.al 2013; Lakoff, 1987; Lakoff and Kovecses, 1987; Pavlenko, 2002; Kulick, 1998;). However, there are fewer studies that have focused on the articulation of metaphor of anger in Arabic language (Kayyal & Russell, 2012; Maalej, 2004). This study is mainly concerned with examining how the metaphor of anger is processed in the Arab mind and whether Arabic culture has conceived of the metaphor of anger in the same way the Western culture did so. Therefore, this study is mainly interested in revealing the aspects of differences and similarities in articulating the metaphor of anger in the Arab mind and in the English mind. In addition, it aims to explore how the metaphor of anger is articulated both linguistically and culturally in Classical Arabic

language by examining how the language of anger is derived from its contextual and surrounding realities. In other words, it examines whether the conceptualization of anger metaphor in Arabic corresponds to that of English and how the expressions of anger can be constituted in Arabic language and whether these expressions of anger share the same conceptual metaphor or they result from different types of conceptual metaphors.

Review of literature

The motivation for this research and its importance stems from several existing studies. Firstly, Lakoff and Kövecses (1987) argued that expressions of anger principally originate in the physiological process. Lakoff (1987) explained that physiological process of language of anger can be represented in increased body heat, high blood pressure, muscular pressure, agitation and son on. Secondly, Kovecses (1995) believed that a language should have a set of particular expressions to be used for talking about emotions. He accounted his presupposition for three major issues; first, every language has an emotion terminology; second, every language has its own ways for conceptualizing the emotion. Third, our understanding of emotions draws on physiologically experiencing them. This process of articulation of language of anger draws heavily on the principle that “THE BODY IS A CONTAINER FOR THE EMOTIONS,” “ANGER IS HEAT”and “EMOTIONS ARE FLUIDS.” Thirdly, Lakoff & Johnson (1999) say that “when a cause produces an effect, it is common to find the effect physically near the cause” (218). Therefore, the conceptualization of expressions of anger is a universal which is almost shared by all world cultures. Fourthly, Kövecses, Palmer, and Driven (2002, p.135) state that language of anger should be understood in relation to blending physiological and cultural elements. The expressions of anger in Arabic are synonymous. “The synonyms in Arabic are classified into different categories: complete synonyms, partial or near-synonyms, semantic synonyms, deictic synonyms and cognitive synonyms”(Almarkob &Al-hadal, 2020,p.330).The expressions of anger are based cognitive synonyms

Finally, Kövecses (2010) examined the cross-cultural experience of anger from a psycholinguistic perspective. He starts from the hypothesis that though many unrelated languages and cultures share generic-level metaphor to express the emotions of anger, the metaphor of anger is motivated by such a universal feeling of anger. Kövecses’ model (2010) explained that those expressions of anger can be motivated either by the conceptualization of emotions or the physiology of emotions (181). Language of anger is motivated by the emotions terminologies, which are metaphorically conceptualized. In this respect, Geeraerts and Grondelaers, Lakoff and Kövecses introduced a large number of anger related expressions in

terms of Body Heat expressions. The general metaphor of anger is that “Anger is Heat” (Kövecses, 2010, p.182). The idea is that heat is a physiological response to anger. However, Geeraerts and Grondelaers attributed the existence of expressions of anger to a particular way of conceptualizing anger, which is a cultural product. In other words, if expressions and language of anger are motivated and created in terms conceptual metaphor theory, these expressions will be different across different and distant cultures. There are two “extreme and apparently diametrically–opposed positions make very different predictions concerning emotions terminologies in different culture” (Kövecses, 2010, p.182; Kövecses, 2014), which are culture and physiological effects. Kövecses (2010) further argued that the more cultures differ, the bigger the difference in conceptualization, and hence terminology, can be expected to be. The second view holds that since the traits of human nature and their physiological emotions are known for their universality, the emotion terminology will be the same across cultures. A similar view is also adopted by Ogarkova and Soriano (2018) as they stated the articulation of the metaphor of anger is almost the same across all world languages and the cultural differences have minor effect on the articulation of the expressions of anger. Therefore, Kövecses adopts such approach that considers language of anger to be determined by both culture and human body. The following diagram (1-1) shows how the expressions of anger are conceptually and physiologically constituted:



Kövecses (2010) explains that the emotions of anger are conceptualized physiologically and reframed culturally producing the expressions of anger. This model can be applied to many metaphorical expressions in English. For example, Mr. X feels angry; his feeling generates emotions of anger. These emotions of anger are conceptualized in relation to the physiological effect of anger on human body, which is described linguistically in relation to culture. The cultural description of anger is congruent with the nature of the physiological effect resulting from the state of anger.

This paper makes an application of blending the physiological and cultural elements. The idea is that since the language of anger is influenced by both physiological and cultural elements, the expressions of anger may be divergent across different cultures. Despite the fact that physiological effect is universal, the social and contextual realities differ across cultures,

which therefore affect the articulation of language of anger. In his notable study, Maalej (2004) argued that expressions of anger in Tunisian Arabic are related to cultural elements more than they relate to physiological elements. This contribution seems to be significant to our study in the sense that the current study will test the validity and truth of such a hypothesis to the expressions of anger in Classical Arabic language.

Theoretical Framework

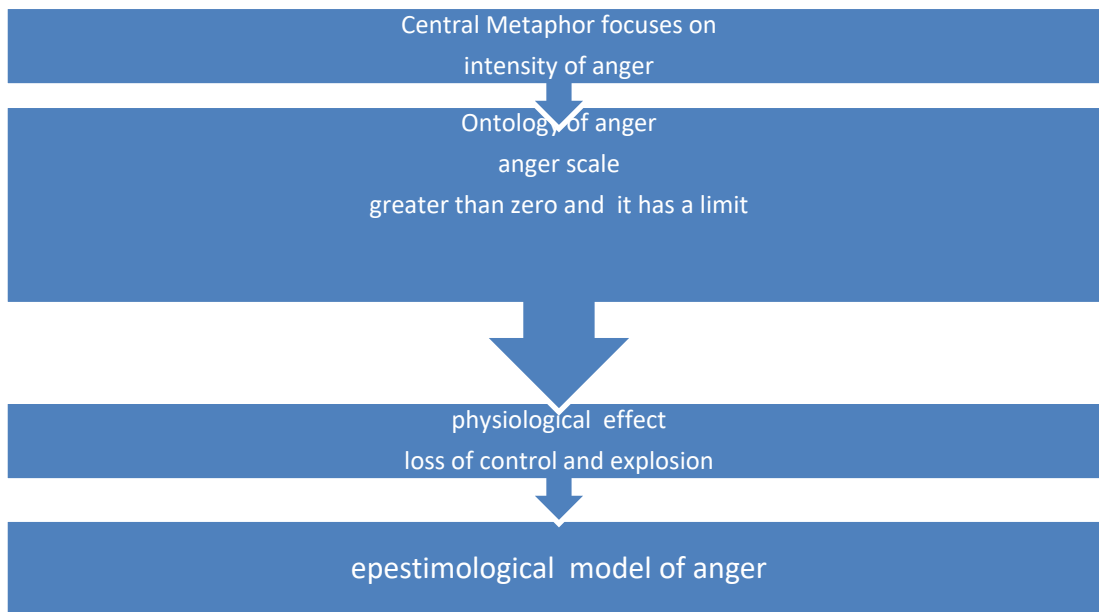
The theoretical framework of the study combines Kövecses' model (2010) examining the expressions of anger from cultural and physiological perspective and Lakoff and Kövecses' model (1987) stating that the expressions of anger in American English share coherent conceptual organization, which is almost metaphorical and metonymical in nature. (196) Lakoff and Kövecses (1987) proposed a common cultural model of the physiological effects of anger.

According to Lakoff and Kövecses (1987), people's feeling of anger is motivated by physiological effects where they may opt for signaling or hiding anger. In such a way, people unconsciously tend to make use of the general metonymic principle: "The physiological effects of an emotion stand for the emotion"(Lakoff and Kövecses, 1987, p.196). The culture provides a system of metonymies of anger. The physiological effect of anger, especially the part that emphasizes HEAT, forms the basis of the most general metaphor of anger in the English mind. There are two versions of this metaphor, one where heat is applied to fluids and the other where it is applied to solids. When it is applied to fluids, we get: ANGER IS THE HEAT OF A FLUID IN A CONTAINER. The specific motivation for this metaphor consists of the HEAT, INTERNAL PRESSURE, and AGITATION, which are parts of the cultural model. When "ANGER IS HEAT" is applied to solids, we get the version "ANGER IS FIRE," which is motivated by the HEAT AND REDNESS aspects of the cultural theory of physiological effects. In this way, THE BODY IS A CONTAINER FOR THE EMOTIONS.

The Cultural aspects of metaphor of anger

The metaphor of anger is known for its productivity and it employs two major criteria for producing the language and expressions of anger. The first criterion is the lexical items, words and expressions used to code the emotion of anger, known as the conventional linguistic expressions articulating the concept of anger. The second criterion is known as the metaphorical entailments. These metaphorical entailments produce the explanations and elaboration of the conceptual metaphors. The following diagram (1-2) explains the ontological

and epistemological aspects of metaphor of anger and how it can be articulated and described. The process of articulating and expressing the language of anger contains ontological and epistemological elements. The ontological elements are the physiological effects and the epistemological elements are the cultural effects that help create the metaphor of anger and transform the physical effect into linguistic expressions.



Body heat and blood pressure are signs of physiological effects of anger where human body responds physically to anger in forms of body heat, high blood pressure which causes agitation. They may lead to loss of control that constitutes threats to angry person and people around him. In addition, sometimes, the feeling of anger is caused by fear, which is linguistically encoded in terms of the expression of anger. “ Fear is a state of being unwell caused by certain forces like danger or anxiety which result in specific linguistic and non-linguistic encoding”(Mdheher & Abdulmajeed 2020, p.172)

How to make analysis to the metaphor of anger?

Lakoff and Kövecses (1987) designed a universal model for analyzing the metaphor of anger which is mainly composed of ontological and epistemic correspondences. The ontological correspondence matches anger to container; it is a human body that contains blood. It also matches anger to heat, fire, insanity and opposition. The relationship of correspondence is that one which is between source and target. In the ontological correspondence, the container is the body, and the heat fluid is the anger that goes through container. The target of

correspondence is always anger. The epistemological correspondence draws heavily on the conceptual metaphor that focuses on the metaphorical and metonymical relationship between container and anger. The body is always shown as a container which may contain heat fluid or fire. The heat fluid or fire that runs through container is angry. Under the umbrella of this metaphor, there are many expressions of anger which have been produced and articulated in English culture. The metaphor of anger in English culture can be analyzed in terms of ontological and epistemological correspondences. The ontological component of metaphor of anger embodies the physiological aspect and the epistemological aspect represents the cultural aspects. The metaphors of anger in English culture can be represented in the following items: Anger is heat; anger is fire, anger is insanity; anger is an opponent. This principal metaphor of anger has produced many expressions of anger in English language.

Methodology

The Arabic traditional texts introduce many expressions describing anger metaphorically. The purpose of this study is mainly to examine the expressions of anger in the Arab culture in relation to Human Body as CONTAINER and ANGER IS HEAT, FIRE, INSANITY AND OPPONENT. Therefore, the methodology of the study is qualitative and based on collecting Arabic corpus from traditional Arabic in order to put forward answers to the following questions of the study: Are the English metaphors of anger applicable to the Arabic expressions of anger? How far are they applicable to the Arabic expressions? Have they covered all expressions of anger in Arabic language? Has Arabic language included different types of metaphor of anger distinct from those used in the Western culture? In order to answer these questions, the study has collected various lexical items and conventional linguistic expressions describing the concept of anger and measures them to the models of metaphor of anger used in the English to make sure whether there are consistencies or not between those examples and their counterparts in the English culture. The corpus of the study is mainly derived from the classical text where conceptual systems have not been influenced by any other external factors from different language. Since the study is mainly concerned with exploring the expressions relating to the metaphor of anger in the Classical Arabic based on the conceptual metaphor and daily speech, the material of the study has to agree with such an objective. The study has extensively examined a large corpus of the Classical Arabic texts in order to trace the expressions of anger in Arabic. The study has examined corpus taken from Prophet's saying, Hadith, traditional book, different cultural and social books, Classical Arabic dictionaries, and some expressions taken from Classical poetry and the corpus of the study is

based mainly on the corpus used in Arabic study entitled “Anger Expressions in Arabic: Conceptual Metaphor, which is written by Al-khamash (2013)_.

The Suggested models of the study

BODY IS CONTAINER FOR HUMAN EMOTIONS

ANGER IS THE HEAT OF A FLUID IN A CONTAINER.

SUB MODEL- 1: ANGER IS HEAT applied to liquid → internal pressure and agitation

SUB MODEL-2: ANGER IS FIRE → redness of the face.

Results & Analysis

1-SUB MODEL-: ANGER IS FIRE → change in the color of the body like redness of the face is used to examine the metaphor of anger in Arabic language through its application on the following Arabic corpus:

- A- Ibn Hanbil (1999,6668) narrates that When Prophet Muhammad feels angry, his face seems as if it were poked up by pomegranates.
- B- He stood up angrily with a red face. (Ibn Hanbal, 1999, hadith No. 1539)
- C- The face of the prophet turns into red.(Al-bukhari, 2002, Hadith no.2295)
- D- I can see that your face turns into dark red due to anger.(Ibn Alhajaj, 1991, Hadith No. 3006)
- E- His face turns into dark red due to anger. (Ibn Maznur,1997)
- F- His face turns into gloomy. (Ibn Manzur,1997)
- G- His face turns into intensely dark. (Ibn Manzur,1997)
- H- If he preaches, his eyes turn into red and his anger intensifies. (Al-manawi, 1988, p.264)
- I- Omaran gets angry until his eyes turn into red. (Moselm, Hadith No. 3006)
- J- His eyes turn into red. (Ibn Manzur,1997)

The analysis of the above expressions of anger:

The Ontological foundation of anger is composed of :

It is noticed that in the above Arabic examples, anger is referred to directly as fire and it is intuitively understood as anger without even the need to reconsider the contextual realities of the text as a whole.

Source: Fire

Target: Anger

ANGER IS FIRE.

The thing turns into red is the face of the angry person.

The cause of the redness is the cause of the anger.

The redness of the face which looks like its dyeing with pomegranates is metonymic of anger since when one feels angry; his blood is physiologically repressed and the color of his skin changes into red.

Epistemological Correspondence:

SOURCE: Things can burn at low intensity for a long time and then burst into flame.

Target: People can be angry at a low intensity for a long time and then suddenly become extremely angry.

Source: Fires are dangerous to things nearby.

Target: At the limit of the anger scale, people cannot function normally.

2- SUB MODEL- 1: ANGER IS HEAT applied to liquid- ➡ internal pressure and agitation

In Classical Arabic culture, nose has been often used to express anger and its metaphor of anger can be interpreted in relation “ANGER IS HEAT,” which is seldom used to express the language of anger in the English culture. Though the physiological effects of anger can affect nose, nose is infrequently used to express the metaphor of anger in English culture. In this respect, nose’s relationship to anger is related to physiological effects of anger like tachycardia, high body temperature, the swelling of the nose, and so on. Unlike English culture, Arabic language used nose extensively to express anger.

The Ontological foundation of anger in Arabic language is as follows:

- a- His nose has holes, which means he becomes clam after he was angry. (Al-zamkhashari,1992).
- b- His nose got hot. (Ibn Sayaduh, 2000)
- c- His nose swelled, which means he gets angry. (Ibn Mazur, 1997)
- d- His anger is on the tip of his nose, which is a proverb describing an angry man. (Al-midani, 1992)

The Ontological foundation of anger is as follows:

Source: HEAT OF FLUID IN CONTAINER.

Target: Anger

The container is the nose and the body

The heat of fluid is the anger scale

Pressure container is the internal pressure of breathing by nose

Agitation is physical one.

Epistemological Correspondence:

SOURCE: the effect of rate breathing is container heat, internal pressure and agitation.

Target: the effect of intense anger is

Source: The feeling of anger is the body heat, and nostrils flaring out.

Target: when anger increases past a certain limit, pressure increases to the point at which the person loses control.

3-SUB MODEL- 1: ANGER IS HEAT applied to liquid-internal pressure and agitation

In classical Arabic, lips and jaws of the mouth are used to express anger and its metaphor of anger can be interpreted in relation to ANGER IS HEAT,” which is similar to the metaphorical expression of anger in English culture. Bagasheva (2017) that mouth including lips, tongue and teeth are used to express the metaphor of anger in both Bulgarian and English languages. Lips are used to express the metaphor of anger in English through the rapid lip movement as one tries find the right thing to say. When someone feels angry, his lips get swelled and his jaws are covered by foam. Al-tanoukhi (1987) a classist Arab poet expressed how anger is expressed metaphorically in Arabic culture in the following: *واذا هو قد انقلبت عيناه* , *وصار كالجمال الهائج* Getting angry, his eyes turn upside down, and foam poured out of mouth, and he became like agitating camel. In the above example, the feeling of anger is metonymically expressed via pouring the foam from mouth. Arabic language used foam and lips to express anger, which is introduced in the following examples:

- a. Man foamed at the mouth. (Ibn Mazur, 1997)
- b. When he gets angry, his mouth poured foams. (Ibn Mazur, 1997)
- c. His lips have swelled (Ibn Mazur, 1997)

These expressions have been used as direct expressions of anger where metaphorical language has been transformed into ordinary and established lexical items equivalent of anger. That is to say, a remarkable feature of the expressions of anger in Arabic language is that the metaphorical meaning has developed historically to be replaced by a central meaning.

4-SUB MODEL- 1: ANGER IS HEAT applied to liquid-internal pressure and agitation

In classical Arabic, teeth are used to express anger and its metaphor of anger can be interpreted in relation to ANGER IS HEAT,” which is also used in English language to express anger. In English, they say, “baring one’s teeth.” The metaphor of anger is physiologically

embodied in the grinding or biting teeth which is a response to the anger and in such a case anger is heat that causes agitation and physiological reactions and responses.

- a. I have left him grinding his canine tooth. (Al-mubard, 1987)
- b. He bites firmly. (Aljuhari, 1984)
- c. He grinds fiercely. . (Ibn Mazur, 1997)
- d. He grinds his canine. (Ibn Sayadh,2000)

5-SUB MODEL-: ANGER IS FIRE → change in the color of the body like redness

In classical Arabic, eyes are used to express anger and its metaphor of anger can be interpreted in relation to "ANGER IS fire," which is similar to the articulation of the metaphorical expression of anger in English language. English language uses eye as a metaphor for expressing the metaphor of anger like: tightness in the eyes or expression; glaring with his eyes; protruding eyes; eyes that are cold, hard and flinty; not knowing where to look or to go. The metaphor of anger is physiologically embodied in the idea that anger is fluid in container whose physiological impact turns eyes into red. Arabic culture abounds with examples of reddening of eyes as sign of anger, which is considered to be a universal sign of anger. The reddening of eyes is connected with metaphor entailing that anger is fire. The Islamic tradition seems to be congruent with the Western culture in dealing with anger as fire fluids container, which can be clearly articulated in the following rhetorical description of the Prophet Muhammad in his following hadith: "That is to say, anger is like a burning ember in the heart of son of Adam, which is clearly seen in the reddening of eyes; so whoever has such feelings should stick to ground" (Al-turmzi, Hadith no. 2191). Eye metaphor of anger also includes other physiological effects like the sharpness of look, eye's direction and so on.

6-SUB MODEL- ANGER IS HEAT applied to liquid-internal pressure and agitation

In Classical Arabic language, cheeks, chin and forehead are physical signs of anger, which is also applicable to English culture. For example, physical signs of anger can be represented in, for example, sheen of sweat on the cheeks, chin and forehead. In addition, they also include reddening of the face, frowning, noisy breathing, muscles quivering, plus speeding, heartbeat pounding, body tensing. The following examples are taken from classical Arabic culture:

- a. Eyebrows are drawn together. (Al-shaibani, 1975)
- b. I saw him lowering his eyebrows and drawing them together. (Al-azhari, 1964)

7-SUB MODEL- ANGER IS HEAT applied to liquid-internal pressure and agitation

In Classical Arabic language, hair is used to express the physical sign of anger, which is not different from that of English in which hair is also used to express anger. In English, people say, “hair trigger,” that describes one’s own strongest reaction when he feels angry. In classical Arabic people say; “he becomes angry to the extent that his hair has been shaken. In classical Arabic, they also say, احرفش الرجل which corresponds to “hair trigger.” (Ibn Manzur, 1979)

8-SUB MODEL- ANGER IS HEAT applied to liquid-internal pressure and agitation

The throat is used in both Arabic and English to express the language of anger. In English people, when people feel angry, they tend to use the expressions of throat clearing, “like overusing of *ums*, *ahs*, and other verbal hesitations.” In addition, “making odd noise in the throat” is used to express metaphor of anger in English. The classical Arabic language provides us with a similar language of anger when dealing with throat. For example, in Arabic, they say, كظم غيظا , which means “repressing his anger.” (Ibn Hanbal, Hadith No. 15637) The idea of repressing anger leads to throat clearing sounds, like overusing of *ums*, *ahs* and other verbal hesitations.

9-SUB MODEL- 1: ANGER IS HEAT applied to liquid-internal pressure and agitation

Classical Arabic language uses heart to express the metaphor of anger, which is infrequently used in English to express the metaphor of anger. Despite the idea that English language infrequently uses heart to express language of anger, which is different from Arabic culture, the heart represents a container that contains anger. In Arabic language, heart can be used to express anger as follows:

- a. His heart is full of anger. (Al-ghazali, 1995, p.305)
- b. His heart is overwhelmed by anger. (Al-tawhidi,1988, p.197)
- c. Avoid being extremely angry since the intensity of anger spoils the heart of the wise man. (Al-asbahani , 1996, p.70)

10-SUB MODEL- ANGER IS HEAT applied to liquid-internal pressure and agitation

The Arabic language uses liver and gallbladder to express the metaphor of anger which is not used in English language to express the language of anger. According to Arabic Classical medicine, liver provides gallbladder with yellow liquid to be used in digestion process. Ancient people believed that one’s ability to control his feelings and emotions is depends largely on the amount of yellow liquid in his body. That is to say, according to Arabic

Encyclopedia, when blood exceeds yellow liquid, one gets physically powerful and emotionally balanced. However, when yellow liquid becomes the dominating one, one becomes angry and loses his self-control. In this respect, Ibn Kutybia (1996, p.284) stated that anger is controlled by liver as one's mind is contained in his brain, his appetite is controlled by in his kidneys and his anger is dominated by his liver. 137. Liver and gallbladder are used extensively in Arabic culture to express the metaphor of anger:

- a. He is injured in his liver. (Al-tha'albi, 1992, p.48)
- b. His inner-self is saddened; his heart injured; his liver is matured, become powerless and his calamity has become unbearable. (Ibn Manzur, 1997)
- c. His gallbladder is broken out of his anger. (Al-tawhidi, 355)
- d. Bitterness has broken out their livers. (Al-asbani,412)

Discussion

The metonymic and figurative language of anger expressions in Arabic language has been stripped of its figurative expressions and its connotations and they have turned into denotative expressions, where the Arabic receivers understand directly their meanings. For example, in Arabic language, expressions like سفعة من غضب, تبرد لونه, تمعر, محمر الوجه, تفقأ في وجهه were used in the past to express metonymically the language of anger. However, these expressions have been considered in Modern Standard Arabic as well-established lexical items denoting the term anger. To put it simply, they are equivalents of anger. In addition, lexical items like برطم, عيس, ضرس, مكفهر, مزمهر, أنف, قطب, احرنفش which were used in the past to metonymically express the language of anger, have recently been denied their metonymic expressions and become well-established vocabulary denoting anger. It is also noted from the corpus of the study that nose, heart, face; eyes are frequently used in Arabic to express the language of anger. However, liver and gallbladder are less frequently used in Arabic language, which can be used as evidence of the universality of expressions of anger and to what extent they are identical in both English and Arabic.

In addition, the conceptual metaphor of anger seems to be identical in both Arabic and English language. For example, Anger is Heat, is used on an equal footing for both Arabic and English cultures. The Arabic tradition abounds with examples that metaphorically conceptualize "ANGER IS HEAT." For example, Prophet Muhammad says: anger is like a piece of burning wood in the heart of son of Adam, 147. In another Hadith, the Prophet says: "Anger is from Devil, and Devil is created from fire, and fire is fought by water; so if someone feels angry, he has to make ablution (Al-turmuzi, 2191). The Arabic classists always provide

examples of treating anger as heat. In his book, Ibn Masqyyia (1998, p.203) defines anger as follows: Anger breaks out in the inner-self where blood boils in order to take vengeance. Imam Alghazlai (167) writes that “God has created anger from fire and implanted it into human being and intermixed it with his nature. Therefore, when a human being disobeys God, or abstain from His objectives, the fire of anger exploded in his heart and arteries.”(Ibn Dawood, 4784). It seems that Arabic culture started from the same presupposition entailing that human body is container which includes the heat of anger.

In addition, “Anger is Fire” represents a source of multiple conceptual metaphors of anger in Arabic culture as well as English culture. The metaphor of anger is fire struck its roots deep in the Arabic culture, which can be accounted for two reasons; the first is physiological and the second is cultural implied in the mutual relationship between fire and heat. Arabic culture abounds with examples that speak metaphorically of anger as fire. For example,

“To endure the fire of anger is better than one extinguishes it by swearing and cursing.” (Imam Alghazlai, 167)

“Abstain from punishing him until you clam down your anger; then you can do whatever you like when you clam down and fire of anger gets extinguished. ” (Ibn Abd Rabuh, 1983, p.325)

“He became calm and extinguished the fire of his anger.” (Ibn Abd Rabuh, 1983, p.41)

“Politeness extinguishes God’s fire” (Al-jahiz, 2002, p.97)

“Alms extinguish God’s fire.” (Al-jahiz, 1995, p.362)

Despite the fact that the conceptual metaphor of anger as fire is a cultural metaphor, it is a universal which has also its roots in many world cultures, and this finding may be justified in relation to the physiological effect of fire. There are many Arabic texts which used the conceptual metaphor of fire to express anger. The Arabic dictionaries used many lexical items relating to fire to express the language of anger. These lexical items are basically figurative because they draw heavily on the conceptual metaphor of fire as anger. Examples of these lexical items are as follows:

Expression of anger in Arabic	English equivalence	Conceptual source
ضرم عليه وتضرم	To get extremely angry.	To set fire, which is used metonymically to express one’s feeling of anger

احتدم صدر فلان غيظا	one's anger rage.	Fire rages
حمداً فلان عليّ حمداً:	He becomes angry.	the crackling fire
فلان يأتكل من الغضب	He burns with anger	Burst into sudden blaze
استحمش	He becomes extremely angry.	When water in pot boils because of increasing heat of fire.
تحطم عليه غضبا	He becomes extremely angry.	الحطمة is one of the name of fire in Arabic and it is used metaphorically to express the metaphor of anger.
استشاط الرجل	To become over angry.	To be seared; for example, meat is seared.

“Anger is heat” is another conceptual metaphor which is used frequently in Arabic culture to express the language of anger. Heat is conceived of as a metaphor of anger because of its physiological effect on human body accompanied by a feeling of anger. However, Arabic culture distinguishes “ Anger is heat” from Anger is boiling. “Anger is heat” is related to heat generated by fire or sun; however, “anger is boiling” is related to heat generated only by increasing the temperature of liquid. Arabic language abounds with examples that regard “Anger is heat” and “Anger is boiling.” like:

- In Ras’ail’s (Messages) Al-jahaiz; “ Angry man is burnt by his anger and boiled by rage, becoming reckless with a shivering body” (1995,p.185)
- In the Ras’ail’s Al-jahaiz; “the evidence that you are extremely angry and the boiling of your heart is the strength of your movement” (1995, p.260)
- “He is filled up with rage.” (1995, p.84)

Examples of these lexical items are as follows:

Expression of anger in Arabic in Lisan Alarab Arabic Dictionary.	English equivalence	Conceptual source
حميت عليه	To become angry with someone.	Sun is getting hotter. 196

الومد	Anger	Intense hotness with the silence of wind.
وبد عليه	He gets angry with someone	Intense hotness with the silence of wind.
الوغر	Extremely infuriated, He becomes extremely envious and jealous against someone.	Extremely hot atmosphere
الرمض	Intense resentment.	The extreme hotness of stones and sand.
أتن	To speak angrily	Oven
الحروة	Vexation He is extremely vexed.	It is hotness in throat.

Anger is boiling is also used as a metaphor of anger which refers to anger as a boiling liquid contained in the human body.

Conclusion

Arabic language uses almost the same expressions of Anger which are used in English language. The conceptual metaphor of anger seems to be the same in both English and Arabic. According to the results obtained from the Arabic corpora, the metaphor of anger was regarded to be universal since it is derived from the physiological effect. The expressions of anger in Arabic are almost accounted for their relations to human body and its parts. Anger expressions are largely shaped by physiological factors, which are universal and applicable to all world cultures. In classical Arabic, lips and jaws of the mouth are used to express anger and its metaphor of anger can be interpreted in relation to ANGER IS HEAT,” which is similar to the metaphorical expression of anger in English culture. In Classical Arabic, teeth are used to express anger and its metaphor of anger can be interpreted in relation to ANGER IS HEAT,” which is also used in English language to express anger. The throat is used in both Arabic and English to express the language of anger. In English, when people feel angry, they tend to use the expressions of throat clearing, “like overusing of *ums*, *ahs*, and other verbal hesitations.” In addition, “making odd noise in the throat” is used to express metaphor of anger in English. What is more striking is that the expressions of anger seem to be identical in both English and Arabic and the role of cultural difference is kept to minim in the expressions of anger. In

classical Arabic, eyes are used to express anger and its metaphor of anger can be interpreted in relation to “ANGER IS fire,” which is similar to the articulation of the metaphorical expression of anger in English language. English language uses eye as a metaphor for expressing the metaphor of anger like: tightness in the eyes or expression; glaring with his eyes; protruding eyes. In Classical Arabic language, cheeks, chin and forehead are physical signs of anger, which are also traceable in English language. In Arabic language, the human body organs used to express anger are not limited to the external human body organs like face, eyes, lips, forehead, and hair but also include heart, liver and gallbladder. The Arabic language used body parts to express the language of anger more than the English used to do so. That is to say, in Classical Arabic culture, nose has been often used to express anger and its metaphor of anger can be interpreted in relation “ANGER IS HEAT,” which is infrequently used metaphorically to express the language of anger in the English culture. The Classical Arabic language uses heart to express the metaphor of anger, which is infrequently used in English to express the metaphor of anger. To sum up, the expressions of anger are universal across different language which belong to different world cultures.

Acknowledgement

We hereby acknowledge that this research under Project Number 2019/02/10889 is supported by the Deanship of Scientific Research, Prince Sattam Bin Abdulaziz University

References

- Al-azhari, A. (1964). *The Reformation of Language*. Ed. Abdelwahab, A & Alebedi, M. Beirut: Dar Ihya Al-turath Al-Islami.
- Al-asfahani,(1951) E. *The Virgin of the Place and the News of the Age*. Cairo: Dar Altagram wa alanashar.
- Al-asbahani, A. (1996) *The Ornaments of Patrons of Allah & the Classes of the Elites*. Cairo: Al-khanji Publishing House.
- Al-ghazali, A. (1995). *The Revival of Religion Sciences* . Indochina: Maktabat Qaryta.
- Al-ghazali, A. (2002). *Rhetoric and Eloquence* . Beirut: Dar Maqatabat El-helal.
- Al-jahiz, A. (1995). *Messages of Al-jahiz*. Beirut: Dar Maqatabat El-helal
- Al-juhari, I. (1984). *Al-sahah: Dictionary of Arabic Language* . Ed. Attar, G. Beirut: Dar Alilm.
- Al-markoub, A. & Al-ahdal, A. An Investigation of the Near-Synonyms in the Quran: A collocational Analysis. (2020) *The Asian ESP Journal*. 16(5)327-341.

- Al-midani, M. (1992). *Collections of Questions*. Ed. Abdalhameed, Cairo: Alsuna Al-muhamdyia Publishing.
- Al-mubard, M. (1997). *The Complete in Rhetoric and Literature*. Ed. Ibrahim, A. Cairo: Dar Alturmiz. Sunan Alturamzi, Hadith. 2191.
- Al-shaibani, A. (1975). *The Book of Al-jeem*. Ed. Al-tahawi, A& Alam, M. Cairo: Al-matab Al-amiryiah.
- Al-tanoukhi, A. (1987). *Light after Darkness*. Ed. Alshalgi, A. Beirut: Dar Sader.
- Al-tawhidi, (2006).A. *Morals of Two Ministers* . Beirut: Dar Maqatabat Al-hyah
- Al-tawhidi (1988) *Insights and Knowledge*. Ed. Al-Qadi. Beirut: Dar Sader
- Al-tha'albi, A.(1992). *Al-shaqwa wa elitab wa ma waqa lelekhlan wa al-ashab*. Tanta: Dar Alshahaba.
- Al-Zamkhashari, G.(1992). *The Fundamentals of Rehetorics*. Beirut: Dar Sader.
- Bagasheva, A. (2017). Cultural Conceptualizations of Mouth, Lips, Tongue and Teeth in Bulgarian and English. In F. Sharifain (Ed.) *Advances in Cultural Linguistics* (pp.189-221). Singapore: Springer Nature.
- Geeraerts, D. & Grondelaers, S. (1995). Looking back at anger: Cultural traditions and metaphorical patterns. In J. Taylor & R. MacLaury (Eds.), *Language and the cognitive construal of the world* (pp. 153–179). Berlin: Gruyter
- Ibn Abd Rabuh, A. (1983). *Al-u'aqd Al-farid*. Ed. Altrhini, A. Beirut: Dar Al-qutab.
- Ibn Dawood, A. (2009). *Sunan Ibn Dawood*. Ed. Qura, M. & Haraz, A. Cairo: Dar elresalah Al-alyemiah.
- Ibn Hanbal, A. (1999). *Almusnad. Hadith 6668*. Ed. Shuaib Al-arnaout, Cairo: Al-risala Publishing House.
- Ibn Hanbal, A. (1999). *Almusnad. Hadith 1539*. Ed. Shuaib Al-arnaout, Cairo: Al-risala Publishing House.
- Ibn Kutybia, A. (1996) *The Springs of Knowledge*. Cairo: Dar Al-kutab Al-masryiah.
- Ibn Masqqyia, A. (1998) *Tahzeeb Al-akhlaq wa Tathir Al-a'arq*. Ed. Ibn Al-khateeb. Cairo: Maqtabat Al-thaqafa Al-deenyiah.
- Ibn Manzur, M. (1997). *Lesan Alarab Arabic Dictionary*. Ed. Abdelwehab, A. & Al-ebedi, M. Beirut: Dar Ehyiaa Al-tourath Al-islami.
- Ibn Sayaduh, A.(2000) *Almuhkam wa almuhit Al-a'azam Arabic Dictionary*. Ed. Alhindwai, A. Beirut: Dar Alqutab
- Ibn Sayaduh, A.(2000). *Al-Mukhasas Arabic Dictionary*. Beirut: Ihya'a Al-turath Al-arabi Publishing.

- Kayyal, M. H., & Russell, J. A. (2012). Language and emotion: Certain English-Arabic translations are not equivalent. *Journal of Language and Social Psychology*, 32(3), 261–271. <http://doi.org/10.1177/0261927X12461004>
- Kövecses, Z., (1995) “Anger: Its Language, Conceptualization, and Physiology in the Light of Crosscultural Evidence.” In *Language and the Cognitive Construal of the World*, edited by John R. Taylor and Robert E. MacLaury, 181–196. Berlin, New York: Mouton de Gruyter
- Kövecses, Z., Palmer, G. and Dirven, R.(2002). Language and emotion: The interplay of conceptualisation with physiology and culture. In *Metaphor and Metonymy in Comparison and Contrast*, R. Dirven and R. Pörings (eds.), 133–159. Berlin/New York: Mouton de Gruyter.
- Kövecses, Z., (2010)“Cross-cultural Experience of Anger: A Psycholinguistic Analysis.” In *International Handbook of Anger: Constituent and Concomitant Biological, Psychological, and Social Processes*, edited by Michael Potegal, Gerhard Stemmler, and Charles Donald Spielberger, 157–174. New York: Springer.
- Kövecses Z. (2014) . *Metaphor and metonymy in the conceptual system*. In Polzenhagen, F., Z. Kövecses, S. Vogelbacher, S. Kleinke (eds). *Cognitive Explorations into Metphor and Metonymy*. Frankfurt am Main. Peter Lang Edition.: 15-34.
- Kulick D. 1998. Anger, gender, language shift and the politics of revelation in a Papua New Guinea village. In *Language Ideologies: Practice and Theory*, ed. BB Schieffelin, KA Woolard and PV Kroskrity, pp. 87-102. New York: Oxford
- Lakoff, G , and Kövecses, Z. (1987). “The Cognitive Model of Anger Inherent in American English.” In *Cultural Models in Language and Thought*, edited by Dorothy C. Holland and Naomi Quinn, 195–221. Cambridge; New York: Cambridge University Press.
- Lakoff, G , and Kövecses, Z. (1987) *Women, Fire, and Dangerous Things: What Categories Reveal About the Mind*. Chicago and London: University of Chicago Press
- Lakoff, G., & Johnson, M. (1999). *Philosophy in the flesh*. New York, NY: Basic Books.
- Maalej, Z. 2004. ‘Figurative language in anger expressions in Tunisian Arabic: An extended view of embodiment,’ *Metaphor and Symbol* 19/1: 51–75.
- Moselm, B. (1991). *Sahih Moslem. Hadith 3006*. Ed. Mohammed Fouad Abd al-baqi. Cairo: Dar Ihya’a Al-qutab.
- Mudheher, R. & Abdulmajeed, R. A Linguistic Analysis of the Last Words in Aircraft Black Boxes. *The Asian ESP Journal*. 16 (4) 169-190.

- Nozadi, S. S., Spinrad, T. L., Eisenberg, N., Bolnick, R., Eggum-Wilkens, N. D., Smith, C. L., & Sallquist, J. (2013). Prediction of toddlers' expressive language from maternal sensitivity and Prosocial Behaviour and Expressive Language 24 toddlers' anger expressions: A developmental perspective. *Infant Behavior and Development*, 36(4), 650-66
- Ogarkova, A. and Soriano, C. (2018). Metaphorical and literal profiling in the study of emotions. *Metaphor and Symbol*, 33(1): 19-35.



Attitude as a Tool for Critical Stylistics Analysis in Literary Discourse

Huda H. Khalil

Department of English, College of Education for Women, University of Baghdad

Email: huda.hadi@coeduw.uobaghdad.edu.iq

Bio-profile:

Huda H. Khalil is a faculty member in the Department of English, College of Education for Women, University of Baghdad, Baghdad, Iraq, since 2002. The major field of study in English language and linguistics. Has several research works in pragmatics, stylistics and discourse analysis.

Abstract

Critical stylistics has recently flourished and proved to be adequate for providing ideational meaning within discourse. The pioneer, in this respect, is Lesley Jeffries. She has reacted to the theoretical linguistic imprecision of critical discourse analysis by proposing critical stylistics model with a definite set of textual- conceptual functions as tools for critical stylistic analysis. However, Jeffries has admitted the flexible nature of the list of textual- conceptual functions that she has presented in her model (2010). She has assured that her list is open; it could be further enriched or modified by linguists without setting forwards any limitation concerning the linguistic concepts and levels to be employed in enriching or modifying the model. The present paper is an attempt to enrich Jeffries' (2010) list of textual- conceptual functions by adopting the concept of attitude as part of Martin and White's (2005) discourse semantic theory of appraisal as a methodology to critical stylistics in literary discourse. Besides, the paper presents a critical stylistic analysis to show the performance of attitude as a tool for critical stylistics in literary discourse. The data chosen is Sylvia Plath's voice play poem of "Three Woman: A Poem of Three Voices". The analysis has proved the workability of appraisal as a methodology for critical stylistic analysis in literary discourse.

Keywords: *Appraisal, Attitude, Critical Stylistics, Literary Discourse, Sylvia Plath*

Introduction

Influenced by Marxist theory of ideology, critical discourse analysis (CDA) started within critical linguistics that derives its concepts from Halliday's (1994) systemic functional linguistics (SFL) and the theories of ideologies. CDA is a "problem-oriented interdisciplinary research movement" (Fairclough et al. 2011, p. 357). It studies discourse with emphasis on how language is involved in issues like ideology and power and determines the way in which language is used for serving the interests of people in power (Alakrash et al. 2020). It is critical in the sense that the analyst adopts an explicit stance to embed the data in the society with special attention to making "self-reflections" towards the data in relation to society (Martin & Wodak, 2003, p. 6). However, Jeffries (2010, p. 2) thinks that the analytical tools of CDA are limited to those that can be easily accessed by "non-specialists" in linguistics and CDA lacks clear methodology or framework since it abandons "many of the achievements of linguistics in its scientific phase of development" (Jeffries, 2014, p. 410). As support to Jeffries' claim, van Dijk (1995, p. 22) has already made this remark about CDA:

[W]e have no a priori theoretical grounds to exclude any textual structures from expressing underlying ideological principles.... [A]ll discourse structures are involved in the functional expression of mental models of events or communicative contexts....

Jeffries (2010) has tried to provide a set of tools, within her approach of critical stylistics (CS) to compensate for the fuzziness of CDA. Text producers of literary and non-literary discourse portray the world using linguistic forms leading to the generalization "that all texts are ideological" (Jeffries, 2010, p. 6). Thus, "all text producers... produce hidden ideologies ... to persuade or manipulate" (Jeffries, 2010, p. 7). The set of tools for ideology embedding is common to all of the daily "communicative situations" (Jeffries, 2010, p. 7). In her model, Jeffries (2010, p. 14) has included "the main general functions that a text has in presenting reality". Though CDA produces methods of "text-based analysis", there is still the level of words and other structures of text that can "organize the world we experience". Texts do sometimes force the text producer to exploit certain terms to frame the language. These terms are "always ideologically loaded and ... ideologically manipulated" (Jeffries, 2010, p. 3).

Jeffries (2010) assumes that this set is more comprehensive than those adopted with CDA. She assures, There could be other tools that can be added to her list. In designing her set of tools for CS, she is motivated by the "vagueness and the lack of tools of analysis of literary studies" (Jeffries, 2010, p. 1). She is after describing the literary effect of literary discourse

through examining “questions of power and ideology in language”. Elaf & Hussien (2020), CDA is not enough since it deals with vague contextual “features of powerful language” (Jeffries, 2010, p. 1).

The tools that Jeffries (2010) provides as textual- conceptual functions are: naming and describing, representing actions/ events/ states, equating and contrasting, exemplifying and enumerating, prioritizing, assuming and implying, negating, hypothesizing, presenting the speech and thoughts of other participants and presenting time, space and society.

The present paper tries to enrich Jeffries’ (2010) list of textual- conceptual functions by adopting the concepts of attitude as part of Martin and White’s (2005) theory of appraisal as a methodology to CS in literary discourse. An appraisal is suitable as a methodology for CS because of its discourse semantic nature that enables the analyst to extend the analysis over the range of a single sentence. Besides, it provides mechanisms by which text producers can:

1. Express their attitudes, opinions, and feelings;
2. Reveal their stances and authority;
3. Maintain relation and rapport with respondents (allying with those who have common views and, at the same time, opposing others with counter opinions).

As a framework for language evaluation, the appraisal has been mainly developed by Martin and White during the 1990s as a discourse analysis approach that is concerned with analyzing the language of evaluation. It emerged within educational linguistics on the basis of cohesion and semantic analysis of discourse (Martin, 1997, p. 3). It detects aspects of meaning that give the text positive or negative indications. These aspects of meaning are linguistic tools for evaluation. Text producers employ the set of linguistic evaluative tools to reveal their attitudes towards entities, events, people, etc. (Martin & White, 2005, p. 1).

An appraisal is located in the discourse semantics stratum of language since the contextualization of an attitude extends beyond the limitations of “grammatical boundaries”. Attitudes are realized with various grammatical categories (thus, needs to surpass lexicogrammar for its evaluative identification), and, sometimes, embedded with grammatical metaphor where wording and meaning do not match (Martin & White, 2005, p. 10).

Theoretical Background

An appraisal is a tripartite discourse semantics aspect working on three systems as shown in Figure 1:

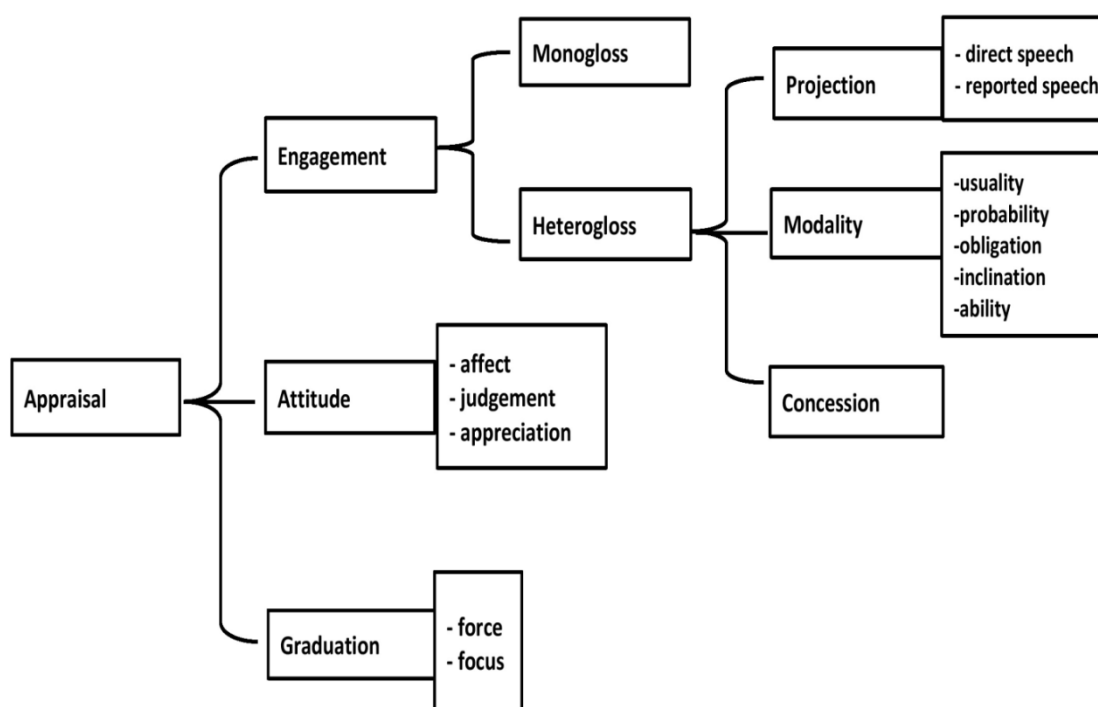


FIGURE 1: The framework of appraisal (Adopted from Martin & White, 2005)

1. Attitude

It is concerned with the evaluation of people's emotions, characters, and things (Martin & Rose, 2007, p. 27). It is gradable in that it varies in the degree of intensity that can be shown by particular resources known as *amplification*. For example, in describing *war* as being *extremely violent*, the expression *extremely* works as an amplifier. Attitude is of three types:

- A. Affect expresses people's negative or positive feelings (whether happy or unhappy, optimistic or pessimistic, confident or unconfident, etc.) and it identifies the intensity of these feelings. It is concerned with "emotions; reacting to behaviour, text/process, phenomena" where the experience of emotion is labeled as "emoter" and the emotional phenomenon is called "trigger" (Martin & White, 2005, pp. 42, 44).
- B. Judgement expresses positive or negative attitudes (approve or disapprove, praise or criticize, etc.) towards people's behaviour or characters. It is directed to ethics and social behavior (Martin & White, 2005, pp. 42, 44). Judgements could be directed to "social esteem" or to "social sanction". The former is concerned with three concepts: "normality" (how unusual someone is), "capacity" (how capable they are) and "tenacity" (how resolute they are)' and the latter deals with the two concepts of "veracity" (how truthful someone is) and "propriety" (how ethical someone is)' (Martin & White, 2005, p. 52).

- C. Appreciation is concerned with positively or negatively expressing the value of things; i. e. “evaluations of semiotic and natural phenomena, according to how they are valued or not in a given field” (Martin & White, 2005, p. 43). It is related to “aesthetics; evaluating text/process, natural phenomena” (Martin & White, 2005, p. 44). Appreciation can either be “reactions” to things (do they catch our attention; do they please us?), their “composition” (balance and complexity), and their “value” (how innovative, authentic, timely, etc.)’ the value is (Martin & White, 2005, p. 56).

Adjectives are used for the direct grammatical realization of attitude. Affect is realized through “a relational attributive process with a conscious participant involving the verb *feel*” (Martin & White, 2005, p. 58). For example:

1. It made me feel excited about achieving goals.
2. I feel excited about achieving dreams.

Judgement is manifested by “a relational attributive process ascribing an attitude to some person’s behaviour” (Martin & White, 2005, p. 59):

3. It was tough for her to recover from the trauma.
4. For her to recover from the trauma, was tough.

Appreciation is a kind of cognitive diagnosis to express an attitude towards a thing:

5. He thinks his life is a disaster.
6. It seems difficult for him to cope with illness.

Attitude might not always be expressed directly since evaluative language could also be presented implicitly through other structures evoking ideational meaning (El Sakran, 2019, p. 7). However subjective this might sound, ideational meaning is enough to lead to evaluation (Martin & White, 2005, p. 62).

2. Graduation

Attitude is gradable since its expression can have strength. For example, in *amazingly tall*, being tall is placed on a continuum to be given a high tone in relation to other possible low tone choices. English has “more resources for turning the volume up than down” (Martin & Rose, 2007, p. 42). Amplification is expressed by two kinds of resources:

1. Force: it is represented by “resources for adjusting the volume of gradable items” using words that turn the volume up or down. These can be intensifiers that compare things to show the strength of feeling towards someone or something (*very, really, extremely*). They can also be words “that include degrees of intensity, such as *happy, delighted, ecstatic*”; these are known as *attitudinal lexis* or simply metaphors and swearing instances (Martin & Rose, 2007, p. 42).

2. Focus: it either sharpens or softens attitudes towards people and things. Examples are *about, exactly, really, sort of, and kind of* which make “something that is inherently non-gradable gradable” (Martin & Rose, 2007, p. 46).

3. Engagement

Engagement is the source where the evaluation comes from. In this respect, the source can be *heterogloss*, when the source of attitude is not the text producer him/ herself, or *monogloss*, when the source is the text producer (Martin & Rose, 2007, p. 49). As for heterogloss, the writer quotes or reports what others say. Heterogloss is achieved by projection (quoting or reporting), modality (negotiating services or negotiating information), and concession (realized by “concessive conjunctions” as *but although, even if, even by, in fact, at least, indeed, nevertheless, needless to say, of course, admittedly, suddenly, in any case*, etc. and by “continuatives” as *already, finally, still and only, just, even*) (Martin & Rose, 2007, pp. 57- 58).

Appraisal and Critical Stylistic

Appraisal has already proved to be adequate for critical linguistic studies (see, for example, Caffarel & Rechniewski, 2009; Fuoli, 2015; Zhang & Liu, 2015; Arif, 2017). For van Dijk (1995, p. 22), all discourse structures are applicable for expressing ideologies that can be embedded in the attitudes furnished by appraisal. Therefore, attitude can be employed as a methodology to CS since CS revolves around the uncovering of textually embedded ideologies. This proposal goes along with Jeffries (2010) pursue to establish an organized vivid tool for CS.

It is possible to adopt attitude as a CS methodology in literary discourse through a framework that takes the theme in any literary genre as a starting point. From a linguistic viewpoint, there is nothing special about the literary discourse and the linguistic manifestations in that discourse. It could be written in a highly sophisticated and refined language or the everyday colloquial language. Conducting a critical stylistic analysis for a literary discourse is rather special in comparison with any other discourse. The literary discourse is a theme-oriented discourse that is mainly designed to educate the readers about an issue that is taken as a core; and the events, actions, characters, modes, and language depend on that core. A literary work is usually written with a moral lesson or a message that is mostly consciously designed to be delivered to societies.

Themes and moral lessons are meaning aspects that are discursively produced and can be deduced from linguistic manifestations in the form of ideologies or set of socially directed beliefs. Thus, dealing with such a discourse, a critical stylistic analyst needs to focus on that

theme and takes it as a starting point for the ideology investigation. The theme meant here is the central idea that acts as a “concept or doctrine” and the literary writer tries to persuade the readers of that concept or doctrine (Abrams & Harpham, 2012, p. 229). The theme could be explicit or thematic (Baldick, 2001, p. 258). When thematic, it occurs implicitly through the recurrence of a motif that occurs as a repeated “situation, incident, idea, image, or character-type” that reoccurs in “many different literary works, folktales, or myths” (Baldick, 2001, p. 126).

Methodology and Data Description

When adopting attitude for CS, there is a little bit different; it is considered as the general subject matter that the literary work is designed to present in the form of social, political, psychological, etc. topic/s. The subject matters are integrated with the ideologies that are discursively embedded. As for attitude, the following proposed framework clarifies the performance of CS in this respect:

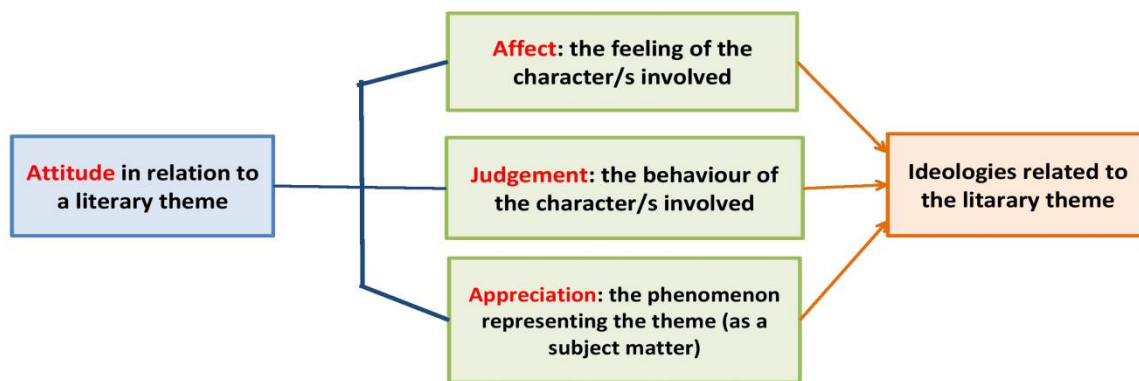


FIGURE 2: The framework for attitude as CS methodology in literary discourse

Of the appraisal theory components, attitude (affect, judgement, and appreciation) is selected as a methodology since it is the core of the theory for a language evaluation. It can be integrated within the theme of the literary work to linguistically investigate the meaning and ideologies that the literary work intends to produce for readers. As shown in Figure 2, affect can trace the feelings of the character/s towards the theme, judgement can diagnose meanings that are made clear through the character’s behavior in the atmosphere controlled by the theme, and appreciation can be directed to the subject (the theme itself). As for graduation and engagement, they are guiding factors that work with each attitude separately to provide a better projection of the attitude itself.

Sylvia Plath’s voice play poem of “Three Woman: A Poem of Three Voices” is chosen as data for analysis to prove the workability of attitude as a methodology for CS. This poem is chosen because it tackles more than one theme and is very representative of showing how attitude can work in revealing ideologies for different subjects. For the analysis, the script of the poem is taken from *The World’s Poetry Archive* (2004, pp. 137- 145). The main theme is motherhood, which is presented in a rather complex and unique way since the characters are three women in a maternity ward. They are experiencing giving birth (King Barnard Hall, 2007, p. 101). There are “three female voices”: the first \goes for “a woman who gives birth to a healthy male child”, the second is of “a woman who suffers miscarriage and loses the child” and the third voice is of “a young student who gives birth to a girl that is given away for adoption immediately” (Bassnett, 2007, pp. 214- 215). Each woman tells the story, in a monologue form, from her viewpoint that stems from personal experience. Therefore, there is no definite ideological stance but, instead, it is a complex combination of variant ideological tendencies that share the same domain of maternity agonies.

Attitude can work as a linguistic guide for three ideological directions: normal birth giving, miscarriage, and giving a baby away for adoption. Working on the discourse semantic level of language, attitude performs a fair enough task to unwrap these ideologies. The framework of attitude analysis designed for this task in the poem is presented in Figure 3:

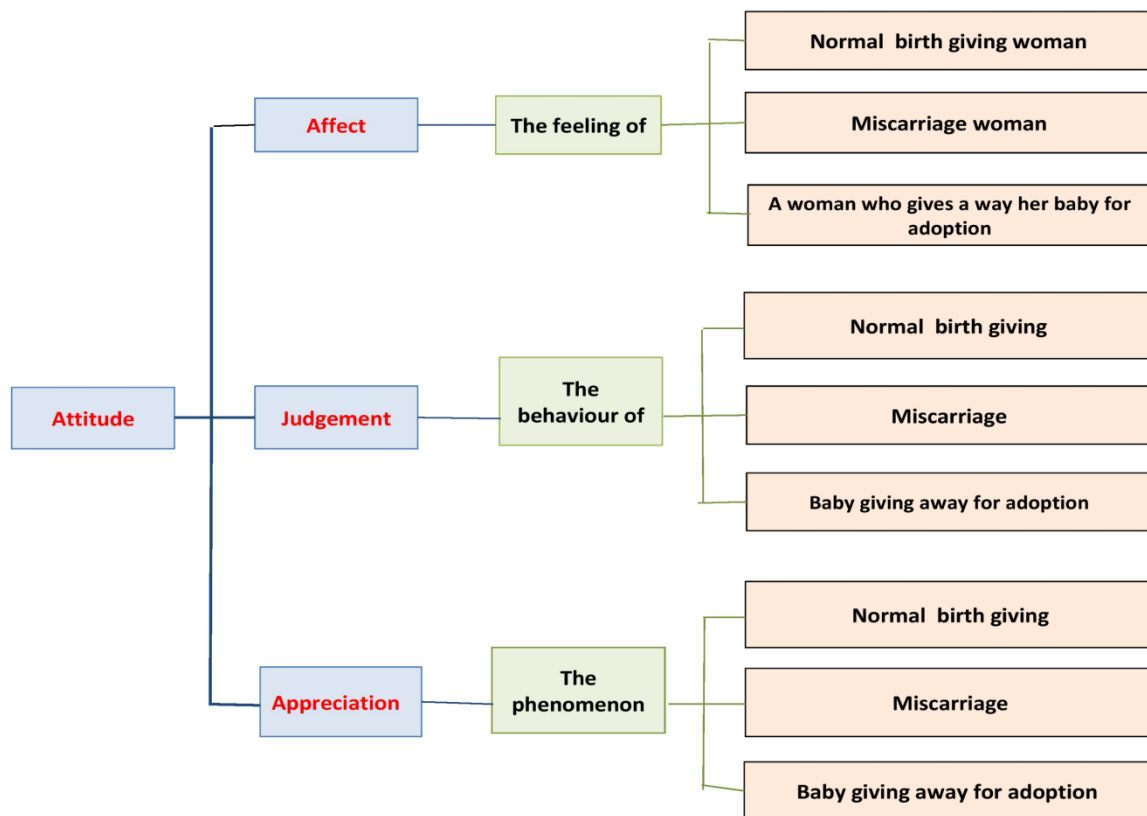


FIGURE 3: The framework of the methodology

Affect traces the feelings of the three women, judgement investigates their behavior, and appreciation evaluates the status of each woman.

Analysis, Discussion and Results

1. Normal Birth Giving: The First Voice

A. Affect: Feeling

The poem starts with a line that is dedicated to the first voice to express how it feels like being in a maternity ward and about to give birth:

1. “I am slow as the world. I am very patient”.

Affect is implicitly expressed with the predictive use of the adjectives “slow” and “patient” without the verb “feel”. The feeling of slowness and patience, in reference to the world, carries the connotative meaning of nature and normality. This is also indicated in (2) below:

2. “I am calm. I am calm”

In (2), affect is implicit in the employment of the adjective “calm”. The impression that is created by the adjective (calm) suggests the positive ideology of **tranquility**. Graduation here is adopted through force with the use of the intensifier “very” in “very patient” in (1). Such graduation helps to strengthen the affect and reinforce the ideology identified.

In (3), she expresses her happiness and positive expectations saying:

3. “I cannot help smiling at what it is I know.

Leaves and petals attend me. I am ready.”

The implicit feeling of happiness here is lexicalized in the verb “smiling” as associated with the nouns “Leaves” and “petals” to show that it is her **fertility** (the identified ideology) that makes her smile. She is positively evaluating herself. “Self-value is attractive as a social psychological construct” since it is “an influential predictor of ... happiness, satisfaction in marriage and relationships” (Alonzo, 2019, p. 83).

However, she expects to pay soon for her fertility through labour pain that starts to overwhelm her and put her on the verge of death like a seed that is about to break or a raging sea that is fighting her with its waves. This affect is implicitly expressed in the propositional content and semantic macrostructure that construct metaphor in the lines in (4). It is also explicitly expressed by the verb “feel” about *wave tug* that connotes the labour pain:

4. I am dumb and brown. I am a seed about to break.

The brownness is my dead self, and it is sullen:

It does not wish to be more, or different.

....

Waiting lies heavy on my lids. It lies like sleep,

Like a big sea. Far off, far off, I feel the first wave tug

The ideology of **painful experience** is elicited here though it represents a quite natural phenomenon. The ideology has been reinforced by the propositional content of the sentences in the lines presented in (5):

5. I am dragged by the horses, the iron hooves.

I last. I last it out. I accomplish a work.

In (5), Halliday's (1994) experiential metafunction works to express the woman's experience of birth giving. Transitivity is the tool for expressing the experience through the verbs "dragged", "last", and "accomplish". The only participant in the processes expressed by the verbs is the woman herself. She compares the experience to the circumstances of being dragged by the iron hooves of horses and she feels as if she was in the center of cruelty.

In the middle of birth turmoil, a feeling of fear appears; she's very pessimistic about the future of her baby because of the depressing political and social situation. This affect is implicitly indicated in the propositions and entailments indicated in the sentences of the lines presented in (6); She has vague fearful expectations concerning her baby's future and, therefore, the ideology of fear of the unknown becomes apparent. There is also the predictive use of "used" and "squeezed" with no existence of the verb "feel":

6. The trees wither in the street. The rain is corrosive.

I taste it on my tongue, and the workable horrors,

....

I am used. I am drummed into use.

My eyes are squeezed by this blackness.

In (7), the first voice turns to express a fearful vision she used to see during pregnancy; a vision of dreadful white eyed children that make her very concerned about not having a normal child. Then she gives birth to a normal baby and implicitly expresses her feelings of comfort, through the double use of the indicative mood expressed by the first three lines in (7). Moreover, she is not after perfection since it always attracts misfortune. This is indicated through polarity (between negative and positive statements) in the last two lines in (7).

7. I am reassured. I am reassured.

I am simple again. I believe in miracles.

I do not believe in those terrible children.

.....

I do not will him to be exceptional.

It is the exception that interests the devil.

From the attitudes expressed above, we get the ideology of **satisfaction**.

B. Judgement: Behavior

In this respect, the first voice says:

8. "I do not have to think, or even rehearse."

The judgement is related to normality and capacity as indicated in the lexicalization of the content words. Giving birth is positively judged as being so spontaneous and natural. This leads to the ideology of **spontaneity**.

Reflecting on the threats of political and social life, she judges her character as a fragile person that cannot stand still for a long time to protect her child from the continuous threats. Her judgement is indicated by interrogative sentences in (9) that raise the rate of skepticism in meaning through the interrogative mood:

9. How long can I be a wall, keeping the wind off?

....

The voices of loneliness, the voices of sorrow

....

How long can I be a wall around my green property?

The ideology of **helplessness** is so clear here.

Stating a set of propositions in (10), she judges herself as surrendering to the situation. Through modality (shall), she expresses her desire, obligation and duty to brighten her baby's life with simple domestic remedies. Accomplishment and self- satisfaction are indicated by the present perfect tense in the last two lines in (10):

10. I shall meditate upon normality.

I shall meditate upon my little son.

....

I have papered his room with big roses,

I have painted little hearts on everything.

The judgement here elicits the ideology of **working within the possible**.

C. Appreciation: The Phenomenon of Normal Birth Giving

In reacting to the value of the normal birth giving phenomenon, the first voice states:

11. Turning through my time, the suns and stars

Regarding me with attention.

The moon's concern is more personal:

....

Is she sorry for what will happen? I do not think so.

She is simply astonished at fertility.

There is the stylistic phenomenon of foregrounding which is achieved by deliberate deviation from the conventions of language use to emphasize an idea. This is indicated by the sun and the moon that are personified as humans who watch birth giving with attention. The personal attention of the moon is emphasized through focus (graduation) using “more”. The ideologies of **attention** and **fertility** are explicitly expressed in (11).

However, this positive phenomenon is not a smooth process. It resembles a wild storm that can harm nature. This indication is expressed in (12) by the predictive use of the adjectives “awful” and “cruel” that are strengthened by the comparative adjective “more”. According to these indicative lines, the ideology of **turmoil phenomenon** is achieved:

12. I am calm. I am calm. It is the calm before something awful:

....

There is no miracle more cruel than this.

No matter how cruel and harmful the world is, motherhood is appreciated as a shield that protects the child against the harmful forces. This appreciation is made by two speech acts of promise in (13) (the first two lines below) and the use of the subject complements of “river of milk” and “warm hill” (the second two lines):

13. I shall be a wall and a roof, protecting.

I shall be a sky and a hill of good....

....

And I am a river of milk.

I am a warm hill.

The two positive ideologies of **protection** and **prosperity** are clearly identifies. A contradictory appreciation is indicated with the attributive use of the adjective “terrible” in (14):

14. It is a terrible thing,

The noun phrase “terrible thing” indicates the suffering of mothers. Therefore, the negative ideology of **suffering** is elicited here.

2. Miscarriage: The Second Voice

A. Affect: Feeling

In her first speech, the second voice has implicitly declared her feelings by a set of propositions with dynamic verbs as follows:

15. I am dying as I sit. I lose a dimension.

Trains roar in my ears, departures, departures!

Two kinds of feelings are expressed here. The first is infertility that is implicitly indicated (through transitivity) in the process of the verb “dying” and the connotation of the noun “departures”. The second is bareness that is expressed implicitly (through transitivity) by the process of “losing a dimension” since it indicates losing part of her identity as a female. The negative ideology of **infertility** is indicated here.

In (16), there is the adjectival attributive use of the colours *black* and *red* that carry connotative meanings associated with her melancholic mood. The expression “red agonies” clearly refers to miscarriage as a health case associated with bleeding, pain and agony. There is self-hatred that shows the self-blame for not being able to keep the fetal. The ideologies resulted here are **melancholy** and **self-blame**.

16. I am a garden of black and red agonies.

I drink them, Hating myself, hating and fearing.

Then, the feelings of blankness and emptiness appear to reinforce the ideology of melancholy. They are indicated by the connotation of certain expressions in (17): “winter” (that carries the connotation of lethargy), “chalk light” (whiteness fills her soul with no variation of colour), “emptiness” (of places and everything) and “cessation” (of everything including the life of her fetal):

17. How winter fills my soul! And that chalk light

Laying its scales on the windows, the windows of empty offices,

Empty schoolrooms, empty churches. O so much emptiness!

There is this cessation....

In (18), the ideology of **self-blame** appears again when the second voice implicitly feels responsible for the death of her fetal:

18. “I am restless.... and useless. I, too, create corpses”.

The adjectives “restless” and “useless” are used in the predictive function to connotatively refer to dissatisfaction. Besides, the process indicated in “creating corpses” carries the connotative meaning of miscarriage.

She expresses a strange kind of feeling of **losing sex-identity** as being neither a man nor a woman, as shown in the propositional content of (19):

19. “I see myself as a shadow, neither man nor woman”.

Then, in (20), she emphasizes the ideology of **emptiness** directly with the verb “feel” in reference to “lack” that connotes emptiness.

20. “I feel a lack.”

B. Judgement: Behavior

As for judgement, the second voice has evaluated her behavior of strong **confrontation** against miscarriage as indicated in (21):

21. I have had my chances. I have tried and tried.

I have stitched life into me like a rare organ,

And walked carefully, precariously,

The judgement of confrontation is entailed from the verb “tried” that is repeated twice for emphasis. There are also implications for this judgement that are indicated in the action of “stitching life” (as an attempt to keep the pregnancy going on until the end) and “moving carefully” and “precariously”. The present perfect tense indicates the completion of attempts to save the life of her fetus.

Another judgement is the making of death that the second voice has attributed to herself. This is indicated through transitivity with the processes of losing life and making death; the agent in these processes is the woman:

22. “I lose life after life....

I make a death.”

The ideology of **self- blame** is reinforced again.

In the middle of the self- blame, hope renews as in (23). She tries to describe herself, after miscarriage, as a normal woman who goes back to normal life. This judgement is expressed by polarity through the negation of two adjectives and a noun that carry negative connotations (“ugly”, “hopeless” and “shadow”). Besides, the judgement exists in the attributive adjectives that carry positive connotation (“beautiful” and “resourceful”) and the positive entailment indicated in the proposition of “Here is my lipstick”:

23. I am not ugly. I am even beautiful

....

.... I am not hopeless.

I am beautiful as a statistic. Here is my lipstick.

....

I am no shadow

The body is resourceful.

Thus, there are the ideologies of **recovery** and **hope**. Then, there is a kind of fluctuation in these ideologies; the second voice goes back again to judge herself as a barren woman and shows the negative ideology of **bareness** which is indicated in the connotation of the adjectives “bled white”, “flat” and “virginal” in (24):

24. “I am bled white as wax, I have no attachments.

I am flat and virginal....”

C. Appreciation: The Phenomenon of Miscarriage

In appreciating miscarriage, the second voice says:

25. “This is a disease I carry home, this is death.

....

I saw death in the bare trees, a deprivation”

The kind of lexicalization has a strong indication of certain ideologies that speak of themselves.

Both “death” and “deprivation” elicit the ideology of **deprivation**.

Putting society into consideration, the second voice has consoled herself that she will not be blamed for committing something wrong, as indicated in (26). The passive voice structure, with the woman as the subject of the sentence, reveals the self-concern and conflict with society.

26. “I shall not be accused by isolate buttons,

I shall not be accused, I shall not be accused.”

The ideology of **social acquittal** is dominant here.

3. The Third Voice: A New Mother Who Gives Away Her Baby for Adoption

A. Affect: Feeling

The third voice is an unmarried student who does not have the basic requirements to raise a child. However, she has concealed a baby that she “wasn't ready” for as indicated in the microstructure (lexicalization) and macrostructure (the propositional content) of (27). Therefore, she gives away her baby girl for adoption immediately after birth and leaves the maternity hospital. Accordingly, she has produced an implicit affect reflecting on how she feels towards the situation saying:

27. “I wasn't ready.... I had no reverence.”

Another implicit affect is revealed by a strange kind of feeling of a mother towards her baby. The predictive use of the adjectives *red* and *terrible* (which refer to her baby girl) carries the connotative meaning of threat. She feels threatened by her baby girl who is given the image of a deadly wild animal. As if it was about to attack the mother, as indicated in the propositions in (28), leading to the ideology of **being threatened**:

28. I see her in my sleep, my red, terrible girl.

.....

Scratching at my sleep like arrows,

Besides, implicit instances of affect express a great deal of the feelings of the third voice as indicated in (29):

29. “I am so vulnerable suddenly.

I am a wound walking out of hospital”.

The adjectives “vulnerable” and “wound” (that refer to the woman) lead to the implicit affect of the painful feeling of abandoning the baby for adoption. This leads to the ideology of **painful emotions**, which is strengthened with the intensifier “so”.

In (29), the propositional content of the sentence in the first line carries the implicit affect of **liberty of responsibility**. The ideology is reinforced with the intensifier “so”.

The explicit affect of being “solitary” and the implicit affect of loneliness are expressed in the propositional content of the other lines that indicate the ideology of **loneliness**. This is highly indicated by skepticism through modality (“Shall I never....”) and the interrogative mood that deepens the feeling of loneliness:

30. It is so beautiful to have no attachments!

I am solitary as grass. What is it I miss?

Shall I ever find it, whatever it is?

B. Judgement: Behavior

In judging her behavior, the third voice says:

31. “I leave my health behind. I leave someone

....

I undo her fingers like bandages: I go.”

In (31), she describes her baby girl as “health” (a noun with positive connotation), and “someone” (indefinite noun). She describes her baby as inexperienced happiness. The ideology rendered here is **abandoning a dear person**, especially with the process indicated by the proposition of “undo her fingers like bandages”. The word “bandages” above carries the connotation of the innate attachment between the mother and her baby.

C. Appreciation: The Phenomenon of Giving a Baby Away for Adoption

In reacting to the whole process of abandoning a baby for adoption, the third voice starts to reflect on her state when she leaves the maternity hospital:

32. “There are the clothes of a fat woman I do not know.

There are my comb and brush. There is an emptiness.”

The semantic macrostructure of these two lines (as indicated in the propositions entailed from the sentences) elicits the sense of deterioration towards a state of ugliness. Though she has given her baby away for adoption and gone back to her previous life (“There are my comb and brush”), she’s no longer the pretty young lady she used to be (“a fat woman I do not know”). What makes the situation even worse is that there is no compensation for her loss of beauty. This is expressed in the connotation of the noun “emptiness”. The indefinite article before the uncountable noun (emptiness) is a kind of foregrounding. The purpose of such syntactic deviation is that the word “emptiness” refers to the baby herself; i.e. the mother misses her baby. The ideology of **forfeiture** is overwhelming here (Bustan & Alakrash 2020). Another ideology realized through the text is **oblivion** as indicated in (33):

33. I had an old wound once, but it is healing.

I had a dream of an island, red with cries.

It was a dream and did not mean a thing.

Lexicalization has a role in identifying appreciation. The “old wound” refers to the third women’s hard experience. However, that wound is “healing”. The word “island” refers to the baby girl who is “red” after birth as covered with blood. The baby girl is an “island” now because she is described as a “dream” that is far away and no longer exists. Therefore, the whole experience has disappeared like a dream.

As for the engagement for each of the three effects (feeling, judgment, and appreciation) for the three voices, they are all monoglots affects. They all represent the attitudes of the women themselves. Throughout the poem, the three voices are limited to the three women solely. Each one has started her own experience without reporting or referring to other sources that may affect their attitudes towards the situations.

Summing up the ideologies resulted from the application of attitude as a methodology to CS, the following table results (Alakrash & Bustan 2020).

TABLE 1: The ideologies elicited in “Three Woman: A Poem of Three Voices”.

	Ideologies					
	Positive			Negative		
	Normal birth giving	Miscarriage	Giving a newborn baby away for adoption	Normal birth giving	Miscarriage	Giving a new born baby away for adoption
Affect	tranquility		liberty of responsibility	painful experience	Infertility	being threatened
	fertility			fear of the unknown	Melancholy	painful emotions
	satisfaction				self- blame	loneliness
					losing sex-identity	
Judgement	spontaneity	confrontation		helplessness	self- blame	abandoning a dear person
	working within the possible	Hope		failing to secure solid future	self- blame	
		Recovery			Bareness	
Appreciation	attention	social acquittal	oblivion	turmoil phenomenon	Deprivation	forfeiture
	fertility			suffering		
	protection					
	prosperity					
	9	4	2	6	8	5
	15			19		
Total number of ideologies	34					

Conclusion

Attitude works well enough to produce ideologies with a high rate of objectivity. It depends on the elaboration of attitudes that cover different aspects (feelings, characters, behavior, things, and phenomenon) concerning a particular theme. These aspects could be limited to the discourse producers or expand to cover others in the domain of discourse (monoglots or heteroglossia). This flexibility of inclusion expands the range of attitudes to other participants in the same interaction. The workability of appraisal theory is guided by the flexibility of attitudes (together with engagement and graduation) to be manifested by a miscellaneous linguistic concept within single sentences and across several sentences.

In the poem “Three Woman: A Poem of Three Voices”, attitude is employed as a CS methodology to investigate ideologies related to three themes; normal birth-giving, miscarriage, and giving a newborn baby away for adoption. According to Table 1, a set of ideologies (both positive and negative) for each theme have been successfully recontextualized in the attitudes presented by appraisal. It is the discourse semantic domain that gives appraisal the ability to recontextualize beliefs and viewpoints to be linguistically presented to readers of a literary work. Attitude has proved to present a CS analysis in literary discourse working with more than one subject matter at the same time.

Attitude portrays normal birth-giving in a positive more than negative ideological stance. The positive ideologies revolve around the mother to present her positive posture according to her children. Motherhood is presented as protection, prosperity, care, love, source of creation, and source of calmness. The negative ideologies are more attributed to society, as a source of insecurity, and to the physical condition of a woman in labor. Miscarriage is also presented with positive and negative ideologies, but they all revolve around the woman herself. Though she is presented as a strong person that confronts the situation with strength and hope, she is also presented as a helpless, barren, and miserable person that has suffered from a depressing painful experience. There is also the young woman who, unwillingly, conceives and, then, gives away her newborn baby for adoption. That woman is, mostly, negatively presented as being threatened by the rage of her baby, the feeling of loneliness, missing a dear person, and insecurity (Bustan & Alakrash 2020).

Being fruitful as a CS methodology in literary discourse, attitude may also prove to be fruitful in another kind of discourse. As a discourse semantic concept, attitude can widen its employees to work effectively elsewhere. This is an invitation for researchers to investigate attitude as a CS methodology in other kinds of discourse.

References

- Abrams, M. H. & Harpham, G. G. (2012). *A Glossary of Literary Terms*. 10th Edition. Boston: Wadsworth.
- Alakrash, H. M., & Bustan, E. S (2020). Politeness Strategies Employed by Arab EFL And Malaysian ESL Students in Making Request. *International Journal of Academic Research in Business and Social Sciences*, 10(6), 10-20.
- Alakrash, HM, Razak, NA, & Bustan, ES (2020). The Effectiveness Of Employing Telegram Application In Teaching Vocabulary: A Quasai Experimental Study. *Multicultural Education*, 6(1).
- Alonzo, E. H. (2019). Ibanag Identity and Worldview through Songs: A Critical Discourse Analysis. *The Asian ESP Journal*. 15 (1.2), 76-92.
- Arif, M. (2017). Appraisal and Critical Discourse Analysis in “Baby Shark” Song Lyric. Conference on Language and Language Teaching. Retrieved December 11, 2019, from <http://semnas.untidar.ac.id/wp-content/uploads/2018/02/page-503-508-arif.pdf>.
- Baldick, C. (2001) . *The Concise Oxford Dictionary of Literary Terms*. England: Oxford University Press.
- Bassnett, S. (2007). Poetry and Survival. In H. Bloom, (Ed.). *Bloom’s Modern Critical Views: Sylvia Plath’s Updated Edition* (pp. 207- 227) .New York: Bloom’s Literary Criticism.
- Bustan, E. S., & Alakrash, H. M (2020). An Analysis of Impoliteness Strategies Performed by Donald Trump Tweets Addressing the Middle East Countries. *Global journal of social sciences and humanities* (1) 66-74.
- Bustan, E. S., & Alakrash, H. M. Gender Analysis Amongst Male and Female Malaysian Travelling Bloggers. *International Journal of Academic Research in Business and Social Sciences*,10(6),1-9.
- Caffarel, A. & Rechniewski, E. (2009). A Systemic Functional Approach to Analysing and Interpreting Ideology: An Illustration from French Editorials. *Revista Alicantina de Estudios Ingleses*. 22, 27-43.
- Carter, R. & Simpson, P. (Eds.) (1989). *Language, Discourse and Literature: An Introductory Reader in Discourse Stylistics*. New York: Routledge.
- El Sakran, T; Nunn, R. & Adamson, J. (2019). A Genre Analysis of the Schematic Structure and Linguistic Features of Reviewers’ Reports on Research Manuscripts. *The Asian ESP Journal*. 15 (3), 07-55.

- Elaf, B., & Hussien, A. (2020). Critical Discourse Analysis of Donald Trump's Tweets Addressing the Middle Eastern Countries. *International Journal of Future Generation Communication and Networking*, 13(2), 26-38.
- Fairclough, N., Mulderrig, J. & Wodak R. (2011). Critical Discourse Analysis. In T. A. van Dijk, (Ed.). *Discourse Studies* (pp. 357–378). Thousand Oaks: Sage.
- Fuoli, M. (2015). Combining APPRAISAL and CDA in the Analysis of Corporate Discourse. Abstract from 42nd International Systemic Functional Congress, Aachen, Germany. Retrieved December 30, 2019 from <https://lup.lub.lu.se/search/ws/files/6026571/7695974.pdf>
- Halliday, M.A.K. (1994). *An introduction to Functional Grammar*. Oxford: Oxford University Press.
- Jeffries, L. (2010). *Critical Stylistics: The Power of English*. England: Palgrave Macmillan.
- Jeffries, L. (2014). Critical Stylistics. In M. Burke, (Ed.). *The Routledge Handbook of Stylistics* (pp. 408- 420). New York: Routledge.
- King Barnard Hall, C. (2007). Transitional Poetry. In H. Bloom, (Ed.). *Bloom's Modern Critical Views: Sylvia Plath's Updated Edition* (pp. 99- 115). New York: Bloom's Literary Criticism.
- Martin, J. R. & Rose, D. (2007). *Working with Discourse: Meaning beyond the Clause*. London: Continuum.
- Martin, J. R. & White, P. R. R. (2005). *The Language of Evaluation: Appraisal in English*. New York: Palgrave Macmillan.
- Martin, J. R. & Wodak, R. (2003). Introduction. In J. R. Martin & R. Wodak, (Eds.). *Rr/reading the Past: Critical and Functional Perspective on Time and Value* (pp. 1- 18). Amsterdam: John Benjamins.
- Martin, J. R. (1997). Analysing Genre: Functional Parameters. In F. Christie & J. R. Martin, (Eds.). *Genres and Institutions: Social Processes in the Workplace and School* (pp. 3- 39). London: Cassell.
- Rothery, J. & Stenglin, M. (2000). Interpreting Literature: The Role of Appraisal. In L. Unsworth, (Ed.). *Researching Language in Schools and Functional Linguistic Perspectives* (pp. 222–244). London: Cornwall.
- The World's Poetry Archive (2004). Classic Poetry Series: Sylvia Plath- poems. Retrieved October 29, 2019 from <https://www.poemhunter.com/>
- Van Dijk, T. A. (1995). Discourse Analysis as Ideology Analysis. In C. Schaffner & A. L. Wenden, (Eds.). *Language and Peace* (pp. 17- 33). Dartmouth: Aldershot.

- Van Dijk, T. A. (1998). *Ideology: A Multidisciplinary Approach*. London: SAGE.
- Van Dijk, T. A. (2009). Critical Discourse Studies: A Sociocognitive Approach. In R. Wodak & M. Meyer, (Eds.). *Methods of Critical Discourse Analysis* (pp. 62- 86). London: Sage.
- Waugh, L. R., Catalano, T., Al Masaeed, K., Hong Do, T. & Renigar, P. G. (2016). Critical Discourse Analysis: Definition, Approaches, Relation to Pragmatics, Critique, and Trends. In A. Capone & J. L. Mey, (Eds.). *Interdisciplinary Studies in Pragmatics, Culture and Society* (pp. 71- 136). New York: Springer.
- Zhang, W. & Liu, W. (2015). One Coin has Two Sides: A Comparative Appraisal of New York Times and China Daily's News Coverage of Alleged Internet Hacking. *Journal of Arts and Humanities*. 4 (4), 01-15.



**William Shakespeare's A Midsummer Night's Dream:
A Light-Hearted Humorous Tone Nurturing a Feminist Undercurrent**

Mimouna Zitouni

English Department /College of Foreign Languages/ Mohamed Ben Ahmed University.

mimouna.zitouni.oran2@gmail.com

Sana Dahmani

*Translation Department /College of Languages/ Princess Nourah bint Abdulrahman
University.*

sanadahmani2@gmail.com

Salim Alshageri

English Department, College of Education, Al-Baydha University, Yemen

Bio-profiles:

Mimouna Zitouni is a native of Oran, Algeria. She is an Associate Professor in language sciences (discipline English) at Mohamed Ben Ahmed University, Oran, Algeria. She acted in 2017-2018 as a distinguished Fulbright 'SIR' visiting scholar to Coastal Carolina University (USA). She took part in several national and international conferences and published widely in well-established journals- on the subject of language use and translation studies. Dr. Zitouni is member of LdLd Laboratory and Director of ALTRALANG research team: Linguistique Appliquée, Langues de Spécialité et Traductologie. She is also the editor in chief of ALTRALANG Journal.

Former student of the Ecole Normale Supérieure de Tunis, **Sana Dahmani** received her PHD in French and comparative literature (University of Manouba and University Michel de Montaigne, Bordeaux III). After being teacher-researcher for ten years in Tunisian universities, she's now Assistant professor at Princess Noura University. She has a DELF/DALF Examiner-Corrector's license and teaches literature, French as a foreign language and translation. She

published several papers around exile literature, committed literature and feminine literature. She has also coordinated the preparation of several international congresses and symposia.

Salim Alshageri, is a university lecturer in English Language at the Department of English, Al- Baydha University. His research interests include cultural theory, critical discourse analysis, pragmatics and English language teaching.

Abstract

The current paper is a feminist-oriented reading of female characters portrayed in William Shakespeare's comedy, *A Midsummer Night's Dream*. The paper tries to show how the relationships among the male and female characters are often characterized by physical and mental oppression. Pushed by their egos, men attack women's internal emotions and force them to be victimized of political machinations. Further, this paper attempts to analyze the way Shakespeare portrayed women characters as brave, autonomous and not subservient to the male hegemony throughout the play. This study is based on a comprehensive text analysis and interpretation of Shakespeare's comedy, *A Midsummer Night's Dream* from a feministic approach. It attempts to explore the status and rights of women characters as they are depicted in this comedy. The main hypothesis of this paper is to show that Shakespeare evidently appears to extend women's rights towards his characters, however he concludes in favor of patriarchy, though on some cases, he depicts the characters from an emerging feministic point of view.

Keywords: *Feminism, Patriarchy, Subservient, Oppression, Subjected*

Introduction

When one considers reading Shakespeare's plays from a feminist approach, a light falls on the way female characters challenge the prevalent ideology of patriarchy and phallocentrism. This approach entails digging into the conditions and socio-cultural circumstances which helped construct female social identity. It seeks to show how dominant and hegemonic constructs of gender roles produce and perpetuate at the same time a reductionist discourse which relegates women and other subordinated groups to lower social and cultural status. In the light of what Donna Haraway (1991) calls "situated knowledge," our thoughts and beliefs are socially "situated." It follows that the representations of the female body and gender roles in literature is also socially constructed. Feminist critics have lent much

attention to female characters in Shakespeare's plays and unveiling the patriarchal and masculinist ideas of his culture.

In this regard, Neely et al., (1980) argue that feminist critics/readers flouted the stereotypical image of women in Shakespeare's plays and started

" to attend to female characters, compensating for the bias in a critical tradition that has tended to emphasize male characters, male themes, and male fantasies [...] The critics in this volume liberate Shakespeare's women from the stereotypes to which they have too often been confined." (p. 4)

What is even more interesting is the view of Irene Dash (1981) who not only she criticizes those critics who fail to perceive "a woman's role" but also denounces those producers who misread and deform the "portrait of the woman character that Shakespeare had intended" (p. 1-3). Neely et al., (1980) foreground the importance of the feminist project which has to "restore female identity to the texts of the plays" (p. 10) and resist the distorted conceptions of female identity as well as representations of female characters on stage.

It is undoubtable that Shakespeare's comedy, *A Midsummer Night's Dream*, involves many manifestations of feminist aspects. Moreover, there is a lot of turmoil among the lovers that is settled down at the end by marriage. Yet, if one tracks the plot line of the play very thoroughly, it is evident that throughout the play, male characters, whether human or other, regularly tormented women engaged with them. Furthermore, Shakespeare leaves numerous literary references to works in which women are exposed to the cruel treatment of men which is generally resulting in their demise. In spite of the fact that *A Midsummer Night's Dream* seems, by all accounts, to be a comedy, it is claimed that Shakespeare is imperceptibly taking a feminist point of view by bringing out a tragedy with the high measure of excrement that women need to swallow as they co-existence with men in a male-centered society (Racine, 2014).

Literature Review

There are many studies as well as critics who have examined Shakespearean comedies from different perspectives. In this viewpoint, some other studies have investigated Shakespeare's portrayal and representation of women characters from different perspectives.

Humphreys (1981), in his introduction to *Much Ado about Nothing*, has focused upon the whole aspects of Shakespeare's comedies such as language, poetry, plot construction, characterization and social realism, but he has not hit upon the depiction of female characters.

In her book, Dusiaberre (1996) has examined the nature of Shakespearean women. Therefore, she suggested that Feminism has begun with William Shakespeare. Her study is a broad and general comparative study and does not spot light on the portrayal of the individual women by Shakespeare.

On the other hand, there are some studies that have attempted to explore Shakespeare's characterization of female characters throughout his comedies. For example, Putatunda (2006) has paid attention to the basic concern of the representation of women by Shakespeare, together with other aspects of the comedies.

Krieger (1979) has examined nearly all Shakespeare's major comedies from a Marxist perception. However, the critic does not tackle the place of women in these comedies, women in a male-centric milieu are just mere commodities.

Jajja (2013) concludes that Shakespeare's comedies "reinforce the patriarchy and all the major patriarchal ideas and ideals" (p. 118). He further acknowledges that, "almost every single male character in the play is inconstant, wavering, vacillant and breaker of vows" (p. 116). This means that Shakespeare is not in favor of strengthening patriarchy, rather, he is mocking the irrationality of a male-centric society and the misery it causes over women under male domination.

Patriarchy and Feminism

Feminism and patriarchy are closely related to each other. Simultaneously, they stand against each other. Patriarchy is a form of exploiting and dominating women in the history of humankind. The basic feature of patriarchy is that it establishes stereotypes. These stereotypes are socially constructed and naturalized by the community. As an ideology, it, however, represents the supremacy and dominance of men over women. For example, men are depicted subjects, powerful, rational, strong, determinant beings (Tyson, 2014). Elseways, women are portrayed as inferior, objects, delicate, fragile, and powerless. The imbalanced power relations between men and women are supposed to be the outcome of nature rather than culture. Patriarchy results in the subordination and subjugation of women and makes them as the lesser other. It projects women as compassionate, submissive and illogical. The term patriarchy connotes the political, material and imaginative systems that capitalize power in men and marginalize women. Similar to colonialism, patriarchy establishes itself in both real and concrete levels and at the level of imagination.

There are two more terms that require scrutiny before building up other elements: 'First World' feminism and 'Third World' women. These two terms are connected to a system of

means of shaping the global relationship of the world's nations that had appeared after World War II. The indication 'First World' refers to the wealthy, mainly Western countries in Europe and America; the indication 'Second World' refers to the Soviet Union and its communist allies; while the indication 'Third World' is composed of the former colonies such as countries in Africa and South Asia which were economically underdeveloped and dependent upon the wealthy nations for their economic fortunes, (McLeod, 2020, p. 173-174).

In fact, the term 'feminism' has been used, explained and defined differently by many scholars and researchers. Some scholars used it to refer to some movements, (either historical or political) in Europe and the USA. Differently, other scholars used it to refer to the horrible conditions in which women live such a harsh and injustice life without equality and rights. The term 'Feminism' represents women's problems and sufferings as well as their dreams in equal opportunities in patriarchal societies. Zara Huda (2010, as cited in Ghorfati & Medini (2015)) argued that in a male-centric world, women have been traditionally dehumanized and there has always been a preference for males.

Feminist Criticism, examines the ways in which literature undermines or reinforces the social, political and economic status of women. Moreover, Feminism is usually defined as the advocacy of women's rights on the grounds of equality of the sexes. Feminist theory, on the other hand, interrogates the representation of women in cultural texts. It also explores the ideologies behind a certain depiction of women in various texts and why women are depicted in such a stereotypical way. Therefore, feminism attacks the whole construction of patriarchy.

The first feminist writing in the world was Mary Wollstonecraft's book "A Vindication of the Rights of Women" (1792). Wollstonecraft went against the established beliefs that women, by nature, are in secondary position and inferior to men. She argued that women should be treated as equal to men because they have equally important roles to play in the society.

The primary standpoint of feminism is that it believes that exploitation, hegemony and oppression of women is naturalized through cultural texts. Simon De Beauvoir (1949), in her book *The Second Sex*, argued that sex is biological or natural but gender is a social construct. That is, a woman is not born but she is made into a woman. No sex is superior or inferior to the other but it is the society that declares and decides such disparity between the sexes.

In his book "Critical Theory Today", Tyson (2014) characterizes feminist critique as "women's activist analysis" which "looks at the manners by which writing and other social preparations fortify or undermine the monetary, political, social and mental mistreatments of women" (p. 85). Women's oppression, whether physical, scholarly, or mental, is the consequence of their supported concealment and their thinking that they have a hopeless life.

As indicated by women's activists, everything, including political, social, psychological, and residential structures concerning women are confined and formed by the existing male-centric culture. It is this societal hierarchy that has made females acknowledge male mastery. It is acculturation that has made women accept a male-controlled society. Things like religion, folklore, class, customs, and societal taboos contribute to determining the status of women. One may not be right to state that it is this distinctive social marvel which propagates female generalization and male predominance over them (Margret, 2005).

A Midsummer Night's Dream is classified as a festive comedy, but it also contains unhappy, bitter issues of oppression and forced marriage that undoubtedly problematize this comedy. In Shirley Nelson Garner's analysis of the play, (1981), patriarchy dominates and disrupts female bond; women are forced to submit and patriarchal domination perpetuates. Linda Bamber, (1982) thinks that the comedies are marked by an absence of conflict – the heroine is never forced to choose between the father and the lover.

In the very first scene, Shakespeare presents the King of Athens, Theseus and the Queen of the Amazons, Hippolyta, discussing their up-and-coming wedding (Shakespeare, 1.1w, p.1-10). In relevance to the theme of women suffering under the rule of patriarchy, Shakespeare could not have chosen other two better characters. According to the myth of their marriage, in the beginning Hippolyta refused Theseus. However, after her refusal, Theseus kidnapped her from the Amazons, married her and abandoned her for another woman, Phaedra. As a result, Hippolyta went back to the Amazons and gathered her female army. She angrily attacked Theseus' wedding with Phaedra, but unfortunately Hippolyta and her troops were defeated and were all slaughtered. This incident shows how Theseus denotes the suffering, agony and torture that men put women through. Louis Adrian Montrose (1983) explains that, "his [Theseus] habitual victimization of women, the chronicle of his rapes and disastrous marriages, is a discourse of anxious misogyny which persists as an echo within Shakespeare's text" (75). Theseus himself admitted this hatred for women when he informs Hippolyta that he had won her love by his 'sword' not by compassion. This means using force, which is a recurring theme in the play, and thus "doing thee injuries" (Shakespeare, 1.1, p.17). Accordingly, to highlight the theme that women under the male hegemony suffer tragically, Shakespeare shows Theseus as the ruling authority of the play.

Key to a feminist reading of *A Midsummer Night's Dream* is the tale of Theseus's conquest of the Amazons by the Duke in Act 1 because it foretells the experiences of the other female characters in the play:

Hippolyta, I woo'd thee with my sword,

And won thy love doing thee injuries;
But I will wed thee in another key,
With pomp, with triumph, and with reveling. (Shakespeare, 1.1, p.17)

The reference to Greek mythology is central to the idea of female rule as Hippolyta reigned over her female society. Calderwood draws on the symbolic import of the Amazons which alludes to “a feminine world rich with all the mysteries of fertility, conception, pregnancy and birth that women can treat with easy familiarity” (416). Antagonistic attitudes towards the nature of the Amazons were spread in Elizabethan England. They were seen as “brave” and “unnatural” at once (Williamson 366). The battle between Theseus and Hippolyta is seen as illustrating “the idealized figure of the female warrior” and “the paradigm of the unruly woman” (Paster and Howard, 1999, p. 192) at the same time. As Kinney argues in his review of *Conduct Literature for Women 1500-1640*, the official state-church “Homily on obedience” starkly opposes proper and decent female behavior to the Amazons: “I had rather thou shouldn't stay at home, than with such *Amazons* abroad to roam, and wisely learn, if thou to fight be prone, to fight against thine own corruption” (qtd. in Kinney, 2001, p.265). Despite the fact that these warrior women do not fit the social model of patriarchal England, it nevertheless, gave readers and the audience to develop critical attitudes against the social order as established by patriarchal tradition. The great interest in Amazons gave rise to the necessity to maintain the “domestic order” (Paster & Howard, 1999, p. 198) which is pivotal in preserving the general “cosmic order” in the Elizabethan world (Tillyard, 1943, p.15).

What retains attention is Hippolyta’s silence and absence of voice. Angela Pitt (1991) asserts that “the only aspect of Hippolyta’s personality in *A Midsummer Night’s Dream* that is revealed is the acceptance of her husband’s superiority” (p.174). This attests to the powerful patriarchal order in Elizabethan society. Montrose (1983) alludes to Paul Olson’s 1958 essay about the play and court marriage, noting this notion of male dominance is “in harmony with doctrines of Tudor apologies for the patriarchal family: marital union implies a domestic hierarchy; martial harmony is predicated upon the wife’s obedience to her husband” (Montrose, 1983, p. 61).

What is interesting to note, though, is Montrose’s reading of the play as “a source of cultural production” in his seminal essay, “Shaping Fantasies” (Montrose, 1983, p. 61). He shows how the Elizabethan court is seen in contradistinction of the socio-political reality as established in *Midsummer Night’s Dream*. This idea of “cultural production” emanates from staging a dynamic of power relations between “male dependency upon women,” “male control over women”, the “social reality of the player’s dependency upon a queen” and the

playwright's "control over a queen." In this regard, Simon Forman's dream of serving and manipulating Elizabeth, Montrose's claim is seen in the light of the relationship between Bottom and Titania. As he writes,

"[the] fantasy of male dependency upon woman is expressed and contained within a fantasy of male control over woman; the social reality of the player's dependency upon a Queen is inscribed within the imaginative reality of the dramatist's control over a Queen." (p.65)

There is another incident that reveals the paternal or patriarchal authority over women. Precisely, when Hermia's father, Egeus, requests the Duke of Athens to impose the law that allows him to kill his daughter in case she refused to marry the man whom he chooses. On the other hand, Hermia's defiance, rejection and refusal of her father, was an event that had far larger implications that threatened the patriarchal authority. The author, David Cressy (as qtd. in Racine, 2014, p. 3) has observed that "the father's role was to facilitate, not to impose." This is the social harmony that Hermia's father, Egeus, violates because he strictly sticks to the ancient privilege of Athens.

Shakespeare, however, calls into play the fairy woods as a "matriarchy" (Buccola, 2010, p.147) where Helena and Hermia move to. Hermia defies her father, the duke, and elopes with Lysander. Helena, told the secret of the elopers (Hermia and Lysander), confides the secret plan of Hermia and Lysander to Demetrius and, the following night, they follow the escaping lovers into the woods. The setting and the female characters' escape exemplifying the claim of agency and free subjectivity as both female characters stick to their love and desires and the setting illustrates a place where women are influential. In "'The Story Shall be Changed': The Fairy Feminism of *A Midsummer Night's Dream*," Buccola (2010) writes:

"Situated on the margin of the patriarchal Athenian city-state, the fairy wood is a place where these defiant young women are free to explore not only another world and mode of life, but the gender-role inversions that Helena invokes as she soliloquizes about her plan to flee Athens and its oppressions. The fairies and the women who are aligned with them, their ambiguous natures, and their subversive activities serve as presentations of alternatives that are not dismissed or appropriated by the existing patriarchal system in the last act simply because that system still exists. This is particularly clear when characters such as Oberon

(whose love juice has helped Hermia and Helena to the spouses they fought patriarchal order to obtain), Titania, and Puck have the last words in the play". (p.148)

Helena and Hermia instantiate "female intransigence" (Buccola, 2012, p. 174) as they show willful determination to fulfill their love relationship with Demetrius and Lysander, respectively.

Beyond referencing a mythological character known for his horrible treatment of women, the opening scene itself is a mockery of patriarchy itself, and the harm that it inflicts on women. Egeus, father of Hermia, is pleading his case that his daughter should have to marry the man of his own choosing, which he believes should be Demetrius. Hermia, opposing her father's demand, argues that she should have the right to give her love and body as she sees fit, which she has already given to Lysander (Shakespeare, 1.1, p. 38-82). However, Egeus' argument has no foundation other than acting to preserve his own patriarchal authority, as Lysander points out that, either financially or socially, he is on equal footing with Demetrius except that he is "beloved of beautiful Hermia" (Shakespeare, 1.1, p. 99-104). Egeus acts irrationally, obsessed only with preserving his dominance over Hermia, even if that means sacrificing her well-being. In her article, "Law of the Father," Stephanie Chamberlain (2011) supports Egeus' lack of concern for his daughter, writing that, "What apparently motivates Egeus to disregard a daughter's wishes is neither concern for her happiness nor her future economic or social well-being; it is rather the 'ancient privilege of Athens,' the law of the father that forces this confrontation before the court of the Duke" (34). In this scene, Shakespeare is not only mocking the irrational behavior of Egeus, but also taking a feminist standpoint by ridiculing the harm that the laws of a patriarchal system can have.

In the play, Hermia is a powerful, independent woman. Her father, Egeus, drags her to court as to compel her to marry Demetrius but not with her beloved, Lysander. If she would not obey and surrender to her father, the law of the kingdom would punish her with either death or to be a nun in a church. Hermia without taking an aggressive stand, tells Theseus, the king, and her father that her soul "consent not to give sovereignty" of itself to another person including the ruler of the kingdom. These words indicate her boldness and her free spirit. The ability to express oneself with such clarity depicts the self-awareness of a woman. They know what society expects from them but they know their own minds.

The play begins to lose its aura of comedy when Egeus's martial quarrel with Hermia is compared to the actual happenings of 17th century life. Chamberlain (2011) describes the "extraordinary measures" one father took to bring a disobedient daughter under control:

The infamous 1617 case involving Sir Edward Coke is perhaps illustrative. Accompanied by armed horsemen, Coke purportedly broke into a kinsman's house where his daughter Frances was hiding with her mother, Lady Elizabeth Hatton. Frances was subsequently imprisoned where she was verbally and physically assaulted until she agreed to marry the suitor Coke had selected for her. Coke's abuse, while no doubt extreme, does illustrate the measure at least one early modern parent undertook to force obedience to patriarchal authority (p. 33).

Though a different approach than Sir Edward Coke, Shakespeare still has Egeus act just as irrationally to maintain his authority over Hermia, going as far as threatening death if she does not comply (Shakespeare, 1.1, p. 43-44). Moreover, with both Egeus' and Coke's extreme parenting, they each show little self-possession. If the foundation of patriarchy is based on men being "rational, capable and competent beings," both Egeus and Coke demonstrate the absurdity of the superiority of men. It is this tragic reality of what happens to women who follow their hearts that Shakespeare sought to "quietly" address in his comedy, using the stage to provide a scene for audience members to reflect on how absurd men can be in their treatment of women, especially when it comes to their own authority.

Even in the supernatural realm of the fairies, as in the realm of men, if women defy the authority of men then they too are subjected to a harsh response. Mirroring the strife between father and daughter, Shakespeare has a conflict between husband and wife that begins when Oberon, fairies king, perceives that Titania, fairies queen, has challenged his authority by claiming a changeling boy (Shakespeare, 2.1, p. 20-26). Furthermore, as with Egeus pleads his fatherly rights to Theseus, Oberon makes the same case to Titania, telling her that the boy is his because is he not "thy Lord?" (Shakespeare, 2.1, p. 63). In response, Titania makes an argument that goes beyond authority, as the child was born to a friend who died at childbirth, and it is for her sake that Titania wants to raise the boy (Shakespeare, 2.1, p. 128-137). However, as with Hermia's plea, her argument falls on deaf ears, and Oberon is not moved but slighted by her disobedience, vowing to "torment thee" for merely injuring his pride (Shakespeare, 2.1, p. 147). While Shakespeare has switched from the natural to supernatural world, the rule of patriarchy remains. The result is the same as before. Oberon, acting only to sustain his own authority, leaves Titania the option of either submitting to his authority or being punished for her defiance. By having Oberon mirror Egeus, Shakespeare yet again shows the suffering women endure while living under the rule of a patriarchal man.

The punishment that Oberon inflicts on Titania has a humorous irony, whereas Shakespeare appears to be sympathizing with the plight of women for having to deal with men that are, for the most part, stupid and obstinate. Out of the many animals that Puck can turn Bottom into, he chooses to turn him into an ass (Shakespeare, 3.1, p. 103-106). However, if *ass* is defined as “a stupid, obstinate, or perverse person,” in light of both the perversion and obstinacy that Oberon displayed, Titania is left with the choice of either obeying an ass or being forced to love an ass. On top of that, Bottom does not even need transformation to become an ass, as his stupidity is seen with his believe that the ladies will be terrified by a fake lion during a play (Shakespeare, 3.1, p. 30-31). Ironically, whether Titania is married to Oberon or enchanted with Bottom, she is bound to an ass. However, this horrendous option is not just limited to Titania. With Hermia, since she cannot choose for her own husband, she has the option of either obeying her father, whose stubbornness makes him behave as an ass, or she can listen to Theseus, who perversion when dealing with woman makes him also quite the ass.

Even Demetrius and Lysander behave as asses in their pursuit of Helena. Though both are enchanted to be in love, this enchantment does not dictate how they pursue that love. Yet the men still behave quite “stupid, obstinate, and perverse” in their pursuit of Helena, going as far as purposing a sword duel to determine who has rights over Helena (Shakespeare, 3.2, p. 335-338). Interestingly enough, neither Demetrius nor Lysander ask Helena to choose between them, deciding to win her love by drawing swords. On the whole, beyond being “inconstant, wavering, vacillated and breaker of vows,” nearly every male character in the play is an ass. On the one hand, Shakespeare is mocking the absurdity of a patriarchal society, showing that the superiority of men is an asinine ideology. On the other hand, Shakespeare takes a feminist perspective, empathizing on the plight of women, who are prey to suffering for having to live in a world ruled by asses.

Mirroring the numerous scenes where women suffer from the stupidity of males, Shakespeare continues to include references to classics where a woman’s love for a man ends tragically for that woman. As Shakespeare incorporates the ultimate ravisher of woman, Theseus, he also makes reference to one of the most ravished women in all of mythology when Hermia mentions the “fire which burned the Carthage queen” (Shakespeare, 1.1, p. 173). In the *Aeneid*, the Carthage queen, Dido, kills herself after being abandoned by Aeneas, both stabbing herself with a Trojan sword as she burns herself alive. Dido madness, however, does not just come about, and is the result from the constant torment of men, as Virgil (2006) writes that, “The queen—too long she has suffered the pain of love, hour by hour nursing the wound with her lifeblood, consumed by the fire buried in her heart (p. 150-151). Shakespeare references a

woman who is burned alive for her love of men to emphasize echo the hidden theme of the play, which is the suffering women endure for their love of men.

This fiery heart of Dido's foreshadows the fiery heart of both Helena and Hermia after being abandoned by their lover. Paradoxical to the enchantment of men, neither woman needs to be enchanted by Puck. Why? Their love of men and ensuing misery is a natural process. Shakespeare first makes this evident with Helena's pursuit of Demetrius, who has "won her soul" and tossed her aside (Shakespeare, 1.1, p. 106-110). In spite of this, Helena cannot let go of her love and pursues Demetrius with a fiery heart equal to that of Dido's, as she states that, 'I'll follow thee, and make a heaven of hell, / To die upon the hand I love so well' (Shakespeare, 2.1, p. 243-244). Furthermore, Lysander's abandonment of Hermia drives her into hysterics, as she tells Lysander that "what, can you do me greater harm than/ hate?... Since night you loved me; yet since night you left/ me. / Why, then you left me—O, the gods forbid! —." Though neither Hermia nor Helena is physically burned alive, as with Dido's internal struggle, both women are nearly consumed by their fiery love for Lysander and Demetrius until Puck intervenes. Nevertheless, once more, Shakespeare parallels his play to a tragic reference where a woman suffers tragically for her love of men.

While the resolution of conflict and the marriages at the end of the play suggest a comedy, nowhere does the lurking tragic themes that Shakespeare constantly echoes gets addressed. In other words, for the woman of the play nothing gets resolved. In regards to the harm that a patriarchal society does that to woman, tragically, nothing changes, as Chamberlain (2011) explains:

"While Hermia certainly gets her man by play's end, I'm not certain that she truly gains control over her body. It may well be argued that none of the female characters assumes sexual sovereignty. The defeated Hippolyta is claimed in marriage by her conqueror. Oberon subdues the willful Titania to his authority. Helena is restored to Demetrius. Yet it is Oberon's potion that restores his displaced lover to her. Lastly, it is Theseus who orders that all 'these couples shall eternally be knit' (4.1, p. 178). Patriarchy, in fact, seems alive and well by play's end" (p.37).

On top of that, for the wedding ceremony, Theseus specifically asks to see the play *Pyramus and Thisbe* (Shakespeare, 5.1, p. 76). Though the mechanics' acting makes the

production abysmal, for what has transpired between each newlywed, the theme of the play selected is imperative, for Theseus has selected a play about “fire of love” (Ovid, 1961, p. 101).

Ironically, Shakespeare has the lovers watch a play where Pyramus’s and Thisbe’s desperate act is fueled by their parents attempt to stifle their love, mirroring both Egeus’s and Theseus’s sanction over Hermia and Lysander. By the end of the play, the recklessness of Pyramus causes the demise of Thisbe (Ovid, 1961). Finding her bloody veil, Pyramus assumes Thisbe has been devoured by a lion. Instead of thinking things through, he pulls out his sword and stabs himself. When Thisbe returns to find him dead, she goes mad and, to be with Pyramus, she stabs herself with his sword. The parallels are uncanny, as not only do the two men nearly kill each other with their eagerness to draw swords, but their abandonment of Hermia and Helena nearly drive both women mad as well. On the whole, the play offers the men many lessons to learn and reflect on. However, they gain no deeper understanding from the lessons within the production of *Pyramus and Thisbe*, mocking the atrocious acting (Shakespeare, 5.1, p. 227-232). It is no wonder that Shakespeare leave both Hermia and Helena deathly silent in the closing scene, in addition to forfeiting their sovereignty, the men find a tragic play, where the rashness of man leaves the woman in ruins, nothing more than comical.

Though Shakespeare’s play seems to be a comedy, in light of constant mistreatment of women throughout the play, it is arguable that the main objective of Shakespeare was to mirror the tragedy that living in a patriarchal society has upon women. Throughout the play, Shakespeare leaves tragic overtones, making several references to tragic figures that parallel the hardships suffered by Helena and Hermia. Furthermore, while scholars maintain that Shakespeare's play reinforces patriarchy, the obstinate of each male character suggest Shakespeare is mocking the superiority of men. While all this conflict seems to have been resolved by the end of the play, nothing changes for the women. They are still stuck under the rule of patriarchy, and no lessons have been learned by any of their men. Thus, hidden within Shakespeare’s enchanting comedy we find the tragedy that, as men struggle to either change or hold on to their destructive ways, women are sentenced to suffer for the mere fault of loving mankind.

Shakespeare: a feminist

Shakespeare used mixed-dressing in a number of his plays. Either men are dressed as women or women are dressed as men. Generally, a number of around one-fifth of Shakespeare's thirty eight known plays contain gender disguises. During Elizabethan times, the influence of this gender disguise was that women's roles were played by young male actors. No one knew

why Shakespeare was so intrigued by the idea of mixed dressing. But there seem to be two general assumptions: Shakespeare may have relished the comedic taste of a male character dressed up as a woman or a female character dressed up as a man. Or, Shakespeare was secretly a feminist. Actually, many of Shakespeare's female protagonists are depicted as smart, talented and strong women who dare challenge the hardships. This may suggest that he was an early feminist.

Shakespeare seemed to recognize that social boundaries were not always impartial and helpful to women to be capable and intelligent. This device of mixed dressing is used by Shakespeare to highlight the idea that women are as proficient and competent as men, indeed. There are some instances of Shakespeare's female characters who are dressed as men as: Rosalind in *As You Like It*, Viola in *Twelfth Night*, Portia in *The Merchant of Venice*, and Julia in *The Two Gentlemen of Verona*, (Haniph, 2017). The purpose of dressing them like men is to perform tasks that could not naturally performed by women. Consequently, they were able of performing such tasks without losing their femininity.

More to the noticeable presence of female characters in Shakespeare's plays is the "structural tension at the heart of Elizabethan society: It was anomalous for a patriarchal society, founded upon and organized around the subordination of women, to be ruled by a female monarch" (Paster & Howard, 1999, p.188). On her part, Germaine Greer observes how Elizabethan social culture is "madly interested in marriage [but] ruled over by an unmarried Queen who alternately claimed she was married to the state and a pure and magical virgin" (p.164). This is very unsettling as to the "pervasive cultural presence" (Montrose, 1983, p.62) of Queen Elizabeth I who was considered as "The woman to whom all Elizabethan men were vulnerable" and the one who "helped to mold English culture" (Montrose, 1983, p.75). There were socio-cultural dynamics between Shakespeare's theatre and real-life cultural politics. In this regard, critics as Paster & Howard weave affinities between Hippolyta, the Amazon ruler, and Queen Elizabeth I. As they note, "The comparison was apt [...] like an Amazon, she governed, lived in a female community and ultimately secured her own succession" (p.199). The most famous resemblance between Queen Elizabeth I and the Queen of the Amazons manifested itself in the change of her dress from courtly dress to military garb. McDonald (2001) pointed out that "Elizabeth made a triumphant appearance among the English troops [...] she arrayed herself in armor, rode boldly through the assembled militia, and inspiringly addressed the cheering men" (p.313). To read Shakespeare's plays through a feminist perspective sounds anachronistic but the construction of female characters calls attention to self-empowerment, agency and problematic subjectivity. Noteworthy, too, is the cultural

dynamics Shakespeare's theatre fans out in a patriarchal society where gender and family relations as well as relations between theatre and audience are negotiated and looked at through various lenses.

Conclusion

To conclude, it can be said that Shakespeare did not claim to be a feminist in modern sense but his concerns about women display his dispassionate observation of women's roles in the world. Shakespeare was quite aware of the virtues and strengths of women. Moreover, he was conscious that women suffered a lot, they could not protest or fight against these evils. Shakespeare's humanistic approach makes him sympathize with women, giving voice to their miseries.

This paper has found that women characters presented in this comedy are lesser and inferior to men. Besides, in society women have not occupied the same equal social, political and economic positions with men. But rather, they are represented as creatures of passion and irrationality. They do not have the ability to tackle serious issues and challenges with male characters. This play has shown that women are presented as weak, dependent and without decision. They do not have even the genuine freedom and liberty and all major decisions about their lives are taken by men without them being ever consulted. Even though the woman in this play went against the rules of being a woman in his society of his time, it is fair to call him a "feminist". It has frequently been said that Shakespeare was genius because even today people read his plays and discuss different modern approaches of recent time about which Shakespeare had already talked in his works.

Acknowledgements

This research was funded by the Deanship of Scientific Research at Princess Nourah bint Abdulrahman University through the Fast-track Research Funding Program.

References

- Andersen, Margaret L. (1983). *Thinking about Women: Sociological Perspectives on Sex and Gender*. New York: Macmillan.
- Bamber, L. (1982). *Comic Women, Tragic Men: A Study of Gender and Genre in Shakespeare*. California: Stanford University Press.
- Beauvoir, Simone de. (1949). *The Second Sex, Woman As Other*, NRF essais, Gallimard, New York. Vintage Books (2011).

- Buccola, Regina. (2010). "‘The Story Shall be Changed’: The Fairy Feminism of A Midsummer Night’s Dream." In Harold Bloom. Ed. *William Shakespeare’s A Midsummer Night’s Dream*. New York: Infobase Publishing.
- . (2012) "‘None but Myself Shall Play the Changeling’: Fairies, Fortune-Tellers, and Female Autonomy in *The Spanish Gypsy*." *Preternature: Critical and Historical Studies on the Preternatural*, 1 (2), 173-196.
- Chamberlain, S. (2011). "The Law of the Father: Patriarchal Economy in A Midsummer Night’s Dream." *Journal of the Wooden O Symposium* 11 (2011): 28-40.
- Dash, Irene G. *Wooing, Wedding and Power: Women in Shakespeare’s Plays*. New York: Columbia University Press, 1981.
- Donna, Haraway. 1991, "Situated Knowledges." In *Simians, Cyborgs, and Women*, New York: Routledge.
- Dusinberre, J. (1996). *Shakespeare and the Nature of Women*. New York: Palgrave Macmillan.
- Garner, S. N. (1981). "A midsummer night's dream: ‘Jack shall have Jill;/ Nought shall go ill’." *Women's Studies: An Interdisciplinary Journal*, 9 (1): 47-63.
- Ghofrati, A. Medini, R. (2015). "Feminism and its Impact On woman in the Modern Society" <http://dspace.univ-tlemcen.dz/handle/112/7902> (consulted December, 18, 2020)
- Haniph, N. (2017). "Feminism in Shakespearean Literature: Comparison of Elements of Feminism and Misogyny in Selected Plays." *Research Journal of English Language and Literature*. (RJELAL). Vol. 5, no. 1.
- Humphreys, A. R. (1981). *Introduction to Much Ado About Nothing*. London: Methuen.
- Krieger, E. (1979). *A Marxist Study of Shakespeare’s Comedies*. New York: Palgrave Macmillan.
- Kinney, Arthur F (2001). "Review: Constructing Proper Womanly Conduct." *Conduct Literature for Women, 1500-1640*. By William St. Clair, Irmgard Massen. *The Huntington Library Quarterly* 64.1/2: 261-273.
- Jajja, M. A. (2013). "Women in Shakespearean Comedies: A Feminist Perspective." *Journal of Educational Research* (1027-9776), 16 (2).
- Mary, W. (1792). *A Vindication of the Rights of Woman*. Boston: Peter Edes.
- McDonald, Russ. (2001). *The Bedford Companion to Shakespeare*. Boston: Bedford/St. Martin’s.
- McLeod, J. (2020). *Beginning Postcolonialism*. Manchester: Manchester University Press.

- Montrose, L. A. (1983). "‘Shaping Fantasies’: Figurations of Gender and Power in Elizabethan Culture." *Representations*, 2: 61-94.
- Neely, Carol, Greene, Gayle, and Lenz, Carolyn, ed (1980). *The Woman’s Part: Feminist Criticism of Shakespeare*. Urbana: University of Illinois Press.
- Ovid. (1961). *Metamorphoses*. Trans. Sir Samuel Garth. New York: The Heritage Press.
- Paster, Gail Kern and Skiles Howard, eds (1999). *William Shakespeare, A Midsummer Night’s Dream: Texts and Contexts*. Boston: Bedford/St. Martin’s.
- Pitt, A. (1991). *Shakespeare’s Women. Shakespeare and Feminist Criticism: An Annotated Bibliography and Commentary*. Ed. Philip C. Kolin. NY: Garland. 172-175.
- Putatunda, S. (2006). *Shakespearean Comedies*. Atlantic Publishers & Dist.
- Racine, D., (2014). "Feminism in A Midsummer Night’s Dream: A Comedy with Tragic Consequences". https://www.academia.edu/10182342/Feminism_in_A_Midsummer_Night_s_Dream_A_Comedy_with_Tragic_Consequences (consulted December, 18, 2020).
- Shakespeare, W. (1988). *A Midsummer Night’s Dream*. Ed. Wolfgang Clemen. New York: Signet Classics.
- Shirley, Nelson Garner. (1981). "A Mid- summer Night's Dream: 'Jack shall have Jill;/ Nought shall go ill ". *Women's Studies*, 9: 47-63.
- Tillyard, E.M.W (1943). *The Elizabethan World Picture*. London: Chatto.
- Tyson, L. (2014). *Critical Theory Today: A User-Friendly Guide*. New York: Routledge.
- Virgil. (2006). *The Aeneid*. Trans. Robert Fagles. New York: Penguin Books.
- Walters, M. (2005). *Feminism: A very short introduction* (Vol. 141). New York: Oxford University Press.



**Metalinguistic Negation among French L2 Learners:
Evidence from Eye-tracking Experiments**

Dr. Hakima Guella¹

Dr. Géhane Essawy²

Dr. Hind Alotaibi²

Nora Al-Ageel³

Dr. Anne Reboul⁴

¹College of languages, Translation Department.

Princess Nourah bint Abdulrahman University

²College of Languages and Translation, King Saud University

²Academy of Arts, Egypt

³College of computer sciences, King Saud University

⁴Institute of Cognitive Sciences-Marc Jeannerod (UMR 5304)/ CNRS, University of Lyon 1

Bio-profiles:

Dr. Hakima Guella had her PhD in Cognitive Sciences; Linguistics in 2009 from Lumière Lyon2 University. Currently lecturer at Princess Nourah Bint Abdulrahman University, Saudi Arabia since 2017. She is currently doing researches on the acquisition of French as a second language among Arabic-speaking learners. Hakima has several publications on language acquisition, she is interested by the field of semantics and pragmatics

Dr. Anne Reboul is a research director at INSTITUT DES SCIENCES COGNITIVES - MARC JEANNEROD Lyon, France. She is involved in various laboratory projects, notably in the research axes Language and sensory-motor processes and Human communication (social & pragmatic cognition). However, its main activity concerns the second axis, on Human Communication. There, she contributes to the project on Social Hierarchies, as well as to the project on the development of the Theory of Mind in children with typical development and autistic children. Its main interest, however, is in the field of pragmatism and in particular in

implicit communication, i.e., implicatures and presupposition, among L2 learners and early bilingual learners.

Dr. Hind Alotaibi is the Dean of the College of Humanities, Prince Sultan University. She has a Ph.D. in Education in Computer-Assisted Language Learning from The University of Manchester. Her research interests include ICT in Education, distance learning, Mobile-Assisted Learning and Computer Applications in Translation. Dr. Alotaibi is a member of several research groups and labs: iWAN and Tech-Unity research groups at KSU, ALLAB, and Digital Humanities at PSU. Dr. Alotaibi is currently working on developing several educational applications for language and translation students

Dr. Géhane Essawy is a Doctor of Letters at ParisIV-Sorbonne University. She was head of the French and Translation Department at the Academy of Arts in Egypt. She currently holds the position of Associate Professor at King Saud University where she provides lectures in translation and supervises several master's theses. She has published several articles in the field of translation, comparative literature, discourse analysis and FLE teaching. A translator, she has published several articles and books translated from French into Arabic for many publishing houses in the Arab world.

Abstract.

This work investigates metalinguistic negation (MN) vs. descriptive negation (DN) interpretation process by using eye tracking experiment among Arabic L2 learners of French. The present study shows that there is no significant difference in the processing time of both MNs and DNs clarification clause as in Noh & al (2013). Following, Horn (1985) and Moeschler (2015) we propose a cognitive interpretation to these results. Moeschler (2015)'s analysis of MNs showed a distinction between MN and DN as being a distinction of uses rather than a semantic distinction. Whether the uses are descriptive or metalinguistic all the implications of negative or corrective statement are representational: Moeschler (2015) showed that both of these properties are truth-conditional which means that MNs and DNs have representational effects (Moeschler, 2015: 24). According to this hypothesis learners need more time to treat both types of negation. Our results show that L2 learners take a long time in treating both MNs and DNs in L2 and there is no significant difference in the processing time between MNs and DNs clarification clauses. But we noticed a significant difference in the processing time of the clarification clauses between MNs and DNs in L1 and L2 which is lower

in L1 then in L2. Also in L1. However our results are in favor of a cognitive account in the sense of Moeschler (2015), i.e., the L2 learner takes time to treat MNs and DNs.

Keywords: *Eye tracking, Gaze tracking, Second language acquisition, Metalinguistic negation*

Introduction

In 1985, Horn proposed a distinction between two interpretations of negation, based on examples such as the following:

- (1) The sun is not shining today.
- (2) Peter is not going back in the home.

In (1), the speaker is describing what might be called a negative state of affairs, the fact that the weather is not fine. This is what Horn calls *descriptive negation* (hereafter, DN). In (2), by contrast, she is taking issue with the way someone else has spoken (e.g., the speaker should have said: ‘Peter is going back home’). This is what Horn calls *metalinguistic negation* (hereafter MN). In Horn’s (1989, 121) own words, ‘An MN is a device for objecting to a previous utterance on any grounds whatever—including its conventional or conversational implicature, its morphology, its style or register, or its phonetic realization’. In other words, while a DN has to do with how the world is and is (in principle) independent from previous discourse, this is not the case with MN which crucially depends on the existence of a previous discourse. An important thing to note is that the distinction between DN and MN is not linguistically marked. Indeed, it might be the case that the speaker of (2) merely wants to point out that Peter is going to the cinema (hence not going home) rather than taking issue with the faulty expression ‘in the home’. It is how it can be continued that, in fact, makes unambiguous whether a negative sentence is intended as descriptive or as metalinguistic. (2) could be continued by either (3a) or (3b):

- (3) a. He is going to the cinema.
- b. He is going home.

These so-called *correction sentences* correspond respectively to DN (3a) and to MN (3b). Clearly (3a) is saying that Peter is going to the cinema, rather than going home, and (3b) that ‘going back in the home’ is a wrong way of expressing the fact that Peter is going back home.

Horn (1985) also characterized the distinction in semantic or logical terms, claiming that while DN is *truth-functional*, MN is not. The notion of truth-functionality is directly linked to the logical function of negation. If one takes a *false* positive sentence, such as ‘The sun is shining today’, adding a DN to it changes the truth-value of the sentence from false to *true* (and *vice versa*). However, in the case of MN, the negation of the positive sentence (e.g., ‘Peter is going back in the home’), whether it was true or false, does not change its truth-value. Rather the negation signals the fact that the speaker ‘objects to U’ (U = the utterance), but does not question the truth of the corresponding positive sentence.

Given that MN is not marked in language as far as we know (at least, it is not in the three languages relevant to the present paper, i.e., English in this introductory part, French and Arabic latter on), the question of how the hearer distinguishes between the DN and the MN interpretations arises. Here, accounts differ as to whether they make the hypothesis that the negative sentence (e.g., (2)) has to be reinterpreted given the correction sentence (e.g., (3b)), or the hypothesis that it does not have to be reinterpreted, as the two possible interpretations (DN and MN) are available from the start. We will now shortly present these two positions.

Reinterpretation accounts

The first account that supposes that MNs give rise to a reinterpretation in non-truth-functional terms is Horn’s view. Horn supposes that (2) is first interpreted in truth-functional terms (i.e., as claiming that Peter is not going home), but that the correction sentence in (3b) leads the hearer to reinterpret (2) as non-truth-functional, i.e., as claiming veridically that Peter is not going home, but as doing so in an improper way.

To see how the reinterpretation process is triggered, let us look at the examples in (4), where the correction sentences are identical (borrowed from Noh et al. 2013):

- (4) a. Father does not feel good. He is indisposed.
- b. Father does not feel lousy. He is indisposed.

Given that ‘feeling lousy’ and being ‘indisposed’ mean the same thing, in (4b), the speaker seems to be claiming both that her father feels good and that he is indisposed, leading to a contradiction. This triggers the reinterpretation process. By contrast, no such contradiction occurs in (4a), where the negation can straightforwardly be interpreted as DN.

Burton-Roberts (1989) adopts a very similar position, according to which, again, negation is interpreted by default as truth-functional and DM, and the MN interpretation is recovered through a Gricean process whereby the hearer notes the contradiction in (4b), and based on the premise that the speaker was cooperative and respected Quality (basically, telling

the truth), reinterprets the negation as non-truth-functional and MN. The first clause is reinterpreted in such a way that the term ‘lousy’ is considered as a quotation and semantically inert (in technical terms, it is not *used*, but only *mentioned*).

Thus, both Horn (1985, 1989) and Burton-Roberts (1989) hold that MN is, of necessity, the product of a reinterpretation process, due to a contradiction between the negative sentence and the following correction sentence.

Non-reinterpretation accounts

Non-reinterpretation accounts are basically due to Relevance theorists. Carston (1996), Carston and Noh (1996), and Noh (2000) have criticized the reinterpretation accounts on the grounds that MN interpretations can arise even when the negative sentence is not followed by a correction sentence. They proposed examples such as the following (borrowed from Noh et al. 2013):

- (5) [After proceeding just one mile in two hours, a driver sees a road sign saying ‘ROADWORKS AHEAD, DELAYS POSSIBLE’. She says:] Delays are not possible.

In this case, there is no need of a correction sentence to interpret the utterance in (5) as MN, and as claiming that delays are not only possible, but indeed necessary (rather than as claiming, as would be the case on a DN interpretation, that they will not occur). Carston and Noh explain the fact that correction sentences are not necessary to a MN interpretation through the notion, central in Relevance theory, that the hearer will take the most accessible interpretation that will yield enough cognitive effects to balance his (the hearer’s) processing costs. This takes the context into account, and in (5), the context makes the MN interpretation both accessible and relevant. While the MN interpretation for (5) can be readily explained in Relevance theory (and is indeed in no way in need of a specific account), neither Horn nor Burton-Roberts can account for it, given that, in the absence of a correction sentence, there is no contradiction and hence the reinterpretation process cannot be triggered.

As Noh et al. (2013) note, the Relevance-theoretic account is a *cognitive* account, while Horn and Burton-Roberts’ accounts, based on the semantic notion of contradiction are *semantic* accounts.

Moeschler (2015) has proposed a theory of MN centered on those cases where MN concerns either implicatures (MN1) or presuppositions (MN2). These are illustrated respectively by (6) and (7):

- (6) Abi is not beautiful. She is gorgeous.

- (7) John has not stopped drinking. He always was a teetotaler.

In (6), the negative sentence, if interpreted as DN, would say that Abi is, e.g., plain or ugly. The correction sentence shows that this is a faulty interpretation and that the negation bears on the implicature of the corresponding positive sentence, i.e., that Abi is merely beautiful, rather than gorgeous. Thus, (6) is a case of MN1. Similarly, in (7), the negative sentence, if interpreted as a DN, would claim that John is still drinking (it would negate the explicit meaning of the corresponding positive sentence, i.e., that John does not drink now). The correction sentence makes it clear that this is not the case as it claims that John never drank, thus contradicting the presupposition of both the negative sentence and its positive counterpart. Hence, (7) is a case of MN2.

Moeschler insists that, while the distinction between DN and MN is a pragmatic distinction between uses, rather than a semantic distinction, MN is truth-functional, in contradiction with Horn's account. And, additionally, both MN1 and MN2 have representational (or truth-conditional) effects: they change the way the hearer represented the world (here, Abi's beauty and John's habits). As the distinction is a distinction between uses, there is no reinterpretation of the negative sentence, from a DN to a MN.

Previous experiments

There is very little previous experimental literature. We only know of one relevant paper, that by Noh et al. (2013). Noh et al. contrasted Burton-Roberts' (1989) re-interpretive account and Carston and Noh's non-reinterpretation account (see Carston 1996, Carston and Noh 1996, Noh 2000). Basically, the reinterpretation account predicts that MN sentences and their correction sentences should take longer to process than DN sentences and their correction sentences. The non-reinterpretation account predicts that there should be no such difference. Regarding more specifically the correction sentence, the predictions of the reinterpretation account are, again, that the correction sentences should take longer to process when they follow a MN sentence than when they follow a DN sentence. The non-reinterpretation account predicts, again, that there should be no difference. Finally, the reinterpretation account predicts that, after reading the correction sentence, readers should return to the negative sentence to reinterpret it. The no-reinterpretation account makes no such prediction.

Using pairs of complex sentences such as those in (4), that is, pairs where the correction sentences is identical, while the negative sentences are different (one being NM, the other DN), Noh et al. tested the DN/MN distinction in Korean using eye-tracking. They used MNs that bore both on form (as in examples (2) and (4b) above) and on implicature (as in example (6) above). The results were in contradiction with the predictions of the re-interpretation accounts,

but agreed with those of the non-reinterpretation accounts: there was no significant difference in terms of reading time between the correction sentences following a DN sentence and those that followed a MN sentence and participants did not return to the negative sentence after reading the correction sentence. Noh et al. (2013) thus conclude that their results support the non-reinterpretation account proposed by Carston and Noh.

Current experiment

The languages that we used in the present experiment were French and Standard Modern Arabic (SMA). We will now briefly present negation in these two languages.

Negation in French and in Standard Modern Arabic

In French, negation is expressed by two morphemes, *ne... pas*, placed on either side of the verb, as shown in the examples below:

- (8) a. Mon père ne sent pas bien. Il est indisposé.
 Father does not feel well. He is indisposed.
- b. Mon père n'est pas mal fichu. Il est indisposé.
 Father is not lousy. He is indisposed.
- c. Mon père n'est pas mal fichu. Il va très bien.
 Father is not lousy. He goes very well.
 Father does not feel lousy. He is quite well.

(8a) is an example of DN. (8b) is an example of MN, but as shown (8c), where the negative sentence is identical with that in (8b), MN is not linguistically marked in French.

Modern Standard Arabic (MSA) is a Semitic language where words are formed by the interaction of vocalic patterns which add a functional meaning into a tri-consonantal root which represents a semantic field (Nedwick, 2014, 66). Arabic marks grammatical categories like subject and object through morphology and word order is just used to mark emphasis. MSA is the educated standard for Arabic used in schools and formal structures. The word order in MSA is VSO and the structural realization of negation is Neg (VSO) (Nedwick, 2014, 66). Negation presupposes the preliminary existence of an assertion and should necessarily be made by a particle of negation. There are five particles of negation in MSA: the invariant particle *maa*, the particle *laa* and its tensed counterparts *lam* (PAST) and *lan* (FUT), and *laysa* which is marked only for SUBJ agreement (Alsharif and Sadler 2019). Metalinguistic negation in MSA functions as in other languages, i.e., there is no specific negative particle to express it, as illustrated by example (9a) for MN and (9b) for DN, below:

- (9) a. Laa tadhabu Amal ila hadihi el-bayti, tadhabu ila hada el-bayti.

Neg-go- Amal to this(feminin) def-house, she go to this (masculin) def-house

Amal doesn't go to this (f), she goes to this (m) house

b. Laa tadhabu Amal ila sadikatiha, tadhabu ila hada el-bayti.

Neg-go- Amal to friend-her, she go to this (masculin) def-house

Amal doesn't go to visit her friend, she goes to this house

Thus, negative sentences, in French and Arabic, just as in English and in Korean, can be given a DN or a MN interpretation, depending on the context or the correction sentence.

Material and methods

In our experiment, we used a set-up similar to that used by Noh et al. (2013), that is we tested pairs of complex sentences, where the negative sentences differ, but the correction sentences are identical, as illustrated in (10):

- j. a. Marie ne va pas à le maison. Elle va à la maison.
Marie is not going to the [M] house. She is going to the [F] house.
b. Marie ne va pas chez Françoise. Elle va à la maison.
Marie is not going to Françoise. She is going to the house.

Just as Noh et al., we use eye-tracking. There were, however, differences in our protocol. We only tested MN sentences bearing on linguistic form (as in (10a) above) and not on the implicatures of the corresponding positive sentence. This was because our predictions were roughly identical to those of Noh et al. regarding what one would expect based on reinterpretation and on non-reinterpretation theories. This yielded the previsions outlined in the following table:

<i>Theory</i>	<i>Overall reading time</i>	<i>Reading time for correction sentence</i>	<i>Return to negative sentence</i>
<i>Reinterpretation</i>	MN > DN	MN = DN	Yes
<i>Non-reinterpretation</i>	MN > DN	MN = DN	No

Table 1: Predictions of reinterpretation and non-reinterpretation theories

The problem with using MN bearing on implicatures (MN1 in Moeschler's terminology), as in (6), is that it is not clear that the predictions of, e.g., Moeschler's account would be different from those of Horn or Burton-Roberts', even though his account is not a

reinterpretation account. This is because what is negated in a MN1 sentence is the implicature of the positive sentence corresponding to the negative sentence (e.g., for ‘Abi is not beautiful’, ‘Abi is beautiful’). But the negative sentence does not convey the implicature, as negation does not preserve implicatures. This means that the hearer of a MN1 sentence must draw the relevant implicature *after* having read the correction sentence. In other words, it is not clear that, regarding MN1 sentences, the predictions of the reinterpretation accounts and those of non-reinterpretation accounts would differ. Thus, it seemed better to avoid testing MN1s.

However, the situation is entirely different for presuppositions, as presuppositions project through negation (it is one of their defining features, see Strawson 1950). Nevertheless, there is a controversy about whether presupposition-denial is or is not MN (for arguments against the idea that it is, see Carston 1996, 1999). As we do not want to enter in this controversy, we restricted our experimental MN material to MNs bearing on linguistic form. This means that we tested basically reinterpretation vs. non-reinterpretation theories.

Noh et al. (2013) found that MNs bearing on linguistic form took overall longer reading times than did MN1s. However, they noted that this may be due to the fact that they targeted phonological errors, which may have made them more difficult for the participants (especially given that the material was presented in writing). Thus, we chose errors in grammatical gender¹, as manifested in the choice of determiners.

Finally, and this is our last departure from Noh et al. (2013), we did not test only native speakers. Our main population was a group of Arabic L2 learners of French who were tested in French, with a control group of Arabic speakers tested in MSA. We chose to test L2 learners because pragmatic processes, by contrast to semantic features, tend to be universal (see von Stechow and Matthewson 2008). Given that non-reinterpretation hypotheses assume that what goes on in MNs are pragmatic and not semantic processes (i.e., cognitive processes), if L2 learners have similar performances with native speakers regarding the predictions in Table 1, this rather supports the idea that it is pragmatic processes that are operative in MN interpretation.

Let us now turn to the experiment itself.

¹ Arbitrary grammatical gender for sexless objects is a feature of both French and Arabic.

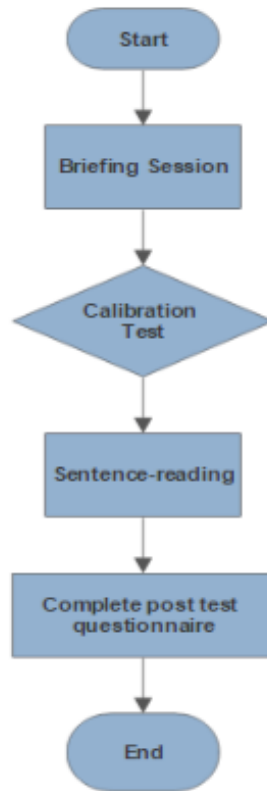
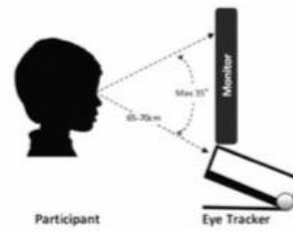
Participants

Participants were a group of 20 Arabic L2 learners of French in King Saud University (KSU, Saudi Arabia) and 10 control participants from the same university from the faculty of languages and translation. All were female² with the level B1. All participants took part in the experiment on a voluntary basis. They gave written informed consent in accordance with the declaration of Helsinki. The L2 learner group had four years of higher education in the French language, and underwent a test that put them at the A1 level. They were tested in French, while the control group was tested in MSA.

Method

All test sessions were conducted at KSU's usability lab. The lab setup consisted of a quiet testing room where participants were tested individually. As participants read one complex sentence, the eye-tracking device recorded their eye movements and determined the direction and focal points of their gazes. We used the Tobii X120 model [1], version 3.2.1 connected to an HP computer running Windows XP that displayed the stimuli for the participants on a 22 inch monitor with a 1600x1200 screen resolution. The Tobii X120 uses infrared corneal reflection to measure point of gaze with data rates set at 60Hz, the recommended frequency for mixed media interfaces. It shows the immediate reactions of users in an interface and tracks how their focus moves from part to part of the sentences. We applied a different analysis on the generated data, such as identifying the regions of interest and extracting quantitative and qualitative measures of user attention to specific regions of interest. Figure below shows the testing environment with the eye tracker set up.

² In Saudi Arabia, universities are segregated for sex. We did not have access to male participants. However, there is no reason to think that the results would have been different if participants were both male and female, as Noh et al. (2013) do not report any such difference.



Participants were tested on 30 DN sentences, 30 MN sentences and 52 filler sentences (which could be simple sentences (26), sentences with relative clauses (12) or sentences with completive clauses (7)). The test sentences (DNs and MNs) were divided into four regions of interest (as in Noh et al. 2013), as shown in the table below:

	R1	R2	R3	R4
<i>French DN</i>	Marie	ne va pas <i>(doesn't go)</i>	chez Françoise. <i>(To Françoise)</i>	Elle va a la maison. <i>(She goes home)</i>

French MN	Marie	ne va pas (<i>doesn't go</i>)	a le maison (<i>To the [M] house</i>)	Elle va a la maison. (<i>She goes to the [F] house</i>)
Arabic DN	La-tadhabu (<i>Neg-go</i>)	Amal	ila Ahlam (<i>to Ahlam</i>)	Inaha tadhabu il hada el-bayti (<i>She-goes to this def-house</i>)
Arabic MN	La-tadhabu (<i>Neg-go</i>)	Amal	Ila hadihi el-bayti (<i>to this [F] def-house</i>)	Inaha tadhabu il hada el-bayti (<i>She-goes to this [M] def-house</i>)

Table 2: Regions of interest

As can be seen, the first three regions of interest corresponded to the negative sentence, while the fourth corresponded to the correction sentence. R1, R2 and R4 were identical in the two test conditions (for each pair of test items), while R3 was different. Each complex test item (e.g., *Marie ne va pas chez Françoise. Elle va a la maison*) was presented on the screen as a whole, to allow the eye-tracker to record how long the participant spent reading each region of interest, and whether she would go back to the first three regions of interest, after reading the fourth one.

Each testing session began with a briefing session during which the participant was told about the purpose of the study and the testing tools (Eye tracker) that would be used during the session. Following that, participants were asked to go through a calibration test with a 5-point calibration for the eye-tracker before starting the evaluation session. At regular intervals, a drift check was performed and, if necessary, recalibration took place, and optional breaks were offered to participants. If the calibration test was good, the participants proceeded with the task where they were simply asked to read silently the sentences as they appeared on the screen. The sentences were presented in a randomized way (MN, DN and fillers). Lastly, when the

testing session was finished, the participants were asked to complete a post-test questionnaire based on the tasks performed to assess their overall understanding of the sentences. The audio recordings were later analyzed to manage all testing results data, to note important points in the recording, and to code the participants' overall behavior. Each participant was involved in a single test session, which lasted approximately 5 minutes.

Results

The analysis of the eye-tracking data for all graphical representations (Gaze Plots and Clusters) has provided insights on the measures of fixation on the metalinguistic and descriptive negation sentences. Observing the mean fixation count, the first fixation duration, and the total fixation duration for each sentence across participants, helped in aggregating objective measures. We will examine the results separately for the two groups (L2 learners of French and Arabic native speakers).

1.1.1. Arabic L2 learners of French

We looked at the reading times for each region of interest. The results are given in the table below:

Eye-Tracking Data								
	Sentence Type	Segments	Fixation Count	Fixation Duration	Total Fixation Duration	Visit Duration	Total Visit Duration	Percentage fixated
A	French Metalinguistic negation	A1	16.35	.22	3.66	.39	4.23	100%
		A2	133.70	.21	28.71	.87	35.60	100%
		A3	104.25	.23	23.57	.67	28.16	100%
		A4	128.65	.22	28.68	.95	34.70	100%
		ALL	367	.22	81.26	7.97	110.42	100%
B	French Descriptive negation	B1	13.32	.21	2.81	.36	3.25	95%
		B2	110.63	.20	22.61	.75	28.33	95%
		B3	107.53	.23	24.40	.72	29.52	95%

		B4	132.47	.23	30.36	1.16	37.89	95%
		ALL	347	.22	76.46	7.87	106.41	95%
C	Arabic Metalinguistic negation	C1	42.10	.20	8.62	.41	10.01	100%
		C2	30.10	.19	5.72	.25	6.16	100%
		C3	51	.19	9.91	.47	12.01	100%
		C4	110.90	.19	21.49	1.06	28.26	100%
		ALL	216.80	.20	42.48	4.68	59.40	100%
D	French Descriptive negation	D1	34.70	.23	7.90	.40	8.91	100%
		D2	27	.19	5.08	.23	5.32	100%
		D3	40.90	.20	8.08	.42	9.51	100%
		D4	99.30	.20	20.33	1.09	26.01	100%
		ALL	190	.21	39.13	4.58	53.15	100%

Table 3: Reading times for each region of interest (L2 learners of French)

Given that the negative sentences differed between the DN condition and the MN condition (which could lead to differences in reading time), the interesting results are those concerning the correction sentences. Here, the only statistically significant difference (P-value = .007) was for visit duration, which is longer in the DN condition than it is in the NM condition.

Table 4
Reading times (ms) for each region in experiment 1.

	R1		R2		R3		R4	
	MN	DN	MN	DN	MN	DN	MN	DN
First fixation	185 (36)	179 (57)	202 (35)	195 (28)	166 (29)	163 (32)	283 (57)	283 (49)
First-pass	246 (68)	226 (98)	343 (130)	314 (85)	178 (35)	179 (38)	585 (184)	576 (156)
Go-past	246 (68)	226 (98)	412 (155)	358 (111)	219 (86)	212 (71)	851 (264)	881 (345)
Total reading	295 (84)	278 (108)	495 (166)	471 (195)	224 (65)	225 (56)	661 (191)	661 (175)

^a Standard deviations in parentheses.

3. General discussion

Table 5
Comparison of reading times at R2 and R4 between MNs and DNs in experiment 1.

		Estimate	SE	HPD95lower ^a	HPD95upper ^a	Pmcmc	Pr(> t)
R2	First fixation	7.38	4.99	−2.58	16.86	0.14	0.14
	First-pass	34.08	13.23	6.99	60.03	0.01	0.01
	Go-past	55.15	18.01	20.13	92.15	0.00	0.00
	Total reading	29.00	19.89	−9.49	68.62	0.15	0.15
R4	First fixation	1.91	10.05	−17.82	21.53	0.85	0.85
	First-pass	13.58	17.26	−22.22	47.24	0.44	0.38
	Go-past	−25.47	29.34	−84.12	33.78	0.40	0.39
	Total reading	4.51	19.50	−31.83	44.84	0.84	0.82

^a HPD95: 95% highest posterior density intervals (see Baayen et al., 2008).

Table 6
Comparison of reading times (ms) at R2 between MNs and DNs in subtypes in experiment 1.

		MNs	DNs	Pmcmc	Pr(> t)	Estimate	SE
F-denying pairs	First fixation	209 (38)	203 (37)	0.26	0.26	8.49	7.58
	First-pass	359 (152)	301 (100)	0.00	0.00	66.29	19.54
	Go-past	426 (154)	349 (116)	0.00	0.00	81.39	22.92
	Total reading	505 (162)	460 (207)	0.04	0.04	54.44	25.71
CI-denying pairs	First fixation	197 (41)	189 (28)	0.34	0.33	6.39	6.61
	First-pass	331 (125)	327 (95)	0.84	0.85	3.48	18.14
	Go-past	402 (184)	366 (131)	0.27	0.26	32.03	28.24
	Total reading	488 (202)	482 (193)	0.85	0.87	5.21	30.92

^a Standard deviations in parentheses.

As indicated in the Introduction (see Section 1), our goal was to test whether MN sentences are interpreted through a semantic-based re-interpretation process, as advocated by Horn (1985, 1989) and Burton-Roberts (1989), or through a pragmatic-based regular interpretation process, as advocated by Carston (1996), Carston and Noh (1996) and Noh (2000). Previous experimental results by Noh et al. (2013) supported the pragmatic-based non-reinterpretation account. We basically reproduced the protocol used by Noh et al., though we tested different languages (French and Arabic in place of Korean) and limited ourselves to MN sentences targeting linguistic form (here grammatical gender errors).

The two types of accounts differ in the predictions they make over reading times for R3 (which is the region of interest which differ between the two conditions in the negative sentence) and for R4 (the correction sentence). This is because, as R3 is the only part of the negative sentence that is different between the DN and the NM conditions, any difference in the reading times of the negative sentences in each condition should be detectable in R3. Regarding R4, the reason for the difference is that, on the re-interpretation accounts, R4 is the part of the test item that should trigger the re-interpretation process in the MN condition. In other words, the reinterpretation accounts predict that the reading times should be longer for

both R3 and R4 in the MN condition than in the DN condition. By contrast, the no-reinterpretation account predicts similar times for both R3 and R4 in the two conditions.

We tested Arabic L2 learners of French on the hypothesis that they would have more difficulty processing MN sentences than processing DN sentences if the semantic-based (re-interpretation) account is correct, as they cannot have the same level of proficiency in their L2 as do native speakers in their own language. On the other hand, the pragmatic-based (no-reinterpretation) account, given that the process is pragmatic and should be universal, predict that they should perform in much the same way as native speakers do in their own language. Hence, we compared L2 learners of French and a control group of native speakers of Arabic.

Overall, our results complement and reinforce those of Noh et al. (2013), as we added two languages to Korean, i.e., French and Arabic, and an L2 learner group. As Noh et al., we did not find the difference in reading time predicted by the semantic-based re-interpretation account, as the only significant difference in reading time between the correction sentence (R4) in the two conditions went in a direction opposite to that predicted. Visit duration was longer in the DN condition than in the MN condition. None of the other measures differed significantly.

Thus, the general conclusion is that the pragmatic-based non-reinterpretation account is supported, while this is not the case for the semantic-based reinterpretation account. At the very least, there is no evidence of reinterpretation of the negative sentence (R3) in the MN condition, as there is no evidence of additional processing time in NM interpretations relative to DN interpretations.

Acknowledgments

This research was funded by the Deanship of Scientific Research at Princess Nourah Bint Abdulrahman University through the Fast track Research Funding Program.

References

- Al Buainain, H. (2002), Developmental stages of the acquisition of negation and interrogation by children native speakers of qatari dialect.
- Benmamoun, E. (2000), *The Feature Structure of Functional Categories: A Comparative Study of Arabic Dialects*. Oxford: Oxford University Press.
- Brustad, K. E. (2000), *The syntax of spoken Arabic: A comparative study of Moroccan, Egyptian, Syrian, and Kuwaiti dialects*. Washington, D.C.: Georgetown University Press.

- Burton-Roberts, N. (1989), *The Limits to Debate*, Cambridge, CUP.
- Burton-Roberts, N. (1999), *Presupposition-cancellation and metalinguistic negation: a reply to Carston*. *Journal of Linguistics* 35, 347--364.
- Carston R. (1996), *Metalinguistic negation and echoic use*, *Journal of Pragmatics* 25, 309-330.
- Carston R. (1998), *Informativeness, relevance and scalar implicature*, in Carston R. & Uchida S. (eds.), *Relevance Theory: Applications and Implications*, Amsterdam, John Benjamins, 179-236.
- Carston, R et Noh, J. (1996). *A truth-functional account of metalinguistic negation, with evidence from Korean*. *Language Sciences* 18, 485–504.
- Carston, R. (1988), *Implicature, explicature and truth-theoretic semantics*. In Kempson, R. (ed.) 1988. *Mental Representations: the Interface between Language and Reality*. Cambridge: Cambridge University Press. 155-81. Reprinted in Davis, S. (ed.) 1991.
- Davis, W. A. (2011). *Metalinguistic negations, denial, and idioms*. *Journal of Pragmatics* 43, 2548–2577.
- Ducrot O. (1980), *Les échelles argumentatives*, Paris, Minuit.
- Foolen, Ad., 1991. *Metalinguistic negation and pragmatic ambiguity: some comments on a proposal by Laurence Horn*. *Pragmatics* 1, 217--237.
- Grice, P.H. (1975). *Logic and conversation*. In: Cole, P., Morgan, J.L. (Eds.), *Syntax and Semantics 3: Speech Acts*. Academic Press, New York, pp41–58.
- Holes, C. (2004), *Modern arabic : structures, functions and varieties*. Georgetown Univ Pr.
- Holes, C. (1984), *Colloquial arabic of the gulf and saudi arabia*. Routledge & Kegan Paul Books.
- Holes, C. (1990), *Gulf arabic*. Routledge.
- Horn, L. (1985). *Metalinguistic negation and pragmatic ambiguity*. *Language* 61, 121–174.
- Horn, L. (1989). *A Natural History of Negation*. University of Chicago Press, Chicago, IL.
- Moeschler J. (2015c), *Qu'y a-t-il de représentationnel dans la négation métalinguistique ?*, *Nouveaux cahiers de linguistique française* 32, 11-26.
- Moeschler, J. (2010), *Negation, scope and the descriptive/metalinguistic distinction*, *Generative Grammar in Geneva* 6, 29-48.
- Mughazy, M. (2003). *Metalinguistic negation and truth functions: the case of Egyptian Arabic*. *Journal of pragmatics*, 35, 1143 – 1160

- Mughazy, M. (2008a), *The Negative Operator as a Discourse Marker in Egyptian Arabic*. Linguistics in an Age of Globalization, ed. Zeinab Ibrahim and Sanaa A.M. Makhlouf. 91–104. Cairo: The American University in Cairo Press.
- Nedwick, K. M. (2014), *Metalinguistic negation in English and Arabic*. Phd Dissertation. Yal University. Dissertation director, Laurence Horn.
- Noh, E.J et al. (2013), *Journal of Pragmatics* 57 (2013) 1--18
- Noh, Eun-Ju, 2000. *Metarepresentation: A Relevance-Theory Approach*. John Benjamins, Amsterdam.
- Ouhalla, J. (2002), The structure and logical form of negative sentences in Arabic. In Ouhalla, J., & Shlonsky, U. (eds.), *Themes in Arabic and Hebrew syntax*, 299-320. Dordrecht: Kluwer Academic Publishers.
- Palva, H. (1965), *Lower Galilean Arabic. An analysis of its anaptyctic prothetic vowels with sample texts*.
- Palva, H. (1992), *Typological problems in the Classification of Jordanian Dialects. Bedouin or Sedentary?* In: UTAS / VIKOR (eds.) 1992: 53-62.
- Palva, H. (2004), *Negations in the dialect es-Salt, Jordan*. In M. Haak, R. de Jong & K. Versteegh (eds.) *Approaches to Arabic dialects: A collection of articles presented to Manfred Woidich on the occasion of his sixtieth birthday*, pp. 221–36. Leiden: Brill
- Palva. H. (1994). *Bedouin and sedentary elements in the dialect of es-Salt. Diachronic notes sociolinguistic development*. - Actes des premières journées internationales de dialectologie arabe. Colloque intentionnel tenu à Paris du 27 au 30 janvier /99J. Paris. pp. 459'469.
- Potts C. (2005), *The Logic of Conventional Implicatures*, Oxford, Oxford University Press.
- Ramadan, S. (2014), علمية، دورية، - الاحمر البحر جامعة مجلة ,ودلالاتها تركيبها الكريم القرآن في النفي أساليب , . الخامس العدد سنوية نصف محكمة،
- Recanati, F. (1989). *The Pragmatics of What is Said*. *Mind and Language* 4: 295-329.
- Sperber, D, Wilson, D. (1986/1995). *Relevance: Communication and Cognition*, second ed. (with Postface) Blackwell, Oxford.
- Strawson, P. 1950. 'On Referring'. *Mind* 59 (235): pp. 320-344.
- Von Stechow, K., and Matthewson, L. 2008. 'Universals in semantics'. *The Linguistic Review* 25: pp. 139-201.
- Wilson, D. (2000). *Metarepresentation in linguistic communication*. In: Sperber, Dan, (Eds.), *Metarepresentations*. Oxford University Press, Oxford, pp. 411--448.



**Glocalizing English Language Teaching Curriculum:
Teachers' Views at Pakistan Military Academy**

Amjad Sultan

PhD Scholar, National University of Modern Languages, Islamabad, Pakistan,
mba_yaser_sultan@yahoo.com

Ansa Hameed

Assistant Professor, Department of English, College of Science and Humanities, Al
Kharj, Prince Sattam Bin Abdulaziz University, Saudi Arabia, Email:
a.zahoor@psau.edu.sa

Akhtar Abbas

Assistant Professor, Department of Social Sciences, Air University, Islamabad, Pakistan,
asharabbas83@gmail.com

Bio-profiles:

Amjad Sultan is currently a PhD Scholar, and has submitted his final thesis for evaluation at National University of Modern Languages, Islamabad, Pakistan. His area of specialization is English Linguistics.

Dr. Ansa Hameed is currently working as Assistant Professor at Department of English, College of Science and Humanities, Al Kharj, Prince Sattam Bin Abdulaziz University, Saudi Arabia. She has received her PhD degree in English Linguistics in 2013 from NUML. ORCID ID: orcid.org/0000-0003-3477-156X

Dr. Akhtar Abbas is currently working as Assistant Professor at Department of Social Sciences, Air University, Islamabad, Pakistan. His area of specialization is Linguistics.
asharabbas83@gmail.com

Abstract

Language and culture have always been intertwined with each other which has been promulgated for various socio-religious, politico-economic agendas of the powerful countries. Globalization is such a phenomenon that has influenced various spectra of world societies through the English language, including English language pedagogy. Different cultural elements such as history, politics, social values, religion, customs, beliefs, and art forms of torchbearers of globalization such as the USA and the UK have been part of English language content (Byrem & Fang, 2006). Glocalization as antagonism to this phenomenon of globalization has emerged as a socio-political phenomenon recently. However, its part in language teaching in general and ELT, in particular, is yet to be determined in the non-English speaking countries like Pakistan. Moreover, the theoretical underpinnings of glocalization also need to be determined, examined, and explicated concerning ELT pedagogy. The current study aims at addressing this issue by exploring perceptions of the English language teachers at Pakistan Military Academy (PMA), Kakul, Pakistan to prospective incorporation of glocalization in ELT practices at PMA. This unique setting of the military academy would be more significant as this ELT setting demonstrates the representativeness of the whole country i.e. Pakistan. In order to achieve this goal, the current study conducted a survey among all the English language teachers (23 in number) at PMA. The analytical framework of Byrem (1988) and Byrem & Fang (2006) was adapted to develop the questionnaire. The study showed that the ELT pedagogical practices of English language teachers at PMA are less aligned with what they intend to. The findings showed that English language teaching content at PMA is more based on the culture of English-speaking countries i.e UK mainly. However, almost all the teachers want to have the local culture of Pakistan also in English textbooks used at PMA. Moreover, the results suggest that the mainstream of the teachers were having a positive approach towards prospective inclusion of PMA culture and biographies of Pakistani military heroes in their English language textbooks. Considering all of these findings, we recommend incorporation of glocalization i.e local culture of Pakistan, PMA culture, and biographies of Pakistani military heroes in English language teaching material at PMA.

Keywords: Culture, ELT, Globalization, Glocalization, PMA

Introduction

Education, economy, politics, beliefs, and social values under the philosophical influence of globalization have demonstrated the impacts of a wider spectrum over the lives of masses all over the world. Communication theories, tools, and techniques have also been found

under the strong influence of globalization. English language in this regard has not only been serving as an effective communication strategy but it also has achieved the status of global lingua franca almost in all the domains of life especially in the countries where the English language is the foreign or second language of the people. Crystal (2003) provided certain interesting statistics regarding the factual status of the English language across the globe. First, more than 70 nations around the world use the English language as their de-facto official or official language; second, more than 2 billion people of aforementioned nations use the English language with varied proficiency; third, non-native users of the English language are more than native users of English i.e with a ratio of 3:1; finally, around one billion people use various endogenous pidgins and creoles anchored in the English language linguistically.

Based on all of the above-mentioned factual situations the English language stood as one of the most important medium of communication in the fields of education and official walks of life across the globe. And we all know that language is not seen as a distinct entity for communication, it is the culture also embedded in the language that leaves its effects and impacts on the users. This phenomenon is quite visible in English language teaching domains all over the world. These ELT practices are more schematized and scripted especially when applied to English language learners belonging to non-native countries. Since globalization has a wider range of impacts, ELT practices have also been growing under the philosophical umbrella of globalization. Therefore, ELT practices and globalization have never been considered separable entities from each other. However, a recent philosophical idea of glocalization has been causing serious challenges to globalization across the world in all the domains including ELT. Glocalization, on contrary to globalization, has been embraced with more socio-political friendly philosophy and assumed to be left far better impacts on human life than globalization (Roudometof, 2015). In other words, glocalization is an experience of practicing global in local ways in local conditions with a more socio-psycho appeal to the people. According to Beck (2006), glocalization has contributed to a more cosmopolitan environment of the world bigger countries which are hubs of educational and business practices.

Various theoretical concepts related to education in general and English Language Teaching (ELT) in particular have also been constructed, disseminated, and interpreted by extracting their essence from the theoretical content of glocalization. For example, *world Englishes*, *translanguaging*, and *plurilingual English* (Canagrajah, 2013); *hyberdization*, *Anglicization*, *urduization*, and *idigination* are some of the concepts introduced by the scholars (Hassan, 2004; Baumgardner, 1993) under the theoretical hermeneutics of glocalization. For

example, Rahman (2010) proposed various theoretical interpretations of the linguistic nature of English language use in Pakistan embedded with local influence on the English language.

Local culture is an important substrate and stimulus that has given rise to all of the above-mentioned ideas in the forms of social behaviours. Since, there has not been substantial attempts to problematize, and theorize the phenomenon of local cultural inculcation in the form of glocalization in ELT, therefore, it is needed to bring all of the aforementioned philosophical linguistic attitudes and behaviors in a single larger behavior in order to understand these concepts more robustly theoretically and practically. The current study, in this regard, aims at placing ELT practices of Pakistan in general and Pakistan Military Academy, Kakool (PMA) in particular in the glocalized habitus. This military academy due to its unique context has not been approached much for any research endeavours with a special perspective of ELT pedagogy. There are very few studies such as Sultan and Hameed (2020) have recently explored the same phenomenon from the cadets' perspective. Thus, to achieve the purpose, this study aim:

- To explore teachers' perspective regarding glocalization in ELT pedagogy at PMA
- To analyse how teachers perceives various cultural stands in prescribed curriculum of ELT
- To supplement propositions for inclusion of glocalization element inline with teachers' suggestions

Literature Review

This part reviews the key concepts and some of the important works on globalization and glocalization from the perspective of English language practices across the world.

English as Global Lingua Franca

As we all know that the English language has become a communication tool all over the world for all world affairs at global and local levels. This standing of the English language has also been recognized in various domains particularly in education (Murata & Jenkins, 2009). English as lingua franca achieved this status based on its various functional and instrumental benefits such as employability given to its users. However, with the emergence of a lot of new varieties of English language new models of teaching local variants of English have also been developed in order to facilitate the process of communication among its users (Murata & Jenkins, 2009). This perspective has helped non-native users of the English

language occupying relatively good socio-economic positions in their countries (Mauranen, 2017; Maguddayao & Medriano, 2019; Zemni, & Alrefae, 2020). The concepts such as *accent anxiety* and *native fallacy* have also been theorized to minimize the imposition of so-called standard i.e British or American models of ELT pedagogy through the English language in variant forms sustains a global lingua franca in the linguistic milieu of non-native countries (Trudgill & Hannah, 2002).

Understanding Glocalization

English as global language has occupied a privileged status in language teaching domains of majority of the world's countries. This global language is also one of the major reasons that English culture paved its ways into other distinct societies and cultures (as language and culture are inseparable). This is what was termed as globalization. Gray (2002) points out that English textbooks has become a "source of spreading European/American dominance using the phrase "one size fits all" and that those textbooks have been excluding the local contents". However, with passage of time, the resistance for unique cultural identities paved ways for the glocalization. Roertson (1997) defines it as "simultaneity- the co-presence – of both universalizing and particularizing tendencies" (pg. 16). Thus, it is a balancing tendency to incorporate local culture and values in global content of language teaching. Beck (2006) opines that glocalization can solve the problem of English language dominance by taking in to consideration the local culture.

Glocalizing ELT Pedagogy

In the previous section, we have attempted to the rationalized need of reviewing the existing models of English language teaching. In this section, we explain how a shift is happening from globalization to glocalization with special reference to ELT pedagogy adopted in non-native countries. This co-occurrence of global and local and/or global or local needs to universalize with particular tendencies of respecting local and global both. So, instead of creating tension between both, there is a need to develop a theoretical and communicative framework serving both philosophies more acceptably. The current study examines both behaviours of globalization and glocalization in education over-all and ELT pedagogy specifically in Pakistan, in order to bridge the gap. As a result, the current study focuses on proposing recognizing the need for both in the ELT context of Pakistan especially.

Need of The current study

Global localization as we all know that has been embraced by all the domains of life especially education and economy, therefore, Roberstson's (1995) seminal work on this conception lead new ways for the rest of the world in order to bring positive socio-economic changes in the lives of the people across the world. The mutual absorbance of both global and local has been becoming need of the time (Ross & Lou, 2005), therefore, education in general and ELT pedagogy in particular needs special attention of academicians and policymaker all over the world including Pakistan in order to demonstrate positive response on this innovative call of glocalization. Therefore, the current study intends to examine the implications of glocalization in the ELT context of Pakistan with a special perspective of the military curriculum of English language teaching. This policy of glocalization has already been proven successful in some parts of the world which are mainly multilingual countries and the English language is used as a foreign or second language in those countries as reported by Brooks and Normore (2010) and Sharifian (2010).

Research Methodology

The current study is a survey based through which the perception of the English language teachers at Pakistan Military Academy Kakool regarding the current state and prospects of globalization and glocalization in ELT practices at the academy.

Context of the Study: Pakistan Military Academy

Pakistan Military Academy established almost seven decades ago in 1948 having inspiration from world-renowned military academies such as of UK and the USA. The cadets admitted for the four years degree programme of Bachelor in Military Science and Arts (BMAS) is offered under the ambit of NUST Islamabad. English language teaching is a very important part of this degree program. The cadets are supposed to well proficient in the English language after completion of this degree. English is the compulsory subject taught by the English language teachers hired after a well-developed procedure of recruitment.

Participants of the study

The English language instructors of the academy are the participants of this study. The teachers belong to the Army Education Corps who are in uniform officers with sufficient English language teaching experience at national and international levels. Most of the teachers have done MA English with a few MPhil and PhDs also (See Table 3.1 below). Out of 27 instructors, 23 participated in the study and filled out questionnaires given to them.

Table 3.1

Instructors' Qualification

Qualification	Frequency	Percent
MA	9	39.1
MPhil	13	56.5
PhD	1	4.3
Total	23	100.0

Professional Development of the Participants

Table 3.2 below provides professional courses related to English language teaching done by the instructors. As we can see from the table below that only 21.7% of teachers have done professional courses for teaching the English language.

Table 3.2

Professional Qualification of Instructors

Qualification	Frequency	Percent
Diploma in TEFL	1	4.3
B.Ed	3	13.0
Others	1	4.3
Total	5	21.7

Teaching experience of the participants

Table 3.3 demonstrates the experience of the instructor in local scenario in Pakistan in years. It is noticeable from the table that most of the instructors i.e 16 have teaching experience of ten or more years. The participants with such a vast experience are the most suitable respondents of the current study. Likewise, the majority of the instructors i.e 15 (56.5%) have more than 3 years of experience teaching the English language abroad which ensures the importance of their role in the current study as participants. This Foreign teaching experience of the instructors shows that a significant number of instructors having the first-hand experience of globalization in their teaching settings as the teachers used mostly American Courses produced by the Defense Language Institute, USA. The textbooks of this course are

replete with a lot of global content focusing on cultural aspects of the United States of America and the rest of the developed world.

Table 3.3

Local Teaching Experience

Local Teaching Experience		
Years	Years	Frequency
1.0	1.0	1
3.0	3.0	2
4.0	4.0	3
7.0	7.0	1
11.0	11.0	1
12.0	12.0	2
14.0	14.0	2
15.0	15.0	4
16.0	16.0	5
18.0	18.0	1
20.0	20.0	1
Total	Total	23

The Survey Approach

The survey approach was followed to collect data from the instructors at PMA. The survey questionnaire was adapted from Byrem (1993, 2001) and Byrem and Feng (2006). The questionnaire consisted of five parts mainly having sub-parts also. The first part focused on collecting responses of the instructors regarding glocalized and/or globalized objectives of the English language syllabus at PMA. The second part intends to examine glocal content in the syllabus of English language a PMA as reported by the instructors; the third part focuses on global content only; the fourth part views current practices of ELT pedagogy with reference to glocalization and the last part examines prospects of glocalization in ELT pedagogy in the perception of the instructors.

Conceptual Framework

Glocalization was the main framework used in the current study for the development of questionnaires and results discussion. This framework a recent philosophical construct appears to offer a bridge between global needs and local desires. Figure one below demonstrates various manifestations of glocalization such as of *target culture*; *native/local/source culture*; *PMA Culture/Military Culture* and *global culture* have opted as a conceptual framework for the current study. This framework has availed theoretical essence glocalization proposed by Byrem (1997) and Byrem and Feng (2006).

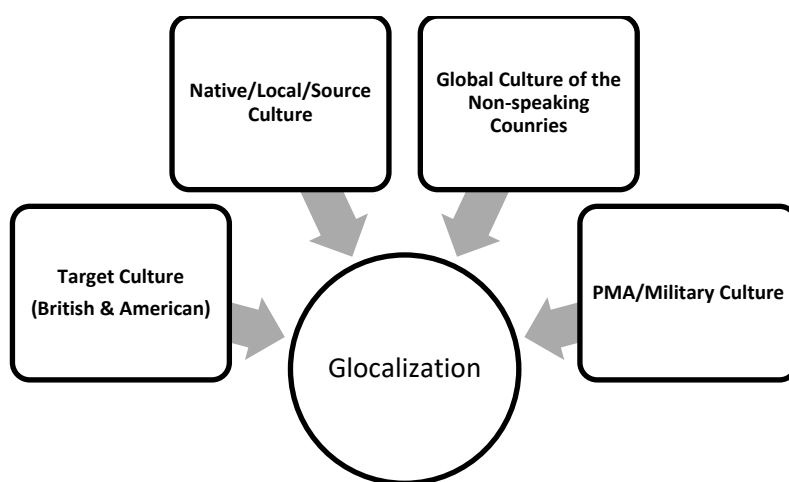


Figure 1 Conceptual Outline for Determining Glocalization of ELT

Results and Discussion

The first part of the teachers' survey focuses on teachers' responses grounded on the addition of different aspects of PMA culture, Pakistani culture and local provincial culture alongwith English culture (for both English as native and non-native language) with respect to topics related to identities, history, politics, geography, gender, econmy, social attitudes, gender, social beliefs, religious depiction, customs, ethnicities, ethics, arts, and etc. in the English textbooks in use at PMA. The results have been distributed and discussed in the next section.

Teachers' Perceptions of Textbooks for Glocalized Material

As far as the realistic depiction of PMA culture or history or other topics is concerned, only 13% of respondents accepted that current English textbooks present a realistic outlook of military life. On the other hand the rest of the population i.e 52.2% respondents did not agree. Furthermore, only 17% respondents approved that the Pakistani history or local culture is

signified in these textbooks while, the rest i.e 78% (i.e. majority) did not agree to it. Concerning the English-speaking countries' history and culture, the mainstream of the population (i.e. 91%) approved that the books focus the cultural values of English-speaking nations. These results supplement the verdicts based on alike questions (included in preceding parts). Moreover, 39% of respondents accepted that the prescribed curriculum also depict the cultural beliefs and values from non-English speaking nations. With respect to geographical emlements, the similar results reveal that the textbooks in use at PMA for teaching English primarily focus English culture, history, geography and values at large. The following paragraphs discuss findings related to each item in detail.

The first item in the list was “History” as represented in figure two below. The findings reveal that majority of the teachers i.e 91% were affirmative regarding the presence of a culture of English-speaking countries. Similarly, 30% agreed upon the inclusion of cultural elements from around the world except for the local culture. In contrast, few respondents (i.e. 17%) identified a few local cultural portions related to historical elements of Pakistan and 13% with military cultural elements.

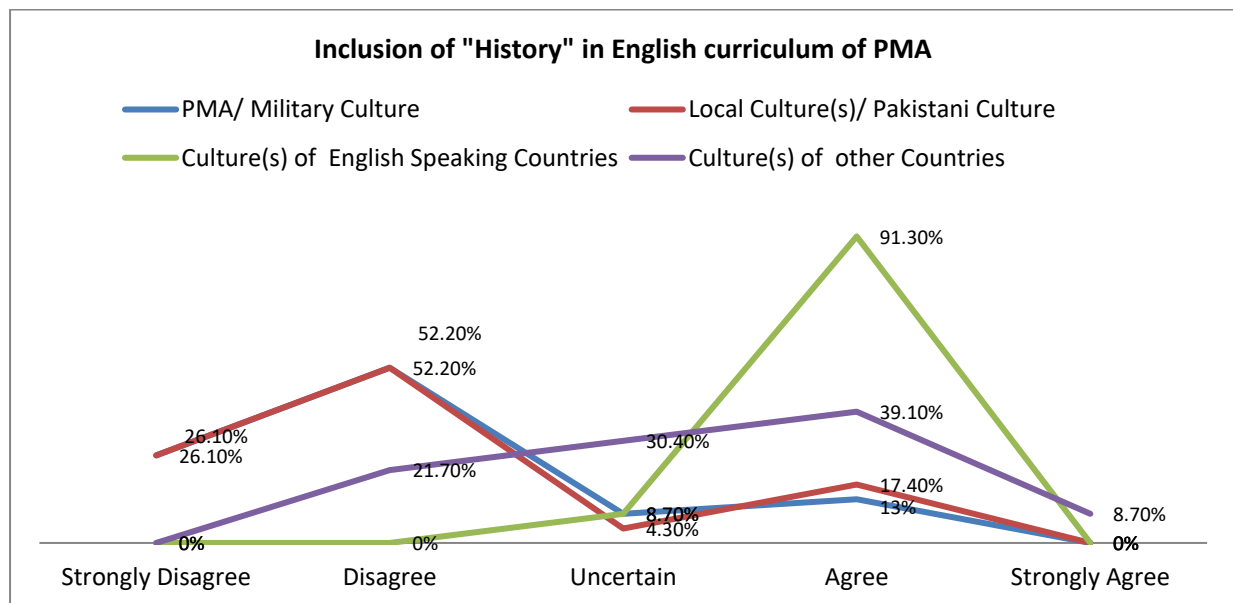


Figure 2 Depiction of History

The next topic was about inclusion of “geography” related to various cultures (as explained in theoretical framework) and findings are presented in figure three below. The findings depict that majority of the teachers did not agree with the inclusion of geographical rudiments of military, Pakistani culture, and culture of the nations except English-speaking nations. The ratio of these responses is 39%, 57%, and 39% respectively. On the other hand,

74% (i.e. majority) claimed that these books were filled about geographical descriptions of the English-speaking countries.

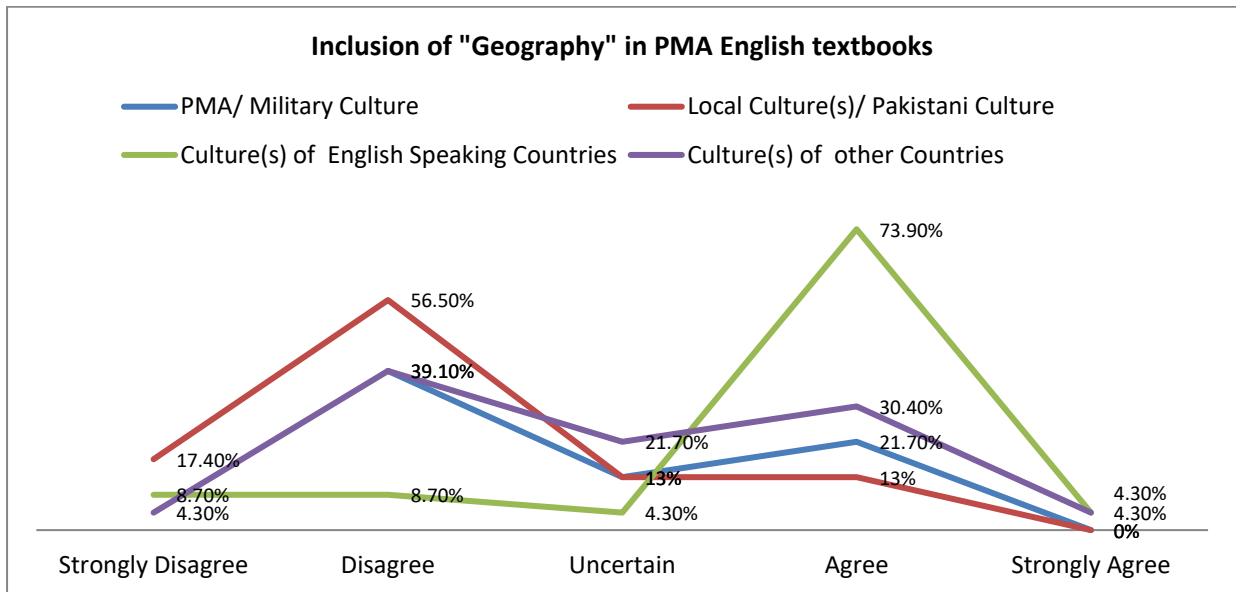


Figure 3 Illustration of Geography

Figure four presents a summary of the teachers' viewpoints regarding the inclusion of "Social attitudes" in English textbooks that are used and taught at PMA. What is meant by social attitudes is that it is collective behavioural pattern of a society, pertaining to various social classes based on socio-economic differences, people from various professions such as law, health, education, media, military, politics, religion, etc, and people from numerous social edifices comprise people from smaller groups to larger groups (based on religion, race, etc.). Social attitudes of the aforesaid groups are normally entrenched in textbooks' content. The findings indicate that that the social attitudes of English-speaking countries are predominant in the prescribed textbooks. In this regard, majority i.e. 78% confirmed that social attitudes of English-speaking countries prevail in English language textbooks, which are primarily practiced attitudes of people of the UK. On the other hand, neglecting local social attitudes can indicate that they are not given much importance or value.

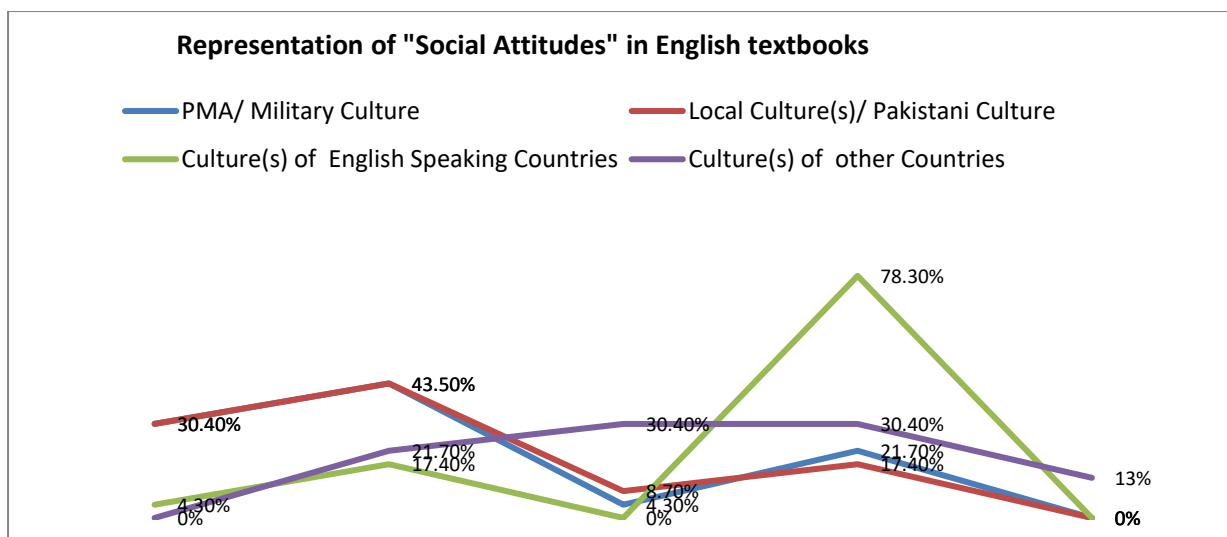


Figure 4 Demonstration of Social Attitudes

The next element was “Identity” which is an important social construct in order to recognize oneself as individual as well as social being. This concept is pretty slippery which shields most of the ethnic and sociological indicators of identity. The next figure 5 represents the results of this section. The findings on this element expose that respondents agree in majority (87%) that English textbooks that are taught currently at Pakistan military academy highlights identity construct of English-speaking countries and particularly the British one. However, this inclusion of English identity is often justified on the grounds that language is always embedded in cultural identities of the people, so in order to teach English language, English identities are also taken into consideration. Conversely, contemporary studies have invalidated this supposition by disagreeing that it is not needed to choose the culture of the native speakers of the language in order to teach it. Thus, there is huge space available for incorporating local identities along with global but unfortunately it is neglected. These results can be taken earnestly by the administration of the military institute, as it is not only thought to prepare the cadets with military arts and sciences but it is also crucial to aim influencing the national identities of the cadets. Consequently, inclusion of Pakistani identity-related content is necessary.

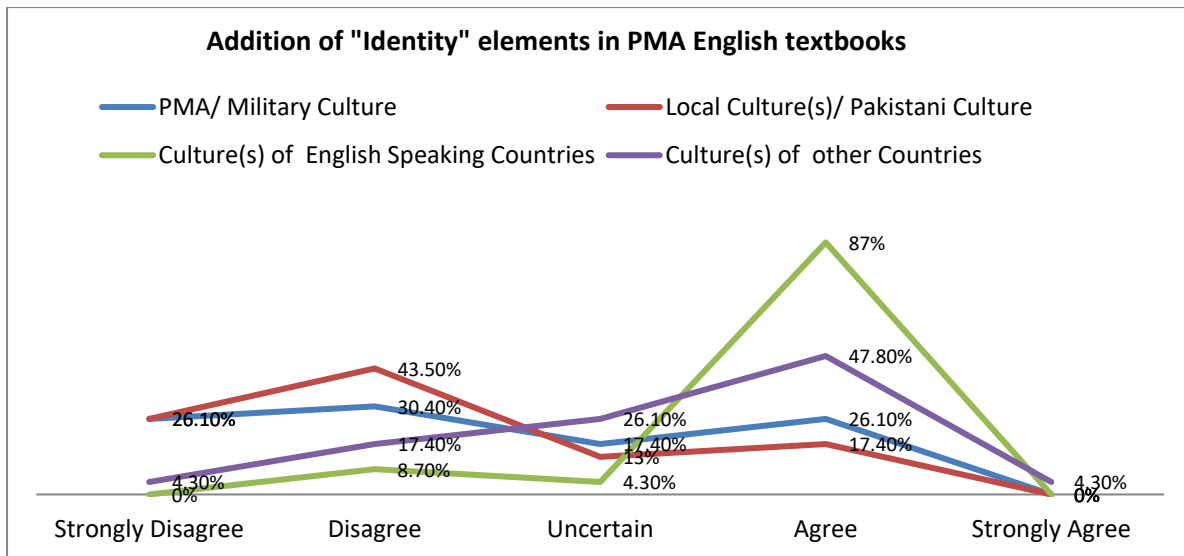


Figure 5 Demonstration of Identities

Gender is also an important cultural category which aims to describe apt gender roles, characteristics and actions associated with each sex group. There is no denying fact that gender roles vary greatly from culture to culture and society to society. The next item in the questionnaire was regarding the inclusion of “gender” and results are given in figure six below. The results are quite interesting as mainly inline with above findings, the characters belong to English-speaking countries, displaying their own cultural associated roles. In this regard, 65% of the population reported that gender is mainly conceptualized on western grounds. However, 26% of the respondents claim that some gender specifications were in line with the local demands as well.

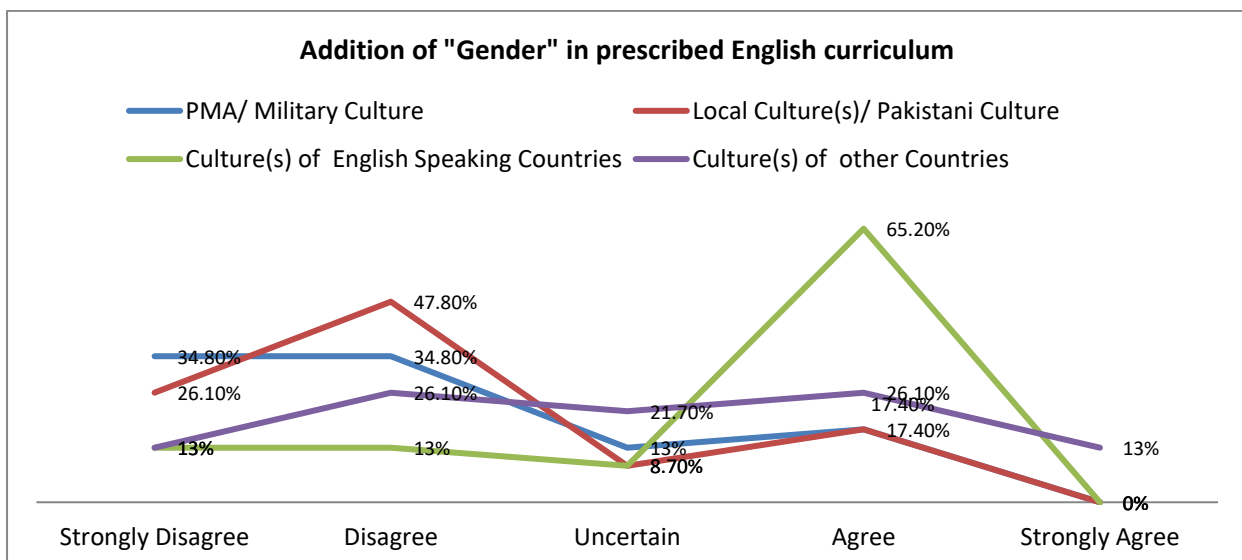


Figure 6 Gender Representation

As far the concept of “social depiction” is concerned, it covers all the aspects mentioned and discussed above. However, to get a complete picture of the scenario, this elements was

repeated to check and verify the results of the above sections. The figure seven below represents that on the whole the teachers at PMA agree that (majority i.e. 87%) English-speaking countries' culture and values is given primary importance and coverage. Once again, it was claimed by the teachers that USA and UK were dominating cultural themes in bulk of the texts delivered to the cadets. On the other hand, local culture of Pakistan (at national, provincial and regional levels) alongwith military culture is most often remains a negelected part. This is quite contrary to the concept of glocalization as argued by Robertson (1997).

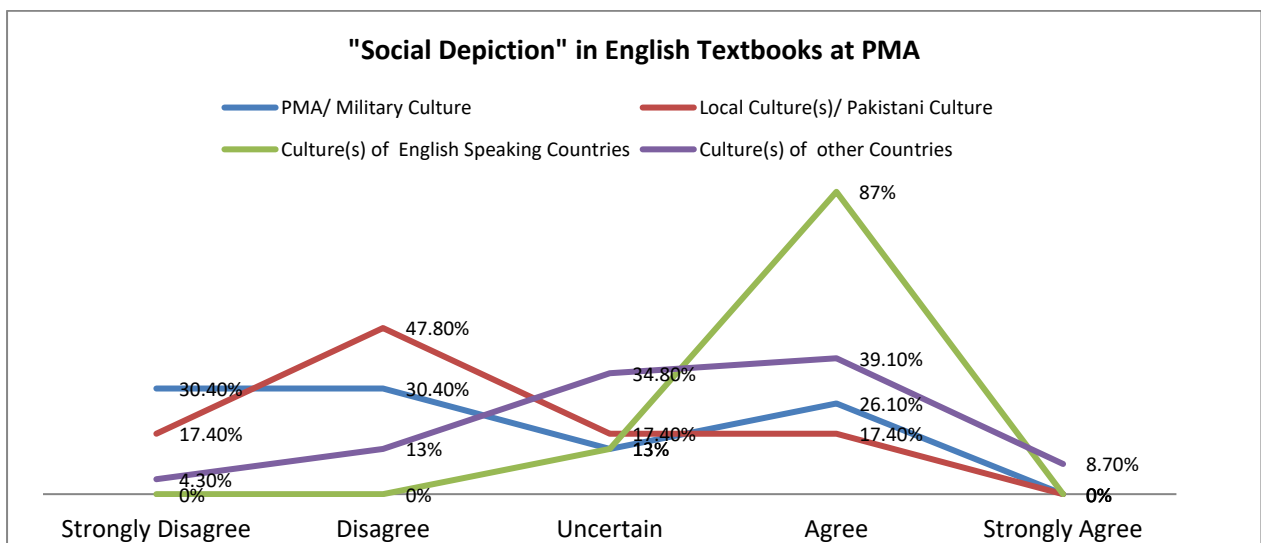


Figure 7 Representing “Social Attitudes”

Economy is backbone of a country and economic affairs get prominent place in curriculum. This concept for the present study includes representation of economic affairs, monetary related agendas, and finance related tasks. All of these item are important for a country's progress and growth and thus students should be lectured enough to be aware of all sort of economic situations. This would also result to their active participation in the future. However, the question arises whose country economic affairs be taught to the students belonging to a particular country. Though there is no denying fact that knowledge in general is also effective (about general financial concepts) but more important is the one's own country related economical affairs and situations. In this regard figure eight clarifies that the economic depiction of English-speaking countries appears more prominently than the local affairs. Nevertheless, the results also specify that this important element of culture is often ignored in the texts. It is stimulating to mention that the economic schema has always been one of the major agendas of globalization, which is ignored in the present scenario.

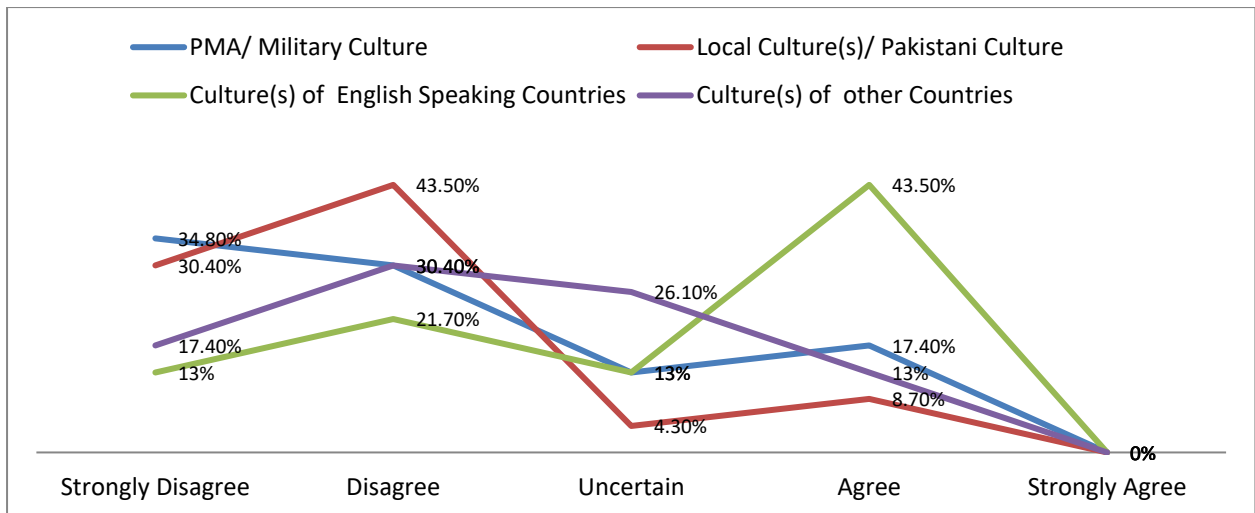


Figure 8 Representation of “Economy”

Religion though is part of social identity but is described here as separate component because of its undeniable significance in the present context. As acclaimed, Pakistan has been established on the grounds of religion thus it cannot be simply placed here in combination with other cultural elements. This is the ground on which English language teaching has faced discrimination by local population as language of non-islamic world. However, this agenda has been to some extent is settled with increased globalized demands for growth of a country. It is also proposed by educational policy makers to avoid religious contents to maximum. In contrast, figure nine below shows that some of religion-related artefacts, ceremonies and actions are sometimes visible in various texts (like celebrating Christmas, mentioning churches, priests, etc.), though not in higher frequency. Very few respondents approved the matter of presence of religious content in English language pedagogy. These results are contrary to numerous studies conducted on cultural and religious content in English textbooks taught at various other levels and institutions in Pakistan. For instance, Habib (2014) and Yaqoob and Zubair (2012) have described that English textbooks published by numerous government-based textbook boards encompass a large proportion of religious elements.

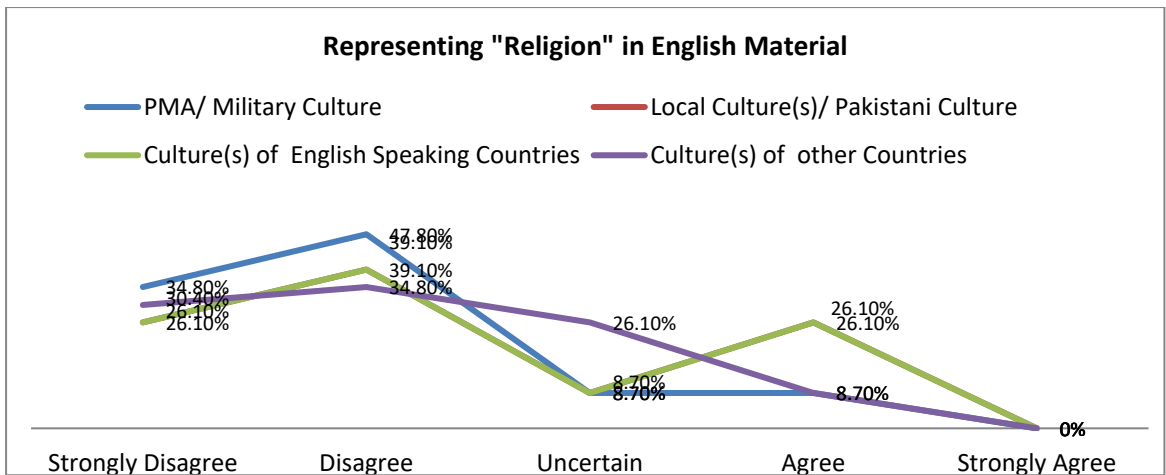


Figure 9 Religious illustration

This point is again a repetition of majority of the concepts discussed above in order to test and authenticate the results. “Traditions, customs and values” encompass all the features like social, political, economic and religious beliefs and practices and an important aspect of cultural-based studies. The findings are presented in figure ten below. The results of this section verify that respondents agree with inclusion of western cultural beliefs (in form of customs, traditions and values) more than the local cultural values.

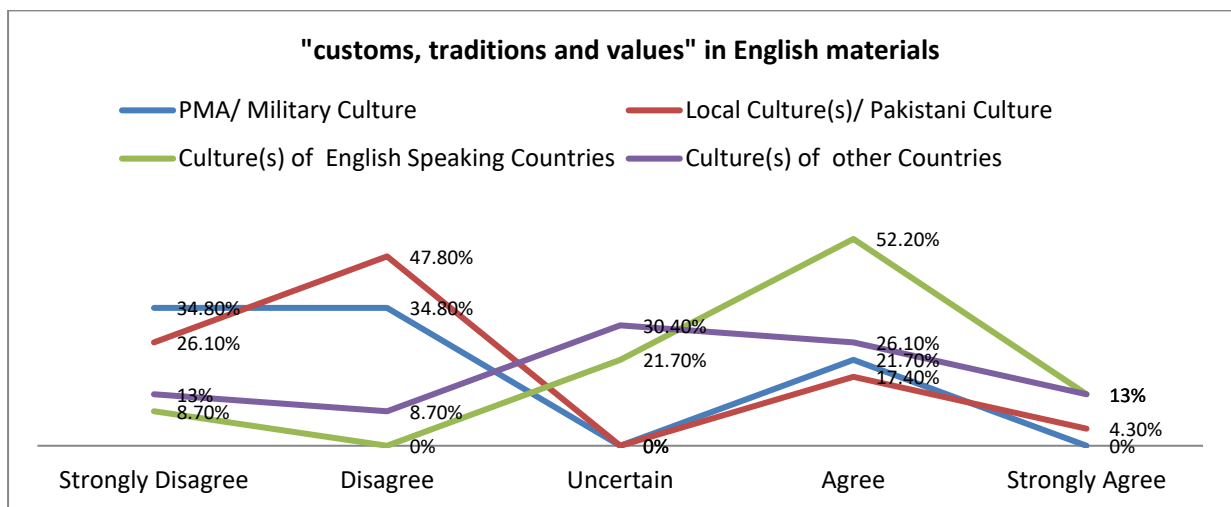


Figure 10 Depiction of Traditions, customs and values

When talking about arts and artifacts, cultural values are once again prominent in the findings. In his regard, 52% of the teachers ascertain that majority of textbooks’ contents is based on arts and crafts belonging to English-speaking countries and less place and prestige is given to local products. Figure 11 presents a comprehensive summary of the results. The results depict that the art-related content is often displayed in English textbooks. Moreover, more of this material belongs to non-local cultural aspects. As everyone understands the importance of

art as a key disposition of culture and one of the finest means to represent culture. It comprises of multiple modes of art like music, dance, painting, sculpture, etc. and all of these modes are an imperative ways that can be effectively used in language learning contexts, as reported by Li, Qin, and Jianun (2008), and Burz and Marshall (1997). Therefore, excluding these forms in ELT content may serve damage to pedagogic purpose, however local cultural artifacts should also be taken into account. The findings in this regard, reveal that local arts and crafts are given not much emphasize and place which favours globalization but is opposite to glocalization spirit. Beck (2006) opines that without glocalizing ELT content, the local values will be outshined and eventually surpassed by the global values with time.

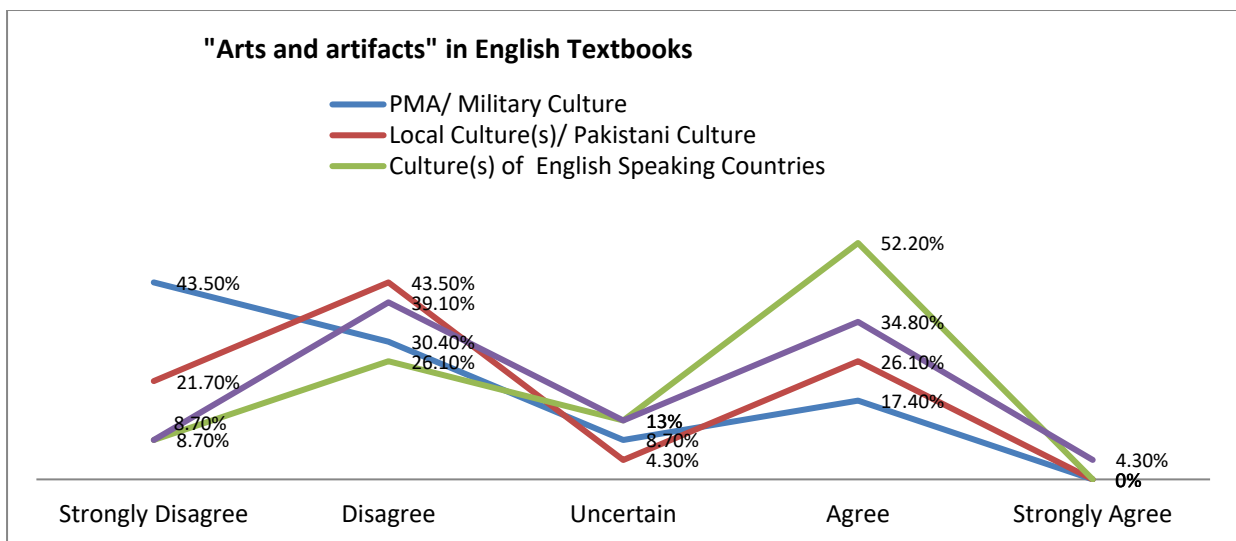


Figure 11 Demonstration of Arts and Artefacts

The last point of the questionnaire was related to representation of “daily life” routines which are again a mirror to overall cultural values and practices. The daily life routine includes all type of domestic and professional activities and can be best embodiment to understand culture. In this regard, 78% of the teachers pointed out that English texts taught at PMA contain daily life routines of people belonging to English-speaking countries. On the other hand, local life is hardly represented in these texts. Figure 12 presents he summary of the results.

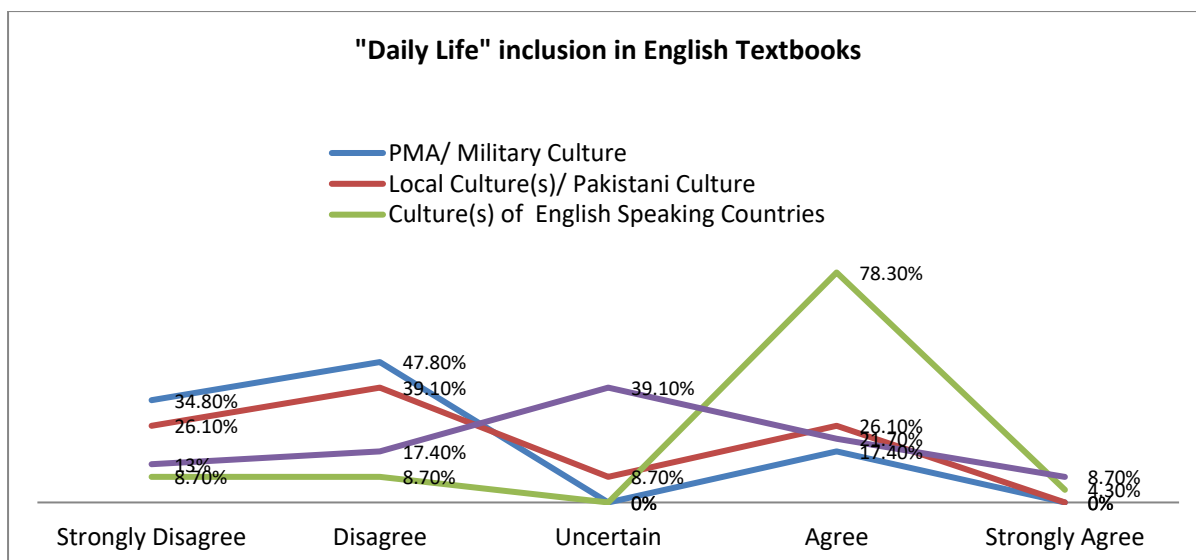


Figure 12 Image of Day to Day Life

According to the findings presented from figure 1 to figure 12, the curve line for culture of English-speaking countries is discernibly prominent and higher than others, representing the highest frequency rates of responses associated with it. This clarifies that majority of cultural values and culture related items including economy, politics, customs, etc., presented in English textbooks taught at PMA, belong to English-speaking countries. Whereas, the local cultural values and systems are often negated and underrepresented. Thus, one can understand that globalization effect has currently full control over the ELT contents in use in PMA. This is again the spirit of glocalization which emphasize that negating local culture at the price of global can eventually cause a threat to local cultural values.

It should be remembered that English language is need of the time but learning English does not mean that one should sacrifice his/her own personal identity rooted in his local cultural background. According to Robertson (1997), glocalization offers a comprehensive solution to this problem by creating a balanced amalgamation of local and global cultural values and in accordance allows incorporation of local content into global content and vice versa.

Conclusion and Recommendations

The current study used a survey method to collect responses from the teachers at Pakistan Military Academy (PMA) regarding their perception of ELT practices at PMA from the perspective of glocalization. As we know that language and culture are inseparable parts of all domains of life and when it comes to education it becomes more crucial. And for various social, political, religious, and economic reasons this nexus has always been paid special attention for purposes of states, nations, and countries (Kramsch & Widdowson, 1998;

Schieffelin, & Ochs, 1986). This nexus has affected language teaching philosophies also which ultimately have given rise to various methods, approaches, and techniques of teaching language in general and the English language in particular. Moreover, curricula and syllabi of English language teaching are not an exception which has also been influenced by this nexus. Globalization is one of these philosophies which has affected various spectra of the world cultures through English language teaching. This influence has been noticeable in English language pedagogy in Pakistan too (Shamim, 2008).

Some of the distinct cultural elements including history, politics, social values, religion, customs, beliefs, and art forms are among the prominent ingredients of globalization with special reference to the USA and UK in English language teaching all over the world (Byrem & Fang, 2006). Glocalization as a response to this globalization has also emerged as one of the most influential philosophies of education in general and English language pedagogy in particular. However, its role in the English language has not yet been much theorized, therefore, the current study focused on explicating various theoretical underpinnings of glocalization in English language teaching with special reference to Pakistan at Pakistan Military Academy (PMA), Kakool. We explored this theoretical phenomenon in the current study by collecting responses of the instructors at PMA regarding prospective incorporation of glocalization in ELT practices at PMA. By using the survey method and adapted analytical framework of Byrem & Byrem (1988) and Byrem & Fang (2006) we found ELT pedagogical practices of English language teachers at PMA needs to be aligned with glocalization. Moreover, the findings showed that English language teaching content at PMA is more based on the culture of English-speaking countries i.e UK mainly. However, all the instructors were found in favour of incorporating glocal content in the English language teaching curriculum. Besides, the instructors were found quite interested in including content related to local military heroes to engage learners i.e cadets more effectively in language learning classrooms. Keeping the findings of the current study in mind, we recommend incorporation of glocalization i.e local culture of Pakistan, PMA culture, and biographies of Pakistani military heroes in English language teaching material at PMA.

References

- Baumgardner, R. J. (1993). *The English Language in Pakistan*. USA: Oxford University Press.
- Beck, U. (2006). *Cosmopolitan vision*. UK: Cambridge Press.
- Brooks, J. S., & Normore, A. H. (2010). Educational leadership and globalization: Literacy for a glocal perspective. *Educational Policy*, 24,1, 52-82.
- Byram, M. (1988). Foreign language education and cultural studies. *Language, Culture and Curriculum*, 1, 1, 15-31.
- Byram, M., & Feng, A. (2006). Living and studying abroad: Research and practice. *Multilingual Matters*, 12.
- Canagarajah, A. S. (2013). *Critical academic writing and multilingual students*. University of Michigan Press.
- Crystal, D. (2003). *English as a global language*. Cambridge university press.
- Gray, J (2002). The global coursebook in English Language Teaching. In: Block, D & Cameron, D (eds.) (2002). *Globalization and Language Teaching*. London: Routledge. pp. 151-167.
- Hassan, R. (2004). Remaking English in Pakistan. (Unpublished Dissertation). Islamabad: National University of Modern Languages.
- Kramersch, C., & Widdowson, H. G. (1998). *Language and culture*. Oxford University Press.
- Maguddayao, R., & Medriano, R. (2019). Sojourning of Foreign Students in the Philippines in their Level of Intercultural Communicative Competence as EFL Learners. *The Asian EFL Journal*, 21(2) 337-363.
- Mauranen, A. (2017). A glimpse of ELF changing English: Global and Local Perspectives.
- Modiano, M. (2001). Linguistic imperialism, cultural integrity, and EIL. *ELT journal*, 55(4), 339-347.
- Murata, K., & Jenkins, J. (2009). *Global Englishes in Asian contexts*. Springer.
- Rahman, T. (2001). English-teaching institutions in Pakistan. *Journal of Multilingual and Multicultural Development*, 22(3), 242-261.
- Robertson, R. (1997). Comments on the Global Triad and Glocalization. In: Inoue, N. (ed.), *Globalization and Indigenous Culture*.
- Ross, H., & Lou, J. (2005). Glocalizing” Chinese higher education: Groping for stones to cross the river. *Indiana Journal of Global Legal Studies*, 12 (1), 227-250.
- Roudometof, V. (2015). The glocal and global studies. *Globalizations*, 12(5), 774-787.
- Schieffelin, B. B., & Ochs, E. (Eds.). (1986). *Language socialization across cultures*. Cambridge University Press.

- Shamim, F. (2008). Trends, Issues and Challenges in English Language Education in Pakistan. *Asia Pacific Journal of Education*. <http://dx.doi.org/10.1080/02188790802267324>
- Sharifian, F. (2010). Glocalization of English in World Englishes: An emerging variety among Persian speakers of English. In T Omoniyi & Mukul Saxena (eds.) *Contending with globalisation in World Englishes*. Clevedon,UK: Multilingual Matters.
- Sultan, A. & Hameed, A. (2020). From global to glocal: An investigation of Pakistan military academy students' perspectives on cultural aspects in english language pedagogy. *Pakistan Journal of Distance and Online Learning*, 6 (1), 65-83.
- Trudgill, P., & Hannah, J. (2002). Second language varieties of English. *International English: A Guide to the Varieties of Standard English*, 123-139.
- Zemni, B. & Alrefae, Y. (2020). Investigating the Source of Reading Anxiety among Undergraduate Saudi Female EFL Students in Translation Departments. *TESOL International Journal*, 15 (5). 65-77



A Critical Linguistic Assessment of the Translation of Naguib Mahfouz's Midaq Alley

Qasim Abbas Dhayef

Asst. Prof., PhD in Linguistics and Translation, Department of English, College of Education for Human Sciences, University of Babylon, Iraq

Bio-profile:

Dr. Qasim Abbas is currently an Assistant Professor at the department of English, College of Education for Human Sciences, University of Babylon in Iraq. He obtained his PhD in English Linguistics and Translation from University of Al-Mustanssyria, Iraq and he participated in several academic conferences. In addition to this academic career, Dr. Dhayef held several positions in Iraq in the University of Babylon, one of them is the head of English Language department. He has written different articles in different fields of linguistics like CDA and translation. qasimabbas@uobabylon.edu.iq

Abstract

The present paper undertakes a comparative critical linguistic analysis of the translation of *Naguib Mahfouz Midaq Alley* (1947) famous novel. The novel is translated by Trevor Le Gassick and published in 1966. Also, the study aims to bring to light translation techniques employed in the target text and the cultural difference that has prevented the translator from rendering the intended meaning with high accuracy taking into consideration the Egyptian dialect used by the author of the novel. The paper is of two-fold, i.e., an interdisciplinary one which aims at analyzing the linguistic structures used including *Lexical processes, Transitivity, Syntactic transformations, Modality, Speech acts and turn-taking, etc.* In the pragmatic equivalence in translation, it looks for considering the aspects of meaning in a certain context attained by several entrants in the social interaction in the translated novel (*Midaq Alley*) in its original language (Arabic) and its counterpart in English.

Keywords: *critical linguistics, language structures, Midaq Alley, translation*

Introduction

The first one who proposed the term Critical linguistics (CL henceforth) is Fowler, Hodge, Kress and Trew (1979). CL is an approach of a socially direct method of linguistic analysis which emphasizes the correlative relation between language and society. Its basic statement is that all practices of linguistics encode ideological patterns or discursive constructions mediate representations of the world in language. Different usages (e.g. different sociolinguistic varieties or lexical choices or syntactic paraphrases) encrypt different ideologies, ensuing from their different situations and purposes (Fowler 1987; Mohammed, Samad, & Mahdi, 2018; Batang, Dayag–Vecaldo & Medriano Jr, 2018; Edouihri & Yahya, 2020).

Meaning and ideology are collateral members of language. They rely heavily on the community wherein linguistic analysis is used as a tool to scrutinize linguistic processes employed in discourse. Yet, linguistics is not an objective instrument for examining the ideology of any text. Here, the need arises for a sort of linguistics that accounts for the criteria of judging any kind of discursal text (Fowler et al 1979:186).

However, one cannot deny the fact that language is a mixture of the individual and the society he/she lives in. The individual is considered as a socialized Man by nature. Thus, people live in communities which consists of a group of individuals that have status and position in the social class (Fowler 1972:5-14).

Translation in its broader sense refers to the replacement of the source text by the target text. Nevertheless, Baker & Gabriela (2009:150) elucidate that linguistics has bit by bit moved from utilizing words and clauses as a unit of study in seeing texts as an entire and lastly to consider texts to be examples of discourses that are continually occupied with the dynamic representation and structure of information and ideology. They see that the influential field of inquiry in translation studies is critical linguistics. Halliday has stressed the idea that 'language ability' is out of social construction. This view is highly supported by the 'functionalist linguistics' which is originally suggested by M.A.K Halliday. Halliday's functional approach is based on the clue that grammatical description includes 'social meanings and their contextual realizations'. The language construction is viewed as the product of the needs of the society that makes use of the language (Lyons 1970:140-65). It is a critical study to discourse analysis that utilizes in Halliday's systemic functional grammar as a method of analysis. However, Fowler (1985:68) has provided the following 'checklist' of CL together with three translation assessment dimensions including aesthetic expressions, pragmatic implicature and meaning style:

1-Lexical Processes: it is concerned with special employment of a certain vocabulary like metaphors, dialect, jargon, etc. (Fowler 1985:68).

2-Transitivity: it looks for examining the constructed processes of verbs as well as nouns. It scrutinizes the participants' activity in such actions that manifest states, processes, and mental processes (ibid).

3-Syntactic Transformations: It mainly focuses on two issues which are nominalization (appearing as nouns obtained from verbs or adjectives.) and passivization which is attached to participants as replaceable elements. The two processes handle the roles done by the discourse participants either as doers of action or as hidden doers or receivers (ibid).

4-Modality: It represents the modal verbs and adverbs. It uses in order to make the speaker expresses certain ideas and other senders and attitudes to the events reduced by the sentences establishing the text (Fowler). Halliday (1985:103) posits that the use of the action verbs can take or represent either the form of events (SV) or the form (SVO).

5-Speech Acts and Turn-Taking: It asserts that there is a situation in which we have a speaker, a hearer, and an utterance uttered by the speaker. It also accounts for the roles exchanged by the speech participants (Fowler 1985:68).

6-Address and Personal Reference: It allows considering the choices that anticipate the hearers with specific social or educational status. Also, it refers to how personal pronouns state a certain interpersonal relation with the hearers including inanimate addressing ones (ibid).

7. Aesthetic Expressions: the translator must commit him/herself to the ST aesthetic forms (Munday 2001).

8. Pragmatic Implicature: it is related to the implied meaning instead of the explicit one (Baker 1992).

9. Meaning and Style: it lies in maintaining the semantic and stylistic equivalence (Bell 1991).

10. Domestication: wherein the translator attempts his/her best to bring the reader to domestic and familiar expressions which help the reader to grasp the text with simplicity and domesticity (Venuti 1995).

11. Foreignization: in which the translator tries to adopt the ST neatly, eliminating all the essential obstructions of grasping the meaning of the TT (ibid).

Naguib Mahfouz and Midaq Alley

Naguib Mahfouz is an Egyptian writer. He is the winner of the Nobel Prize for Literature, revolutionized the world of Arabic narrative. Neither the novel nor the short story

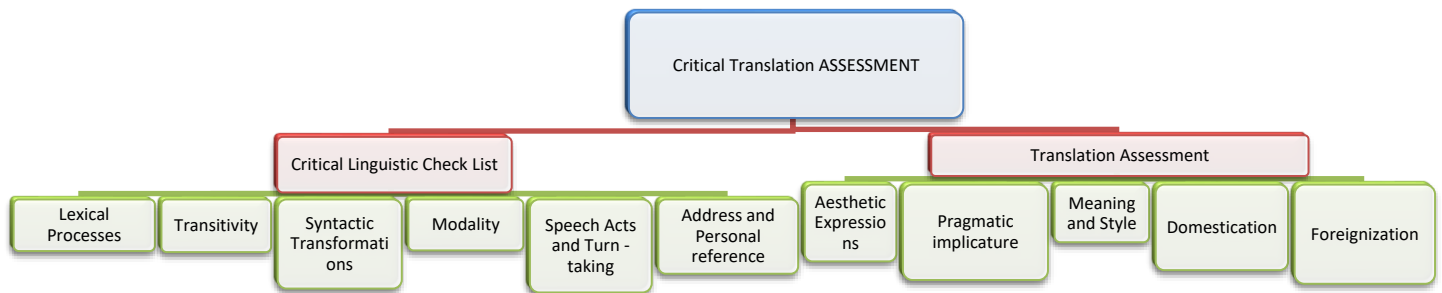
is common forms of expression until Mahfouz' works become widespread in the 1950s and 1960s. His writing is unique in Arabic culture and the world culture (Trevor 1966).

Midaq Alley (Zuqaq al-Midaq) is a novel written by Naguib Mahfouz and published in Egypt especially in the Arabic language in 1947. Then it is translated into other languages. The novel happens in the Gamaliya neighborhood of Cairo, in the place where Naguib Mahfouz and his family lived. This is the first of Mahfouz's novel to be translated into other languages. It is appeared in more than 30 foreign publications, in 15 languages (ibid).

Model of Analysis

The model is based on the Reiss's (1977/89) function of ST and TT, Fowler's (1985) checklist, Bell (1991), and Baker (1992).

Figure (1) The Eclectic Developed Model of the Study



4.1. Data Analysis

ST (1)

تنطق شواهد... تحف العهود الغابرة،... تألق المعزية كالكوكب الدري. اي قاهرة اعني؟!.... وأثر نفيس... وطريقه المبلط بصفائح الحجارة... تلك العطفة التاريخية، وقهوته المعروفة بقهوة كرشة... بتهاويل الأرابيسك،.....قدم باد، وتهدم وتخلخل، وروائح... ووطب الزمان القديم... صار مع كرور الزمن عطارة اليوم والغد...! ...شبه عزلة.... مسارب الدنيا.... بحياته الخاصة.... بجنور الحياة الشاملة.... اسرار العالم المنطوي.
(Mahfouz 1947:1)

TT (1)

Many things combine to show gems of times gone by ...shone forth like a flashing star in the history... Which Cairo do I mean? ... the alley is certainly an ancient relic and a precious one. How could it be otherwise with its stone-paved surface the historic Sanadiqiya Street.

And then there is its cafe known as Kirsha's. Its walls decorated with multicoloured arabesques, now crumbling, give off strong odours from the medicines of olden times, smells which have now become the spices and folk cures of today and tomorrow . . . !

..... almost complete isolation surrounding activity,and personal life of its own., its roots connect with life as a whole,, it retains a number of the secrets of a world now past.

(Trevor 1966:1)

Lexical Processes: the ST is surely enriched with high expressive ornamented expressions. Starting with the symbolic images like (تنطق - **Many things combine to show**) which is a *personification* addressed to materialistic indicators which have been drawn by the author. On the part of the TT, the translator has not been felicitous in replacing (تنطق) by (**Many things combine to show**) due to the fact that the ST is more expressive to the reader whose native language is Arabic than that of the reader whose native language is English. (كالكوكب) is a simile that is substituted by (**like a flashing star**) and this indicates the appropriate replacement of the translator for he kept the meaning and the rhetorical comparison.

Transitivity: again the word (تنطق) is a word that indicates an activity done by the agent-action which is (شواهد). In the TT, the translator exchanged (تنطق) by the phrase (**combine to show**), wherein he has successfully transferred the meaning but failed to keep the same aesthetic action of the original verb.

Syntactic Transformation: Nominalization: in the ST, the nouns (شواهد، العهود، علم، أثر،) reflect the main semantic characteristics of the text, i.e., (تنطق شواهد...) the semantic doers and recipients are clearly noticed and realized in the text. Like (يكاد يعيش) (باد، تهدم، تخلخل)، (انه تألق) the verb and the subject (doer) are stated. Another example is (يضج بحياته الخاصة)، (في شبه عزلة (المدق) (زقاق)). On the other side of the TT, one can see the derived nouns (flashing, crumbling, isolation, surrounding). *Passivization:* in the ST is represented by the verb (يحدق) and the TT (surrounding activity). It is vivid that the verb (يحدق) in the ST is replaced by an adjective and a noun in the TT (surrounding activity).

Modality: In modality, the narrator who is the speaker expresses his view towards the Alley describing all the minute details and treating it and its constituents (sometimes) as a Man. Since the author is the sayer of the whole sentences, the verbs and adverbs express the author's attitudes in relation to the Midaq Alley (including all the things in that Alley) which is the subject matter of the novel. The text of the novel sheds light on the Midaq as a snap that represents the life at that time in Egypt. Modality markers (verbs and adverbs) in both texts can

be summed up as follows: ST (تنطق، العهود، طريقه، تزردان، الزمان، اليوم، الغد،)، and the TT (combine, show, times gone, history, ancient, street, walls, now, today, tomorrow, past).

Speech Acts and Turn-Taking: it is obvious that the speaker here is the author and the hearer is the readers of the novel and the speech situation topic is the Midaq Alley (Ziqaq-Al-Midaq). The main speech act class issued by the speaker is expressive in the sense that he expresses his feelings (i.e., the speech act) and views towards the place and the people who live in the Alley. The hearer here is the reader or the receiver of the novel who is involved in the novel as a participant in its incidents.

Address and Personal Reference: in this part, the naming conventions is between the author and the characters of the novel who are described according to their shape of body with their indicative stylistic names. The characters are addressed as having social positions in the everyday life the Midaq Alley. Animate and inanimate addressing expressions are like: (شواهد، زقاق المدق، القاهرة، الفاطمية، المماليك، السلاطين، علماء الآثار، الحجارة، الصناديق، كرشة)، whereas in the TT, we have (many things combine, Midaq Alley, Cairo, Fatimids, Mamlukes, Sultans, archaeologists, Kirsha). The Arabic and English expressions express certain images that tell many things about the history of old cities of Egypt in general and the Midaq Alley in particular. The author's description is rich with details to every single mark and character.

Aesthetic Expressions: they can be easily expressed by the artistic description of the place of Midaq Ally wherein the novelist draws a beautiful portrait of its history, its road, its café, its walls, its smell, and its liveliness like (تحف، تالِق، كالكوكب الدرِي، وأثر نفيس، صفائح الحجارة، عطرارة اليوم والغد) together with its equivalents in the TT like (gems, a flashing star, an ancient relic and a precious one, stone-paved surface, cafe known, walls decorated with multicoloured arabesques, strong odors, medicines of olden times, spices and folk cures of today and tomorrow). This minute tender, sympathetic feelings towards the Midaq Alley and the people who live there are highly reflected through the spiritual words of the novelist. The expression adds an environment of fragrant of past times of the Alley. To assess the translation, it is clear that the translator has missed the sense of the culture-specific terms of the Egyptian style due to the musicality of the chosen words that implies this old heritage of the Ally history. The idea is not limited to the translator himself but to the whole image of the place of Midaq itself.

Pragmatic Implicature: conversationally, the author (i.e. the speaker) tells the hearer (i.e. the reader) that the Gamaliya is that place where you can find tranquillity and chaos at the same time. You can find chaos since it symbolizes the activity of everyday life of public cities in Egypt. He describes the heritage image of the city which is related to the nostalgic past of

the city and the people who lived in that place. Two types of *Implicature* are to be tackled in this text: conventional and conversational ones. The intended one here is the conversational (i.e., *Cooperative principle* (Grice 1967/75/89b, p.31)) which is indicated by the author through the relation, amount and quality of detailed description of the Gamaliya houses, café, walls and streets.

Meaning and Style: the main decoded explicit meaning is linguistically expressed. When checking the semantic explicit meaning, it is vivid that the ST is written in implied style referring indirectly to the nostalgic past which is full of great times. On the other hand, the TT is written with formal semantic explicit meaning rather than being implicit due to the translation approach adopted by the translator. The approach focuses on the meaning explicitly away from being involved by the aesthetic aspects of the ST. The choice of the lexical items in the ST is carefully done wherein the author tries to imply the Egyptian heritage through, yet, the TT takes highly into consideration meaning rather than form. In brief, the ST is written in a mixture of Egyptian everyday life form and a bit of standard Arabic, whereas the TT is written with standard English. The main loss of equivalence here is on the part of the musical expressive expressions of the ST which were not replaced with the same aesthetic effect of the ST and the witness to this point is seen in many expressions as in the following table:

Table (1) ST and TT equivalents

No.	ST	TT	Cause of Equivalence Loss
1	تنطق شواهد كثيرة	Many things combine to show	Implicit to explicit
2	تألق	Shone forth	Form and content to content only
3	اثر نفيس	An ancient relic	A symbolic heritage to an abstract ancient thing
4	العطفة التاريخية	historic	Absence of historical highlight
5	بتهاويل الأرابيسك	Multicolored arabesques	Spirit of old Egypt

6	كروور الزمن	No equivalence is given by the translator	Translation loss
7	مسارب الدنيا	No equivalence is given by the translator	Translation loss
8	بجنور	its roots	Literal translation (better to be translated as 'distant past')

Domestication: a very clear example in the ST is (تتطق) which is replaced by the equivalent expression in the TT (combine). The domestication process makes the ST expression losses its effect on the target reader since the TT reader would not be able to receive the same effect which the ST reader has received when has read the ST. The ST has a certain symbolism which the TT has lost due to the translator's inappropriate choice of equivalent.

Foreignization: a good representative of this process is (همسة، همهمة), (whisper here, whisper there) wherein the translator has replaced two different words in the ST by one word in the TT. The foreignization lies in replacing two different lexemes into one in the TT. It was better to translate the two expressions into two different words to avoid this process.

ST (2)

أذنت الشمس بالمغيب ، والتف زقاق المدق في غلالة سمراء من شفق الغروب ، زاد من سمرتها عمقا انه منحصر بين جدران ثلاثة كالمصيدة ، له باب على الصنادقية ، ثم يصعد صعودا في غير انتظام ، تحف بجانب منه دكان وقهوة وفرن ، ويحف بجانب الآخر دكان ووكالة ، ثم ينتمهي سريعا – كما انتهى مجده الغابر – بيتين متلاصقين ، يتكون كلاهما من طوابق ثلاثة .

مضت حياة النهار ، وسرى دبيب حياة المساء ، همسة هنا وهمهمة هناك : يارب يامعين . يارزاق يا كريم . حسن الختام يارب . كل شيء بأمره . مساء الخير يا جماعة، تفضلوا جاء وقت السمر ، اصح يا عم كامل واغلق الدكان. غير ساستقر ماء الجوز. اطفئ الفرن يا جعدة . الفص كبس على قلبي . اذا كنا ندوق احوال الظلام والغارات منذ سنوات خمس فهذا من شر انفسنا.

(Mahfouz 1947:6)

TT (2)

The sun began to set and Midaq Alley was veiled in the brown hues of the glow. The darkness was all the greater because it was enclosed like a trap between three walls. It rose unevenly from Sanadiqiya Street. One of its sides consisted of a shop, a cafe, and a bakery, the

other of another shop and an office. It ends abruptly, just as its ancient glory did, with two adjoining houses, each of three stories.

The noises of daytime life had quieted now and those of the evening began to be heard, a whisper here and a whisper there: "Good evening, everyone." "Come on in; it's time for the evening get-together." "Wake up, Uncle Kamil, and close your shop!" "Change the water in the hookah, Sanker!" "Put out the oven, Jaada!" "This hashish hurts my chest." "If we've been suffering terrors of blackouts and air raids for five years it's only due to our own wickedness!" (Trevor 1966:1)

Lexical Processes: the ST is more aesthetic than the TT and this is due to two reasons: first the language with which Mahfouz has written his novel is neither in the standard form nor low colloquial variety, thus, it is easily understood by the public. Second, Mahfouz succeeded in recruiting the standard Arabic language in the narrative construction. And combining it skilfully with the public spoken form in the narrative dialogue. Mahfouz's treatment in picturing the state of the Gamaliyais vivid in addressing the 'sun' as (أذنت-began), i.e., as if it is a Man that is permitted to sunset. The author picturizes this seen in a figure of *personification*. The ST is equipped with symbolism whereas the TT has no symbolism but an ordinary verb that covers the meaning only. The other expressions of the ST that have symbolic connotation are (التف-غلالة سمراء-كالمصييدة- يصعد-ينتهي-مجده- مضت- حياة النهار-دبيب المساء-). On the other side of the TT, one can assess easily that the translator's main concern is to maintain the denotative meaning with no attention to the aesthetic values of the ST as in (brown hues-darkness-like a trap (*simile*)- unevenly- ends abruptly-noises of day time- those of evening).

Transitivity: it is manifested by means of *verbs of action and processes, and nouns*. Expressions of *action* such as (أذنت- التف- زاد-يصعد- تحف- ينتهي- يتكون - مضت - سرى- تفضلوا- جاء-) (أصح- أغلق- أطفئ- كبس- نذوق) like (التف ، يصعد، ينتهي ، سرى ، جاء، أغلق، أطفئ) and their equivalents in the TT like (began, rose, ends, quieted,). Also, expressions of *states* like (سمراء،بالمغيب،الغروب، الغابر، متلاصقين، همسة،) together with their equivalents in the TT like: (began, set, veiled, brown, hues, glow, darkness, trap, ancient, glory, noises, daytime, whisper, terrors, blackouts, air raids, wickedness). Generally, the translator has replaced some expressions successfully and missed others. He has been successful in keeping the *denotative* meaning rather than the original effect over the ST reader. This effect is absent in the TT reader and this is due to the translator commitment to the standard rules of the English language. At the same time, the mixed (Standard and colloquial) Egyptian variety of the Arabic language has a certain taste which the English language lacks.

Syntactic Transformation: Nominalisation: the doers of the action here are inanimate. This could be seen in the use of certain nouns to behave as animates such as: (أذنت الشمس) wherein the sun behaves as if it is a Man that has certain characteristics which enable it to perform them. In the TT, the translator has not kept such feature which the ST has. He has just kept the denotative meaning. Many other examples that show the same idea like (was veiled – النف). The main nominalized expressions are in the ST and TT (adjoining, suffering, منحصر،) (المغيب، الغروب، سمرتها، صعودا، انتظام، الختام). *Passivization:* in the ST, the expressions like (تحف، يحف) represent the passive structure whereas in the TT the expressions like (was veiled, was enclosed, to be heard) displays the passivization in the TT. A kind of a balance in this construction in both texts is realized. The doer or agent-action here is the 'sun' that has been given the permission to set and the receiver is the Midaq Alley. Another doer is 'brown hues' that has covered the whole Alley in darkness.

Modality: again the narrator describes the minute details of the scene of *Midaq Alley*. The description starts with the scene of sunset, walls, shops and ends with two adjoining houses. One can see the *verbs* like "أذنت، النف، تحف، يصعد، ينتهي، كبس، نذوق" wherein the narrator reflects his feelings towards the Gamaliya city and its walls, houses, shops, and streets. *Adverbs* of time like 'sunset, ancient glory, daytime, evening and five years' are representing the glory times of the Gamaliya city which the writer feels fond of and has a great nostalgia. Part of his description is a matter of longing to those time in the city he was born and lived at. In the ST the writer has been skilful in picturing the past times of the Gamaliya as if he tries to say that these times are the best ones he is ever seen. Adverbs of place also constitute part of the writer attitudes towards his city like 'Sanadiqiya street, shop, café, bakery, office, houses'.

Speech Acts Turn-Taking: the conversation (turn-taking) is between the writer (who acts as an agent of the Gamaliya city) of the novel and the readers. This relation between the writer who is represented by the written text and the readers of the text. Again the text is an expressive one that describes the Midaq Alley and the surrounding environment in the sunset time. The novelist portrays a very symbolic image of the scene that attracts the attention of the reader to the beauty of that scene. The expressions like 'سمرتها، شفق الغروب، غلالة سمراء، أذنت، النف، عمقا، كالمصيدة، في انتظام، تحف، مجده الغابر، ديبب، هسمة هنا، هممة هناك، وقت السمر' are declarative speech acts that state the attitudes and the feelings of the writer as a representative of the of the people who lived at the Gamaliya city. The second speech act are the directive (command) speech acts like 'غيريا سنقر ماء الجوز - 'Change the water in the hookah, Sanker!')، ('Put out the oven, Jaada-اطفئ الفرن ياجعدة).

Address and Personal Reference: the formality of addressing animate and inanimate (personification) others by the writer are shown by different items in the ST and the TT like (الشمس، المغيب، المدق، جدران، يارب، يامعين، يارزاق، ياكريم، ياجماعة، ياعم، ياسنقر) while in the TT, these addresses are translated as follows: (the sun, set, Midaq, walls). Another point is that the translator has avoided translating the prays of the novelist with no vivid cause for this loss.

Aesthetic Expressions: the beautifying of the text lies in the selection of certain words that enrich the symbolism of the text. Take for example the following expressions in the St and the TT: (أذنت، التف، غلالة سمراء، شفق الغروب، سمرتها، مجده الغابر، يارب يا معين، وقت) السمر، and its equivalents (began to set, veiled, brown hues, ancient glory). What is worth noting is the failure of the translator to keep the same inspirations which the novelist included in the ST. The main factor that helped the ST writer is the Egyptian accent wherein some features that add some unique taste to make part of the Egyptian everyday life and close to the public minds.

Pragmatic Implicature: the speaker (the novelist himself) states that the time of sunset including all the places like houses, shops, streets, and bakery are implications of the beauty and simplicity of the Gamaliya city. The novelist has attempted to convey the maxim of quantity and quality (Grice 1967/75/89b:31) by providing sufficient and clear description of the whole environment of the city.

Meaning and Style: in terms of meaning, the translator has tried his best to convey the meaning with some exceptions. Those exceptions indicate the inappropriate choice of equivalents and the avoidance of translating some expressions like the prays mentioned in the text such as (يارب يامعين، يارزاق ياكريم، حسن الختام يارب، كل شيء بأمره). The translator has not been faithful in preserving the style of ST and shifted to a style that has no symbolism and directs with no beautifying expressions.

Domestication: the main mark of this process is the translator's attempt to twist the ST and bring it to the TT by imposing the direct style of the TT by focusing on the denotative meaning rather than the connotative and, thus, the translator employed the domestication activity. Good examples may be seen in clauses like (it was enclosed like a trap between three walls- انه منحصر بين جدران ثلاث كالمصيدة-), or (one of its sides consisted of a shop, a café, and a bakery- تحف بجانب منه دكان وقهوة وفرن-).

Foreignization: in which the translator tries to keep the same techniques used by the ST writer as well the style of expressing the same ideas. One of the examples in the TT is (a whisper here and a whisper there- همسة هنا وهممة هناك-), (good evening. Everyone- مساء الخير- ياجماعة). Regardless of its defects (*foreignization*), the translator has done this activity.

ST (3)

فضرب المعلم كفا بكف مرة أخرى وقال :

- انا لله وانا اليه راجعون، وهل علم اهل الفتى بالخبر الأسود؟ اذهب الى خاله عم حسين القباقيبي بالخرنقش وأذنه بموته، والله يفعل ما يريد.
- ونهض حسين يغالب تعبته واعيائه وغادر القهوة، وذاع الخبر، وأعاد المعلم كرشة القصة التي رواها ابنه مرات ومرات على السائلين، فتناقلتها الألسن، وزادت عليها ماشاء لها الهوى، وجاء عم كامل مترنحا وقد دهمه الخبر فصعقه وارتمى على أريكة وراح يبكي بكاء مرا وينتحب كالأطفال، ولا يكاد يصدق أن الفتى- الذي له كفنا- لم يعد من الأحياء، ونمى الخبر الى أم حميدة فغادرت البيت مولولة حتى قال بعض من رآها أنها (تبكي على القاتل لا على القتيل!) (Mahfouz 1947:311)

TT (3)

Kirsha once again brought his hands together in a slap and quoted, "We are all God's creatures and to Him must we return.' Do Abbas' relatives know the news? Go out and tell his Uncle Hassan in Khurunfush so that God will perform His will."

Hussain got up and left the cafe. The news soon spread as Kirsha told his son's tale repeatedly to people who came to ask. Their tongues in turn circulated the story, along with many additions and variations.

Uncle Kamil staggered into the cafe in a dazed state and sat slumped in a chair staring straight ahead and mumbling. Suddenly he threw himself on the sofa and began weeping like a child. He could not believe it possible that the young man--who had teased him about buying a shroud--was no longer alive. When the news reached Hamida's mother she fled the house and streaked down the alley wailing out the news to everyone. Some said she wept for the killer and not the victim.

(Trevor 1966:144)

Lexical Processes: the ST is rich with certain expressions that indicate some activities like: (فضرب المعلم كفا بكف) which indicate (in Arabic social traditions) that something too bad has happened. In the TT (Kirsha once again brought his hands together in a slap), no such symbolism could be indicated unless the translator adds some explanation to the TT. Also, the translator replaced (المعلم) by (Kirsha). The most prominent process is the *simile* in the ST (كالأطفال) which is translated as (like a child) and, thus, the translator has kept the same process. Another process, is the Arabic clause (لم يعد من الأحياء) - was with its equivalent one wherein both express an *entailment* of the death of the young man.

Transitivity: it is represented by all types of predicates including verbs, adverbs and adjectives. In the ST we have a group of verbs that declare different processes like actions as in the brackets (ضرب-علم- اذهب- أذنه- يفعل- نهض- غادر- ذاع- أعاد) (زادت- جاء- يبكي- ينتحب- يصدق- نمى-)

علم- دهمه- فصعقه-) (تعب- اعياءه- مترنحا- مولولة) states such as (غادرت-قال- تيكي) (يصدق). The doers of the action are (Kirsha- Hussain- Uncle Kamil - Hamida's mother).

Syntactic Transformations: wherein *Nominalization* is represented in the ST by certain expressions such as (المعلم-راجعون- تعب- رواها- السائلين- بكاء- الخبر- القاتل) together with its equivalents in the TT like (Kirsha-creatures- additions- weeping- buying- wailing). It is noticed that (المعلم) is replaced by the name (Kirsha) rather than saying for example (Master) or by means of transliteration as (Almaelim). In *Passivization*, there is no single clause in the selected extracts in both the ST and TT is written in the passive voice.

Modality: In which the narrator reflects how the characters of the novel express their views and attitudes. First, we start with the sadness of Kirsha that is manifested by means of slapping (فضرب المعلم كفا بكف) brought his hands together in a slap) his hands because of the death of the young man. The second evidence is (نهض حسين يغالب تعب واعيائه -) Hussain got up and left the cafe). The second one includes lexical and semantic loss, mainly, in the words of the ST (يغالب تعب واعيائه) which are missed in the TT or replaced with zero equivalent. To assess, missing such indicative expressions in the TT makes it with no significant symbolism of the characters' manner or attitudes which the ST has.

Speech Act and Turn-Taking: some speech acts are realized in the ST like (انا لله وانا اليه) (هل علم اهل الفتى بالخبر) and (راجعون). Both of the previous clauses are indirect speech acts, the first one is expressive and the second is an order to tell the relatives of Abbas. At the same time the translator has kept the same indirectness in issuing the two speech acts in the TT. Another indirect speech act is realized in the clause (لم يعد من الاحياء) which is a representative conclusion of the announcement of Abbas's death. The conversational roles are between Kirsha and Hussain wherein Kirsha is the speaker and Hussain is the hearer.

Address and Personal Reference: the addressing expressions used in the ST are (المعلم- الفتى- خاله- عم حسين- حسين- عم كامل- أم حميدة) with their equivalents in the TT such as (Kirsha- Abbas- Uncle Hassan-Hussain- Uncle Kamil- the young man- Hamida's mother). What is worth mentioning is that (الفتى) who is himself one character in ST is replaced with two references in the TT as (Abbas) and (the young man).

Aesthetic Expressions: the accurate description of per character of the situation is vivid. The slapping of the hands to express the feeling of sadness is commonly applied in Arabic society. Also the clauses of (انا لله وانا اليه راجعون), (والله يفعل مايريد), (يغالب تعب واعيائه), and (مترنحا، قد دهمه، فصعقه، وارتمى، مرا، ينتحب، مولولة) are a comprehensive image of Abbas's death. The aesthetic values lie in the precise choice of the Arabic expressions that constitute an essential part of Arab traditions.

Pragmatic Implicature: Pragmatically, the three characters of this scene in the novel.i.e., Kirsha, Hussain and Hamida's mother have implied a lot in their speech and behaviour. This is clear in the Kirsha's hands slapping, Hussain's facial and body gestures of tiredness and his crying as well as Hamida's mother wailing. The significance of these remarks lies in the implied meaning they carry or indicate to the whole story of the novel. They reflect part of the Egyptians personality and social conventions.

Meaning and Style: the meaning is sometimes skilfully expressed and sometimes is missed by the translator for no clear reason. The semantic loss is seen in some clauses like (ونَهَضَ حَسِينٌ يَغَالِبُهُ تَعَبُهُ وَاعْيَاءُهُ وَغَادَرَ الْقَهْوَةَ) wherein the translator has inappropriately omitted this accurate description of Hussain's state in the TT as in (Hussain got up and left the cafe). The style of the TT is besieged by the formality of the target language (English) with no true fidelity to the everyday life accent as the ST.

Domestication: in spite of the translator's attempt to make the TT as close as possible, he failed to give a text which gives the same effect of the ST. This is realized through the standard approach the translator has adopted in rendering the ST as in (وهل علم اهل الفتى بالخبر) (الأسود؟) that is translated in the TT as (Do Abbas' relatives know the news?). the translator has deliberately omitted the word (الأسود) in the ST which implies bad news in the Arabic culture. The translator by so doing he has been infidel to keep this influential expression to the whole clause.

Foreignization: the most vivid example is the holy verse in the ST (انا لله وانا اليه راجعون) and (والله يفعل ما يريد). It was better for the translator to quote a verse from the bible that suits the same implied meaning to make the text closer to the target readers instead of adopting the translation of the Holy Qur'an.

Results

To support the qualitative analysis in the three selected texts, the following are three quantitative tables and figures that provide frequency, percentages and rates of the translation aspects of the model in text No.1, text No.2 and text No.3 in both ST and TT together:

Table (2) displays Frequency and Percentage of Critical Linguistic Check List of Text No. One

No.	Critical Linguistic Check List	Frequency	Percentage
1	Lexical Processes	2	2.40
2	Transitivity	1	1.20

3	Syntactic Transformations	5	6.02
4	Modality	13	15.72
5	Speech Acts and Turn-Taking	3	3.61
6	Address and Personal Reference	19	22.89
7	Aesthetic Expressions	28	34.73
8	Pragmatic Implicature	2	2.40
9	Meaning and Style	8	9.63
10	Domestication	1	1.20
11	Foreignization	1	1.20
Total		83	100

Figure (2) displays the Percentage of Critical Linguistic Check List of Text No. One

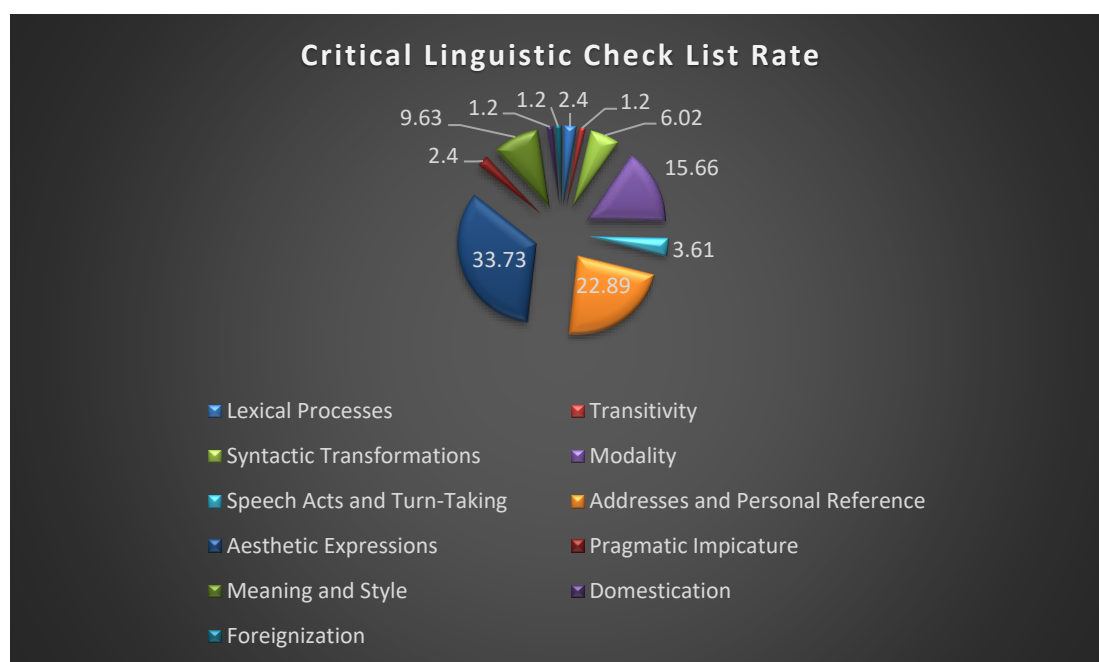


Table (3) Displays Frequency and Percentage of Critical Linguistic Check List of Text No. Two

No.	Critical Linguistic Check List	Frequency	Percentage
1	Lexical Processes	2	2.06
2	Transitivity	18	18.63
3	Syntactic Transformations	11	11.34
4	Modality	18	18.55
5	Speech Acts and Turn-Taking	13	13.40

6	Address and Personal Reference	11	11.34
7	Aesthetic Expressions	9	9.27
8	Pragmatic Implicature	4	4.12
9	Meaning and Style	7	7.21
10	Domestication	2	2.06
11	Foreignization	2	2.06
Total		97	100

Figure (3) displays Percentage of Critical Linguistic Check List of Text No. Two

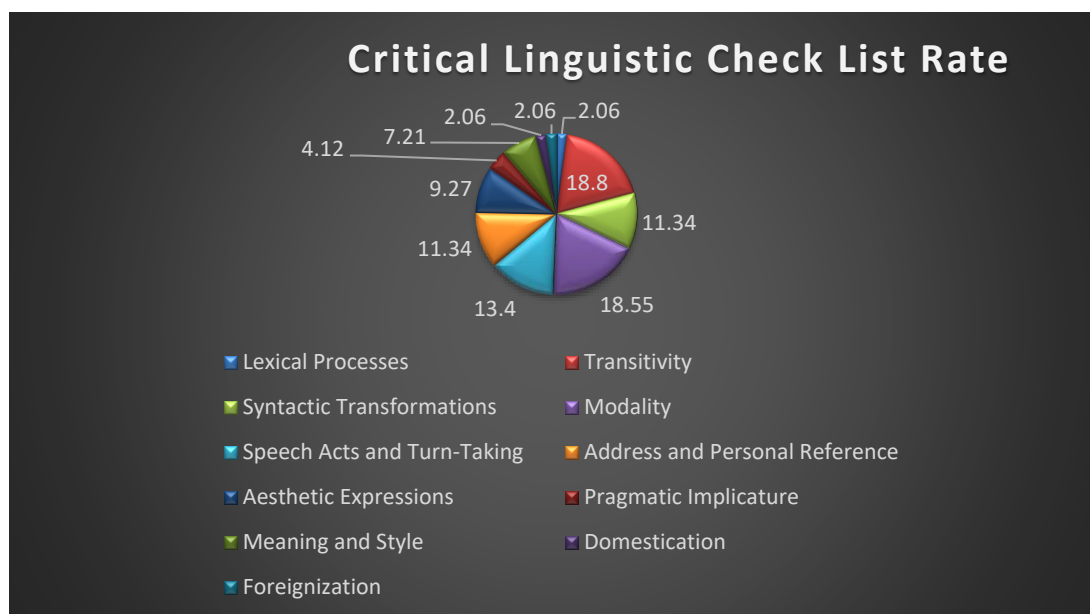
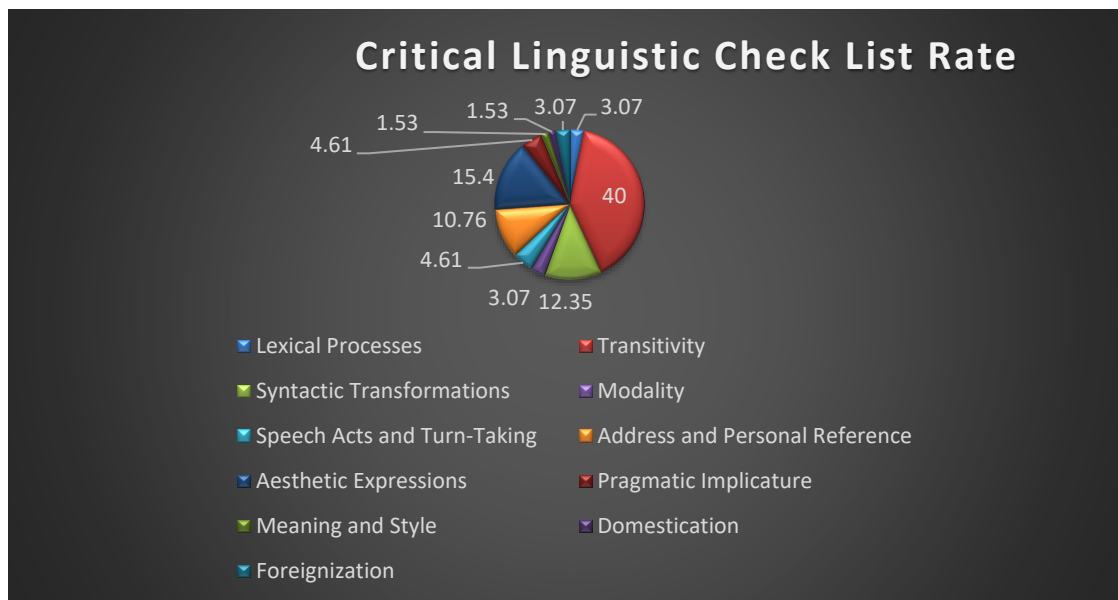


Table (4) Displays Frequency and Percentage of Critical Linguistic Check List of Text No. Two

No.	Critical Linguistic Check List	Frequency	Percentage
1	Lexical Processes	2	3.07
2	Transitivity	26	40
3	Syntactic Transformations	8	12.35
4	Modality	2	3.07
5	Speech Acts and Turn-Taking	3	4.61
6	Address and Personal Reference	7	10.76
7	Aesthetic Expressions	10	15.40
8	Pragmatic Implicature	3	4.61
9	Meaning and Style	1	1.53

10	Domestication	1	1.53
11	Foreignization	2	3.07
Total		65	100

Figure (4) displays Critical Linguistic Check List of Text No. Three



Conclusions

Based on the qualitative and quantitative analysis, the study has come out with the following conclusions:

1. In the ST (Arabic one), there are two main processes which are simile and personification. The translator has faithfully managed in transferring both figures of speech with some differences. The writer of the ST has treated inanimate entities with some sort of publicity to add a special beauty to the text to affect his readers mentally and emotionally (due to the Egyptian heritage of Midaq Alley). This feature may be lost in the TT due to the nonexistence of such heritage in the TT culture. However, the translator has transferred the same entity but in the standard form of language.
2. In both texts the ST and the TT, transitivity is represented by different states of verbs like actions, states and mental ones. In the TT, the translator has tried to convey the same idea but again with some sort of formality which makes the TT loses some aspect of information on the part of the text readers.
3. In nominalization, the writer has used some expressions that indicate certain meanings in Arabic (ST) which the English (TT) lacks such equivalents like ((المعلم)) and its

equivalent in the TT (Kirsha). i.e., the name of the same character and this indicates the infidelity of the translator. In passivization, both texts have expressed this idea equally but according to the structure of each language. This reflects the fidelity of the translator in this detail specifically.

4. The ST expressions have certain semantic quality that makes them rich in symbolic meaning. This symbolism is missed in the TT due to two reasons: first is because of its structural difference between the ST and TT. Second, it is related to the cultural heritage which some expressions have in the ST.
5. The speech acts in the Arabic text (ST) is skilfully represented like (انا لله وانا اليه راجعون) and this is due to the holy Qur'anic rhetoric form of language. This Qur'anic characteristic makes the job of the translator more difficult to manifest such quality in the TT. The word (هل علم هل الفتى بالخبر الأسود؟) in the interrogative statement has a certain implication which is ignored by the translator. This ignorance puts the translator's fidelity at stake.
6. The process of addressing others is led by the writer himself. Both texts the ST and TT are equal in addressing and naming others with one exception. This exception is realized in the word (الفتى) which is rendered in the TT as (the young man and Abbas). It has been better to address him as 'Abbas' or 'the boy' instead of 'the young man'.
7. What makes the ST distinctive is the semantic connotations of its expressions. This distinctiveness is related to the social heritage of the Egyptian accent among Egyptian people.
8. The writer has deliberately implied meaning in the words, behaviour and the bodily gestures in the characters of the ST (novel). The translator has also attempted his best to imply these meanings but the TT has a limited culture-specific equivalent in the TT which do not imply the same connotations of the ST.
9. In general, the translator has rendered the meaning of the ST expressions and ignored some others for no vivid reason. The main cause might be of the unawareness of some cultural effects of selecting the appropriate equivalents in the TT. A good example is the translation of the clause of (ونهبض حسين يغالبه تعبته واعياؤه وغادر القهوة) as (Hussain got up and left the cafe) wherein the translator has not translated some words like (يغالبه)
تعبته واعياؤه.
10. The writer's use of some culture-specific terms has made the translator in a critical situation to choose the suitable equivalent. An instance of this is the ST term 'الفتى' which is translated as 'the young man'.

11. The translator has adopted an interpretation of the Qur'anic holy verse (انا لله وانا اليه راجعون) from the translations of the holy Qur'an rather than finding an equivalent text from the Bible that entails the same meaning.

References

- Baker, Mona (1992) *In Other Words: A Course book on Translation*. London and New York: Routledge.
- Baker, Mona and Saldanha Gabriela (eds) (2009) *Encyclopedia of Translation Studies*. Routledge.
- Batang, B. L., Dayag–Vecaldo, V. J., & Medriano Jr, R. S. (2018). Conversational Topic Preferences, Taboo Words and Euphemisms Used by ESL Philippine Male and Female Students. *The Asian ESP Journal*, 14(7) 317-335.
- Bell, Roger, Thomas (1991) *Translation and Translating: Theory and practice*. London and New York: Longman.
- Edouihri, aymane, & Yahya yachouti. (2020). A Transitivity Analysis of the Arab Revolutions Representation in Western Newspapers: the Washington Post, the Guardian and le Figaro as Case Study. *International Journal of Language and Literary Studies*, 2(3), 153-169. <https://doi.org/10.36892/ijlls.v2i3.344>
- Fowler Roger, Hodge, Bob Kress, Gunther and Trew Tony (1979) *Language and Control*. Kress and Fowler. 'Critical Linguistics', London. Routledge & Kegan Paul.
- Fowler, Roger (1972) 'Style and the Concept of Deep Structure', *Journal of Literary Semantics*, I (1972), 5-14, attempting to maintain this dichotomy.
- Fowler, Roger (1985) 'Power,' in T. van Dijk (ed.) *Handbook of Discourse Analysis* (Vol.4), London: Academic Press.
- Fowler, Roger (1987) *Notes on Critical Linguistics: Language Topics: Essays in Honor of Michael Halliday*, Vol.2. John Benjamins Publishing.
- Grice, H. Paul (1975/89b) *Logic and conversation*. In P. Cole. and J.L. Morgan. (eds) *Syntax and Semantics 3: Speech Acts*, 41–58. New York: Academic Press; reprinted in Grice, H. P. (1989b) 22–40.
- Halliday Michael Alexander Kikwood (1985) *An Introduction to Functional Grammar*. London: Edward Arnold (publishers).
- Lyons, John (ed.) (1970) *New Horizons in Linguistics*. Harmondsworth: Penguin.

- Maguddayao, R., & Medriano, R. (2019). Sojourning of Foreign Students in the Philippines in their Level of Intercultural Communicative Competence as EFL Learners. *The Asian EFL Journal*, 21(2) 337-363.
- Mahfouz, Naguib (1947) *Ziqaq-Al-Midaq*. The Library of Egypt. Cairo.
- Mohammed, O. S. M., Samad, S. S., & Mahdi, H. S. (2018). A Review of Literature of Computer-Assisted Translation. *Language in India*, 18(9).
- Munday, Jeremy (2001) *Introducing translation studies: Theories and application*. London and New York: Routledge.
- Reiss, Katharina (1977/89) 'Text types, translation types and translation assessment', translated by A. Chesterman, in A. Chesterman (ed.) (1989).
- Trevor Le, Gassick (1966) *Midaq Alley*. Heinemann. London.
- Venuti, Lawrence (1995) *The Translator's Invisibility: A history of Translation*. London & New York, Routledge.



**Pragmatic Competence and Implicature:
Learning Process of Pakistani Graduates in English**

Dr. Rasib Mahmood

*¹ Associate Professor, Department of English Language and Literature, University of Lahore,
Pakistan*

E-mail: rasib.mahmood@ell.uol.edu.pk

Muhammad Usman Ghani (Corresponding Author)

*Assistant Professor, Department of English, College of Science and Humanities, Prince
Sattam Bin Abdulaziz University Al-Kharj, Kingdom of Saudi Arabia*

Email: m.ghani@psau.edu.sa

Dr. Akhter Habib shah

*Assistant Professor, Department of English, College of Science and Humanities, Prince
Sattam Bin Abdulaziz University Al-Kharj, Kingdom of Saudi Arabia*

Email: ah.shah@psau.edu.sa

Bio-profiles:

Dr. Rasib Mahmood is working as an Associate Professor in the Department of English Language and Literature, The University of Lahore, Lahore, Pakistan. Mr. Mahmood is also a poet, a researcher, a Pakistani national, and the freedom fighting face of new promise. His fields of interest are English Literature, Linguistics and Asian Civilizations. With his lilting, deep-searching words, Mr. Mahmood stands poised to figuratively sit at the lunch counters where the natives dared to peacefully stake their place. He stands poised to begin the unraveling of the war men and women all over the world who are facing—domestic abuse and other gender-based warfare.

Muhammad Usman Ghani is working as an Assistant Professor at the Department of English, College of Science and Humanities, Prince Sattam Bin Abdulaziz Univ Al-Kharj Saudi Arabia. His interest includes (but not limited to) South Asian Literature and sociolinguistic problems and patterns in South Asia and the Middle East.

Dr.Akhter Habib Shah a resident of India, Kashmiris currently serving as an Assistant professor in the Department of English, Prince Sattam Bin AabdulAziz university,Saudi Arabia. He has been teaching at different various for last 8 years and has an impeccable research and publication record. His research interests include Feminism, Conflict Studies and English language teaching

Abstract

This paper explores the issues of pragmatic competence as observed in the graduates of selected Pakistani universities. The researchers have found that the students of graduation level lack in pragmatic competence during (English) L2 learning process. Trilingual society of Pakistan is facing the problem of pragmatic competence and its implicature because each mind has all the three different set of rules and grammar. For instance, national language (Urdu), mother tongues (Punjabi, Sindhi, Balochi, Pashto, etc.) and the international language (English). The research aims at exploring that the status of pragmatic competence of Pakistani EEL learners in terms of its implicatures? The data has been collected from the EFL classrooms of graduation level students. The researchers have selected two renowned universities of Pakistan, The University of Lahore and The University of Education from the province of Punjab.

Keywords: *Pragmatic Competence, Implicature, Learning Process, Pakistani Graduates*

Introduction

Following the huge development in technology and communication technology, English language is becoming one of the most dominating language worldwide (Alzeebaree & Yavuz, 2017, as cited in Alzeebaree & Hasan, 2020). An effective communication across cultures and languages depends equally on pragmatic competence as on the linguistic one. A proficient use of language forms without employing the knowledge related to pragmatic competence could bring about failure in communicating the real message. (Mahmood et.al. 2020). Being successful in fulfilling one's wishes depends on communicative competence to

some degree. Moreover, insufficient competence in communication can sometimes lead to many social problems in society (Alzebaree & Yavuz, 2017). Achieving pragmatic competence is not an easy-going process even in the first language. Therefore, the task becomes even more intricate when it comes to communicating across languages and cultures in a second or foreign language. This complexity has given rise to research in the area of second language pragmatic competency (Gass, S., & Neu, J. 2009). Following this development in the field of second language learning and pragmatics, various researchers in the world and many in Iraq have explored the realization of different speech acts in their empirical investigations such as requests, command, refusals, disagreements, and others (Ahmed, A. H. 2017). Rather less attention has been paid to the implicatures and pragmatic knowledge utilized in their realization in conversations by non-native speakers of English. Only a limited number of researchers have attempted to explore the conversational implicatures (Blum-Kulka, S., & Olshtain, E. 1986). The present study is an attempt to fill this gap and explore the level of pragmatic ability of the Pakistani EFL learners, in the realization of implicatures as compared to the native speakers of English. In view of the fact that mother tongue has a never-ending impact, mostly a negative one, on the course of second language learning (Ntshangase, N. D. 2011), the current research also aims to explore L1 pragmatic transfer in understanding implicatures by the Pakistani EFL learners. To study the production as well as the comprehension of implicatures among the Pakistani students of the English language, this study is an attempt to analyze EFL learners, locating pragmatic competence in terms of implicatures.

As far as the significance of this study is concerned, the current study probing into the level of pragmatic competence of Pakistani EFL learners concerning the production and comprehension of implicatures would be valuable in many ways. Firstly, it can be very beneficial for the EFL Pakistani teachers as they would get to know an empirical estimation of the extent to which their EFL students are pragmatically competent regarding the production as well as an understanding of the implicatures. Secondly, this study may lead them to render more value and time in teaching a variety of pragmatic skills to their EFL students especially those concerning the use of implicatures in cross-linguistic communication. Finally, the study may help the learners in realizing the importance of pragmatic strategies for successful real-life communication and evading L1 pragmatic transfer.

The term 'implicature' was first introduced by Grice (1967, 1989) as something that an utterance of the speaker implies or suggests although the speaker's literal words do not express that. It can be something different that is inferred by the listener whereas the speaker does not say that thing in words. According to Levinson (1991), it is the theory or notion of

conversational implicatures that emphasizes pragmatics as being a branch of linguistics. In a conversation, an implicature is an utterance which means something that is not said but it does not cause any severe issue of communication because of shared background knowledge and context of that particular utterance Wilson, & Sperber (1981).

Implicatures further divided into two types that are conventional implicature and conversational implicature (Grice, 1975). Conventional implicatures rely mainly on the linguistic form while conversational implicatures depend on the context of use(Kravchenko, 2017). Since the conventional implicatures have been the prey of so many controversies and several experts in pragmatics do not consider them as implicatures at all,(Genovesi, C. 2020), therefore, in the present research only the conversational implicatures would be the focus of the investigation.

Grice (1975) laid stress on cooperation in conversation and presented a theory of cooperative principle (CP) containing four cooperative maxims of quality, quantity, relevance and manner. He clarifies these maxims as below:

1. The maxim of quality that says that one should seek to devise one's part of the conversation as such that is true, particularly:
 - a. One should not say what one believes to be false
 - b. One should not say that for which one lacks ample proof
2. The maxim of Quantity that says:
 - a. One should formulate one's part of the conversation as revealing as is requisite for the present purpose of the conversation
 - b. One should not provide more details than are necessary.
3. The maxim of Relevance that says:

One's contribution should be relevant
4. The maxim of manner: One should be perspicuous, and particularly:
 - a. One should not be ambiguous
 - b. One should not cause obscurity
 - c. One should be brief
 - d. One needs to be systematic

Grice's maxims throw light on the way the speakers of language try to formulate and understand implicatures in a conversation (Neale, 1992). The maxim related to quality denotes for being honest in conversation, the maxim related to quantity signifies for clarity and efficiency of communication, the maxim of relevance indicates the relevance of what one says

and the maxim related to manner identifies with how the participant of conversation formulates his part (Wilson & Sperber, 1981).

According to Grice (1975, in Cummings 2005), exploitation and/or the flouting of any of the four maxims mentioned in the cooperative principle (CP) results into the conversational implicature. The expression “conversational implicature” is frequently reduced to ‘implicature’ that can usually be referred to the conversational implicature. Importance of implicature in the study of pragmatics urged many researchers to develop the taxonomy of implicatures. First of all, it was Grice (1975) who initially divided implicatures into four types of implicatures according to the flouting of a particular maxim in CP. These are the four types of implicatures he proposed:

- (a) Quality implicature: it is generated through the exploitation or flouting of the maxim of quality in CP.
- (b) Quantity implicature: it is the result of flouting the maxim of quantity in CP.
- (c) Relevance implicature: it comes up with the manipulation of the maxim of relevance in CP.
- (d) Manner implicature: it is resulted by the flouting of the maxim of the manner in CP.

After Grice, it was Bouton (1992, 1994) who further developed the taxonomy of implicatures in his empirical studies. (Kavetska, A. A. 2020) He presented the view that some of the implicatures are based on a set of formulae whereas the other implicatures are different as they do not follow any set of formulae. He divided the implicatures into two major types that are as follows:

- (a) Idiosyncratic implicatures
- (b) Formulaic implicatures

Idiosyncratic implicatures are those which are highly reliant of the context in which the conversation is taking place. On the other hand, Formulaic implicatures are based on specific semantic as well as pragmatic patterns. In his research, Bouton (1994, 1994) introduced five types of formulaic implicatures named as: (i) POPE Question (POPE-Q), (ii) Minimum Requirement Rules (MRR), (iii) Sequential, (iv) Indirect Criticism and (v) Scalar. In the light of Bouton’s details about the types of implicatures, it can carefully be guessed that the other major type of implicatures i.e. idiosyncratic implicature consists of four types of implicatures related to the maxims of quantity, quality, relevance and manner, already discussed by Grice (1975). Another implicature called ‘idiomatic implicature’ was added into the existing taxonomy of implicatures by Arseneault (2014) and that type of implicature is inclusive of the

formulaic implicatures. In an idiomatic implicate, the speaker conveys his intent through some idiomatic expressions.

In the light of the above classification of the types of implicatures presented by Grice (19975) Bouton (1994), and Arsenault’s (2014), the taxonomy of implicatures can be shown as follows:

Conversational Implicature	Type 1: Formulaic Implicature	POPE-Q
		MMR
		Sequential
		Indirect Criticism
		Scalar
		Idiomatic
	Type 2: Idiosyncratic Implicature	Quality
		Quantity
		Relevance
		Manner

Table.1: Taxonomy of Conversational Implicatures

Pragmatics is defined as a subcategory of linguistics, that is concerned with the user’s point of view. (Akbari, A., Bazarbash, M. G., &Alinejadi, R. 2020). It focuses on how effectively the user comes across the utilization of language in the communication process. It also investigates the effect that communication confers upon the participants. Initially, the term was used within the domain of philosophy of language, but gradually it has developed from philosophy to sociolinguistic concerns. Pragmatic competence is assumed as a part of the communicative process. The concept of pragmatic competence was first introduced by Noam Chomsky (1980) as the "knowledge of conditions and manner of appropriate use (of the language), in conformity with various purposes" (p.224). This concept was seen as opposite to grammatical competence. Canale&Swaine (1980) took the term as an important part of their model of the communicative process. This model is characterized by the speakers’ ability to use language appropriately in sociolinguistic context. In more recent times Rose (2001) proposed the term pragmatic competence in a functional manner which is appreciated by researchers in the field interlanguage pragmatic. (Schneider ., &Ifantidou (Eds.). 2020). He is of the view that by pragmatic competence,

we mean how to use linguistic resources (pragmalinguistics) in its appropriate social context (sociopragmatics). (Thomas, 1983; and Leech, 1983).

The question about the need for pragmatic competence in L2 is a pertinent one. Moreover, it has also been discussed that can pragmatic competence be taught. The simple answer given by the critics, is, “no”.(Mahfoodh, 2020) According to Bachman’s model, pragmatic competence is not an extra quality of language that serves as an embellishment, rather it develops along with grammatical and lexical knowledge. (Hatipoğlu & Daşkın 2020)

Literature Review

Bouton (1988) conducted a study to examine different levels of understanding of the implicatures among the L1 and L2 speakers of English language. The study found L1 pragmatic transfer occurred because of L1. The participants with European languages background showed a higher level of comprehension than the speakers of Japanese, Korean and Chinese. (Kim, H. Y. 2020) But the same L2 speakers improved almost 90% over the interval of four years although they still had difficulty at times in understanding some types of implicature such as Pope Question 1. They also floated the maxim of Quantity and Relevance when performing indirect criticism (Bouton, 1992, 1994).

In a subsequent study, Omara’s (1993) investigated the factors causing diversity in comprehending L2 English implicatures. (Yilmaz, N., &Koc, D. K. 2020; Medriano Jr, & Bautista, 2020; Alrefae, Mudkanna, & Almansoob, 2020) The research’s conclusions were similar to that of Bouton’s as the participants realized implicature very differently from the natives. The study presented some possible causes of this difference that were the proficiency level of L2 learners, motivational factors, their outlook about the target culture and span of stay.

It was in the 2000s that cross-cultural comparison started using in research studies. Ergüven’s (2001) conducted an empirical study on Turkish L2 learners’ realization of implicatures. (Derakhshan & Eslami (2020) It concluded that overall, learners of upper-intermediate level faced no difficulty to interpret implicatures in their second language i.e. English. But they encountered the problem of flouting the maxims of Quantity and Manner frequently in implicatures.

Taguchi (2002) introduced ground-breaking theoretical structure and innovative procedures of methodology in researching L2 implicatures. It was she who developed a computerized listening test of implicatures and made use of the more current framework of

Relevance Theory in her empirical investigations. Taguchi found that there was the difference in comprehension level in assessing the implicature of Japanese learners. They were differentiated as the high and low proficient L2 learners. Her research focused on the strategies that were concerned with drawing an inference, known as inferential strategies to understand L2 implicatures. It was found that both groups under investigation displayed some variance but mostly were tilted towards using para-linguistic signals. Learners having limited proficiency depended more on keyword inferencing and background information. On the other hand, those who were highly proficient recognized the intention of the speaker more frequently.

In another research conducted by Taguchi (2005), she analyzed the speed of comprehending implicature. The correlative analysis of research indicated that proficiency had a noticeable effect on accuracy but it did not have any significant influence on comprehension speed.

Later on, she researched ESL learners who were Japanese. She aimed to judge their sense of using implicature in verbal communication. Afterwards, Taguchi (2007) researched ESL learners of Japan to examine their ability regarding the implied sense in dialogues. It was found after the research that “development of pragmatic knowledge and processing capacity of using the knowledge may not coincide perfectly in L2 development” (Taguchi, 2007: 313).

However, Işık (2005) held an empirical study to examine the ability of the Turkish speakers in comprehending implicatures in their language. Both Turkish and English implicature tests were administered to the ESL learners of advanced level and the results showed that there was merely a minor diversity in the scores of each test.

The study of Alagözlü and Büyüköztürk (2009) aimed to determine the level of implicature comprehension and indirect speech acts by using a listening test. The results indicated that the pragmatic competence of upper-intermediate English learners was different from their grammatical competences. The study also found that pragmatic comprehension skills are adjacent to pragmatic comprehension abilities. According to Retnowaty (2017), pragmatic competence is a capability to communicate the intended meanings in a foreign language. A second language learner learns vocabulary and grammatical rules to communicate in the second language. He is of the view that Indonesian second language learners focus on syntax, grammar and lexicology. He brings to light that incompetence may cause a misunderstanding between speaker and listener. Chen (2011) is of the view that pragmatic competence is not improved in China and the university students are facing problems in finding jobs. Chu (2011) thinks that the students of English in China at the college level have poor pragmatic competence.

Naoko Taguchi opines that linguistic competence is not limited to learning rules of grammar, it is something more than that (Al Masaeed, Taguchi, & Tamimi, 2020). Grammar translational method was used in past to learn a second language (Franceschina, 2005). The learners learn the grammar of the two languages but very little attention was paid to the listening and speaking. Linguistics and socio-culture were treated in two quite different phenomena (Witte, Harden & de Oliveira Harden, 2009). With the passage of time direct method, audio-visual and audio-lingual methods developed which helped the learners in gaining linguistic competence. Even then, it is a fact that there is a lack of linguistic competence in most of the developing countries while learning the second language (Long, 2009). It was declared that pragmatic incompetency can be due to lack of resources. Context is very important to understand the meanings and intentions of the interlocutors. It is widely believed that to understand the required meaning, it is necessary to have linguistic competence. Rose (2001) suggests that during interaction the speaker and listener must be well aware of the language. (D'Onofrio, A. 2020).

Noam Chomsky portrays that language is used purposefully. Later on, he has given the concept of pragmatic competence. The critic claimed that the situation determines the use of language. Pragmatic competence put language in an institution setting as per its use. Along with knowing the structure of the language, the learner should also learn how to use the language appropriately according to the situation (Chomsky, 1980).

Chomsky proposed the terms of competence and performance. Both the terms were referred to mental state and the capacity of comprehending language. Incompetence mainly involves the knowledge of the grammar, phonetics, phonology, morphology and semantics. It enables a person to understand and produce a sound pattern. Performance is considered the production of language user and output.

... the person who knows the language knows the conditions under which it **is appropriate** to use a sentence, knows what purposes can be furthered by appropriate use of a sentence under given social conditions. For purposes of inquiry and exposition, we may proceed to distinguish “grammatical competence” from “pragmatic competence”, restricting the ... second to knowledge of conditions and manner of appropriate use, in conformity with various purposes. We may think of language as an instrument that can be put to use. ...We might say **that pragmatic** competence places language in the institutional

setting of its use, relating intentions (and purposes to the linguistic means at hand (Chomsky 1980, 224-225).

Research Methodology

It is purely qualitative research. Interviews and observation as research methods have been used to collect the data. Observation as a research method has been used in behavioural sciences as it records the behaviour of the people, objectives and their occurrences in a systematic way (Baker, 2006). Gorman and Clayton (2005) are of the view that observation is the systematic recording of observable phenomena. Marshall and Rossman (2014) portray observation as an explanation and description of the events, artefacts and behaviors chosen for research. Through observation of the classrooms the researchers have observed the pragmatic competence and its implicature at the graduate level in Pakistani universities. The researchers were complete observers. Interview as research has been also used for further investigation.

Interviews of forty (20 Male+20 Female) students have been conducted to collect and verify the data. The students committed the same mistakes which have been observed during the classroom observation. There was a detailed discussion between interviewer and interviews.

Data Analysis

Pakistani society is a trilingual society (Braun & Cline, 2014). Urdu is the national language of Pakistan, while Punjabi, Sindhi, Balochi and Pashto are the regional languages (Rahman, 2006). It is a proven fact that one's national language as well as mother tongue, plays a vital role in limiting an individual's ability to learn L2. Since the present paper is an investigation into pragmatic competence with special reference to Pakistani graduates of chosen Pakistani universities; the study attempts to explore that how and to what extent does Pakistani students lack in pragmatic competency. The study further reveals students' insufficient ability to meet the level of implicature comprehension. The research demonstrates that reason behind both the above-mentioned concerns is the lack of understanding of basic rules, regulations and grammatical structure of L2.

Two groups of EFL learners were formed and analyzed to explore the issues of pragmatic competence and implicature. One group had the background of English literature and linguistics as their major subjects on graduation level. The other group consisted of those EFL learners who were without the background knowledge of Linguistics and English literature. The researchers investigated and found some specific issues which were found both

in literature and language students as EFL learners as well in those who were in the other group. It was also observed that the pragmatic competence of graduate students was different from their grammatical competence. The learners' division into two groups was helpful for a better comparison of the act of using language in a pragmatically suitable fashion. It was observed that both groups with some slight variance, preferred to use para-linguistic signals. The learners who had limited knowledge and proficiency level were more inclined to use keywords and background knowledge. Whereas those who were much proficient were found in a position to understand the speaker's intention in a much better way.

Researchers intended to explore the empirical estimation in classroom discussions to observe how proficient they are in using L2 in terms of its contextualization. To investigate communicative pragmatics among learners proved to be helpful to explore researchers assessing their speed of comprehending conventional as well as conversational implicatures. It was also aimed at finding more valuable ways to enhance their pragmatic competence.

Following observations were recorded during classroom observations.

1. Lack of vocabulary
2. Coherence issue
3. Unable to meet language transfer requirements.
4. The speed of assessing implicature was found lower in speed.

The first issue that was observed in the classroom interaction with EFL learners was that they lack sufficient vocabulary of English language. The lack of vocabulary resulted in communication problem. L1 speaker, when uses L2 for communication, faces the difficulty because in the beginning he/she is not having sufficient number of words to express ideas as well as name of objects and expressions. It was a common issue found in both groups. Even the learners with background of L2 lacked in vocabulary. The reason was the less interest in reading books in second language.

Another problem faced by the EFL learners was the issue of coherence in their conversation while using L2. The issue arose due to the lack of understanding of the real expression that is used in L2 by the native speakers. Non-native speakers when using English find them unable to create coherence in their conversation. As a result, the conversation loses its context and it becomes a hotchpotch of meaningless thoughts. When two groups were observed to check the notion of coherence, it was found that those who had familiarity with the basic rules and regulations of L2, produced better cohesive communication. Another group that was devoid of the basic understanding of the L2, produced fragmented and decontextualized thoughts.

Language transfer is another significant concern that was observed by the researchers during classroom observations. In language transfer, the linguistic features of one language are transferred from one native language to L2. If the process is not done properly, it results in a communication problem.(Wei, X., Zhang, L. J., &Zhang, W. 2020) Language transfer is also known as linguistic interference and cross linguistic interference. Language transfer can both be positive and negative. The notion of positivity depends on the similarities between L1 and the target language L2. The meaning is considered “correct” when it is in line with the understanding level of native speakers. Negative language transfer occurs when differences are more than similarities between L1 and L2.(Roman, K. M. L. 2020). The two groups formed for observation showed different results. The group which had background knowledge of linguistic and English literature exhibited positive language transfer. Background knowledge of L2 made them proficient in language transfer skills. The other group which was without the background knowledge of L2 appeared with negative language transfer skills. One issue that was found common in both groups (after a conversation with participants of both groups) was that they, before uttering a sentence in English, form this sentence in Urdu and then translate it in English. The process of translating a sentence from L1 to L2 results in lack of assessing implicature and sometimes the language loses its pragmatic utility due to change in expression.

Researchers explored that the two groups of learners gave different results when it came to assessing their ability to comprehend implicature. It was found that the learners with a lack of background knowledge of L2 were slower in assessing the implicature as compared to EFL learners with background knowledge. Grice’s (1975) theory of cooperative principle contains four cooperative maxims of quality, quantity, relevance and manner. (Sari, Y. W., &Afriana, A. 2020) Use of all these maxims was analyzed in both groups of Pakistani graduate-level students. Learners of both groups showed different results. Majority of them were found with the difficulty of adhering to the rules of the maxim of relevance and manner. According to the maxim of relevance, the speaker’s/writer’s contribution must be relevant. It was found in EFL classroom that learners when found unable to grasp the L2 in its sociolinguistic context, could not contribute in terms of relevance. In the same way, they were found weak in showing the relevance of manner; resulted in ambiguity and obscurity. It was also found that learners (when they could not find proper vocabulary shed off ambiguity) preferred to use para-linguistic signals.

Conclusion

Careful classroom observation of Pakistani graduate-level students divided into two groups; led the researchers to the conclusion that pragmatic competence and the ability to assess the implicature of EFL learners are affected by the L1 interference. Pakistani EFL learners are influenced by their national language and mother tongues. Learners when use L2, are not fully proficient in grasping the pragmatic use of L2. As it has been mentioned earlier that by pragmatic competence we mean the use of language in its sociolinguistic and sociocultural context. An Urdu speaker when translates his/her ideas into L2, sometimes loses the real meaning of it. Lack of understanding leads to decontextualization, insufficient pragmatic utilization and the slow speed of assessing implicature. It is also suggested that pragmatic competence cannot be taught in L2 learning process. It is developed alongside grammatical and lexical knowledge.

Acknowledgement: The authors would like to thank the Deanship of Scientific Research at Prince Sattam Bin Abdulaziz University, Alkharj, Saudi Arabia, for the support in the publication of this manuscript.

References

- Ahmed, A. H. (2017). The pragmatics of apology speech act behaviour in Iraqi Arabic and English.
- Akbari, A., Bazarbash, M. G., & Alinejadi, R. (2020). Evaluating pragmatic competence: A case lost in translation training. *International Review of Pragmatics, 1*(aop), 1-32.
- Al Masaeed, K., Taguchi, N., & Tamimi, M. (2020). Proficiency effects on L2 Arabic refusals: Appropriateness, linguistic strategies and multidialectal practices. *Applied Pragmatics, 2*(1), 26-53.
- Alrefaee, Y., Mudkanna, A., & Almansoob, N. T. (2020). Refusals of Suggestions and Offers: An Interlanguage Pragmatic Study. *The Asian ESP Journal, 176*.
- Alzeebaree, Y., Hasan, I. A. (2020). What makes an effective EFL teacher: High School Students' Perceptions. *Asian ESP Journal, 16* (2), 169-183.
- Alzeebaree, Y., Yavuz (2017). *Research into The Development of Interlanguage Pragmatic Competence of EFL Learners in Northern Iraq* (Unpublished doctoral dissertation or master's thesis). Cyprus International University. Nicosia, Northern Cyprus.
- Baker, L. (2006). Observation: A complex research method. *Library trends, 55*(1), 171-189.

- Blum-Kulka, S., & Olshtain, E. (1986). Too many words: Length of utterance and pragmatic failure. *Studies in second language acquisition*, 165-179.
- Braun, A., & Cline, T. (2014). *Language strategies for trilingual families: Parents' perspectives* (No. 17). Multilingual matters.
- Canale, M. & Swain, M. (1980). Theoretical bases of communicative approach to second language teaching and testing. *Applied linguistics*. 1:1-47.
- Chomsky, N. (1980). *Rules and Representations*. New York: Columbia University Press.
- Chu, H., & Wang, R. (2011). Oral and written competence of Chinese foreign language learners in terms of lexical chunks. *International Journal of English Linguistics*, 1(1), 223.
- Derakhshan, A., & Eslami, Z. (2020). The Effect of Metapragmatic Awareness, Interactive Translation, and Discussion through Video-Enhanced Input on EFL Learners' Comprehension of Implicature. *Applied Research on English Language*, 9(1), 25-52.
- D'Onofrio, A. (2020). Personae in sociolinguistic variation. *Wiley Interdisciplinary Reviews: Cognitive Science*, e1543.
- Franceschina, F. (2005). *Fossilized second language grammars*. John Benjamins Publishing Company.
- Gass, S., & Neu, J. (Eds.). (2009). *Speech acts across cultures: Challenges to communication in a second language* (Vol. 11). Walter de Gruyter.
- Genovesi, C. (2020). Metaphor and what is meant: Metaphorical content, what is said, and contextualism. *Journal of Pragmatics*, 157, 17-38.
- Gorman, G. E., Clayton, P. R., Shep, S. J., & Clayton, A. (2005). *Qualitative research for the information professional: A practical handbook*. Facet Publishing.
- Hatipoğlu, Ç., & Daşkın, N. C. (2020). A proverb in need is a proverb indeed: Proverbs, textbooks and communicative language ability. *South African Journal of Education*, 40(1).
- Kavetska, A. A. (2020). *UNDERSTANDING CONVERSATIONAL IMPLICATURES BY NATIVE AND NON-NATIVE SPEAKERS OF ENGLISH: AN EMPIRICAL STUDY INSPIRED BY BOUTON (1988)* (Doctoral dissertation, Jagiellonian University of Kraków).
- Kim, H. Y. (2020). 1 Second language acquisition and its implications for teaching Korean. *Teaching Korean as a Foreign Language: Theories and Practices*.
- Kravchenko, N. K. (2017). Indirect speech acts via conversational implicatures and pragmatic presuppositions. *Cognition, communication, discourse*, (14), 54-66.

- Levinson, S. C. (1999, August). HP Grice on location on Rossel Island. In *Annual Meeting of the Berkeley Linguistics Society* (Vol. 25, No. 1, pp. 210-224).
- Long, M. H. (2009). 21 Methodological Principles for Language Teaching. *The handbook of language teaching*, 373.
- Mahfoodh, A. (2020). An evaluation of the contemporary status of pragmatics within the field of second language learning and teaching.
- Mahmood, R. Shah, A.H. Kumar. T (2020) English language learning and its sociocultural effects: A Comparative study of private and government schools of Islamabad. *The Asian EFL Journal*, 21(33) 150-164
- Marshall, C., & Rossman, G. B. (2014). *Designing qualitative research*. Sage publications.
- Medriano Jr, R. S., & Bautista, A. S. (2020). Integrating Business English Communication in the Contextualized Teaching of an ESL Graduate Course. *The Asian ESP Journal*, 16(2.1).
- Neale, S. (1992). Paul Grice and the philosophy of language. *Linguistics and philosophy*, 15(5), 509-559.
- Ntshangase, N. D. (2011). *The negative impact of learning in English on the cognitive development of second language learners of English* (Doctoral dissertation, University of Zululand).
- Rahman, T. (2006). Language policy, multilingualism and language vitality in Pakistan. *Lesser known languages of South Asia: Status and policies, case studies and applications of information technology*, 73-104.
- Roman, K. M. L. (2020). *Intergration of Academic Writing in Adult Classes in English as a Second Language: A Single-Case Study* (Doctoral dissertation, Northcentral University).
- Sari, Y. W., & Afriana, A. (2020). The Cooperative Principle Analysis in About Time Movie. *Linguistic, English Education and Art (LEEA) Journal*, 4(1), 66-76.
- Schneider, K. P., & Ifantidou, E. (Eds.). (2020). *Developmental and Clinical Pragmatics* (Vol. 13). Walter de Gruyter GmbH & Co KG.
- Thomas, J. (1983). Cross-cultural pragmatic failure. *Applied Linguistics*, 4, 91-112.
- Wei, X., Zhang, L. J., & Zhang, W. (2020). Associations of L1-to-L2 rhetorical transfer with L2 writers' perception of L2 writing difficulty and L2 writing proficiency. *Journal of English for Academic Purposes*, 47, 100907.
- Wilson, D., & Sperber, D. (1981). On Grice's theory of conversation. *Conversation and discourse*, 155-78.

- Wilson, D., & Sperber, D. (1981). On Grice's theory of conversation. *Conversation and discourse*, 155-78.
- Witte, A., Harden, T., & de Oliveira Harden, A. R. (Eds.). (2009). *Translation in second language learning and teaching* (Vol. 3). Peter Lang.
- Yilmaz, N., & Koc, D. K. (2020). Developing pragmatic comprehension and production: Corpus-based teaching of formulaic sequences in an EFL setting. *Journal of Language and Linguistic Studies*, 16(1).



**Virtual Classes during COVID 19 Pandemic in Tertiary Level in Saudi Arabia:
Challenges and Prospects from the Students' Perspective**

Mohammad Rezaul Karim

Assistant Professor, Department of English, College of Science and Humanities, Prince
Sattam bin Abdulaziz University, Al Kharj, Saudi Arabia

Email: karimrezaul318@gmail.com

Moin Hasan

Lecturer, Preparatory Year Deanship, Prince Sattam bin Abdulaziz University, KSA.

Email: hasan.moin@gmail.com

Bio-profiles:

Mohammad Rezaul Karim is currently working as an Assistant Professor of English in the College of Science and Humanities, Prince Sattam bin Abdulaziz University, KSA. He holds a Ph.D. in English from Gauhati University, India. He has been teaching English language to the undergraduate students for the last 4 years. He has presented papers at both national and international conferences, published research articles and papers in various journals, and also authored two books. His main area of interest is English language and comparative literature.

Moin Hasan Mahboob is currently working as a lecturer in the Preparatory Year Deanship, Prince Sattam bin Abdulaziz University, KSA. He is pursuing his Ph.D. from School of Languages, Civilisation and Philosophy, UUM Malaysia. His area of research is Applied Linguistics and his topic is related to Scaffolding and ZPD. He has presented and attended various conferences and published research articles in reputed journals.

Abstract

Due to COVID -19 pandemic, the student community have been adversely affected and the colleges and universities have to shut down their campuses taking resort to the virtual mode of learning. This paradigm shift from the face-to-face traditional classroom to technology-

based virtual learning has great research potential in the academic field. Since the virtual teaching-learning system gets notable importance in Saudi Arabia during this pandemic, it is pertinent to know the experiences of the students and most importantly the challenges faced by them during the virtual classes. This study was, therefore, schemed to perceive the challenges and prospects of a virtual system of learning from the undergraduate students' perspective. This research was conducted using a descriptive survey design employing the quantitative research approach. A structured questionnaire (Google Form) was created and employed as the research instruments for collecting the data and it was carried out among 221 students of Prince Sattam bin Abdulaziz University at Al Kharj, Saudi Arabia. The findings of the study showed that about 80% of students agreed that virtual classes are more convenient than regular classes. It was also learnt that about 66% of the students are satisfied with the new virtual system of learning, 60% of students feel more confident during online classes than face-to-face classes, and 59% students feel that remote learning could replace the face-to-face mode of learning. As far as challenges are concerned, only 23% of students faced internet issues. The findings revealed that the majority of the learners are in favour of the virtual mode of learning, so the curriculum designers should consider the pedagogical practices and students' preferences while designing the syllabus.

Keywords: *Virtual learning, online learning, face-to-face learning, Saudi Arabia, COVID-19, University Students, paradigm shift*

Introduction

The new Coronavirus disease (COVID-19) is extremely infectious (WHO, 2020) and it can effortlessly spread from one individual to another through their respiratory droplets and other way of contact such as nose, hands, and mouth (Liu et al., 2020). It is so dangerous that it can also be transmitted via objects such as utensils and clothes utilised by COVID-19 positive person (Ong et al., 2020). Its outbreak throughout the world affected all the fields of human affairs. It's a pandemic which has forced the educational institutions to discontinue the face-to-face learning to stop the dissemination of the virus. It has compelled the educational organisations to ponder over new approaches and substitute plan of actions for conducting the classes and other activities. The governments of various countries have decided to achieve the mutual goal of stopping the spread of the virus by following social distancing and eschewing face-to-face regular interaction (Almuraqab, 2020). As a result, many institutes of higher education have shifted from the traditional regular classes to the online mode or virtual mode

using the available technologies to ensure the continuity of the teaching-learning process. Many intellectuals raised questions whether the authorities of the higher education were ready for the prospective virtual age of learning (Houlden & Veletsianos, 2020). However, there are some positive reports which show numerous reasons concerning why the learners can probably grasp productively via virtual studies. As per the survey of Picciano (2017) and Wang et al. (2019), learners are having supplementary command over their learnings and having added chances for reflection at their disposition. It is stated that efficient online learners leaned to be systematized and are self-motivated who can carry out their work in the absence of close supervision. It is also observed throughout the world that the progress of technology is rapidly growing and with this exponential growth, the communication system and virtual learning system are also growing day by day (Alturise, (2020).

Keeping in mind the alarming situation all over the country and around the world, the Ministry of Education, Saudi Arabia, released an announcement to suspend face-to-face regular classes and momentarily close all educational institutions and universities. Online classes have been introduced in the schools and colleges so as to cope up with the critical situation. As far as higher education is concerned, all the universities have already implemented virtual education platform before COVID-19 pandemic. Prince Sattam bin Abdulaziz University (PSAU) also had adopted virtual teaching system or blended teaching along with the traditional one with the help of Blackboard learning-management system. As the higher education rose to the bait to Coronavirus outbreak alike to general education with regard to shifting to online education, the faculty members of the universities have been governed by the preventive measures that have led to virtual learning based on technology in reply to the situation of COVID-19 pandemic.

The objective of this paper is to find out whether the students of Saudi Arabia are satisfied with latest virtual learning endorsed by the universities due to novel Coronavirus pandemic. This will also enable to understand their general feeling and accentuate their feedback on the virtual learning as well as to reveal their preferences whether to carry on with this online mode or not. The study at hand also focuses to investigate what are the challenges of online learning in the university level. This will help proposing ways of balancing their choices and response in an online learning system in future and to enhance the virtual learning system in the tertiary level in the universities of Saudi Arabia.

Literature review

The people all over the world witnessed a very tough time during the first half of 2020 and even now continuing the same. The novel Coronavirus (COVID 19) pandemic affected all

the affairs of human beings from decreasing the manufacture of the factories to the re-adaptation of delivery of academic classes in all the institutions of the world. Many of the institutional heads are of the opinion that virtual classes are the solutions to this new catastrophe (UNESCO, 2020). Though it is obvious that virtual classes are not parallel to face-to-face regular classes, many of the big universities of the world are doing away with regular classes and transforming their programs to online mode (Bao, 2020). According to Picciano (2017) and Bao (2020), some of the top universities of the world such as - Harvard University, Oxford University, Cambridge University, Yale University, Peking University are proceeding towards virtual mode. However, Filius et al. (2019) stated that shifting totally to virtual mode needs extraordinary groundwork, speculation, and ventures from all concerned. Therefore, when the authority of the university is planning to switch to the virtual classes, the students and teachers must go through some virtual training programs, and also must have sufficient resources relating to technology. Else, the plans for online teaching ends right there (Yang & Li, 2018). So, the university must evaluate all these issues thoroughly before they decide to adopt online mode. The last two decades witnessed the advancement of technology in the education field and there are escalated height of sophistication and efficacies in a lot of educational institutions that embraced technology based learning (Murphy, 2020). As on August 2, 2020, over 1.05 billion learners from 106 countries are affected by school closures during this COVID 19 pandemic which calculates up to 60.5% of the world's student population (UNESCO, 2020).

In Saudi Arabia, a total of 8.41 million students are affected out of which 1.62 million are from tertiary level (UNESCO, 2020). The government of Saudi Arabia decided to shut all the schools and universities in the first week of March, 2020. Melibari (2020) observes that it was completely a justified decision to close the educational institutions as many institutes are overcrowded and as such, there is a high risk of spreading the novel Coronavirus. In such a condition, virtual classes are the only reasonable solutions. In the time of crisis, many educational institutions have come with a variety of policies and programmes in order to engage in virtual teaching-learning projects (Dutton et al., 2002; Epper and Garn, 2003). Kitishat et al. (2020) found in their study that most of the educational institutions were not ready for virtual learning or blended learning that enhanced the burden on the instructors. According to Lall and Singh (2020), "Learning is a continuous process, and amidst the lockdown, the government and private institutions transformed from classroom teaching to online teaching to keep the learning process on the go". On the other hand, Sir John Daniel in his viewpoints *Education and the COVID-19 pandemic*, observes that "most governments

played catch-up to the exponential spread of COVID-19, so institutions had very little to prepare for a remote-teaching regime” (Daniel, 2020).

From March 2020 onwards, Saudi Arabia introduced virtual education system when it discontinued the face-to-face classes in the colleges and universities in the country over the novel Corona cases, although the learners including the instructors encountered many issues related to shifting of traditional classes to fully virtual classes. Even the students are found to be shown higher level of stress, anxiety, and depression during this COVID-19 pandemic (Alhadal et al., 2020). Many university students often complained about weak internet connectivity, problems related to logging in to the system and taking classes, including the unavailability of resources to retrieve reports (Obaid, 2020). Tanveer et al., (2020) observes that although the artificial intelligence is very important and intellectual, but it cannot be trusted upon as in most of the areas in Saudi Arabia, fibre optics are not available to speed up the internet. As a result, the speed of internet and connectivity are compromised when there is an issue. Mohammed Mohammed Nasser Hassan Ja’ashan undertook a study and the findings divulge that components like administrative, academic and technical challenges about E-learning are the major problems of E-learning at Bisha University (Reyes, De Vera, & Medriano Jr, 2018; Ja’ashan, 2020; Zemni & Alrefaee, 2020). However, in another study, Odeh et al. (2020) investigated and found that “most of the students are satisfied with the progress of their courses, and also appreciate the professional approach of their professors” (p. 98). Ajmal et al. (2020) observed that “teachers and learners become smarter with the use of technology”. Alghammas (2020) stated that “the efficient transfer to using Blackboard for student assessment during the Covid-19 pandemic has confirmed the ability of faculty members to employ online assessment during an emergency” (p. 184).

Methodology

To examine and measure the challenges faced by students in Saudi Universities during COVID-19, an online questionnaire was designed to gauge the challenges being faced by students and possible prospects while taking classes remotely. This research is conducted using a descriptive survey design employing the quantitative research approach. The study was carried out at Prince Sattam bin Abdulaziz University of Saudi Arabia.

Sample Size and Sampling Technique

The researcher used simple random sampling to allocate the sample for this research. Total sample size was made up of 221 students. These participants who took part in this survey

are studying in various departments of different colleges in Prince Sattam bin Abdulaziz University, Saudi Arabia. According to Fraenkel et al. (2012), we can generalize the findings of the sample for the whole population.

Research Instruments

For this research, a structured questionnaire was created and employed as the research instruments for collecting the data. It has thirty-three items drawn from relevant studies. Out of these 33 items, 29 items had a 5-point Likert Scale of ‘Strongly disagree’, ‘disagree’, ‘true to some extent’, ‘Agree’, and ‘Strongly agree’; 3 items were based on Yes/No responses, and 1 item was about the mode of learning (Regular/ Fully Online/ Blended). The questionnaire had close-ended items for the students to respond to. According to Cohen, et al. (2008), Close-ended questions are easily created and coded, and they do not discriminate excessively on the basis of how articulate the respondents are. The Likert scale is one of the most widely used techniques to measure descriptive survey studies, according to Ary et al. (2002).

Table 1 represents the reliability statistics of the instruments used in the study. Cronbach’s Alpha reliability was measured and overall reliability coefficient of 0.72 shows that the scale used in this survey is internally consistent and one can rely on it. The reliability is accepted when the Cronbach’s Alpha is greater than 0.70 (Cortina, 1993).

Table 1: Reliability Statistics

Cronbach’s Alpha	Cronbach’s Alpha based on Standardized items	N of items
.717	.711	26

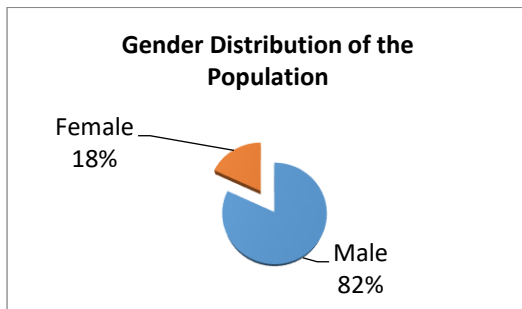
Data Collection Procedure

The researchers used Google Forms for this survey. A link was sent to various teachers conducting online classes during the COVID-19 pandemic. These teachers are from Preparatory Year Deanship, College of Business Administration, and College of Computer Science and Engineering. The link was then sent to various students’ groups accompanied by a request to fill up the questionnaire. The study used the SPSS software to analyze the gathered data.

Results and discussion

This section analyzes the results and discusses the findings of the data collected through online questionnaire. A total of 221 students participated in this survey. Out of the entire study sample, 181 were males and 40 were females, as shown in Figure 1.

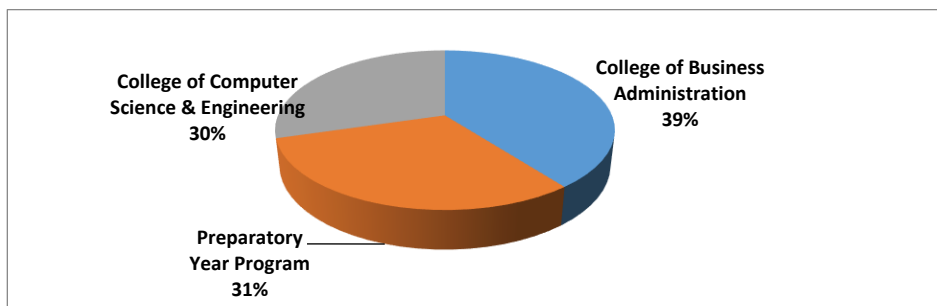
Figure 1: Gender distribution of the respondents



Source: Students' Survey Report (<https://forms.gle/R6m8WTiwyURyjgmC9>)

The study sample was the students enrolled in various courses of Prince Sattam bin Abdulaziz University. As shown in Figure 2, the students were from different colleges, highest being from the College of Business Administration (40%), followed by Preparatory Year Program (31%), and Computer Science and Engineering (29%).

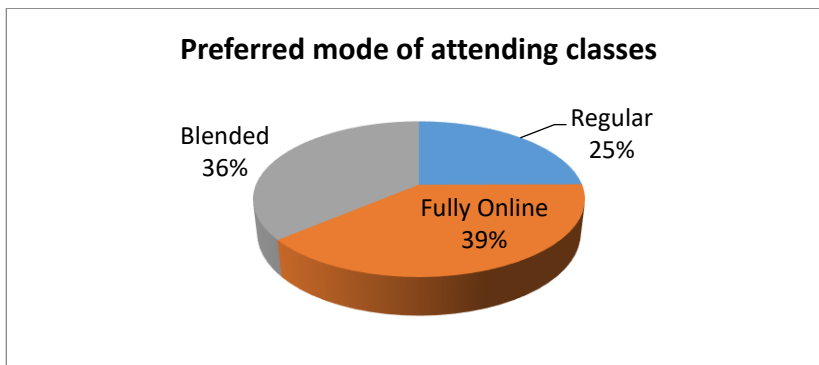
Figure 2: College-wise participation



Source: Students' Survey Report (<https://forms.gle/R6m8WTiwyURyjgmC9>)

As shown in Figure 3, the study sample reported that maximum students like to attend their classes through Fully Online medium (39%). A large bulk of students (36%) reported that they would prefer blended mode of learning, while 25% of students opted for regular mode of learning.

Figure 3: Preferred mode of learning



Source: Students' Survey Report (<https://forms.gle/R6m8WTiwyURyjgmC9>)

To analyze the mean of the 5-point Likert scale, the range is calculated by $(5 - 1 = 4)$ which is then divided by 5 as it is the greatest value of the scale ($4 \div 5 = 0.80$). Next, the least value in the scale (i.e. 1) was added in to find the maximum of this cell. The mean scores obtained in Appendix 1 are represented as follows:

- Mean of 1.00 - 1.80 represents (strongly disagree)
- Mean of 1.81 - 2.60 represents (disagree)
- Mean of 2.61 - 3.40 represents (true to some extent)
- Mean of 3.41 - 4.20 represents (agree)
- Mean of 4.21 - 5.00 represents (strongly agree)

The results are derived from the descriptive analysis of the questionnaire using SPSS as shown in Table 2.

Table 2: Summary Item Statistics

Mean	Variance	Standard Deviation (SD)	Coefficient of Variance (CV)=SD/Mean	N of Items
3.30	.747	.56	.17	26

As evident from Table 2, the overall mean for all the variables is (3.30) which reflects that most of the respondents are leaning towards the 'agree' side of the Likert scale being used for the survey. The standard deviation is (0.56) and the Coefficient of Variance (CV) is (0.17) which is less than one and signifies that it is insignificant.

Most of the students (about 80%) agree that online classes are more convenient than the regular classes as it saves traveling time and they're more flexible. (Statement No. 28, Appendix 1). So, it could be deducted that the students can use this valuable time to devote to their studies and other productive work.

It is observed from the survey that a large number of students (78%) agree that they get full family support while taking online classes during this pandemic (Statement No. 15 & 16, Appendix 1). It's one of the important findings of this research as it indicates the families understand their responsibilities towards their wards and they're helping them during the online classes.

Additionally, this study highlights the fact that most of the students (about 66%) are satisfied with their online classes (Statement No. 1, Appendix 1). It's a huge achievement that such an overwhelming number of students are feeling satisfied with the online mode of learning. The onus of making the remote learning successful goes to the university, faculties, students as well as the parents who supported each other during this emergency.

Also, many students (about 61%) take full responsibility for their learning during remote learning (Statement No. 21, Appendix 1). This highlights the fact that students are well aware of the course requirements and they're ready to contribute to the process of online learning. This could have greater implications on the learning outcomes as the students understand their role while participating in online classes. Further, this finding leads to another finding where the students (about 60 %) feel more confident during the online classes than face to face mode of learning. (Statement No. 17, Appendix 1). The implied meaning is that the remote platform gives a better opportunity to the students to participate more freely.

Furthermore, about 59% of students feel that remote learning could replace face-to-face mode of learning (Statement No. 26, Appendix 1). This finding illustrates the fact that students are ready for a paradigm shift from regular to online classes. Hence the decision-makers should start making changes in the curriculum to adapt to the learning needs of the students. This pandemic came as an eye-opener for the academicians to prepare themselves for the future of remote learning rather than considering it only as an emergency tool.

Finally, some of the students (about 23%) faced internet issues more often during online classes. This highlights that a majority of students have stable internet connections, and hence poor internet connection is not a huge challenge in Saudi Arabia and it doesn't affect the learning process per se (Statement No. 29, Appendix 1).

Limitations and future implications

The present research was conducted on a small population that includes only students of Prince Sattam bin Abdulaziz University in Alkharj, Saudi Arabia. It limits our ability to generalize the overall challenges and preferences of all the tertiary level students studying in various universities and institutes of Saudi Arabia while taking online classes during this COVID-19 pandemic.

More studies are needed in future to guarantee a fair representation of the target population of all the students studying in various higher educational institutions. Virtual learning is going to be the new normal, and most of the universities have realized the importance of online learning. Therefore, the future research should explore the new paradigms to utilize the full potential of virtual learning.

Conclusion

The present study was an attempt to understand the challenges and prospects of virtual learning as most of the universities were forced to switch to this alternative mode of education. This research has tried to explore the gap as there is a paradigm shift from face to face learning towards virtual learning. As mentioned by Wang and Hu (2019), there is a growing trend of E-learning, and the researchers are required to make it more creative by employing newer paradigms to it. The present study is a step towards understanding the current challenges being faced by the Saudi students, to deliver the online courses in the most effective ways.

According to Donitsa-Schmidt et al. (2018) and Gracia & Badia (2017), it is to be understood that the virtual classes are technology-driven. Henceforth, this study also tried to look at the technological challenges being faced by the students during online classes.

The study also investigated the administrative issues being encountered by the students while learning remotely. Blackboard is the online platform being used by Prince Sattam bin Abdulaziz University. It has many features which make the learning process effective and engaging for students. But at the same time, the administration should focus on the development of Blackboard to make it more interactive and user friendly. It also needs to cater to the individual learning needs of the students to make learning more engaging and increase the attention span of the learners.

The other aim of the study was to investigate the learning preferences of the students. It has been established that most of the students have a leaning towards a blended and online mode of education rather than face-to-face regular classes. Therefore, the curriculum designers should consider this aspect of students' preference while designing the syllabus. The students

and teachers need to be trained with various tools of the online platform (Blackboard) to make the learning more effective and efficient. The parents also need to be educated about the significance of virtual learning through various awareness programs as they are one of the important stakeholders of the education system.

Acknowledgment

The authors would like to thank the Deanship of Scientific Research, Prince Sattam bin Abdulaziz University, Al Kharj, Saudi Arabia.

References

- Alghammas, A. (2020). Online Language Assessment during the COVID-19 Pandemic: University Faculty Members' Perceptions and Practices. *Asian EFL Journal*, 27(4.4), 169-195.
- Alhadal, A., Aldhali, F. I. A., & Bahari, A. (2020). Coronavirus (Covid-19) and Mental Health Concerns of University Students in K.S.A: An Empirical Study at Qassim University. *Asian EFL Journal*, 27(4.4), 338-359.
- Ajmal, M., Alrasheedi, S., Keezhatta, M.S. & Yasir, G. M. (2020). Covid-19 and Online English Language Teaching: Students' Response and Feedback. *The Asian ESP Journal*, 16(5.2), 39-56.
- Almuraqab, N. A. S. (2020). Shall Universities at the UAE Continue Distance Learning After the COVID-19 Pandemic? Revealing Students' Perspective, *International Journal of Advanced Research in Engineering and Technology (IJARET)*, 11(5), 226-233. DOI: 10.34218/IJARET.11.5.2020.024
- Alturise, F. (2020). Evaluation of the Blackboard Learn Learning Management System for Full Online Courses in Western Branch Colleges of Qassim University, *International Journal of Emerging Technologies in Learning*, 5(15), 33-51. <https://doi.org/10.3991/ijet.v15i15.14199>
- Ary, D., Jacobs, L. & Razavieh, A. (2002). Introduction to Research (6th ed.). Wadsworth, Belmont.
- Bao, W. (2020). COVID -19 and online teaching in higher education: A case study of Peking University. *Human Behavior and Emerging Technologies*, 2(2), 113-115. <https://doi.org/10.1002/hbe2.191>
- Cohen, L., Manion, L. & Morrison, K. (2008). The Methodology of Educational Research. Metaichmio, Athens.

- Cortina, J. M. (1993). What is coefficient alpha? An examination of theory and applications. *Journal of Applied Psychology*, 78(1), 98–104. <https://doi.org/10.1037/0021-9010.78.1.98>
- Daniel, S. J. (2020). Education and the COVID-19 pandemic. *Prospects*. <https://doi.org/10.1007/s11125-020-09464-3>
- Dutton, J., Dutton, M. & Perry, J. (2002). How do online students differ from lecture students? *Journal of Asynchronous Learning Networks*, 6(1), 1-20.
- Donitsa_Schmidt, S. & Topaz, B. (2018). Massive open online courses as a knowledge base for teachers. *Journal of Education for Teaching*, 44(5), 608-620. <https://doi.org/10.1080/02607476.2018.1516350>
- Epper, R. M., & Garn, M. (2003). Virtual College and University Consortia: A National study. Retrieve from https://www.immagic.com/eLibrary/ARCHIVES/GENERAL/SHEEO_US/S030800E.pdf
- Filius, R. M., Kleijn, R. A. M., Uijl, S. G., Prins, F. J., Rijen, H. V. M., & Grobbee, D. E. (2019). Audio peer feedback to promote deep learning in online education. *Journal of Computer Assisted Learning*, 35(5), 607-619. <https://doi.org/10.1111/jcal.12363>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education (8th ed.)*. New York: Mc Graw Hill.
- Garcia, C. & Badia, A. (2017). Information problem-solving skills in small virtual groups and learning outcomes: IPS skills and learning outcomes. *Journal of Computer Assisted Learning*, 33(4), 382-392. <https://doi.org/10.1111/jcal.12187>
- Houlden, S., & Veletsianos, G. (2020). Coronavirus pushes universities to switch to online classes – but are they ready?. *The Conversation*. Retrieve from <https://theconversation.com/coronaviruspushes-universities-to-switch-to-online-classes-but-arethey-ready-132728>
- Ja'ashan, M.M.N.H. (2020). The challenges and Prospects of Using E-learning among EFL Students in Bisha University. *Arab World English Journal*, 11(1), 124-137. DOI: <https://dx.doi.org/10.24093/awej/vol11no1.11>
- Kitishat, A. R., Al Omar, K. H. & Al Momani, M. A. K. (2020). The Covid-19 Crisis and Distance Learning: E-Teaching of Language between Reality and Challenges. *The Asian ESP Journal*, 16(5.1), 316-326.

- Lall, S., & Singh, N. (2020). Covid-19: Unmasking the new face of Education. *International Journal of Research in Pharmaceutical sciences*, 11(SPL)(1), 48-53. <https://doi.org/10.26452/ijrps.v11iSPL1.2122>
- Liu, J., Liao, X., Qian, S., Yuan, J., Wang, F., Liu, Y., Wang, Z., Wang, F. S., Liu, L., & Zhang, Z. (2020). Community Transmission of Severe Acute Respiratory Syndrome Coronavirus 2, Shenzhen, China, 2020. *Emerging Infectious Diseases*, 26(6), 1320-1323. <https://dx.doi.org/10.3201/eid2606.200239>
- Melibari, G.T. (April 16, 2020). The Challenges and Opportunities facing the Saudi Education System in Coronavirus Period. *Saudi Gazette*, Retrieved from <http://saudigazette.com.sa/article/591931>
- Murphy, M. P. A. (2020). COVID-19 and emergency eLearning: Consequences of the securitization of higher education for post-pandemic pedagogy. *Contemporary Security Policy*, 1-14. <https://doi.org/10.1080/13523260.2020.1761749>
- Obaid, R. (2020). *Saudi students, educators take on virtual education challenge amid coronavirus suspension*. Retrieved from <https://www.arabnews.pk/node/1640211/saudi-arabia>
- Odeh, B. R. H., Al-Sa'egh, N. M. S., & Qarabesh, M. A. M. (2020). Corona Pandemic and New Educational Inventions for Saudi Learners: A Socio-Psychological Study at Qassim University. *The Asian ESP Journal*, 16(5.2), 86-1010.
- Ong, S. W. X., Tan, Y. K., Chia, P. Y., Lee, T. H., Ng, O. T., Wong, M. S. Y., & Marimuthu, K. (2020). Air, surface environmental, and personal protective equipment contamination by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) from a symptomatic patient. *Jama*, 323(16), 1610-1612. doi: 10.1001/jama.2020.3227
- Picciano, A. G. (2017). Theories and frameworks for online education: Seeking an integrated model. *Online Learning Journal*, 21(3). <https://doi.org/10.24059/olj.v21i3.1225>
- Reyes, R. J. V. D., De Vera, K. M. L., & Medriano Jr, R. S. (2018). The Functions of Language in Facebook Posting. *The Asian EFL Journal*, 20, (3), 196.
- Tanveer, M., Bhaumik, A., Hassan. S., & Ul Haq, I. (2020). Covid-19 pandemic, outbreak educational sector and students online learning in Saudi Arabia. *Journal of Entrepreneurship Education*, 23(3), 1-14.
- UNESCO. (2020, August 2). *Education: From Disruption to Recovery*. Retrieved from <https://en.unesco.org/covid19/educationresponse>

Wang, H., Pi, Z., & Hu, W. (2019). The instructor's gaze guidance in video lectures improves learning. *Journal of Computer Assisted Learning*, 35(1), 42-50. <https://doi.org/10.1111/jcal.12309>

World Health Organization (2020). Coronavirus. Geneva.

Yang, F., & Li, F. W. B. (2018). Study on student performance estimation, student progress analysis, and student potential prediction based on data mining. *Computers & Education*, 123, 97-108. <https://doi.org/10.1016/j.compedu.2018.04.006>

Zemni, B. & Alrefaee, Y. (2020). Investigating the Source of Reading Anxiety among Undergraduate Saudi Female EFL Students in Translation Departments. *TESOL International Journal*, 15 (5). 65-77

Appendix 1: Descriptive Statistics

No.	Statements	Mean	Std. Deviation	Variance
1	I'm satisfied with online classes	3.82	1.294	1.673
3	There's no difference between the online and regular mode of learning.	2.81	1.423	2.025
4	Interacting with my teacher is easier in online classes than in regular classes.	3.33	1.503	2.259
5	I interact more with my peers during online classes than in regular mode.	3.40	1.374	1.887
6	The testing process is easier during online classes than in regular mode.	3.57	1.236	1.529
8	Online classes are more engaging than regular classes.	3.61	1.399	1.958
9	The content used for online classes should be more interactive.	3.56	1.121	1.257
11	The assessment methods should include authentic activities like online presentations, group discussions, project works, etc.	2.78	1.194	1.425
12	I don't take online classes as seriously as regular classes.	2.63	1.397	1.951
13	I get easily distracted during online classes.	2.77	1.361	1.851

14	I get easily tired and bored during online classes.	2.71	1.393	1.941
15	I get full family support during the online mode of learning.	4.20	1.070	1.145
16	My family disturbs me while I take online classes.	1.74	1.157	1.338
17	I participate more confidently in online classes than in regular mode.	3.72	1.335	1.783
18	I feel more motivated while attending online classes.	3.55	1.393	1.940
19	My attention span is shorter during online classes than in regular mode.	3.13	1.301	1.693
20	I prepare for my lecture before the online classes.	3.28	1.376	1.894
21	I take full responsibility for my own learning during online classes.	3.75	1.056	1.115
22	I feel more excited and enthusiastic during the online mode than in the regular mode of learning.	3.44	1.318	1.738
23	I stay focused and active throughout my online lecture.	3.33	1.369	1.875
25	Online learning should be used only in an emergency situation, like a pandemic, war, etc.	3.55	1.438	2.067
26	Online classes could replace regular classes.	3.59	1.331	1.771
27	Online classes are more convenient than regular classes.	3.43	1.254	1.573
28	Online classes save traveling time and they're more flexible.	4.24	.895	.801
29	I face internet issues during online classes.	2.57	1.283	1.646



**English Language Teaching Methods:
Their Development, Implication and Application in Language Classroom**

Sameena Khokhar

*Assistant Professor, Institute of English Language & Literature, University of Sindh,
Jamshoro, Pakistan*

Dr. Habibullah Pathan

*Associate Professor, English Language Development Centre, Mehran University, Jamshoro,
Pakistan*

Dr. Muhammad Arslan Raheem

*Assistant Professor of Education, University of Education Lahore, Pakistan
drarslanraheem@ue.edu.pk*

Muhammad Ajmal*

*Assistant Professor of English, Department of Language and Literature, University of
Lahore, Pakistan*

Corresponding Author's Email: muhammad.ajmal2@ell.uol.edu.pk

Bio-profiles:

Sameena Khokhar is currently working as an Assistant professor at the Institute of English Language and Literature, University of Sindh, Jamshoro, Pakistan. She has experience of 18 years of teaching, researching and supervising students in Language, Literature as well as Linguistics at Bachelors and Masters levels. She holds BA/MA degrees in English Literature, graduating in 2002 from the Institute of English Language and Literature, University of Sindh. Her current status is that of a Ph.D. scholar at IELL, university of Sindh. She is pursuing her post-doctoral studies in the area of Applied Linguistics. Her research interests include Motivation (that is also her area of a postdoc), Research Methods, Critical Discourse Analysis,

Inter-Cultural Communicative Competence and English Language Teaching. She has published numerous articles in refereed journals. She is an enthusiastic researcher dedicated to producing quality research and creativity at the workplace to promote research practice and culture amongst her students and colleagues.

Dr. Habibullah Pathan is currently working as Director and Associate Professor at the English Language and Development Centre, Mehran University in Pakistan. Dr.Pathan has received his first Master's degree in English from Pakistan, followed by his second professional Master's and Doctorate (Ph.D.) in Language Education from the University of Glasgow, United Kingdom. Later, under Hubert H. Humphrey's professional affiliation opportunity, Dr.Pathan did his Postdoctoral research at the Department of Linguistics and Philosophy, Massachusetts Institute of Technology in the USA under the supervision of Prof. Noam Chomsky who is known as the father of modern linguistics and the most influential intellectual alive in the world.

Dr. Muhammad Arslan Raheem is working as an Assistant Professor of Education, University of Education Lahore, Pakistan. drarslanraheem@ue.edu.pk

Muhammad Ajmal is pursuing his Ph.D. in English Language and Literature from International Islamic University Islamabad, Pakistan. He has been teaching at various universities for the last 10 years and currently working as an Assistant Professor at the University of Lahore. He was at Universitat Heidelberg Germany as a visiting scholar. He is also a member of the Poetics and Linguistic Association (PALA), UK. His research interests include ELT, ESP, Corpus Stylistics, Literary Stylistics, Text Linguistics.

Abstract

This article aims to extend an overview of the development as well as critical analysis of English Language Teaching Methods (ELT), their application and their implication in the language classrooms, particularly in the context of Pakistan. In today's globalized and competitive era English language proficiency guarantees professionalism, advancement in career, and a promising future thus ELT has a great role to play in achieving these targets. Resultantly, ELT expert's serious attention has been drawn to the development of efficient teaching and learning models. ELT emerged as a vibrant discipline that aims at making teaching better and identifies the ways to support the development and modeling of language

learning. ELT methods have fluctuated between learning through rules, grammar and learning to use, through comprehension. The major shifts occurred in methods from Grammar Translation to Communicative Language Teaching. However, it has been observed through the review of extant literature that despite the growth of numerous approaches and teaching methods, no single method has acquired complete success in terms of language proficiency. The researchers related the application of ELT methods with teaching in the context of Pakistan. It has been identified that no single method could be successfully applied to all the learners and in all the contexts. The study suggests that the choice, application of the methods as well as teacher's strategic approach altogether constitute the rationale for language teaching. Hence, the Eclectic method has been suggested as one of the best choices a teacher can make, it is a teacher's use of techniques and activities from varied language teaching approaches and methods.

Keywords: *Development, ELT Methods, Application, Teacher's Strategic Approach, Eclectic, Classroom, Context, Pakistan*

Introduction

The huge advances that technology has seen today granted English language a high status and made it a globalized means of communication among people all over the world (Alzebaree & Yavuz, 2017, as cited in Alzebaree & Hasan, 2020). English Language Teaching (ELT) emerged as a vibrant discipline aiming at teaching and identifying ways to support language development, modeling language, and helping learners to achieve English language proficiency. Since the English language plays the most important role in globalization, so is the need to acquire English proficiency. Bhushan (2020) argues that currently the significance of English can neither be ignored nor undermined. No doubt, English has turned out to be a central part of professional life. Hence, efforts are to be made to strengthen English Language Teaching (ELT) in the countries where lack of language proficiency is a barrier to the advancement of career. The English language has been termed as a strong weapon in this era of globalization to solve several career-related riddles. For creating both national and international existence, sound English language proficiency is required (Tatte, 2020). That is, in this competitive era English language proficiency guarantees professionalism, advancement in career, and a promising future and so ELT has a great role to play in achieving these targets. English has no doubt unlocked the doors to opportunities both nationally and internationally, thus ELT has expanded in the last couple of decades.

Resultantly, ELT expert's serious attention has been drawn to the issues and approaches to develop efficient teaching and learning models (Chintala & Prasad, 2020; Gatcho & Ramos, 2020; Go Silk, et, al., 2020).

No doubt, the status of English has altered enormously in the world today, which causes an exceptional global demand, use, and appropriation of English as an international medium of communication that necessitates a profession-wide response to English language learning, teaching, teacher education, assessment, and policy (Tan, Farashaiyan, Sahragard, & Faryabi, 2020). The view further supported by Baker (2020) that demands for re-conceptualizing language in applied linguistics and currently ELT has drawn serious scholarly attention to the field. Hence, ELT methods and theories are rapidly evolving, as a result, teachers try to adopt the most recent and innovative methods and trends in teaching English to meet the globalized demand. To achieve language proficiency and make language learning successful process teachers attempt to apply various ELT methods. There is no single way to teach as well as learn English. Thus, teachers have been in the quest for the best teaching method for centuries. As stated Dinçay (2010) language teachers have constantly been in an unending debate upon and search for the best method which they should utilize in their teaching. Debate on which method is superior to others has engaged teachers for a long. Waters, A. (2012) ascertains that trying to characterize developments in ELT 'methods' (i.e. 'prescribed' ways of teaching, such as 'Audiolingualism') and 'methodology' (ways of teaching in general) is essentially debatable and problematic.

Teachers play a great role in making the language learning experience efficient, meaningful, and comprehensible for their learners by adopting and applying certain ELT methods. Methods help teachers to improve upon their teaching, when they are exposed to teaching; they get full awareness of their elementary assumptions and beliefs (Freeman, 2000). Language education is a complex phenomenon that includes the practices, procedures, and provision of second or foreign language learning and teaching. Teachers need to be experts and professionals in the selection and application of the appropriate ELT methods. As Farmer (2006) states that Professionalism is widely thought to be desirable in ELT to provide a more thorough and accountable professional ELT service.

Critical Review of Literature

Brief Historical Perspective of ELT

ELT has a long history of the development of around 30 to 40 years and still, there is ongoing research in this domain, searching for new methodological approaches, with attempts

to make them successful in teaching while rejecting the outdated and traditional approaches. Besides, the changing times and rising competition requires methodological approaches to alter and remodel accordingly. Based on teacher practices, choices made by them of the methods, their application in language classrooms correlated with the proficiency and achievement of learner's language cause either success or failure of the methods. Numerous approaches and techniques have been developed for the needs of language teaching, yet, there is no single method that could help teachers and learners in achieving language proficiency for the required participation in the global world today.

The field of ELT has always been in transition and has gone through massive changes. There are extensive history and development of ELT methods, but it cannot be precisely said where the methods started from, however, multilingualism and bilingualism has always been a norm instead of monolingualism, and that these methods most probably have evolved from the informal practice of people learning a second or foreign language. Romans tried to learn French, and later on, Latin became popular, eventually English, at present is enjoying its status of lingua franca as Greek and Latin did in the past. Jaramillo, Dávila & Jarquín (2020) argue that in a broader context, English has the status of lingua franca of communication and business. Furthermore, the spread of English globally has changed its status from a homogeneous and standard language, that was spoken by some powerful countries, into an international language or lingua franca spoken by a multitude of people the world over (Llurda, 2004; Galloway & Rose, 2017). This proves the ongoing process and needs to learn a language other than the native one. Researchers like (Anthony, 1963) formulated a framework to describe the different ELT methods based on the distinction he made between three levels; approach, method and technique. To him, this is an ordered arrangement. *The approach* is defined as a set of principles or ideas about language learning and its nature which would remain consistent for longer. His concept of *the method* is rather procedural, an overall plan for the orderly presentation of language material. *The technique*, on the other hand, has been referred to as an actual implementation in the language classroom. Techniques are consistent with given methods and in addition to a given approach. Various approaches, methods and techniques have been developed for the needs of language teaching, by pedagogues, teachers, researchers and educationists. There have been two main types of fluctuations between ELT approaches, learning and memorizing grammar, by analyzing its rules and form. The other is by learning to use language by comprehending and understanding L2. Hence, the methods and approaches kept on shifting from Grammar-translation method to Communicative Language Teaching, until the debate shifted on post-method pedagogy ultimately. ELT is known as an

Anglo-Saxon institution. Various theories have been proposed in Second Language Acquisition (SLA) which are associated with a range of design features of language instruction, and these include stated objectives, syllabus specifications, and types of activities, teacher's role, learner's objective, materials and so forth. Likewise, Ur (2011) indicates that practically speaking, in second language teaching, not just the SLA process is involved there are various other factors at work too, such as, learner's socio-cultural background, individual features, their expectations, learning styles and preferences. Besides the influence of stakeholders like, parents, teachers, school principals and education administrators also apply. Not just that, influences are coming from various other factors like, lesson design and planning, time management, classroom management, upcoming exams, to mention a few.

Most of the ELT methodologies have been theorized and offer labels that are not based on teaching experiences, and particular local and cultural conditions. Methodologies, according to (Knight, 2001) often conceal the rich variety of classroom language learning and teaching, whether they are form-focused, function-focused, or learning focused. He further asserts that all these methods have been firmly rooted in major theories like behaviorist, naturalistic, cognitive and socio-cultural theory. Methods link theory and practice, and therefore, the field of applied linguistics mainly contributes to the area of language education. According to Krashen (1987) methods have not necessarily been derived from theorizing but also successful practices. Certain methods have been successful, because they offer all-embracing and comprehensive language learning outcomes, whereas some others present strategies for achieving particular objectives in learning. McKay (2018) argues that language professionals have to shift their focus from native speaker models to acquiring a practicable and realistic picture of how English is used for different purposes in various intercultural relationships among English language learners internationally. Tan, Farashaiyan, Sahragard & Faryabi (2019) state that, the shift in the status of English from a standard language to an international one has significantly influenced ELT and language learning globally. Thus, changes ought to be made in the pedagogy of ELT and teacher education.

Development of ELT methodology

Developments in disciplines like, psychology, linguistics, and education, have influenced and formed the teaching methods, and the methodological debates have characterized this profession. The periods from the 1950s to the 1980s has been the age of methods because, during this period, numerous methodological approaches were prescribed, proposed and debated upon. There has been a transition from the Grammar-Translation Method

(GMT) to various new approaches like Communicative Language Teaching (CLT) and Task-based approach. There has been a distinction between all the methodological approaches, certain are highly prescribed methods, whereas, some loosely prescribed approaches. Earlier, the classical languages were taught through manuscripts, as there were no printed books or material available. This was a classical period, in which language was taught to learn to understand the classical text, the grammar of the language and translation. Language learning was thought to be a process where grammatical rules and lexical items of the target language were deliberately memorized to achieve the target language proficiency. In addition, language teaching was believed to develop intellectual abilities. Hence, the Grammar-Translation method enjoyed its dominance until the 19th century when it was, later on, rejected by the direct method. According to Freeman (2000) within the developmental period of methods, GMT as one of the oldest language teaching methods, was used to help learners read and appreciate foreign language literature. In olden times, Greek and Latin were the prestigious languages and were taught in schools. To access their literature, the learners were taught memorization of the grammar and lexical items of the target language. In the latter half of the 19th century, there arose a reaction of different linguists for the GMT method, followed by various studies with a focus on bringing a change in language teaching. The focus shifted from translation and memorization of GMT to the child language acquisition, with stress upon meaning, context and comprehension (Richards, 1986). By the end of the 19th century, the scientific approach towards language teaching developed, the Reform Movement stemmed out of the formation of the International Phonetic Association (IPA), which gave priority to oral methodology in the classroom. Speaking/oral skills developed through the teacher's being well aware of the phonetics of the target language. In the domain of ELT, there were slow changes and developments taking place, until World War II, when the major changes and developments in the ELT methodology were observed. Audio-Lingualism in America and Situational Language Teaching in UK were developed as standard approaches to language teaching. In America, a large number of people were required by the military, therefore, the Army Specialized Training Programme (ASTP) was established to prepare the foreign-language speakers with language training, for which the Audio-Lingual approach was developed as an oral approach to learning the target language. The audio-Lingual method was seen as the first scientific method since its approach is similar to the Structuralists with a focus on language as primarily oral and rule governed. Another underlying feature of the AL method is that of behaviorist psychology, according to which target language is learned as a form of habit formation and human behavior. AL method was criticized based on its approach, in which the

learner is passive, whereas the teacher is an active role player in the classroom and there is no creativity but memorization and rote learning, the syllabus and teaching methods were quite rigid. There were two main developments in language teaching brought about by the creation of the AL method; the language laboratory, and the departure from book-based learning because of its focus on the language being primarily oral. As a systematic method, the AL method is still being used in some parts of the world. It uses several techniques to solve memory-related problems like remembering vocabulary. This method focuses on the repetition of some vocabulary items to memorize. This method is almost the same as any other method, which uses several drills and patterns to practice, useful to optimize memory. However, there are several branches of learning in which this method has not been beneficial since it doesn't make use of all language skills. As suggested by Rahman, Sakkir, & Khalik (2020), ELT teachers need to have fitting skills and techniques in teaching speaking skills to apply in the AL method.

AL method was later on rejected by the cognitive theory given by Chomsky that, language learning is not habit formation and a behavioral approach rather it is learned and created out of an innate language faculty that is pre-programmed in the brain. Chomsky's theory of Universal Grammar rejects the behaviorist's theory of language learning (Chomsky, 1957). The period of methods saw a great variation in approaches towards teaching a second language. However, there is not a single best method that could ideally apply to all learners with diverse levels, objectives, and needs in different contexts. The label given to the methodological approaches during the 1970s was *Humanistic*, a cognitivist approach, a range of various methods, in which learner is given prior importance and teacher's role is only that of a facilitator who motivates learners, and sheds off the old image of the teacher being the fount of knowledge and wisdom. Teacher, according to (Piaget, 1970), is aware of the individual learner's developmental readiness, which determines what and how to teach and to enable them to solve language-related problems. According to Nieto (2010) the role of a language teacher is that of cultural accommodator and mediator, which is thought to be fundamental in promoting student learning. A lot of research reviewed demonstrates that teachers, no doubt, have a great deal to do with whether and how students learn (Budiarta, 2020). In another study, Aktekin & Celebi (2020) found out that ELT student-teacher experience difficulty as experts of English language, therefore, they demand to be equipped with expertise in the subject followed by pedagogy in today's challenging times.

There are four basic methods in the *Humanistic* approach; the Silent Way, Community language suggestopedia and Total Physical Response. These methods have been applied by the

language teachers in a variety of ways with a learner-centered approach. The Humanistic approach attempts to involve learner's personal experiences, opinions, desires, reactions, and ideas, to improve their ability and skills by participating in a communicative exchange.

The growth and development of ELT methods continued and in the early 1980s, there was the emergence of, yet another methodology called the Natural Approach. Stephen Krashen and Tracy Terrell published together with *The Natural Approach* in 1983, a combined comprehensive SLA theory, which claims that language content would be better clear through context to the learners (Krashen, 1983). Krashen's model of language learning based on his five hypotheses initiated yet another debate in the SLA domain. According to Krashen, the Natural Approach aims to develop learner's basic communication skills- both oral and written. The basic personal communication skills have been defined in terms of situation, function and topics, Language is not taught through structure and grammar rather is through the use of activities. All methods have been fluctuating between various approaches, like grammar-based, memorization, direct approach, interactive and communicative tasks, physical involvement, group tasks, and task-oriented methods. The wealth of various methods has been derived from different theoretical standpoints, which led to the development of the ELT field.

Similarities and Differences in ELT methods applied in the classroom

ELT methods are various with both similarities and differences, depending on a variety of design features, i.e., teacher's role, learner's objectives, syllabus, materials, activities, social context, and specifications, etc. Some methods are form-focused, function-focused, and learning-focused and are rooted in some specific theories like Naturalist, Behaviourist, Cognitivist and Socio-cultural theory. However, almost all methods focus on one thing, that is, language proficiency and communicative competence. As mentioned earlier in the study, the methods have been fluctuating between two main approaches: Structure-based approach with learning and memorizing grammar of target language. The other is a communicative approach with comprehending and understanding in target language use. According to Thompson (1996) the two most common misconceptions amongst teachers around the world regarding communicative language teaching are that it does not necessarily mean teaching grammar rather it means teaching only speaking. Some methods are, therefore, successful and some are a failure because of their application, context, learner's level and objectives, etc. If we analyze and illustrate the main characteristic features of the methods, we will be able to see that despite the distinctive and individualistic labels and features of the methods, they still share commonalities in the form of some of the key factors affecting language learning, both

cognitive and social (Knight, 2001). Some of the ELT methods have fallen into obscurity whereas some are still widely practiced; still, some have been abandoned but offer practical insights onto language teaching. It is not always with the methods, that we associate effective learning to, but also with what the efficient teachers do. It is a teacher's strategic choice concerning the content and context that makes the language teaching a success. From a wide global and theoretical perspective, the experience of ELT methods and approaches could be seen as on one side as 'post-method condition' in language pedagogy (Kumaravadivelu, 2006) and the associated need for a 'context approach' (Bax, 2003). Conclusively, it has been a common acceptable belief that not a single method or set of procedures could ideally fit all teachers and learners in all contexts. Teachers need not draw on the ideas and experiences of others rather trust their own experiences to develop their own situation-specific pedagogy. All this constitutes a rationale for teaching language.

The methods change between diverse approaches, some are grammar oriented, interaction-based, task-oriented and direct approaches. ELT methods have been divided into various kinds which could be further categorized into two main approaches i.e., Alternative and Current Communicative approaches. The method of Alternative approach includes Total Physical Response, The Silent Way, Community Language Learning, Suggestopedia Whole Language, Multiple Intelligences, Neurolinguistic, Programming, The lexical approach, and Competency-Based Language Teaching. The Current communicative approaches include Communicative Language Teaching, Natural Approach, Cooperative Language Learning, Content-Based Instruction, and Task-Based Language Teaching. These methods have been sufficiently grouped differently but share some common features. Most of these methods have attracted support at different times and contexts over the last 30 or so years but have not been broadly accepted or achieved considerable followings. The three main issues in language learning for the concern of language pedagogy and ELT are the connection of learner's first and target language, the dominance of LI knowledge and competence over the L2. Another is the explicit-implicit option, that is, the difference between more conscious and more subconscious- automatic ways of learning. The third one is the code-communication dilemma, where a learner has to pay attention to two aspects at a time- the linguistic forms (code) and the other is real communication.

All the methods have at least two things most common: their belief to be the best one and a prescription that teachers have to follow. The methods which focus on the structure and grammar of the target language share features in common, these methods include the GMT method and the Structural Approach. Both these are traditional and out-dated methods. The

focus was to learn a language through its grammar, translation and memorization. These methods were insisting upon rules, grammar, and knowledge of language rather than the use and the development of oral practice. The main objective of such methods was to read and appreciate the foreign language text and gain proficiency in reading literature. The literary language was taken as superior to the spoken language. These were traditional approaches with typical lesson planning of presentation of grammatical rules, list of vocabulary and translation material.

The other set of methods with a focus on oral communicative ability development are Audio Lingual and Communicative Language Teaching. These methods were considered modern and scientific since their focus was on the use of target language. In these methods, the commonality is the oral use of language. Grammar rules were learned inductively through the use. The emphasis was on oral-aural skills, and the native language is clearly distinguished from the target language. The teacher was the model and major role player in the class. Silent way to some extent is similar in its approach to some of the methods, with a focus on learner's self-directed expression in the target language, the teacher remains silent for most of the time, and learners are encouraged to develop a way to learn on their own. The Suggestopedia is common to both the AL method and GTM, as its target is conversational proficiency in language along with its description of the language in terms of vocabulary and grammatical rules. The distinctive feature of this method is that language is taught through music, drama, and various other artistic devices.

The other methods of sharing common features are, TPR, Natural approach, Humanistic methods. All these methods have both similarities and differences. Within ELT methodology distinction is often made between methods and approaches. Methods have been described as teaching systems with particular techniques and approaches, while approaches are language teaching philosophy. This distinction is based on methods and approaches that are either most prescribed or used with the ones that are failed to meet the target. Various methods have got different approaches and defined roles for both teachers and learners. The synoptic view of methods suggests the inherent distinction between them. In Situational Language Teaching, the role of a teacher is that of a context settler and language error corrector, while a learner is a mere imitator. In the AL method, the teacher is the modeler and drill leader, whereas the learner is simply a pattern practitioner and enthusiast about learning. CLT assigns the teacher the role of task designer and needs analyst, whereas the learner is an improviser and negotiator. In the TPR method, the teacher holds the status of a commander and action monitor, while the learner is just a performer and order taker. Community Language Learning method experiences the

teacher as a counselor and paraphraser and the learner are a collaborator and a whole person. In Natural Approach, the teacher is an actor and props user, while the learner is a guesser and immerser. In Suggestopedia, AL method, Natural approach, and TPR methods, the teacher is seen as an ideal language model and commander of classroom activity. While, on the other hand, in methods like CLT and Cooperative learning, the teacher is a background facilitator and a classroom fellow and partner to the learners in learning. These are different schools of thought with a particular set of beliefs, and the key distinction between them is based on perception versus production in language learning. The set of methods such as AI, Natural approach, Suggestopedia, TPR, and Community Language focus on active language use, while the other methods, like the Natural approach attempt at production.

These were the different phases and stages of ELT with different approaches towards teaching and learning language proficiency. Earlier in the pre-modern era of ELT, reading and writing skills were dominant over speaking and listening. Ketabi, Zabihi & Ghadiri (2012) dominated by the Classical Method as the best teaching method, where teachers were the main role players and authority in the class. Grammar Translation Method (GMT) was the later name of CL that was to teach classical languages like, Latin and Greek. Teaching was done mainly through the translation of literary texts and memorizing vocabulary and grammar rules. Preference was given to reading and writing skills, whereas, listening and speaking skills were ignored by the teachers. It was altogether different from the modern times, where the language teaching practitioners were expected to have a native-like proficiency. On the other hand, the post-modern era of ELT, characterized by the theories of subjectivism, constructivism, relativism, and localism came about (Kuhn, 1962). Post-modernists were of the view that language teachers have to be empowered to reflect on their ideas and teaching practices, unlike classical language teaching. It was later on, with the emergence of the theory of Applied ELT (Pishghadam, 2011), as an independent and scientific field, in which ELT contributed to and applied to the other disciplines as well along with language proficiency. Teachers were expected to be interdisciplinary instructors with a thorough knowledge of not just the ELT field but also that of the other fields. This approach was commensurate with the ideas of humanistic education, which beliefs in empowering the learners to lead a meaningful life by cultivating their intellectual as well as emotional abilities (Ketabi et al., 2012).

Methodology

This article is a conceptual review article in which authors aimed at studying the concept of ELT, do a research survey of extant literature, and study the relevant sources to review thoroughly the topic. Therefore, the method used in writing this conceptual article is

the digital library research method. To produce a qualified conceptual article, the researchers first conducted a study of online digital sources, relevant literature that is relevant to the topic were selected, both in line with and in conflict with the concept of the study. The relevant literature sources selected were important to give a much deeper understanding concerning the topic to be discussed in the present conceptual article and to provide a deeper study of the problems taken. The researchers further related the concept of ELT to their context, to examine what methods and procedures could serve the purpose of ELT and learning, and language proficiency which was the main focus of the article.

The implication of the Dominant ELT methods in our context

ELT methods, their application, and success depend on various factors mentioned earlier and their success and failure are often uncertain, their main purpose is pedagogic in terms of training. In our context, there have been various ELT methods fluctuated, employed, and remained dominant for a longer period. If we relate our language teaching experiences and practices, it will sort out many issues regarding the choice and application of relevant methodology. This is a classroom centered research that has developed as a vibrant and exciting field, however, (Freeman, 2000) warns of rearrangements of one's teaching styles, beliefs, and attitudes towards teaching a particular method. Some teachers do not give new methods a fair trial, whereas they should give a due chance to new techniques.

Various factors affect the choice and application of ELT methods, categorized as individual difference factors. These include Language aptitude, learning style, Motivation, Anxiety, Intelligence, Personality, Memory, willingness to communicate, Learner beliefs, and Learning strategies. In our context, we have several other issues regarding successful language teaching and learning of the target language. There cannot be any single method applied because of differences, like learner's socio-cultural background, student's level, learning objectives, context, teacher's role, crowded classes, individual differences and so forth.

Preferred ELT methods in our context

'Methods, however, the term is defined, are not dead. Teachers seem to be aware of both the usefulness of methods and the need to go beyond them.' (Bell, 2007, p. 143). Similarly, in the field of ELT, there has always been an unending interest in and search for the most applicable and appropriate teaching method. This has been an ongoing search of many academicians and educationists, and research has demonstrated that there is no single best method for everyone in all contexts, no single method is an ideal one and superior to others. Besides, it is also not always possible that the methods chosen as best are applied appropriately

to all learners with diverse objectives, needs, levels, learning style and background. An expert and professional teacher would adopt an approach of Principled Eclecticism, which is a suitable technique of applying the most appropriate method for language teaching concerning learner's specific objectives, styles and context. The eclectic method is one of the best choices a teacher can make, it is a teacher's use of techniques and activities from varied language teaching approaches and methods. It is to be decided by the teacher what methodology or approach to apply depending on the learner's level, objectives of the lesson, and nature of language learning. 'A language teaching method is a single set of procedures which teachers are to follow in the classroom. Methods are usually based on a set of beliefs about the nature of language and learning.' (Nunan, 2003, p. 5)

Almost every of the modern ELT methodologies would suggest a mixture of approaches and techniques to be used in language teaching. In some contexts, even the most traditional and outdated methods could work if are appropriately selected and used. Even methods like GMT, Direct method, AL method could be applied in the context of Pakistan, if the learner's approach is that of the beginners.

On the other hand, methods that focus on communicative and interactive approaches are required based on learner's needs and styles, and in the context of Pakistan, such methods are more practiced, such as, Humanistic Approach, CLT, Task-Based Approach and Principled Eclecticism. However, many of the fresh, newly qualified or inexperienced teachers are inclined to base their lesson planning on the traditional PPP approach (Presentation, Practice, and Production) because to them, it is a reliable and valid framework to base a series of classroom activities on. For they think that it is an ideal way to cover all the lexical and grammar items from the prescribed coursebook or syllabus. Yet, this is a debatable issue as to whether PPP fulfils the needs and objectives of the learners or not. On the other hand, some teachers would prefer communicative language teaching which allows learners to focus on real communication before involving serious language activities. Students are put into a communicative situation and are allowed to use all their language resources to deal with. This draws the learners' attention to what they know how to do, what they don't know how to do, and what they only half know. It makes learners aware of their needs and encourages them to take partial responsibility for their learning. In a mixed ability learner's class, this task can be done with more or less accuracy in language production. This approach gives learners a good communicative experience and lets them be aware of their own individual learning needs. However, this is not the best method to apply with beginners, as many experienced teachers believe, since fresh learners do not have many language resources to draw on to complete the

meaningful communicative tasks successfully. Besides, in our context, some learners are reserved and feel shy in participating in such communicative activities. Thus, this approach again is not equally suitable for all learners in a mixed level and ability learner's class.

Nevertheless, modern teaching methods are not that rigid but flexible and fitting to the needs and objectives of the learners. Choice and application of these methods should motivate, help and encourage learners in becoming independent and inspired learners. Each ELT method has its own unique pros and cons, depending on the application, situation, context, resources available, learner's styles and objectives. Theoretical orientations of methods and approaches are yet another way for ELT method choice and application. There are four general orientations among recent methods of language teaching, namely, Structural linguistics, Cognitive, Affective Interpersonal and Functional Communicative. The Structural/ Linguistic course is based on beliefs about structure, rules, and grammar of the language and an approach to learning about language to learn the language. The methods chosen in this area are GTM, Structural approach and some others. Cognitive orientation is based on theories of language learning which are compatible with the learners' style. The techniques involved are memorization and competence. Affective/ Interpersonal course emphasizes interaction among and between teacher and students, based on concepts adapted from counselling and social psychology. The direct approach is an example of this course. Functional/ Communicative based theories often include a Natural approach and use of language in communication. It includes instructional input that learners receive, and the comprehension of the message and the student's level of competence involved. The methods include are up to date like CLT, Task-Based Learning, Functional Language Teaching, and Community Language Learning. The communicative approach applies to both the spoken and written language. The Communicative approach and Natural Approach share some common features, therefore, could be applied when the target is of learner's competence and performance achievement. On the whole, all the methods and approaches of ELT methodology can only work if selected and applied appropriately, keeping in focus each of the factors involved.

Conclusion

English Language Teaching (ELT) has been a demanding discipline to teach and achieve English language proficiency. In an era of globalization, the English Language plays the most significant role in achieving a promising career and advancement in professional life. Thus, the need to learn and acquire English language proficiency is a demand of today's competitive and globalized world. Efforts have been taken to strengthen ELT and learning,

nevertheless, not a single ELT method or a set of procedures could be applied successfully to all teachers and learners of English in all contexts. Various studies suggest that teachers need to develop context-specific ELT pedagogy based on their as well as other teacher's experiences, selecting from diverse ELT methods.

The goal of educationists and language teachers for centuries has been to search for the right method (Kelly, 1969). The history of language teaching and education has been full of methods-search, looking for the most effective way to teach a second language. For many decades this debate continued with a focus on issues like the role of grammar in language curriculum, the development of language accuracy and achievement of fluency, the choice of course design frameworks, the role of vocabulary, language learning theories, and their application in teaching, memorization and learning, motivation and the role of materials and technology. These and many other basic issues have always been a consideration of the ELT profession (Richards, 2001) and since the 1900s there has been an active search for them, it went on with development and method's application which continued yet in the twentieth century. The old methods were replaced by the newer and seemingly more appealing ones with trendy ideas and theories. The methods which remained most famous and were adopted almost universally were Direct Method, Audio-Lingualism, Grammar Translation Method, Situational Approach and Communicative Language Teaching. These methods achieved the status of methodological orthodoxy. Besides, there were certain alternative approaches along with the mainstream ones, includes the Silent Way, Suggestopedia, Total Physical Response and some others. (Nunan, 1989) claims that instead of an uncritical and eclectic way of teaching, a teacher should focus on constant analysis and interpretation of his classroom experiences. It is, no doubt, the best way of curriculum, teacher and learner development. Before deciding on any method for teaching language, there should be two things to keep in focus, either the method is satisfactory for both the teacher and learner, does it achieve what it sets out to? The method in itself is never a success or a failure, but the suitable choice and fitting applicability makes a difference. Conclusively, the researchers assume that there should be a collaboration between ELT approaches and methods as an alternative strategy in teaching English and the choice and application of appropriate ELT method should be based on Eclecticism from among all the methods. It has been suggested that English language teachers should use the eclectic method, which is a blend of all the methods, and consider their student's levels, objectives in learning, their socio-cultural context, the conditions of instructions and so forth.

References

- Alzeebaree, Y., Hasan, I. A. (2020). What makes an effective EFL teacher: High School Students' Perceptions. *Asian ESP Journal*, 16 (2), 169-183.
- Anthony, E. "Approach, Method, and Technique." *ELT Journal*, (1963): 43-63.
- Aktekin, N. C., and Celebi, H. "ELT Student Teacher Identity Construction: Exploring Teacher Roles and Domains of Expertise." *International Journal of Language Education* 4, no. 1 (2020): 113-128.
- Baker, W. "English as a lingua franca and transcultural communication: rethinking competences and pedagogy for ELT." In, Christopher, Hall and Wicaksono, Rachel (eds.) *Ontologies of English: Conceptualising the Language for Learning, Teaching, and Assessment*. Cambridge University Press, pp. 253-272. 2020.
- Bax, S. "The End of CLT: A Context Approach to Language Teaching." *ELT Journal* 57, no.3 (2003): 278–287.
- Bell, D. "Do teachers think that methods are dead?" *ELT Journal*, 61, 2007.
- Bhushan, R. "ICT and ELT: The Pedagogical Perspective." In: Satapathy S., Bhateja V., Mohanty J., Udgata S. (eds) *Smart Intelligent Computing and Applications. Smart Innovation, Systems and Technologies*, 160. Springer, Singapore. 2020.
- Budiarta, I. K. "Native Speaker and Cultural Authenticity in EFL Class: A Linguistic Anthropology Perspective." *Jurnal Santiaji Pendidikan (JSP)* 10, no. 1 (2020): 10-19.
- Chintala, K. K., and Prasad, T.S "Equipment for Digital Literates and Methods of English Language Teaching." *Research Journal of English Language and Literature (RJELAL)*. 2020.
- Chomsky, N. *Syntactic Structures*. The Hague/ Paris: Mouton & Co. 1957.
- Freeman, L. *Techniques and Principles in Language Teaching*. Cambridge: Cambridge University Press, 2000.
- Galloway, N., and Rose, H. "Incorporating Global Englishes into the ELT classroom." *ELT Journal*, 72, no. 1(2017) 3-14. <https://doi.org/10.1093/elt/ccx010>
- Gatcho, A. R., & Ramos, E. T. . (2020). Common Writing Problems and Writing Attitudes among Freshman University Students in Online Learning Environments: An Exploratory Study. *Journal of Translation and Language Studies*, 1(1), 49-66. <https://doi.org/10.48185/jtls.v1i1.6>
- Go Silk, B., Medriano, R., Dela Cruz, S.B., Deran, J.J., Alieto, E., Abdon, M., Rillo, R., & Lucas, R.I. (2020). Cognition toward the Mother Tongue, Attitude toward English,

- Chavacano, and Filipino: A Structural Equation Modeling Approach with Bootstrap Analysis. *Asian ESP Journal*, 16(1.2), 5-28. <https://ssrn.com/abstract=3570991>
- Jaramillo, M. G. L., Dávila, A. M., and Jarquín, E. V. E. "English as a Lingua Franca: Perspectives from International MA TESOL Students in the United States." *Universal Journal of Educational Research* 8, no. 4(2020): 1605-1619.
- Kelly, L. *Twenty Five Centuries of Language Teaching*. Rowley, Mass: Newbury House. 1969.
- Ketabi, S., Zabihi, R., & Ghadiri, M. Critical thinking across the ELT curriculum: A mixed methods approach to analyzing L2 teachers' attitudes towards critical thinking instruction. *International journal of research studies in education* 2, 3 (2012): 15-24.
- Knight, P. "The Development of EFL Methodology." In C. a. Candlin, *English Teaching in its Social Context: A reader*. London: Routledge, 2001.
- Krashen, S. *The Natural Approach Language Acquisition in the Classroom*. London: Prentice Hall Europe, 1983.
- Krashen, S. *Principles and Practice in Second Language Acquisition*. New York: Prentice Hall, 1987.
- Kuhn, T. *The structure of scientific revolutions*. Chicago: University of Chicago Press, 1962.
- Kumaravadivelu, B. *Understanding Language Teaching: From method to post-method*. Mahwah, NJ: Lawrence Erlbaum, 2006.
- Llurda, E. "Non-native-speaker teachers and English as an International Language." *International Journal of Applied Linguistics* 14, no. 3 (2004): 314-323. <https://doi.org/10.1111/j.1473-4192.2004.00068.x>
- McKay, S. L. "English as an international language: What it is and what it means for pedagogy." *RELC Journal*, 49, no. 1(2018): 9-23. <https://doi.org/10.1177/0033688217738817>
- Nieto, S. *Language, Culture, and Teaching: Critical Perspective*. New York: Routledge, 2010.
- Nunan, D. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.. 1989.
- Nunan, D. *Practical English Language Teaching*. New York: McGraw-Hill.(2003)
- Piaget, J. *Structuralism*. New York: Basic. 1970.
- Pishghadam, R. "Introducing Applied ELT as a new approach in second/foreign language studies." *IranianEFL Journal* 7, no. 2 (2011):9-20.
- Richards, J. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press. 2001.

- Richards, J. C. *Approaches and Methods in Language Teaching*. Cambridge: University Press. 1986.
- Tan, K. H., Farashaiyan, A., Sahragard, R., and Faryabi, F. “Implications of English as an International Language for Language Pedagogy.” *International Journal of Higher Education* 9, no. 1, (2020): 22-31. <https://doi.org/10.5430/ijhe.v9n1p22>
- Tatte, D. S. “Importance of English in Globalized Era: A Study.” *Research Journal of India*. 2020.
- Thompson, G. “Some Misconceptions about Communicative Language Teaching.” *ELT Journal* 50, no. 1, (1996): 9–15.
- Ur, P. “Grammar teaching: research, theory and practice.” In E. Hinkel (ed.). *Handbook of Research in Second Language Teaching and Learning*, Vol. 2. New York, NY: Routledge. 2011.
- Waters, A. “Trends and issues in ELT methods and methodology.” *ELT Journal* 66, no. 4, (2012): 440–449, <https://doi.org/10.1093/elt/ccs038>



**Learning Chinese as Foreign Language in Pakistani Universities:
Understanding Motivations and Perceptions of Students**

Dr. Adan Ahmad Dogar

*Assistant Professor, Department of Development Studies, COMSATS University Islamabad,
Abbottabad Campus
adnandogar@cuiatd.edu.pk*

Momina Ayub

*UNHCR, Peshawar
momina.ayub@gmail.com*

Syed Wajahat Ali

*Deputy Director, Research and Development
Hazara University, Mansehra
wajahatiiui@gmail.com*

Dr. Ikram Shah

*Assistant Professor, Department of Development Studies
COMSATS University Islamabad, Abbottabad Campus
ikramshah@cuiatd.edu.pk*

Bio-profiles:

Dr. Dogar has been working at Department of Development Studies, COMSATS University Islamabad at Abbottabad Campus since 2011 as Assistant professors. His research interests include, Culture and Cultural heritage, tourism and regional economic development.

Momina Ayub got her bachelors in Development Studies from Department of Development Studies, COMSATS University Islamabad at Abbottabad Campus. Her research work focuses upon significance of Chinese language for Pakistani students. She join Umar Asghar Khan

Foundation and worked as assistant program manager for many years before joining UNHCR. At present she works with UNHRC at regional office, Peshawar.

Syed Wajahat Ali is A graduate from Department of Development Studies, COMSATS University Islamabad at Abbottabad Campus, ALI is working as deputy director research and development at University of Hazara, Mansehra. His research primarily focuses issues in higher education and sociology of semi urban areas.

Dr. Ikram Shah has Ph.D. in Sociology from University of Karachi, Dr. Ikram Shah is serving as an Assistant Professor at Department of Development Studies since 2015. Coordinator of Undergrad Research Committee, he has successfully supervised number of undergrad and graduate research students on contemporary social issues. An important member of different research teams of the department, Dr. Ikram Shah contributed in various national and international research projects conducted by the department in the development sector. His research encompasses topics around Sociology of development, disaster management, education, tourism and cultural heritage.

Abstract

Pak China Economic Corridor is seen as paradigm shift in the context of regional development and geopolitics of South Asia. Knowing Chinese language will bridge the communication gap between the people of both countries and strengthen bilateral relations. Higher education Institutes of Pakistan are offering Chinese language as a foreign language both as an optional course and a Degree program. The study conducted in two major universities of Pakistan uses questionnaire and focus group discussions to collect data from a sample of 62 students and department heads to know their motivation of learning Chinese, their aspirations about their future life and their understanding about how learning Chinese can benefit them personally as well as at national level and how do they see future of Chinese language in the country. The results show that the students from the province of Punjab and Gilgit Baltistan are more eager to learn Chinese language primarily owing to more business conducted by these provinces with China. They consider China as their long term ally and perceive learning Chinese will translate into better communication and increased bilateral relations especially after CPEC where there relations are bound to strengthen with time. Also it was surprising that despite of long term relationships between the two counties, not many

students were aware about the culture of their neighboring friend primarily because of not sharing the common language.

***Keywords:** Foreign language, Chinese, China-Pak Economic Corridor, Universities, Pakistan.*

Introduction

It is widely acknowledged that language is a linkage between human society and interpersonal relations (Emma, 2010; Abbaspour, 2012). Importance of learning foreign languages is becoming more important for economic benefits and growth. With the globalization of the world economies, the use of languages is playing an important role in economic activities (Zhang, 2012). A bonding bridge between any two countries is the ease of communication. Knowing, second language is a valuable asset that helps to access foreign culture, media and literature that may help to foster innovation and adopt best practices from abroad (Saiz, 2005). Fluency in dominant language is important for economic success and increases economic efficiency (Grenier, 2015).

Language is an instrument which plays an important role in communication and gives access to education and learning process (Siddiqui, 2012). Students who are learning foreign languages have access to a great number of career possibilities. Speaking a second language has become a desirable skill in work force. Learning foreign language can enhance economic competitiveness and improve global communication that makes them more productive and help earn higher wages (Marcos, 1997; Brock, 2014). The motivation towards foreign language learning is directly dependent on the needs or desires for achieving a particular goal in which language acquisition serves as just the means (Garcia, 2014).

Pak China Relations and Significance of Chinese Language for Pakistani Students

On May 21, 1951 Pakistan and China officially established diplomatic relations. Since then both countries have witnessed smooth development of friendly relations. China is a major trading partner of Pakistan. Bilateral trade volume between both countries has reached \$16 billion, 10 % increased at annual rate. Chinese investment in Pakistan is on rise it is supporting large scale of infrastructure projects in Pakistan including gold and copper mines, highways, power plants and other nuclear projects under CPEC (Education, 2011; Munir, 2018). It is heartening to note that the mutual cooperation between China and Pakistan is now steadily and gradually diversifying and expanding to cover broad areas of governance, economy, culture,

and society in addition to the long-standing defense-based strategic cooperation and convergence of views. This diversification and expansion trend is most visibly demonstrated by the comprehensive cooperation layout enshrined in China-Pakistan Economic Corridor (CPEC) (Asghar, 2016).

Having immense potential of connecting the South Asian countries for trade, CPEC can also have significant contribution for the regional integration of the countries member to the South Asian Association for Regional Cooperation (SAARC), the Association of South East Nations (ASEAN) the Central Asia Regional Economic Cooperation (CAREC) and the Economic Corporation Organization (ECO). Not only the ancient Chinese plan of the Silk Route Economic Belt (SREB) could be materialized through CPEC, China could join Europe through Central Asia. This would mean opening up of immense opportunities for the countries part of one road one belt initiative (Khan & Khan, 2019). The corridor envisages the construction of road and railway networks, communication channels, special economic zones throughout Pakistan, construction of energy production infrastructure etc. Significance of the project and long term interdependence demands that both China and Pakistan create common grounds for Chinese and Pakistani people to bridge cultural differences for which language is considered as important ingredient (Education, 2011). The study of the Chinese language opens the way to different important fields such as Chinese politics, economy, business opportunities, history or archaeology (Shao, 2015).

Chinese as a Foreign Language in Pakistani Academic Institutes

Many programs have been set up to impart basic Chinese language to Pakistani students at both public and private educational institutes of Pakistan. Such language courses are offered right from primary schools to universities with varying intensities in different provinces. The government has stressed upon the significance of Chinese language in different policy papers and has been very clear that future of development of Pakistan lies in strengthening the socio-cultural and economic relationships with China and learning Chinese language is a first step towards that integration. (Saleem, 2014).

National University of Modern Languages and National University of Science and Technology are located in the capital city of Islamabad, offering courses and degrees in Chinese language. The Chinese Department at NUML has a total of 16 teachers having a master's degree in Chinese language and literature. Department offers degrees in Chinese Language both at graduate and undergraduate level. In April 2005, Confucius Institute was founded by The Office of Chinese Language Council International, Beijing Language and Culture University,

and National University of Modern Languages in Islamabad. The Chinese Department at NUML aims to improve Pak-China friendship and the skill of Chinese education for spreading awareness of Chinese culture and language in the Islamic world in order to make an important contribution. Together the Chinese Department and Confucius Institute organize Chinese cultural promotional events like conducting HSK exam on quarterly basis, Chinese bridge competition, Cultural events and Chinese festivals celebrations. Chinese Language short courses are also offered at the institute that include: Great Wall Chinese, Business Chinese, Basic Chinese, Children Chinese, PhD Program, Chinese Kung Fu Class, and class for Chinese Language Test, Chinese Radio.

The Chinese Studies Centre has been established in the School of Social Sciences and Humanities since 2016. The main purpose of the Center is to conduct multidimensional research about Chinese society encompassing politics, economy, defense, diplomacy, environment, science and technology and find possible avenues of collaboration between the two countries i.e. China and Pakistan. The center also envisages to prepare well trained and educated human resource who could work on Chinese aided projects in Pakistan such as CPEC, to groom Pakistani business and engineering talent for jobs in Chinese multinational companies, to address the gaps and disconnects in cooperation in the educational field by facilitating cultural interoperability, relationships and networking. Chinese language proficiency programs are already being offered at NBS for NUST students to qualify for Chinese state and University scholarships. The CSC organizes seminars, workshops and conferences and contributes regularly in NUST Journal of Social Sciences and Humanities.

Objectives

Considering the rapid increase in the number of institutes offering Chinese language as a foreign language and the focus of both Pakistan and Chinese government on the spread of Chinese language, there is a rapid increase in the number of student getting enrolled in Chinese language. In this scenario, the study aims 1) to understand the importance of Chinese language learning in the perception of enrolled students and the impact of CPEC on their motivation 2) the impact of exposure to Chinese culture and traditions on the motivation of students to learn Chinese.

Research Methodology

Chinese language is taught as a foreign language in many public and private institutes of Islamabad but National University of Modern Languages (NUML) and National University of

Science and Technology (NUST) were used for the study considering them being pioneers in offering Chinese as a foreign language. At NUML university two departments are offering Chinese language i.e. Confucius institute and Chinese department. Confucius Institute is established and funded by Chinese Government while the Chinese Department is established by NUML. There are 25 teachers among which 10 teachers are from China. There is no specific department for Chinese language in NUST, Chinese language is being taught as an optional course and it does not affect student's GPA. At NUST, teachers for this course are hired from China. NUST is offering courses in Chinese language after the announcement of CPEC in 2013. Out of total sample size 16.13% students are of Confucius Institute, 48.39% students are of Chinese Department (NUML) and 35.48% students are of NUST.

The study used mixed method approach using both qualitative and quantitative data. Structured questionnaire followed by group discussions were used to collect data from the students whereas in-depth interviews were conducted from the heads of language institute and Department head. Stratified random sampling was used to collect data from the target population where strata were made on the basis of different levels of courses that are offered by the universities. At NUML, students are enrolled in courses offering interpreter ship, certified course and diploma whereas NUST offers courses in Level I & II. A sample of 62 students was selected from both the universities among which 64.52% were from NUML and 35.48% were from NUST. Questionnaires were distributed with the help of the department teachers. The researcher was present in the vicinity to help clear any ambiguity in the questionnaire.

Results and Discussions

The data showed that the students enrolled in different Chinese language learning programs belonged to a wide range of age group ranging from 19 to 45 years of age. This heterogeneity of age group showed that interest in learning Chinese language comes from different motivations that include higher studies in China, expectation of finding jobs in China or expanding an existing business to China. Students registered in learning Chinese language courses don't only come from the capital but also from far off places. About 40 percent of the registered students were day scholars whereas more than 60 percent of the student come from other provinces and rural areas.

The highest percentage of these hostel elites comes from the province of Punjab (45.1 percent) and Gilgit Baltistan (26 %). Both these regions have taken early initiatives and economic cooperation with Chinese companies. Gilgit Baltistan borders China and after the

development of CPEC, business opportunities for the people of Gilgit Baltistan are expected to increase, that provides a motive to learn Chinese language.

Level of qualification of students is important aspect. It shows that after certain level of their qualification why students are learning Chinese language. 33.87% students attain their education level up to FA/Fsc, 16.13% have done BA/Bsc, 25.81% have done their Bachelors and 24.19% have done their MA/Msc. Sample study shows that majority of the students have done FA/Fsc and are motivated to learn Chinese language after the announcement of CPEC while the other students are learning for business purposes and for studying in China.

Motivation to Learn Chinese Language

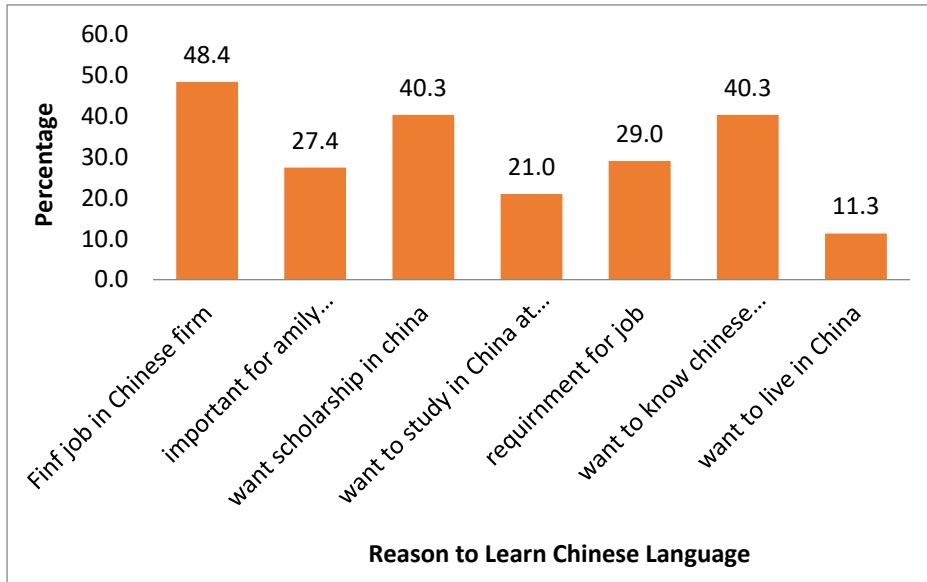
Increased possibility of winning Chinese government scholarships to study in China was the biggest motivation that accounted as primary reason for studying Chinese language for as high as 82.26% of registered students. CPEC that is termed as “game changer” by the print and electronic media in Pakistan was quoted by a number of students. Learning Chinese was considered to increase the possibility of getting the jobs either in China or any CPEC project conducted in Pakistan.

Apart from personal motivation, families of some students were also eager for their children to learn Chinese language. Families involved in active business with China faced difficulties in business communication and wanted their children to learn Chinese language to run their businesses more efficiently. Some students were job oriented and proficiency in Chinese language was their job requirement so they were sent by the departments to learn Chinese language. Some students were inspired by their fellow and their relatives to learn Chinese language, some of them were doing jobs in Chinese firms, some of them were involved in business and some of them got good scholarship opportunities to study in China

When asked to students about their interests that why they want to learn Chinese language 22.2 percent of them have relied that they find it helpful to get jobs in Chinese firms, 12.6 percent among them have replied that they have some personal interests and also it is important for their family business with China, 18.5 percent of the students replied that they want to win a scholarships and want to study in China, 9.6 percent of the students have replied that they want to study in China at their own expense by working doing part time jobs etc, in China. 13.3 percent of the students have replied that they are studying Chinese language because it is the requirement for their job while other 18.5 percent said that they want to know Chinese Culture by knowing their language. And learning Chinese language helps those to

understand Chinese Culture in a better way an only 5.2 percent among them said that they want to live in China that is the reason they are learning Chinese language.

Fig 3.1. Motivation behind Learning Chinese



Majority of the students are newcomers, 64.5 percent students said that they are not involved in any job activity and they have no experience, they started language course just after completing their F.A/ F.SC or after doing their Bachelor’s degree. The reason behind is they wanted to take full advantages of the opportunities that Government have provided like scholarships, students exchange programs with China and jobs opportunities in CPEC, so they are learning Chinese for their personal benefit. While other 35.4 percent of the students have said that they are doing jobs. Majority of the students are doing jobs in firms as an engineers and some of them are government employees. The minimum job experience was zero and the maximum job experience was 17. Mean value is 3.59, median is 2 and standard deviation is 4.55.

Importance of CPEC

19.3 percent of the students have said that CPEC was announced after they started learning Chinese language they joined before the announcement of the CPEC and these students are learning Chinese for business purpose and for their job requirement. While 80.6 percent of the students have said that they got motivated to learn Chinese language course after the announcement of CPEC because they believe that CPEC will bring a lot of opportunities for them which will help them in their career building.

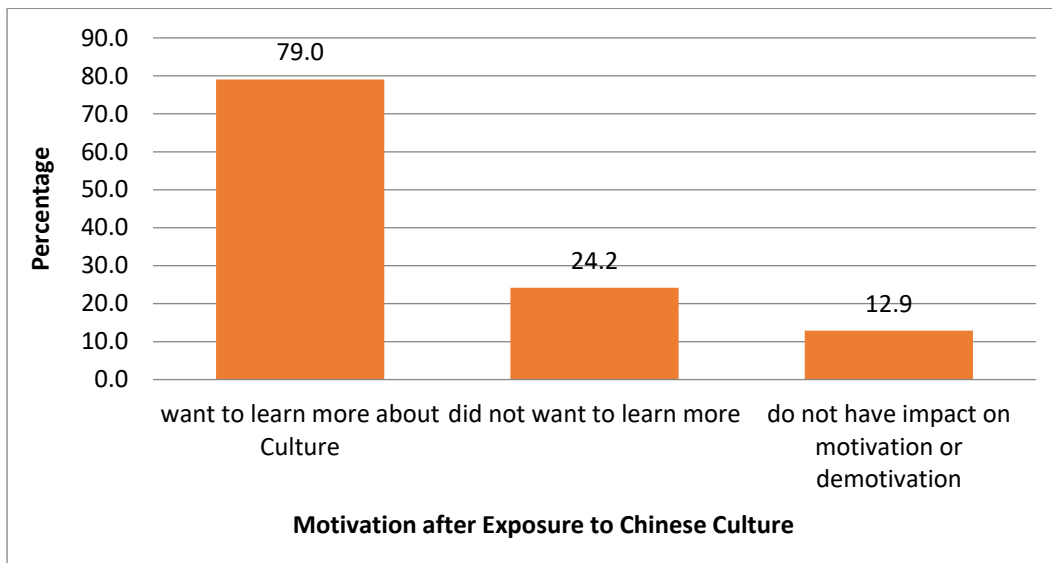
When asked to the students that do they think knowing Chinese language is the additional skill to open doors for employment in CPEC projects 100 percent of the students replied with “yes” that CPEC is a huge project and it will benefit all people in the Pakistan, help to boost economy and generate a lot of employment opportunities for the students. There will be no need for the Pakistani students to go aboard for employment purposes.

Impact of Exposure to Chinese Culture and Traditions on Student Motivation

The students were asked what impact Chinese language, culture and traditions had on their motivation to learn Chinese apart from already stated benefits that concern primarily with the higher studies and economic benefits? Such an exposure came through two mediums. In the first case, direct visit of students to China that took place before getting enrolled to the course or during the course in some cases. The second case is through the exposure to Chinese art and literature, cinema, music, arts and festivities etc. Such exposure had three types of impacts on the students. A positive impact where students wanted to learn more about China and Chinese language, a negative impact that demotivated student for learning the language and no measureable impact.

Exposure to Chinese language and culture prior to joining the language course contributed to increased interest in learning Chinese language. About 33 percent of students had visited China before they got registered in language course. The visit was either sponsored by the employer or self-financed for business purpose. About 9.6 percent of the students visited China after they registration to language course. Cultural events, movies, Chinese literature or student teacher reunions also provided platforms to understand Chinese culture. Exposure to Chinese language and culture via any of these medium further motivated students to learn Chinese language. Seventy nine percent of the students had a pleasant experience and expressed willingness to learn more about Chinese culture and traditions. About 24.2 percent had a negative feedback and exposure to culture and traditions had a negative impact on motivation of learning Chinese. Only 12.9 percent replied that they do not have any positive or negative impacts on their motivation. It was an obligation for them to still continue the course as a requirement for their jobs.

Fig 3.2. Impact of Exposure to Chinese Culture on Motivation



The percentage of students who didn't want to learn more after initial exposure to Chinese culture and traditions seems a little too high. Especially with the fact in mind that government is stressing more and more on promoting and initiating new Chinese learning institutes and the benefits of early graduates or personnel expert in Chinese language is evident. It was revealed in focus group discussions that not many students see a life in China where they could settle permanently with their families. This is a stark difference with other foreign languages especially the languages of European countries or that of English as a foreign language. One female student while explaining the reason of this discomfort explained:

“Never do I perceive myself getting settled in China for long. Having known more about the life style there it has come to me more strongly than ever before causing me lose interest in the language as a result”.

Difficulty in learning Chinese is also a factor that makes student less motivated to learn the language. About 70 percent of the students consider the grammar and characters very much difficult and require much time to understand. Other 16 percent find spoken and written very difficult. Still 12 percent of the students believed these difficulties could be surmounted if more activities could be done at departmental level to increase the interaction with Chinese people that would help learning make more interesting.

Future of learning Chinese language in Pakistan

There is an understanding that Chinese language is a “New English” as a medium of communication. Majority of the students in focus group discussions had a view that the economic rise of China as a world power is bound to translate into dominance of Chinese

language at the world arena. The way English language is considered important in our daily lives, Chinese is bound to get that significance in times to come.

“When we are sure of the rise of China as world power, we need to embark on those opportunities much earlier than the rest of the world and make Chinese language compulsory at primary school level. This will bring us lots of opportunities.” Expressed by a student from NUML.

“It's not only Chinese language that will bring us new opportunities, opportunities are already there, we will miss out if we don't learn Chinese language to use these opportunities” denoted another female student.

Eighty three percent (83 %) of the registered students wanted to get enrolled in the next level of language course because they find it interesting and beneficial for them in their professional lives. This trend seemed more evident in younger students and students who had aspirations to run their own business in China or were actually running family businesses.

“Learning Chinese has won immense significance for me in my family business as I am the only one who can bargain and can buy products on much better rates. Obviously I am the right choice for my family run business to visit China that I already did a couple of times. Thanks to Chinese Language”. A young student in his mid-twenties noted.

“So does learning Chinese motivate you for business or brought any new career ideas in any way?” The question of focus group discussion brought very interesting insight. One of the most agreed upon responses was the hard work as a national feature of Chinese people that inspired many students. Running business was the second most commonly acquired feature.

“I visited China to finalize a deal for my family business but came back with lots of new ideas as well that helped us start a new business and we are earning handsome amount of money from that new business now.” Expressed one student in FGD.

It is not only the university level that language should be offered. It will make it much easier if we could learn basics of Chinese language in early schooling. All of these respondents wanted Chinese language to be offered at preliminary school and be taught as a compulsory subject. They said that it will be beneficial for our students to learn Chinese language it will create lot of opportunities for them in their future.

While responding to the question of “How would the language strengthen socio-cultural relationship?” the students stressed upon the lack of familiarity of most of the Pakistanis with Chinese culture and tradition.

“We are familiar with the British or American culture to a much more extent than Chinese culture. We watch Hollywood and British movies, listen to their music and are

introduced to their way of life though media and language is an important instrument off course. We relate ourselves to them much more than to Chinese who happen to be our neighbors. Learning Chinese language has just opened up that door to us. Socio-cultural ties are bound to strengthen once we are familiar with the culture to start with” expressed by one senior student at NUST.

“If religion was not a constraint, I believe there was much possibility of very stronger cultural integration considering we share the same eastern values with China as compared to European countries.” Noted by a male student in early twenties from NUML.

The future of Chinese as a foreign language is considered bright by students, department heads and those at bureaucratic positions alike. Chinese language is considered as an essential tool and a significant bridge for developing people-to-people contact. Those students who learn Chinese language will have opportunities, they can work with Chinese companies and they can become bridge between the business communities of the two countries. Government is making policies to develop university to university links, every Pakistani university must have a link with a Chinese university so that there is an exchange of students and faculty and also we have our students learn Chinese language. Government of Punjab has recently announced a program to send 500 students from Punjab province to China to learn Chinese language and similarly we hope that the other provincial governments will take similar initiatives so that we can create more knowledge Chinese language that will really help build strong relations between Pakistan and China and the context of CPEC.

Former federal minister for planning while responding to question of future of Chinese language in Pakistan responded, “Government has limited role. We can develop infrastructure but the real opportunity of China and Pakistan Economic Corridors is in Industrial Cooperation and there we need many executives and professionals in Pakistan who are conversant not only with Chinese Language but they also have a good knowledge of Chinese Economy”.

Conclusion

Teaching Chinese as a foreign language in Pakistani higher education institutes is relatively new. Chinese as foreign language is offered at multiple levels that include non-credit hour course, credit hour course or a complete degree program. Primary motivation for the students enrolled in these language courses came from China Pakistan Economic Corridor where possibility of finding jobs and a bright future through learning Chinese language was the primary source of motivation. The overall rise of China as big economic power is also perceived as China becoming the new West where Chinese language hold same significance

as that of English that's why many students argued that Chinese should be taught as a compulsory subject at school level. Learning Chinese language exposed the students to Chinese culture and traditions that is viewed as an opening for regional integration between the two neighboring countries. The positivity among the students could be sensed very clearly that language is the medium that can help bridge the gap between the two countries and Pakistani students can have access to unlimited opportunities that come with the development of China as world economic power and China Pak Economic Corridor is just one aspect of those opportunities.

References

- Abbaspour, M. R. (2012). How to Integrate Culture in Second Language Education? *Journal of Education and Practice*, Vol 3, No 10.
- Advantage., E. (2016, 01 2). Harvard Study Says Kids Learn Chinese and English the Same Way. Retrieved 05 25, 2016, from www.early-advantage.com/kids-learn-chinese/
- AFP. (2013). For many Pakistanis, China is 'the new West'. *Dawn* .
- Ahmar, M. (2015). Strategic Meaning of the China-Pakistan Economic Corridor. 35-47.
- Arif, M. (2012). Learning Chinese Language to boost Pakistan China partnership: Prof. Lei Weizhong. Islamabad .
- Asghar, L. G. (2016). China and Pakistan friends in deed. Islamabad: NUST Global Think Tank Network.
- Brock., A. (2014). Will Chinese Replace English as the Global Language? America: VOA learning English.
- Eadie, G. (2013). chinese language in new zealand school. Contact Te Kete Ipurangi. education, m. o. (2011, 06 04). Chinese language grades IX-X . pp. 2-3.
- Emma. (2010, 01 04). THE RELATIONSHIP BETWEEN LANGUAGE AND CULTURE. Retrieved 05 27, 2016, from Lexiophiles: <http://www.lexiophiles.com/uncategorized/the-relationship-between-language-and-culture>
- Fahad, S. (2015). China Pakistan Economic Corridor and Defense Pact. Retrieved 06 2, 2016, from [www.stratagem.pk](http://www.stratagem.pk/economic-review/china-pakistan-economic-corridor-and-defense-pact/): <http://www.stratagem.pk/economic-review/china-pakistan-economic-corridor-and-defense-pact/>
- Garcia, M. I. (2014). FOREIGN LANGUAGE LEARNING ORIENTATIONS:.
- Grenier, G. (2015). The value of language skills. Canada: IZA World of Labor.

- Jabbar, S. (2015). learning the chinese language. HILAL the Pakistan armed forces magazine .
- Jafar Riaz Kataria, A. N. (2014). Pakistan-China Social and Economic Relations. A Research Journal of South Asian Studies Vol. 29, 395-410 .
- Jafar Riaz Kataria, A. N. (2014). Pakistan-China Social and Economic Relations. A Research Journal of South Asian Studies Vol. 29, No.2, 395-410.
- Jianguo Chen, C. W. (2010). Teaching and Learning Chinese: Issues and Perspectives. IAP.
- Khan, M. Z. U. and Khan, M. M. (2019), “China-Pakistan Economic Corridor”, Strategic Studies , Vol. 39, No. 2, pp. 67-82
- Marcos, K. (1997). Why, How, and When Should My Child Learn a Second Language?
- Memon, A. Q. (2015). Pakistan Leveraging US and China's interest in the region. Islamabad: The Express Tribune.
- Memon, D. N. (2012). Pak- China Trade Relations.
- Munir, M., (2018), “Pakistan-China Strategic Interdependence”, Strategic Studies , Vol. 38, No. 2, pp. 21-42
- Report, S. (2014). China to help Pakistani people learn Chinese language: envoy. ISLAMABAD: daily times.
- Saiz, A. (2005). Listening to What the World Says: Bilingualism and Earnings in the United States. The Review of Economics and Statistics, Vol. 87, No. 3 (Aug., 2005), pp. 523-538.
- Saleem, S. (2014). All public universities to offer Chinese language course. larachi: pakistantoday.
- Shah, S. (2013, 06 04). Language and its Importance to Society | Essay. Retrieved 06 27, 2016, from [www.sociologydiscussion.com: http://www.sociologydiscussion.com/essay/language-and-its-importance-to-society-essay/2176](http://www.sociologydiscussion.com/essay/language-and-its-importance-to-society-essay/2176)
- Shao, G. (2015). Chinese as a second language growing in popularity. cctv america.
- Shao, G. (2015, 03 03). Chinese as a second language growing in popularity. Retrieved 05 28, 2016, from [www.cctv-america.com: http://www.cctv-america.com/2015/03/03/chinese-as-a-second-language-growing-in-popularity](http://www.cctv-america.com/2015/03/03/chinese-as-a-second-language-growing-in-popularity)
- Siddiqui, s. (2012). Language policy. DAWN.
- Zhang, G. (2012). How can Language be linked to Economics? A Survey of Two Strands.



The Coherence of the Curriculum, Textbook and Examination in English at Secondary Level in Pakistan

Dr. Fouzia Ajmal

Assistant Professor, International Islamic University Islamabad Pakistan

fouzia.ajmal@iiu.edu.pk

Dr. Saira

Lecturer, University of Gujrat, Pakistan

saira.usman@uog.edu.pk

Muhammad Ajmal

Assistant Professor,

University of Lahore, Pakistan

muhhammad.ajmal2@ell.uol.edu.pk

Bio-profiles:

Dr. Fouzia Ajmal has been working as Assistant Professor, Department of Education International Islamic University Islamabad, Pakistan. She has got her PhD Education with specialization in Teacher Education from International Islamic University Islamabad. She possesses diversified experience in administration, research and teaching at various levels. Her research interests include pre-service and in-service teacher education and bridging the gaps between theory and practice. Her research is getting space in the national and international journals. She is member of different associations in the field of education and training. She is been guiding research scholars for MS level in different areas of education.

Dr. Saira has completed her PhD degree in 2018. She has been teaching B.ED (Hons), M.A and M.Phil classes at Department of Education, University of Gujrat since 2014. She has seven paper publications in HEC recognized Y category) journals and one paper publication in X category journal. She remained member of Board of Studies (BoS) and Board of Faculty

(BoF) at Department of Education, University of Gujrat from 2015-2020 and currently member of Departmental Research Committee, Admission Committee, Examination Committee and Discipline Committee.

Muhammad Ajmal is pursuing his PhD in English Language and Literature from International Islamic University Islamabad, Pakistan. He has been teaching at various universities for the last 10 years and currently working as an Assistant Professor at the University of Lahore. He has secured Indigenous and International scholarships from Higher Education Commission of Pakistan and visited Universitat Heidelberg Germany. He presented his research paper at James Joyce Conference in Universitat Roma Tre, Italy. He is also member of Poetics and Linguistic Association (PALA), UK. His research interests include ELT, Applied Linguistics, Corpus Stylistics, Literary Stylistics, Text Linguistics and Narratology.

Abstract

The main objective of this study is to investigate Pakistan's secondary school (Grade-9) English textbook and check whether the curriculum and examination conform to the coherence between them. Textbook, curriculum and examination are inseparable and interrelated so this study aims to measure how compatible these components are. For this purpose, the study utilizes content analysis of three components mentioned above with aiming to address the main question 1) How do textbook and examination system meet the objectives of the curriculum? The findings of the study reveal that the three components i.e curriculum, textbooks, and examination are not compatible. After evaluating curriculum, textbook and question paper, it was concluded that the objectives and tasks of Curriculum are not identical in the textbook as well as in the construction of the question paper. The study also provides certain suggestions to ameliorate the quality of education and major tip for that is to incorporate the creative questions which may be unseen so the conceptual understanding of the students is checked.

Keywords: *Curriculum, Examination, English textbook, Pakistan*

Background of the Study

Nowadays, English has become a globalized language spoken by people from different cultural and linguistic background particularly after the tremendous advances in technology (Alzebaree & Yavuz, 2017, as cited in Alzebaree & Hasan, 2020). Pakistan is a country

where English is used as a medium of instructions at the secondary level. The role of English in Pakistan becomes widespread as there is a major change in business, technology and education. Pakistan, therefore, pays attention to literacy and for this purpose improving English is a must. Most schools set English as a mandatory subject so that learners can gain more knowledge of the new language to enhance their language skills.

Most teachers and students at schools in Pakistan use English language as a tool of communication. The most important teaching and learning material which guide teachers and learners in many classrooms are textbooks, so English textbooks are necessary for assisting students to study English at school. The basic tools in learning English are textbooks which help learners to collect more useful vocabulary. Prucha (1984), as cited in Tandlichova (2003) considers that separation between textbook, teaching and learning process is hard because it provides guidelines for teachers in classroom management related to study tasks and for learners in self-directed learning. He also considered a textbook as a curricular object that serves as a source of knowledge and goal of management in teaching-learning materials and tasks.

Punjab Textbook Board publishes and circulates textbooks for students of various levels. In addition, few other publishers produce books. Therefore, when there are numerous English textbooks, it is important to choose the most suitable one to respond to the needs of users. A textbook analysis is essential. There is a scarcity of research which relates to the analysis of English textbooks used in Pakistan. The study anticipates proving as a guide for those who are interested to use the analysis of English textbooks and develop more methods to suit their own needs.

Course readings assume a major role in promoting literacy. These course readings are the fundamental operators in information passing processes for students. It is the essential element of course books that provide easily accessible data and knowledge in an ordered and organized way for the students. Hutchinson and Torres (1994) contend that coursebook plays a critical role in English learning. According to them, course books offer the essential contribution to class activities by demonstrating various exercises, explanations and clarifications.

Statement of the Problem

Since English is being taught from nursery to graduate-level yet students lack competency in the English language. There can be multiple reasons behind the fact. The major one can be defectiveness in curriculum, textbook or examination system.

Objectives of the Study

The study aims to achieve the following objectives:

- a) To assess the language proficiency
- b) To gauge the level of understanding in regard to questions asked
- c) To examine the suitability of the English 9th by Punjab Textbook Board (PTB)

Research Questions

The study endeavors to address the following questions:

- 1) How do textbook and examination system meet the objectives of curriculum?
- 2) How does the curriculum-driven assessment reflect in the Examination papers?
- 3) What is the level of satisfaction for the suitability of English textbook for students of 9th class?

Literature Review

This section gives review about the previous literature in the main areas of curriculum, evaluation and examination.

Curriculum

The importance of curriculum has always been significant for multiple reasons. Various models and patterns of curriculum development have been presented so far. e.g. classic traditional model known as a prescriptive model (Tyler, 1949) is of the view that curriculum development is a logical activity that focuses on four points.

- (i) Educational desired objectives and tasks
- (ii) Educational contents that act as a source of gaining those desired goals
- (iii) Curriculum pattern that puts forward the arrangement of learning contents
- (iv) Evaluation process that determines the learning performance.

Tyler's (1949) Work displays a link between Skinner's behaviorism (1957) and John Dewey's notion of progressive education (1963). The actual purpose of instruction is not to make things easy in the classroom for the teacher rather for the learner to facilitate him/her by creating a conducive learning environment to bring a considerable change in behaviour, in learner's attitude about learning. Tyler (1949) considers that any statement of aims and goals of the educational approach must be a statement of change that occurs among the student. His curriculum model is called a product model as some educationists regarded his thoughts were greatly inspired by scientific management.

Stenhouse (1975) says: “A curriculum is an effort to convey the essential principles and characteristics of an educational proposal in a way that has the capacity of suitable translation to practice.” In his opinion, the curriculum is like the recipe for a dish. It is first imagined as a possibility than the subject matter to be implemented practically. Similarly, a curriculum of the school is fixed in practice. It is an attempt to explain the work observed in the classroom that is conveyed to the teachers and learners. As a recipe can be different according to its taste, the curriculum has also this feature (Jahangard, 2007; Medriano Jr, & Bautista, 2020; Tran, & Yeh, 2020).

Development of Syllabi

It is based on the aims, objectives and scheme of studies. According to the approved syllabi, textbooks are created by the Provincial textbooks board. A list of the textbook writer is established. From this list, people are issued invitation letters to provide manuscript within the suggest syllabus parameters. The syllabi must fulfil the following aspects;

- a) It is based on the needs of the student.
- b) It keeps in mind the contemporary knowledge
- c) The developmental stage of learners
- d) The subject matter may be designed to achieve the required objectives (Mallikamal, 2010)

Textbook Development

According to the approved syllabi, textbooks are created by the Provincial textbooks board. A list of textbook writer is established. From this list, people are issued invitation letters to provide manuscript within the suggest syllabus parameters. Then, those manuscripts are sorted according to relevance and quality of the material. At final stage, carefully chosen materials are converted in the form of course books and the ultimate version is submitted to NCBT for consent.

Roles of Textbook

Hutchinson and Torres (1994) expressed that most instructors consider the course readings decision so as to help them in dealing with their exercises. Utilizing course readings implies sparing time, offering headings to exercises, managing dialogues, encouraging in giving homework, making showing simpler, better association, more accommodation, learning less demanding, quicker, better, and the vast majority of all, it gives certainty and security (Warsi, 2004).

Richards (2000) suggested that "the present reading material is considerably more socially delicate than their antecedents" (p. 125). Distributors are increasingly receptive to the social needs to guarantee that their course books reflect great qualities. They endeavor to maintain a strategic distance from social predisposition and ethnocentrism and think about increasingly all-inclusive human concerns, needs and emotions in the substance of the books. They give the substance of every exercise, the aptitudes to be educated and the sort of dialect practice that students take an interest in. Course books may go about as a crucial enhancement to the instructor's guidance, however for students, reading material is a noteworthy wellspring of dialect practice input they have been given by the educator.

Textbook Evaluation Criteria

Cunningsworth (1995) expressed that receiving new reading material and discovering qualities and shortcomings are the primary purposes behind course reading assessment. In the event that coursebooks have any feeble focuses, they will be reinforced after the assessment by utilizing the advantageous materials to satisfy the missing focuses. The assessment, for the most part, identifies with a lot of criteria which can be connected with various course readings, and it is valuable for educators in creating materials and understanding the idea of course readings.

To begin with, they ought to relate to student's wants and requirements of the points and goals of the programs of dialect learning. These points and criteria can communicate to student's needs in dialect content and open capacities and ought to figure out which materials are utilized (Hrehovcik, 2002). It is fundamental that reading material help students in creating and taking them to their objectives effectively. In this manner, reading material substance ought to compare to students' needs regarding dialect things, abilities and open procedures (Ansari, & Babaii, 2002).

Second, they ought to mirror the utilization (present or future) which students will make of the dialect. The picked reading material will prepare students to utilize dialect adequately for their motivations. The course ought to have an unmistakable perspective of what students need to realize and rehearse for the utilization of dialect in close to home, proficient, scholastic and other significant circumstances. The most legitimate course books for students will mirror the dialect content, dialect aptitudes and example of dialect that students require (Litz, 2005)

Third, they may assess students' needs and ought to encourage their learning forms, without forcing an inflexible technique. Course readings help students to choose things to be learned, for instance, sentence structure, capacities, and aptitudes and gap them into units. At

that point, they arrange the things from well-known to new and simple to progressively troublesome. Reading material may accumulate some learning styles and systems which enable students to pick their best and most appropriate style of learning. Fascinating course readings with differed points, first rate, and energetic can make an inspiration in instructors and students. Educators can likewise persuade students by urging and helping them to acknowledge how much advancement they have made.

Textbook Evaluation Methods

Sheldon (1988) proposed that “textbook assessment is primarily subjective, and no particular system will offer strict measures” (pp. 245-246). However, many researchers, for example, Tomlinson (2005), Tucker (1975), and Daoud and Celce-Murcia (1979) advocated various ways for teachers how they can be more efficient, organized and unbiased in teaching approach. By using multiple strategies they can evaluate the usefulness of course books, their teaching styles and learners’ output.

According to Tomlinson (2003), there are different ways of assessing the usefulness of textbooks. “The basic principles of textbook assessment can be applied with all types of evaluation, but the procedures cannot be generalized to apply with all types of evaluation” (p. 23), for example, formality, time duration and goals of evaluation can be different according to the needs. An evaluator can be an apprentice (student), an instructor (teacher), an editor, or an investigator scholar (researcher). An editor can evaluate textbooks to assist a publisher in making decisions to publish textbooks. Evaluation can be done before textbooks are used, while they are being used and after they have been used.

Chall (2000), reported that in first type pre-use evaluation is about making predictions for users. The evaluation is written in a review form for specific target users. The evaluator usually looks through the textbooks to obtain general information. Some publishers are aware of the pre-evaluation, so they put in some attractive illustrations to influence the evaluator.

In second type whilst-evaluation is done while using the textbook. This kind of evaluation is better assessed reliably and objectively than the pre-use because it is a scale for measurement not for prediction. The post-use evaluation is the last kind of evaluation. This evaluation deals with the effects on users after using textbooks and the evaluators can provide suitable supplement material and a replacement of more proper material (Fredriksson, & Olsson, 2006).

Curriculum Development in Pakistan

The development of curriculum appeared as an activity of National Policy in Pakistan in the initial sixties. In our institutes, the course is distributed informal presentation of course outline with detailed sequence of tasks and subjects. These topics are taught in an academic year. The Government declared that new updated syllabus 2006 will be practiced in August 2007. But unfortunately, it never happened because the department of Education underestimated the problems that occur during the process of evaluation of textbook development and production (Ali, 2002). In all provinces, these organization work parallel for quality of education.

- Bureau for Curriculum designing
- Textbooks board
- Training institutions for pre and in service teachers
- Boards of Intermediate Education and Secondary Education board
- Examination System for each Provincial Education evaluation Centre

These institutes have a straight affiliation to education ministry that ensures the quality of educational tasks. They assist in evaluating learning competencies, quality of teaching-learning process and development of textbooks. It has been a matter of great concern that textbooks are often criticized for not completing the aims and objectives of the curriculum. It is because it needs a lot of practical experience and useful skill to transform the set of syllabuses into coursebook that makes sure the achievement of educational goals and at the same time takes into accounts the learners' language skill and knowledge (Sarwar, 2001). He further points out that all the self-assessment activities and questions are not included in textbooks. Examinations are based on textbooks and they are an attempt to check the failure or success of curriculum. The secondary schools' curriculum emphasizes on three subject areas

- (i) Science
- (ii) Humanities
- (iii) Technical.

Moreover, there is a variety of optional subjects that create difficulty for the learners in the choice of a suitable and thought-provoking course program (Shepherd, 2004) reported that the Pakistani syllabuses are gender-biased and represents male and urban areas. Moreover, the students in Pakistan seek it boring. The curriculum in Pakistan does not cope with different situations.

The examination system is a tool to evaluate the ability, assessment of performance about the subject. These assessment tools or criteria can be used separately and with collaborations to assess or achieve the required learning goals in professional settings.

In Pakistan, Regional BISE takes the examination for evaluating the secondary students. These secondary and higher secondary institutes start from six to nine class. Nowadays, school themselves take the exam of VI – VII whereas PEC conducts the exam of Grade (VIII). BISE take the exam of XI and X in two parts. After the achievement of two parts of the examination, the learners are given a final matriculation Certificate at the end of the session.

So, we can say that the main motives and objectives are to clear the examination procedure with handsome marks and high grades to earn recognition and prominence in the school. For some of the schools, teachers and learners, going through the exam with high position become a matter of prestige (Rehmani 2003). He says that teachers instruct for examination not for learning. The examinations are not for learning. The examiners also encourage memorization and cramming. It can be said that in the current exam system, memorization or reproduction is evaluated not the learning outcome.

Comprehension segments facilitate the evaluators for assessment and measurement of the understanding of learners. Such type of comprehension questions make learners to response quickly to statements and find out answers actively in their own words in maintaining sequences of information in the text by rephrasing. Furthermore, these kinds of questions do not develop interest and motivation for learning in students. Comprehension question will enhance the ability of the student and they will try to read between and beyond the lines so that they may become proficient readers.

Materials

The English coursebook class 9 distributed by Punjab Text Book board copyrighted in 2014 was chosen as a subject for study. The motivation behind this segment is to portray the materials utilized in the social occasion of the information. The agenda of course reading assessment adjusted from criteria set by Cunningsworth (1995) and Daoud and Celce-Murcia (1979). The agenda based on the common data of the book (see Table 1), and the reading material investigation's inquiries which incorporate the eight criteria: points, plan and association, abilities, subject, vocabulary patterns, phonology representations, and physical make-up.

Table 1. General Information of English Textbook Evaluation Checklist

Criteria	Textbook Information
Title	English 9
Authors	Ruhi Zaka Malik, Fatima Dar, Zarqa Bashir
Publisher	PTB
Price	Rs.61
Number of Pages	138
Components	Grammar, comprehension, vocabulary, writing skills, oral communication skills
Level	Secondary
Teaching Hours	140
Physical size	A4

Procedures

This section describes the procedure for textbook analysis. This research employed descriptive research to explain the textbook criteria and methods of Cunningsworth (1995) and Daoud and Celce-Murcia (1979), and language content mentioned in Chapter 2.

Analysis

The results from the English textbook analysis are explained descriptively according to the coursebook assessment list from Cunningsworth (1995) and Daoud and Celce-Murcia (1979) which covers the targets, policies and organizations, strategies, theme, lexicons and structures, phonological illustrations, and presentation make-up.

Findings from Analysis Level 1

At level 1, the English textbook for matriculation level (9th class) was deeply evaluated with respect to different types of activities employed by the authors. Evaluation of the book exhibited that 228 different activities were employed. The detail of activities is given below in table 1 and these activities are further elaborated with the help of figure 1.

Table 1: Activities throughout the textbook

Sr. No.	Name of Activity	No. of Activity	Total Activities	Percentage
1	Vocabulary	39	228	17.11
2	Speaking Skill	36	-----	15.79
3	Reading Skill	35	-----	15.35
4	Writing Skill	41	-----	17.98
5	Grammar	72	-----	31.58
6	Pronunciation	05	-----	2.19

There were 39 vocabulary items in the book. For detail, see table 2. Figure 2 gives graphic representation.

Table 2: Detail of vocabulary items.

Sr.	Name of Activity	No. of Activity	Percentage
1	Synonyms	06	15.38
2	Antonyms	02	5.12
3	Prefix/ Suffix	01	2.56
4	Sentence formation	08	20.51
5	Word formation	02	5.12
6	Matching Column	04	10.25
7	Multiple Choice	07	17.95
8	Dictionary use	05	12.82
9	Connotation	02	5.12
10	Abbreviation	01	2.56
11	Cognates	01	2.56

Total activities for speaking skill were 36 throughout the book. For detail, see table 3/ figure 3.

Table 3: Detail of activities related to speaking skill

Sr. No.	Name of Activity	No. of Activity	Percentage
1	Single/ Group Discussion	17	47.22
2	Interview	01	2.77
3	Dialogue	04	11.11
4	Expression	03	8.33
5	Role play	01	2.77
6	Presentation	09	25
7	Answering question	01	2.77

Figure 3: Detail of activities related to speaking skill

Total activities for reading skill were 35. See table 4/ figure 4 for complete detail. **Table 4: Table shows detail of activities for reading skill**

Sr. No.	Name of Activity	No. of Activity	Percentage
1	Comprehension questions	15	42.85
2	Analysing patterns of text Organization	03	8.57
3	Summarization	02	5.71
4	Rearrange	01	2.85
5	Anaphoric/ Cataphoric	01	2.85
6	Paraphrase	02	5.71
7	Comprehension questions related to Figure of Speech	07	20
8	Arrange chronologically	01	2.85
9	Arrange alphabetically	01	2.85
10	Analyse Cause and effect solution	01	2.85

11	Materia Putting 1 in right column	01	2.85
----	---	----	------

Table 5. Detail of activities for writing skill

Sr. No.	Name of Activity	No. of Activity	Percentage
1	Essay	12	29.27
2	Summary	09	21.95
3	Dialogue	01	2.44
4	Letter writing	02	4.88
5	Application writing	02	4.88
6	Book Review	01	2.44
7	Email	01	2.44
8	Paragraph	09	21.95
9	Paraphrase	01	2.44
10	Expository Composition	03	7.31

Table 6. Detail of grammar items

Sr. No.	Name of Activity	No. of Activity	Percentage
1	Verb	05	6.94
2	Collective noun	01	1.38
3	Abstract noun	02	2.77
4	Pronoun	02	2.77
5	Relative pronoun	02	2.77
6	Adjectives/ Adj. phrase	04	5.55
7	Adverb/ Adv. phrase	07	9.72
8	Adj. clause	02	2.77
9	Adv. clause	03	4.16
10	Preposition	06	8.33
11	Gerund	01	1.38

12	Participles	02	2.77
13	Article	02	2.77
14	Modal Verbs	01	1.38
15	Punctuation	05	6.94
16	Tense	06	8.33
17	Exclamatory/ Assertive/ Imperative.....	01	1.38
18	Subordinate/coordinate Conjunction	04	5.55
19	Conditional sentences	04	5.55

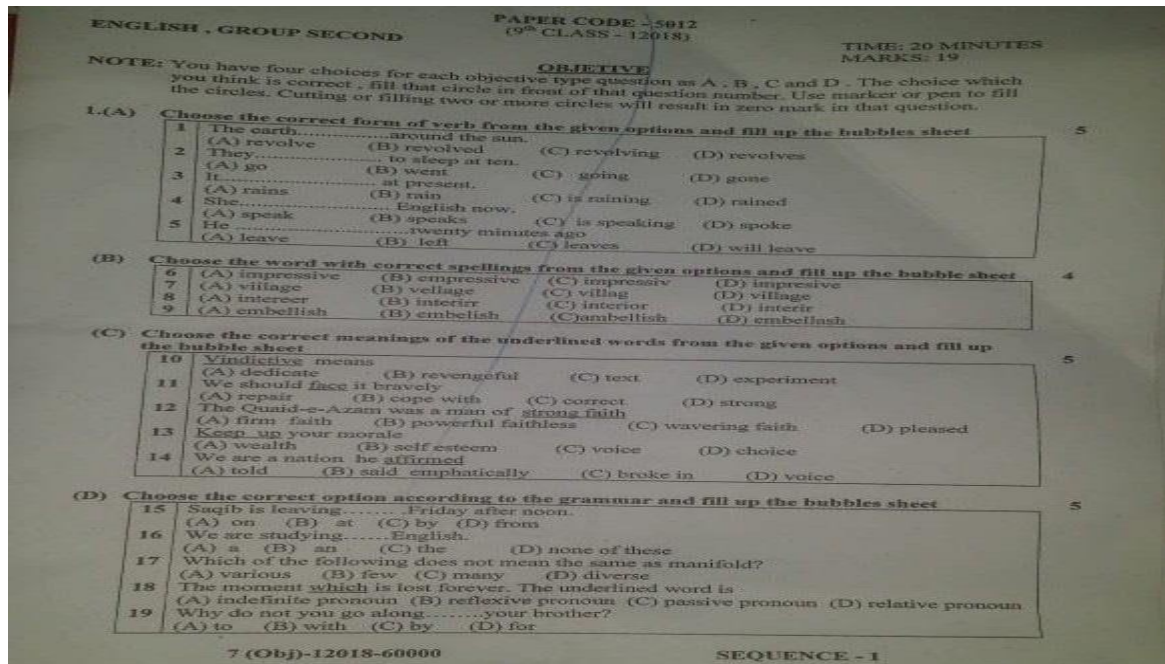
Pronunciation was given the least touch in the book. Only five activities were about pronunciation. It is clear from table 7. Same is apparent from figure 7.

Table 7: Detail of Pronunciation activities

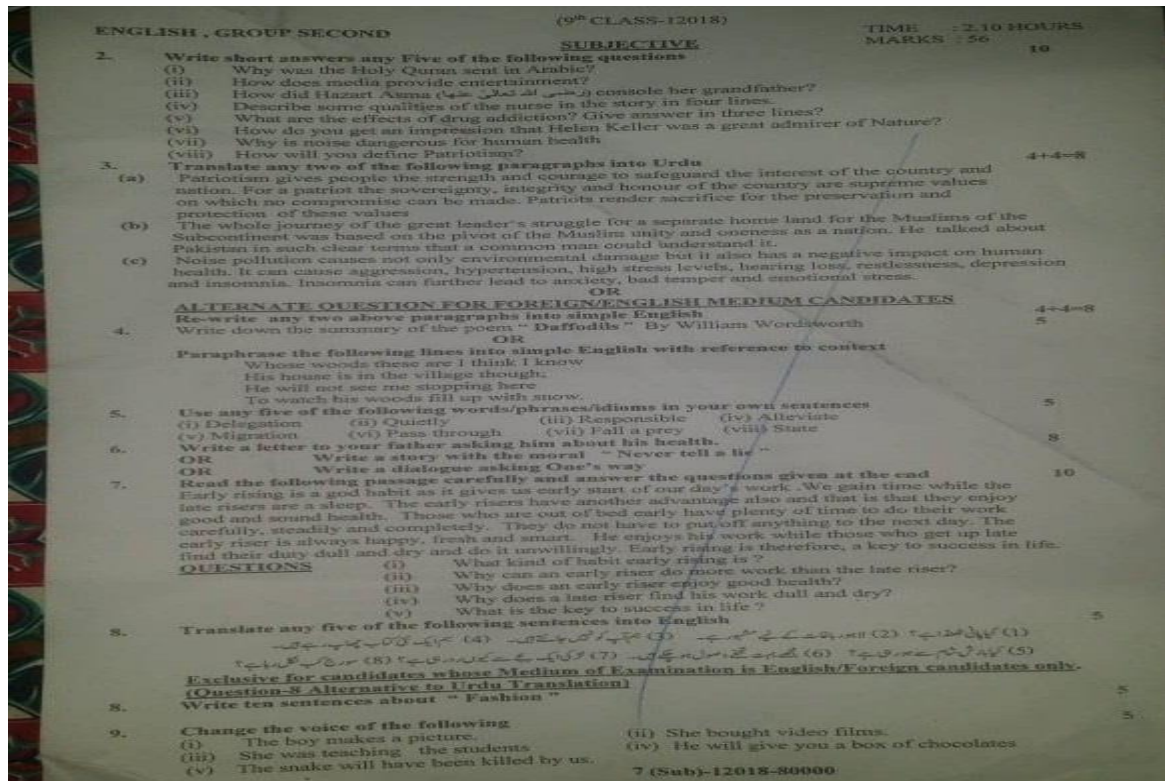
Sr. No.	Name of Activity	No. of Activity	Percentage
1	Phonetics transcription	02	40
2	Stress	02	40
3	Syllable	01	20

4.2 Findings from Analysis Level 2

The following objective paper (9th BISE D.G.Khan) is given below to evaluate the curriculum objectives in alignment with the exam policy.



The following subjective paper (9th BISE D.G.Khan) is given below to evaluate the curriculum objectives in alignment with the exam policy.



Basic factor of any educational program is students' assessment. All state educational policies have recommended development in the process of assessment to use it as an

authoritative instrument to check the performance of students and instructors in schools. The State Curriculum (2006) has also emphasized on the quality of questions used for evaluation of performance. It highlights that as examination system and tests judge student's capacity to recall and remember bookish information. It is suggested that exams may be designed to find out what children have learnt in English subject and check their ability to use that knowledge and its application in their real life. Further, the exam must be able to find if the learner has learnt where to find information, how to use that new information and to analyze and evaluate the same. The types of questions that are set for evaluation may be beyond what is printed in the book. Higher-order thinking and challenging questions can be used in the question paper.

It is known that examinations are central in the Pakistani education system. They influence the educational process in schools. Teachers only instruct those topics that are included in evaluation tests and similarly, learners following those materials to qualify their examination according to exams parameters. If evaluation testing procedures are altered teaching and learning status will be automatically changed in Pakistan. Class IX English Subject examination is basically written examination in Punjab and they use only one instrument to evaluate student's performance and that is question paper. If the question paper is improved, education will simultaneously be improved. So, the question paper used by Educational BISE in public sectors examinations may be constantly inspected and upgraded. Analysis of paper will lead to better the standard of examination as well as a testing system. Keeping in mind the importance of analysis of question paper and the marking scheme, this research provides analysis of class IX English subject question paper of all boards at secondary levels in Punjab.

Objectives

Is the question paper valid in terms of :

- i. coverage of course content
- ii. coverage of instructional objectives
- iii. Does the question paper have appropriate difficulty level to complete the needs of different kind of students?
- iv. Whether the questions are relevant to language, subject, appropriate in form and purpose for which they were created. So, study tried to find out whether questions papers satisfy the criterion of a balanced paper.

Major Findings

Question paper of DG Khan board for secondary schools was analyzed in terms of content weightage, difficulty levels, weightage of instructional objectives and weightage provided to type of questions.

English Objective & Subjective

The question paper covered almost areas i.e. reading writing, grammar, prose, poetry i.e Value-based questions are there, a portion of translation can be added. In-text section, it was observed that paper was inclined towards memorization. The reading comprehension questions do not check any comprehension skill. Paper requires a great change to develop the communication skills of students.

General suggestions

While analyzing the question paper, many interesting aspects were observed. The question paper was different in types of options too. The analysis showed that there were a number of scopes for improving the question papers. The quality of question depends on the quality of questions. In all the questions papers, almost questions were knowledge based. So, efforts for questions related to testing mental skills may be included (McGrath , 2002). Questions such as problem solving, critical thinking, imaginative thinking, interpretative, creative thinking reasoning etc. may be included more in number. Following are the some suggestions regarding this:

- Internal options may be comparable in all aspects.
- In a question paper, all types of question in beside MCQs, Short Questions & Long questions, there may be an assessment for the speaking and reading skills for the students.
- Like practical of science subjects, there may be a viva to gauge the speaking and reading skills
- This question paper does not test creative skills of the students. Question 2 may not be from the exercises.
- There are only 2 poems in the textbook. Summary/reference to the context with explanation is asked to be attempted. There may be 6 to 8 poems included in the textbook so that students' critical skill may be checked and tested properly.
- For Question 6 there are only 15 letters in the textbook. This question is expected to test creative skills of the students but they memorize and reproduce

the same learning by heart. Only pattern may be instructed but the question related to letter be unseen.

- Question 7 in regard to comprehension comes from the already provided 25 passages, this may also be unseen.
- Question 9 comes from the only 33 sentences of voices already given in the textbook. This question may also be unseen from daily life sentences.
- It will help a paper setter to cover the entire course content for reliable testing.
- General instructions are also important and are the first thing an examiner reads. So, detailed general instructions may be provided in question papers.
- There are no strict criteria for listing or grouping of questions. The criteria to be followed while listing are from easy to difficult questions.
- The board may carry out a post-examination analysis of the questions papers for further improvement by showing it to subject experts, paper-setter and evaluators.

Finally, evaluation is a technical area. Paper setters and evaluators may be regularly trained in this task. They may be trained according to recent trends and developments. These are some of the suggestions that emerged out after the analysis. Since, at present, examination is the only and important way to certify and classify a large number of students, improvement at every stage in the examination process is important. Improvement in question papers itself enhances the credibility and reliability of the boards and solves many problems.

Conclusion

The textbook prescribed for 9th class by Punjab Textbook Board, Lahore, Pakistan was examined in depth. The findings reveal that there are some flaws in general appearance of the title and there is no bibliography in the book. The textbook was printed on low quality of paper and printing was also not good, title was also unattractive and inadequate in description and lack of basic information that is necessary for title requirements. Book was also unable to provide general outline about teaching goals and learning objectives. There is no balance between four skills that are necessary for learning communicative language and also absence of any helping CD material related to listening for comprehension, reading for understanding or writing techniques, reading and practicing material in visual or oral and aural form. Book was also dull and devoid of any interesting and eye capturing graphs. There are no teacher manuals that can assist and guide them. Activity books are not appropriately prepared

according to the needs of learning activities and tasks and are not fully capable to motivate learners to bring new and are not designed in a way to encourage students to bring actual serious working ideas that can lead them towards real useful learning. Deductive approach is overly used in learning courses that creates boredom and lack of interest in subject and learning. The textbook does not provide samples for final tests. Pronunciation and listening activities are dealt with passively and have no or less role in class. There are no any cassettes/CDs for pronunciation and listening practices. The activities do not promote confidence in language learners to speak fluently and to write critically in real life situation. So far as reading skill is concerned, the students are required to read the provided text and then respond factually to the given question. With the exception of a few questions, these activities do not utilize any cognitive abilities (like evaluation, prediction and analysis). Similarly least efforts are done in developing sense of self-worth among learners of English.

After evaluating curriculum, textbook and question paper, the researchers have come to conclude that the objectives and tasks of Curriculum are not identical in textbook as well as in construction of the question paper. A weight age of 33 marks out of 75 has been given to grammar textbook of 9th which was printed in late 1978 which is quite obsolete and outdated. Moreover, the creative questions may be given unseen so the conceptual understanding of the students is checked.

Recommendations

Based on the above findings, this study offers following suggestions;

- ✓ Textbooks ought to be updated every once in a while to ensure they are not concerned with lexical, grammatical and linguistic oversights.
- ✓ A proper arrangement ought to be sorted out in which the jobs of reading material engineers, educators, understudies, and instructive supervisors at an explicit phase of learning and educating are expressed obviously.
- ✓ In overhauling the course readings, great characteristics of the reading material ought to be held and the deficiencies ought to be dispensed with or if nothing else decreased.
- ✓ Teachers and bosses ought to be counselled while choosing the reading material, and they ought to partake in creating any adjustments or enhancements relating to the course readings.
- ✓ Finally, learning and teaching materials advancement are at this point a region of specialization with plentiful writing; along these lines, course reading scholars are required to acknowledge and utilize standards of materials improvement during the time

spent composition and reexamining books.

References

- Ali, k. (2002). *Problems of English language in Pakistan*. Khyber Printing Press, Peshawar, Among University's Students In Pakistan. *International Journal on New Trends in and practice in English studies*, 1, 145-151.
- Alzeebaree, Y., Hasan, I. A. (2020). What makes an effective EFL teacher: High School Students' Perceptions. *Asian ESP Journal*, 16 (2), 169-183.
- Ansari, H., & Babaii, E. (2002). *Universal characteristics of EFL/ESL: A step towards Asian EFL Journal*, 9(2), 1-15.
- Chall, S.J. (2000). *The academic achievement challenges: What really works in the classroom?*
- Cunningsworth, A. (1995). *Choosing your coursebook*. Oxford. Heineman.
- Daoud, A.M., & Celce-Murcia, M. (1979). Selecting and evaluating textbooks. In Celce-
Education and Their Implications 1, (1), 52-64.
- Fredriksson, C., & Olsson, R. (2006). *An Investigation into criteria for selecting English*
- Hrehovcik, T. (2002). *Foreign language textbook evaluation-methodological considerations*.
<http://dspace.mah.se:8080/bitstream/2043/2842/1/CeciliaFredriksson>
- Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *ELT Journal*, 48(4),
- Jahangard, A. (2007). Evaluation of EFL materials taught at Iranian public high schools.
language (pp. 302-307). New York: Newbury House. Linguistics. University of Karachi, Pakistan.
- Litz, D. R. (2005). *Textbook evaluation and ELT management: A South Korean case study:*
- Mallikamal, W. (2010). *An analysis of English textbook, Business Goals 1 student's book*,
Master degree, Thammasat University, Bangkok.
- McGrath, I. (2002). *Materials evaluation and design for language teaching*. Edinburgh University
- Murcia, M. & McIntosh, L. (Eds.), *Teaching English as a second or foreign New*

- York: Guilford press. Pakistan. p. 33. perspective. *Journal of South Asian Research*
Institute for Policy and Development, 1, 18. Press.
- Medriano Jr, R. S., & Bautista, A. S. (2020). Integrating Business English Communication in the Contextualized Teaching of an ESL Graduate Course. *The Asian ESP Journal*, 16(2.1).
- Richards, J. C. (2000). *Beyond training*. Cambridge: Cambridge University Press. Routledge.
- Sarwar, Z.(2001).Adapting individualization techniques for large classes. In D. R. Hall
- Shah, S. M. H. & Saleem, S. (2010). Factors Conducive For The Purposeful Use Of Libraries
- Shepherd, R. (2006) UNESCO and the politics of cultural heritage in Tibet, *Journal of Contemporary Asia*, 36:2, 243-257, DOI: [10.1080/00472330680000141](https://doi.org/10.1080/00472330680000141)
- Stenhouse, L. (1975). *An introduction to curriculum research and development*. London Heinemann.
- Stufflebeam, D.L. (2000a). *Foundational Models for 21st Century Program Evaluation*.
- Stufflebeam, D.L. (2000b). *The CIPP Model For Evaluation*.
systematic textbook evaluation. Retrieved December 11, 2019, from <http://iteslj.org/>
- Tandlichová, E. (2003). EFL coursebook in learner-centred learning and teaching. *In Theory*
textbooks. English textbook evaluation. Retrieved February 14, 2011, from
- Tomlinson, B. (2003). Developing Principled Frameworks for Materials Development. In B. Tomlinson (Ed.), *Developing Materials for Language Teaching* (pp. 107-129).
- Tomlinson, C. (2005, November 18). Differentiated instruction as a way to achieve equity and excellence in today's schools. Presentation at Canadian Teachers' Federation Conference on
Building Inclusive Schools, Ottawa, Ontario.
- Tran, T. M. T. ., & Yeh, A. (2020). Keeping it Real: Vietnamese-English Pragmatic Representations in EFL Textbook. *International Journal of Language and Literary Studies*, 2(1), 1-20. <https://doi.org/10.36892/ijlls.v2i1.105>
- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago University of Chicago Press. UAE University Al Ain. Retrieved February 12, 2011



**Audiovisual Translation and contextual dictionaries:
An exploratory comparative study of Reverso Context and Almaany uses**

Bahia Zemni

Translation Department /College of Languages/ Princess Nourah bint Abdulrahman
University
baalzemni@pnu.edu.sa

Wiam Awwad

Translation Department /College of Languages/ Princess Nourah bint Abdulrahman
University.
wiam.sa@gmail.com

Chaouki Bounaas

Department of Letters and English Language Faculty of Letters and languages, University
Mohammed Boudiaf of M'sila
mr.linguiste@gmail.com

Bio-profiles:

Bahia Zemni received her PhD in linguistics from Sorbonne-Nouvelle III University. Actually, she is senior Lecturer at Princess Nourah bint Abdulrahman University Saudi Arabia since 2012, where she headed the languages faculty Research Center. At present, she runs a research unit at the translation department, contributes to the research project: « Translation from Arabic to French and vice versa in contextual dictionaries: mechanisms and strategies » and heads the project: « Artificial intelligence and audiovisual Translation ». Bahia has published several translations in collaboration with Louvre museum and publishing houses: Skira in France and Alsaqui in Lebanon.

Wiam Awwad is a lecturer in English language and translation at Princess Nourah bint Abdulrahman University, Saudi Arabia. She has 12 years of teaching experience. Her research

interests are audiovisual translation (AVT), CAT and discourse analysis. She holds a master's degree in Translation Studies from Al-Imam University, KSA

Chaouki Bounaas received his Magister in translation from Constantine 1 University. Actually, he is an assistant teacher at University Mohamed Boudiaf of M'sila since 2015. He contributes to the research project: "Artificial intelligence and audiovisual translation".

Abstract

Technological developments allowed the emergence of various means of communication, and audiovisual material became available to everyone, especially with the development of smart phones, televisions and computers. Therefore, it is necessary to adopt modern translation methodologies that keep pace with the technological development and meet the market's needs and demands in the field of audiovisual translation. The current paper is an exploratory and comparative study of the differences among translations generated by different software programs (Reverso - Almaany) in order to specify the appropriate approach in using electronic contextual dictionaries. This study also attempts to investigate how social and economic environments affect the users of electronic dictionaries. Moreover, it compares the users' attitudes towards using the electronic contextual dictionaries in audiovisual translation. The research data were collected through a questionnaire distributed among translation students from Princess Nourah University (PNU) and Algiers 2 University. A Chi-square test of homogeneity/interdependence is adopted to determine whether a difference exists between populations' responses and to check whether there were significant differences between the items and other variables. The findings revealed that there are different attitudes among respondents towards electronic contextual dictionaries, especially Reverso Context and Almaany. It is also found that Reverso Context is more widely used than Almaany due to its technical advancement and reliance on Artificial Intelligence.

Keywords: *Reverso, Almaany, audiovisual translation, contextual dictionaries, artificial intelligence, electronic.*

Introduction

Developments in communications and technologies have eliminated geographical borders between cities, regions, and countries. Indeed, the late 1990s witnessed a growing number of satellite channels, social media, and websites, which "gave audiovisual translation a big boost and made it a promising career" (Gamal, 2007, p. 80). The Arab world makes no exception.

Professional companies or even ordinary people subtitle, surtitle, and dub American, Mexican, Turkish, Indian, and Chinese materials. However, the Arab world shows no attention to technical issues, software design, and professional training programs (Jaber, 2015). In this respect, this paper attempts to check if students throughout the Arab World have different attitudes when dealing with audiovisual translation (AVT) in general and with online dictionaries in particular.

Literature Review

Research in Audiovisual Translation (AVT)

Audiovisual translation is a mode of translation characterised by the transfer of audiovisual texts either interlingually or intralingually (Chaume 2013). It is the large umbrella under which several modes are being distinguished and characterised such as subtitling, dubbing and voice-over. In his introductory editorial article of *New Trends in Audiovisual Translation*, Diaz Cintas (2009, p. 1) points out the start of AVT research 'in the late 1950s and early 1960s', but it did not flourish till 'the close of the 20th century' due to the 'digital revolution'. The literature written in the field went through, as Chaume (2018, p. 42) puts it, "four methodological turns". At the beginning, AVT studies were "descriptive" analysis focusing on the target text (TT). At a later stage, "cultural approaches" entered the realm of the discipline tackling culture-specific issues such as ideology, power, censorship and identity. The third turn was marked by the shift of interest 'from the translated text to the agents involved in the translation of the audiovisual text', hence the "social approach" was adopted in academic research. Chaume concludes the historical classification of AVT academic research with the fourth turn, the advent of "cognitive and empirical" approaches. The latter approaches, via technology, examined the "translator's mental processes" and "the audience's response to audiovisual translation". Scholars, throughout the past years, addressed AVT issues and topics within these four methodologies, so they investigated the translation modes used in the audiovisual media as in (Diaz Cintas & Anderman, 2009), the old and new global practices of AVT as in (Pintero & Diaz Cintas, 2015) and the linguistic and cultural representations in AVT as in (Ranzato, 2015; Ranzato & Zanotti, 2018), cognitive accessibility to the media as in (Bernabé Caro, 2020), the translator's mental processes using eye-trackers and biometric sensors as in (Carmona, Dutka, & Szarkowska, 2018), the transference of humor in AVT as in (Dore, 2020) to name but a few. However, AVT, from a pedagogical perspective, did not receive a fair amount of research, i.e. in the training of translators domain. The gap in the teaching area of AVT was introduced and discussed by (Diaz Cintas, 2008, p. 3) in *The Didactics of Audiovisual Translation*. He

emphasized the fact that lecturers ' feel intimidated' when teaching AVT due to the lack of 'professional expertise and appropriate resources'(p. 9).Despite the important technical and technological issues presented within the book,it did not adress the computer-assisted translation CAT tools as part of AVT teaching material.Therefore,in this paper, a closer look at the CAT tools,especially the use of online corpus-driven bilingual and multilingual dictionaries in the AVT process, is suggested for further investigation .

The Interdisciplinarity in AVT Research

Diaz Cintas describes the nature of AVT research as being ' interdisciplinary' that can not be isolated from other disciplines (Diaz Cintas, 2009, p. 7; Pinero & Diaz Cintas, 2015, p. 9).In his article published in *The Routledge Handbook of Translation Studies*, Diaz Cintas (2012, p. 284) summarizes the AVT research status as the following :

Since the late1990s subtitling has been a most inspiring field in which to conduct research.Much has been done in a relatively short space of time, but much still needs to be done.The very breadth of the field of research necessarily involves a plurality of approaches and opinions,the contributions of which should explore subtitling in theory and practice,focus on the linguistic and cultural spheres as well as the technical dimension, and investigate the relevance and application of translation theories to subtitling.No doubt there are still conceptual and methodological gaps in the research that has been covered, and no doubt scholars need to carry on conducting research in the field in order to try and fill those gaps.

In their introductory editorial article of *MonTI 4*, Di Giovanni, Orero & Agost (2012, p. 12) describe AVT as a ' multifarious domain' that requires a 'multidisciplinary approach ' where different elements, viewpoints, techniques and practices can be observed together. The papers published in this volume highlight the new trends in AVT research as a result of integration with other disciplines and methodologies. An interesting example is an article, published in the same volume, written by McCarty (2012) in which the intersection of creative subtitling practice and principles from film studies are remarkably investigated. More recent studies discuss the influence of AVT on media accessibility (Richart-Marset & Calamita, 2020), a topic that is widely represented in academic research. In an interview, Chaume replies, when asked about ' the most promising areas of research in AVT ' by stating that ' There are many,

luckily for our discipline. One of them is the impact of technology on AVT processes' (Chaume, Ranzato, & Zanotti 2018, p. 15).

AVT Research in the Arab World

Gamal (2007, p. 84) points out that 'AVT in Arabic exhibits the same teething problems its European counterparts are experiencing: terminology, training and technology'. He continues emphasizing the fact that AVT Training is a substantial issue given the extent of AVT jobs in demand accessible in the Arab world. Moreover, Hussain, an academic as well as a practitioner in the field for almost two decades, states that 'A limited amount of research is done in the field of AVT, particularly in the Arab world' (Hussain & Khuddro, 2016, p. 19) due to the fact that film industry itself was not known in the Arab world till midforties of the last century; however television arrived at the Arab world just in late sixties, and the captioning industry—especially in the Arab world—was not set up till late sixties. The scarceness of training opportunities at both the academic and institutional levels, increases genuine worries about the quality of AVT, from and into Arabic, in general and the subtitling process in particular. In the Arab world, the cultural and the linguistic methodologies dominated AVT research for a long period of time such as tracing the history of AVT in the Arab world as in (Gamal, 2007), studying terminological variation in Arab countries as in (Faber & Kerras, 2015), and exploring AVT strategies and censorship as in (Hussain & Khuddro, 2016). It is noticeable, in terms of translation didactics that this field is still in its infancy especially in the Arab world. However, technology is fundamentally changing the manner in which researchers view AVT, and accordingly, the manner in which research is carried out.

The Evolution of Online Dictionaries

Artificial intelligence (AI) research is the most important field of information and communication technologies whose results have emerged in the form of applications for everyone to use. Among the most important areas of artificial intelligence is machine translation, which researchers have been challenging the intricacies of language and proposing various approaches and methodologies to make the machine capable of translating texts from one language to another. Therefore, translation tools have evolved steadily with the recent development of technology; Years ago, translators used to use editing software to write their own translations, and nowadays there are many translation tools available. It is significant to see how the two fields, namely machine translation (MT) and computer-assisted translation (CAT) intermingled by pointing out the difference between them. According to (Hartley,

2009, p. 106) , ‘machine translation (MT) is intended to automate the core task, i.e. the production of a string of words that will count as a translation of the source text. Others, grouped under the heading of computer-aided translation (CAT) tools, are designed to increase productivity while leaving the core task to the human translator’. However, MT and CAT tools ,specifically online dictionaries, have gradually become integrated, i.e. features like translation engines have been added to these online platforms. In order for the translation to be an artistic creativity, the translator may need good tools that help in his focus on producing high-quality translation that meets the customer's needs and reaches his level of satisfaction, so translation tools, programs and systems are concerned with all technical aspects that would allow the translator enough time to complete his translation, in addition to reduce the effort needed, so that the bottom line is a high quality product in the shortest possible time and at a lower cost. In *Crowdsourcing Translation*, a manuscript published by the European Commission , the importance of technology in relation to the translation process is emphasized. Amazing and well-performing technological tools , namely machine translation systems and other CAT instruments are showing up. These new instruments, along with different changes and improvements associated with the new Internet culture, consequently, show up as the main reasonable alternative to assist translators with adapting to the weight they are to work under. (European Commission. Directorate-General For Translation, 2012). Hence, ‘computer-aided translation tools (CAT) did not aim to carry out the task of translation per se but rather to support professional translators in this task by automating activities such as dictionary look up’(Bowker & Ciro, 2019, p. 39). This means that tools were being developed to ‘recycle’ the work done by translators as the content was highly repetitive, that is why they become the most widespread translation technology in the last decade (Ana Guerberof Arenas, 2019).

To begin with, online dictionaries fall under what is called electronic or computational lexicography, i.e. a term that refers to ‘the design, use and application of electronic dictionaries (EDs), which are in turn defined as primarily human-oriented collections of structured electronic data that give information about the form, meaning and use of words in one or more languages and are stored in a range of devices (PC, internet, mobile devices)’(Granger 2012, p. 2). Online dictionaries, in particular, appeared in the 1990s with the rapid development of technology .At that time, they were simple in design and function , i.e digitalized monolingual or bilingual entries on a website that replaced CD-ROM versions and handheld devices. However, those electronic replica of the old printed ones evolved into multifunctional dictionaries that are enhanced by modern innovations such as the integration of corpora. In her introductory editorial article of *Electronic Lexicography*, Granger(2012, p. 6) uses the term

'hybridisation' to refer to the growing trend in integrating two or more language resource tools in one product, i.e. in an online dictionary. More recently, the most common features and tools added to online dictionaries are machine translation (MT) in the form of translation engines, the integration of corpus, i.e. dictionaries' entries are replaced by corpus-driven content, and enabling collaborative input (user input). In a review article of a published book entitled *Using Online Dictionaries* by Müller-Spitzer, Lew & Mickiewicz (2015, p. 232-233) explore the literature conducted in the use of online electronic dictionaries from 'published empirical studies on the use of electronic dictionaries' to 'Specialized studies on online dictionaries'. Nevertheless, none of the studies mentioned in the book have linked online dictionary use to the AVT process. While dictionaries give nitty-gritty data at the lexical level, they lack contextual data that disambiguate word sense. Therefore, parallel corpus concordances, containing the common word senses and translation equivalents, are used on bilingual dictionary websites appearing as search results. However, the stumbling block for translators lies in finding high-quality websites, dictionaries and valuable online sources when they need them, and in utilizing them appropriately.

AVT and Online Dictionaries: Bridging the gap

Globalization allowed the emergence of many means of communication, and audiovisual material became available to everyone, especially with the development of smart phones, televisions and computers. Therefore, it was necessary to adopt modern translation methodologies that keep pace with the technological development and meet the market's needs and demands in the field of audiovisual translation. In this context, online corpus-driven dictionaries that fall within the so-called CAT tools and computational lexicography emerge as a solution that allows the translator to overcome many difficulties and saves him/her a lot of time, but the problem in such programs is their abundance on the one hand and their efficiency to deliver the contextual meaning on the other hand especially that each has its strengths and weaknesses (Macketanz et al., 2017 as cited in LOOK, 2020, p. 152). Researchers have addressed the topic of machine translation (MT), computer-assisted translation (CAT) and audio-visual translation (AVT) separately, so they studied the problems and shortcomings of machine translation as in "Splendeurs et misères de la traductique" by Marie-Christine Aubin in 1995. The researcher evaluated electronic tools, as part of the machine translation process, and their usage in the field of professional translation. She found that machine translation can provide translators with helpful tools to face globalization challenges. In 2016, Kristine Bundgaard et al. investigated through their "Translator-computer interaction in action — an

observational process study of computer-aided translation”, (p. 125) the translator-computer interaction (T.C.I). The researchers indicated that the CAT tools play a central role in the process and may help the translator to juggle various kinds of challenges (Bundgaard et al, 2016). On the other hand, other researchers focus on the technical and cultural issues of audiovisual translation as in “Clearing the Smoke to See the Screen: Ideological Manipulation in Audiovisual Translation” by Jorge Diaz Cintas in 2012, or in “Impact of mother culture on the process of translating culture-specific idioms”, by Aziz Thabit Saeed (2017). Similarly the two studies treat the issue of AVT from a cultural and ideological perspective with no relation to the use of technologies and their impact on this type of translation. On the pedagogical level ,research conducted in such a dynamic domain is not totally sufficient as expressed by Diaz Cintas (2009, p. 11) :

it is worthwhile mentioning the vast potential opened by AVT from a pedagogical and didactic perspective. Given the fact that until very recently, and with very few exceptions, the profession was learned *in situ*, away from educational establishments, very little has been researched on the best way to train audiovisual translators, not just in subtitling but in all the different translation modes normally used in the world of audiovisual programming .

Moreover, Chiaro (2009, p. 164) claims that ‘All the subtitling and dubbing software imaginable cannot replace a good translation. Therefore, training is an essential tool and academia has a duty to interact with screen translation industries to sensitize both them and governmental agencies to the importance of this overlooked and undervalued service’. More precisely, Hartley (2009, p. 120) stresses the fact that ‘dedicated subtitling tools provide no help for the core task of finding the right words. Their specificity is to display the draft subtitles as the viewer will see them and to alert the subtitler to any violations of timing constraints’. Furthermore ,in his conclusion , Chaume describes AVT didactics as 'another promising field,especially considering the possibilities introduced by new online technologies'(2018, p. 58).

As we can clearly see, scholars rarely relate the two domains, so that audio-visual translation can benefit from the continuous expansion of the development in machine translation and CAT tools. Hence, the importance of this study remains in connecting MT and CAT tools to AVT by shedding light on the role of online corpus-driven dictionaries and their additional features,

powered by Artificial intelligence, in enhancing audiovisual translators' productivity. Moreover, the researchers will advocate, through a field work, the impact of socio-cultural contexts on using electronic tools and treating audiovisual materials.

Almaany vs. Reverso Context : A Brief Overview

Almaany Dictionary Website³ is an Arab initiative launched in 2010, with individual efforts from Jordan, Egypt, Turkey, India and various countries, with the participation of many who have experience in language and translation, and developers from Arab regions in addition to the basic work team that lives in Jordan. The owner of the site, Eng. Sharaya⁴ (2018) describes the first phase of launching the website : 'the site was only, in its beginnings, a conventional Arabic-English dictionary, then several Arabic dictionaries were added later and developed to include several languages, to suit some age groups of users such as school and university students'. Sharaya continues to indicate that ' Out of 290 million users who visited the site since its launch, school and university students constitute the majority of visitors'. Moreover, a recent statistical report by Alexa⁵ (2020) reveals that 14.7% of site traffic comes from Saudi Arabia while 7.2% of site traffic comes from Algeria; the two countries from which we chose our participants .The site is an educational one; it provides a set of language services that are concerned with the Arabic tongue, such as: searching in monolingual Arabic language dictionaries, providing Arabic synonyms and antonyms, analyzing the words of the Qur'an linguistically , listing Arabic proverbs and sayings, and searching for Arabic equivalents in bilingual dictionaries such as French, Spanish, Turkish and German .The site also features a contextual translation service from Arabic into English and vice versa. Contextual translation service was recently launched as a unique addition to the website, and it has been made available for two main purposes; Assisting translators in selecting the appropriate vocabulary by reviewing the corresponding parallel translated examples(translation corpus aligned at the sentence level), and training Arab students to understand foreign texts by comparing them to their Arabic translations. It is a database consisting of 12 million texts, translated into Arabic ,which are human translations drawn from various sources, including: United Nations

³ www.almaany.com

⁴ Atef Sharaya, the official in charge of the Almaany Dictionary Website, who provided the researchers with all the information on the site, holds a Masters degree in Communication Engineering from Brazil, and practices translation work between Portuguese and Arabic.

⁵ <https://www.alexa.com/siteinfo/almaany.com> (report's date : 2nd of May 2020)

translations, public documents and certified translations of the Holy Qur'an. The search results are presented as a bilingual (English –Arabic) concordance in which a word or a phrase is displayed in a sentence within a context.

On the other hand , Reverso Context⁶ is a language portal, launched from France, that provides online translation aids and language services, namely online dictionaries, online bilingual concordances, spell checking and conjugation tools; and are used by 96 million monthly active users⁷. Its tools support various languages such as English, Arabic, Hebrew, Spanish ,French, Italian and Russian. The founder and the CEO of the website is Théo Hoffenberg ,a mobile apps developer , and the working teams include experts from France, Russia, China, Germany, the US and the UK. According to Softissimo (2010, p. 3), the company that is managed by Hoffenberg, linguistic technologies and multilingual solutions have turned into essential tools 'to enhance understanding and communication in foreign languages, and to simplify and support translation processes'.

In 2013, Reverso Context ,an online and mobile application processed by complex AI algorithms , was released. It is another unique feature added to the Reverso Context language platform combining massive data from enormous multilingual corpora to permit users to look for translations in context. The source of these texts is mainly extracted from films, books, and governmental documents, giving the users the opportunity to view idiomatic usages of translations in addition to synonyms and voice output. Another interesting feature is the integration of Neural machine translation (NMT),in a form of a translation engine, into the platform. A main difference between neural machine translation and statistical machine translation as Bowker & Ciro (2019, p. 45) put it is that' when researchers present training material to the deep learning algorithms in a neural network, they do not necessarily tell them what to look for. Instead, the neural machine translation system finds patterns itself, such as contextual clues around the source sentence'. Hence, The text is completely machine-translated and can then be improved and revised by the user. An outstanding feature added to the previous ones is the collaborative dictionary in which users type in words and expressions with their translations, definitions and examples.

All in all, it is clearly shown that Reverso Context language platform is, technically speaking, more advanced than Almaany Dictionary Website in terms of AI-powered features

⁶ <https://www.reverso.net/>

⁷ <https://www.similarweb.com/fr/website/reverso.net> (report's date : June 2019)

and other multiple tools , namely collaborative dictionaries , the use of multiple corpora and instant machine translation engines .

Research Tools and Methodology

The practical part will be organized into two main sections. In the first one, the researchers will initiate the study by a questionnaire distributed among participants from Princess Nourah Bint Abdulrahman University (henceforth PNU) and Algiers 2 University (henceforth ALG3 University). This step aims at comparing the two populations' attitudes towards electronic contextual dictionaries in audiovisual translation. The second part is devoted to a comparative study in order to study the differences among translations generated by different software programs (Reverso Context -Almaany) in order to specify the appropriate approach in using electronic contextual dictionaries when translating audiovisual texts. The students are asked to translate two texts: "Origin of life" and "An interview with Michel Obama" (extracted from YouTube), twice using a different software at each time. At the end, the students' translations will be analyzed to elicit the criteria that distinguish the best electronic contextual dictionary.

Results

Survey Findings

A total of 88 usable responses were received from the questionnaire mailed out. The survey respondents were translation students: 55.7% (49 participants) were from Princess Nurah University (PNU) while the remaining 44.3% (39 participants) were from Algiers 2 (ALG2) University. The results revealed that all students had studied translation over four years except for two students (one from PNU and one from ALG2 University) who had studied three years only. The principal languages covered by the respondents were Arabic, French and English.

As explained above the respondents belong to two different universities. The objective is to compare these two populations' attitudes when it comes to electronic contextual dictionaries in general and the use of these software programs in TAV in particular. That is why the researchers used a Chi-square test of homogeneity/interdependence to determine if a difference exists between populations' responses and to check if there were significant differences between the item (to which university do you belong) and other variables. The results were as follows:

Chi-square output confirmed that significant differences exist between responses from translation students at PNU and ALG2 University ($p \leq 0.05$). That is, responses collected from

49 Saudi translation students and 39 Algerian translation students are not homogenous, and respondents have distinct attitudes towards electronic contextual dictionaries, namely Reverso Context and Al Maany.

For interdependences, Chi-square test revealed the figures and table below:

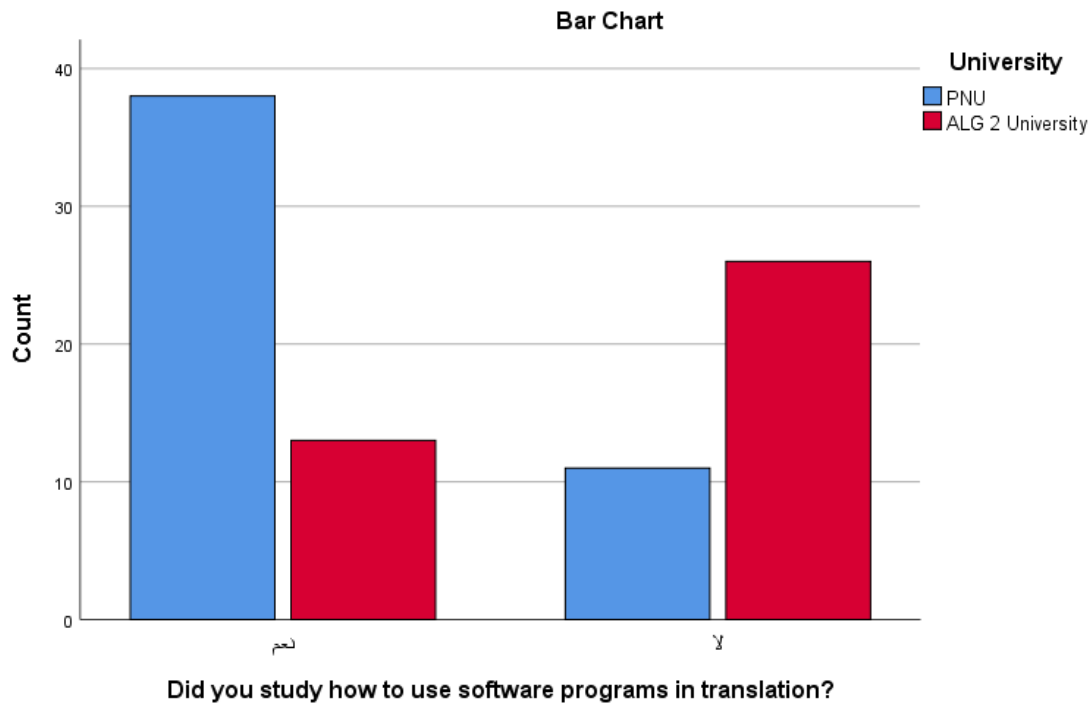
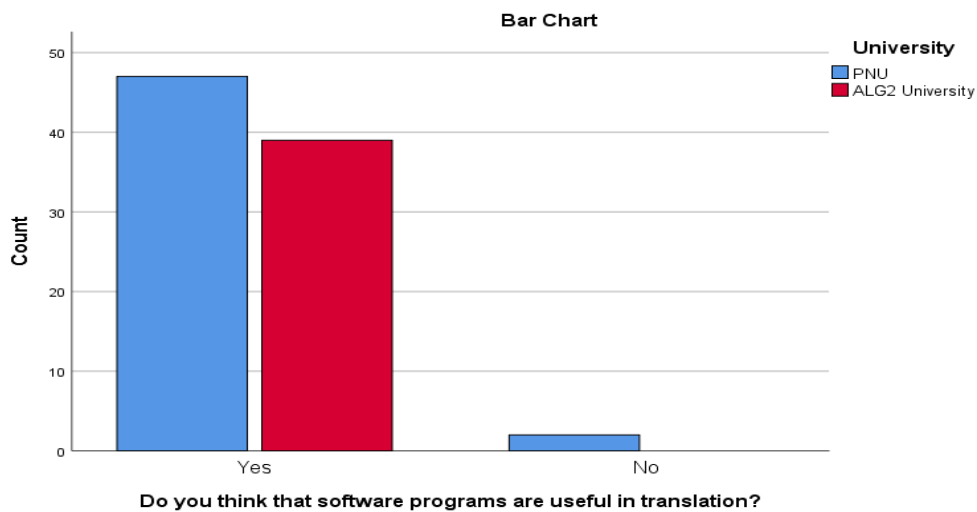


Figure 1 shows that 51 respondents said yes among them 38 from PNU and 13 from ALG2. On the other hand, 37 respondents said no among them 11 from PNU and 26 from ALG, with no statistically significant difference ($p \leq 0.05$) between both universities.



Data from figure 2 show that 86 students said yes among them 37 from PNU and 39 from ALG2. At the same time, 02 students from PNU said no, with a statistically significant difference ($p \geq 0.05$) between both universities.

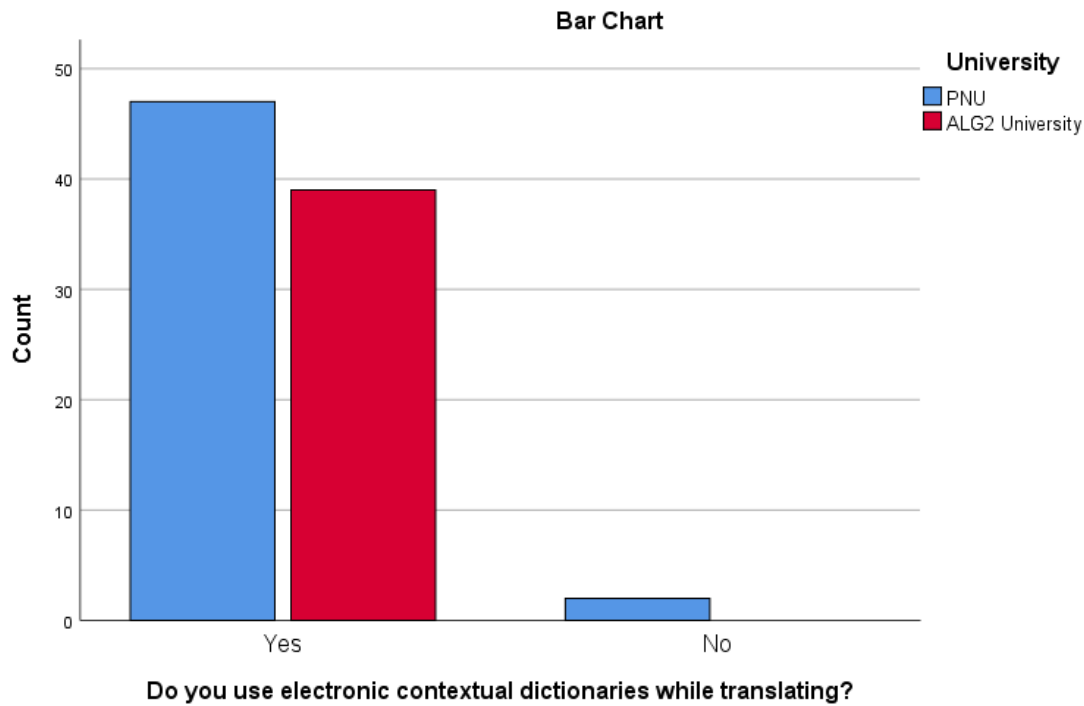
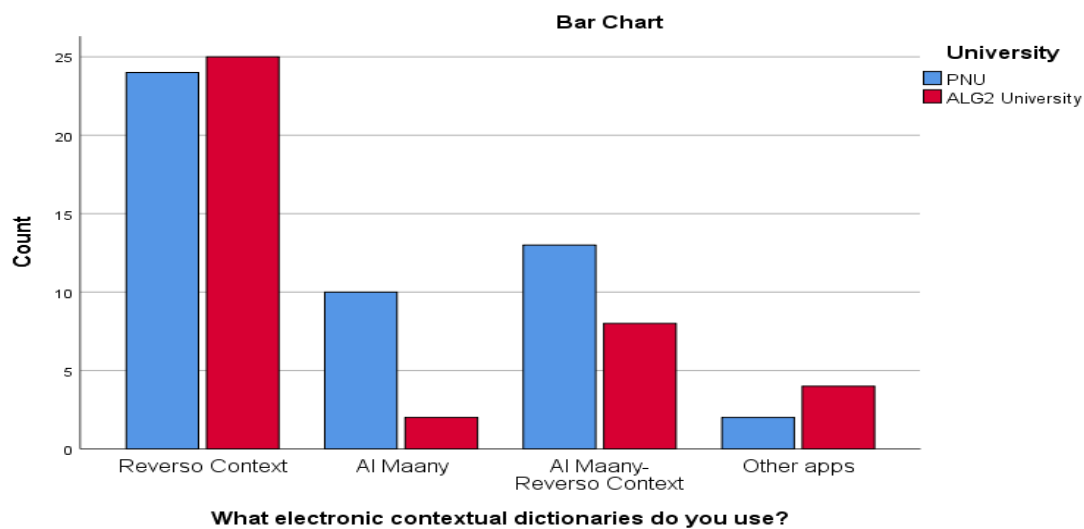


Figure 3 reveals that 86 respondents said yes among them 37 from PNU and 39 from ALG2. At the same time, 02 respondents from PNU said no with a statistically significant difference ($p \geq 0.05$) between both universities.



As shown in figure 4, 49 students use Reverso Context (24 from PNU and 25 from ALG2), 12 use Al Maany (10 from PNU and two from ALG2), 21 use Reverso Context and Al Maany at the same time (13 from PNU and eight from ALG2), and 6 use other applications among them 02 from PNU and four from ALG2. The data show no statistically significant difference ($p \leq 0.05$) between both universities.

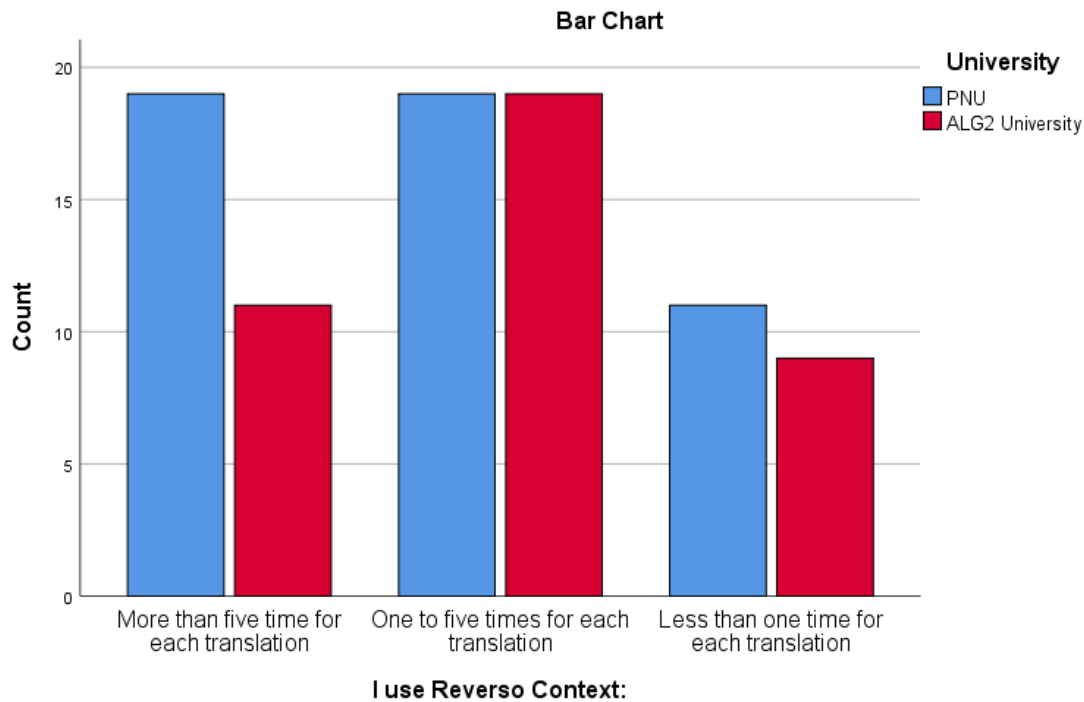


Figure 5 shows that 30 students use Reverso Context more than five times for each translation; among them 19 from PNU and 11 from ALG2. Thirty-eight use Reverso Context one time to five times among them 19 from PNU and 19 from ALG2, while 20 use the app one time and less among them 11 from PNU and nine from ALG2. The data showed no statistically significant difference ($p \geq 0.05$) between both universities.

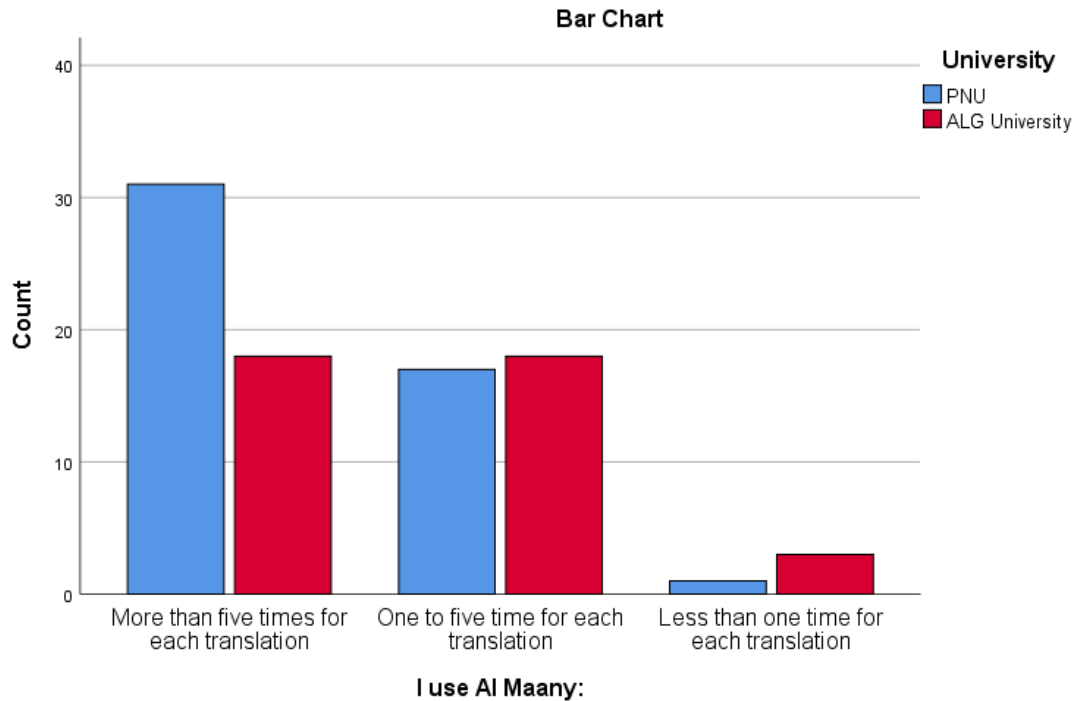


Figure 6 confirms that 49 use AI Maany more than five times for each translation; among them 31 from PNU and 18 from ALG2. Thirty-five use Reverso Context one time to five times among them 17 from PNU and 18 from ALG2, while 4 use the app one time and less among them one from PNU and three from ALG2. The test revealed no statistically significant difference ($p \geq 0.05$) between both universities.

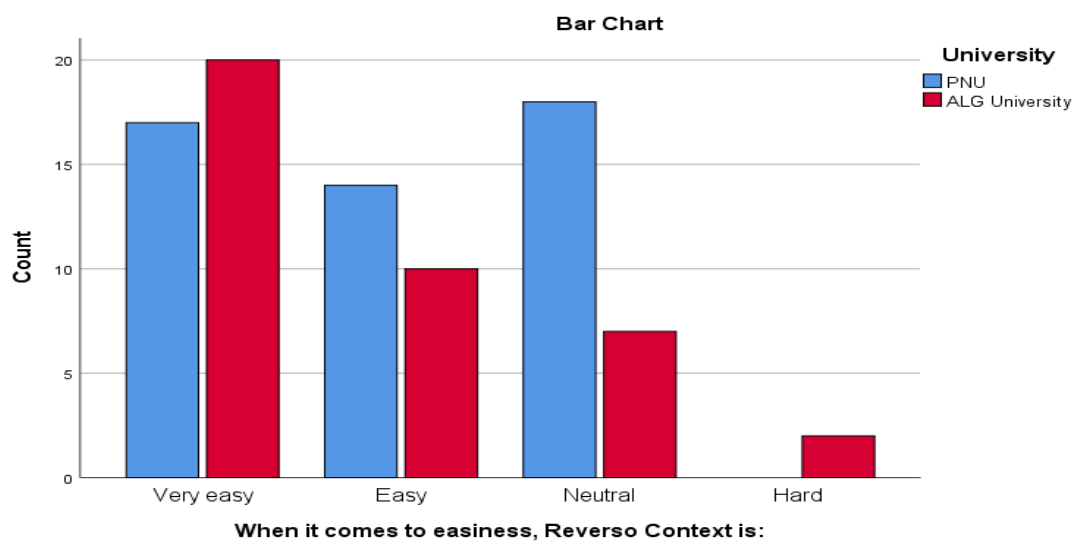


Figure 7 shows that 37 respondents find Reverso Context very easy to use; among them 17 from PNU and 20 from ALG2. Twenty-four find it just easy among them 14 from PNU and ten from ALG2. Twenty-five students are neutral among them 18 from PNU and seven from ALG2 while two from PNU find the app hard to use with no statistically significant difference ($p \geq 0.05$) between both universities

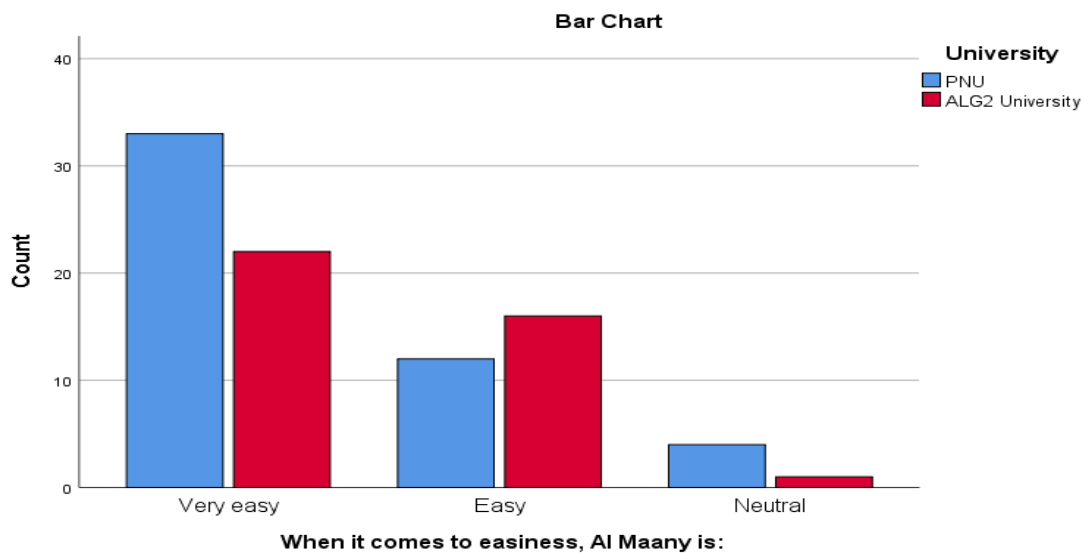


Figure 8 shows that 55 respondents find Al Maany very easy to use; among them 33 from PNU and 22 from ALG2. Twenty-eight find it just easy among them 12 from PNU and 16 from ALG2, while five are neutral among them four from PNU and one from ALG2. Results show no statistically significant difference ($p \geq 0.05$) between both universities.

Figure 9 shows that 22 respondents use Reverso Context for contextual translation; among them 12 from PNU and 10 from ALG2. Fifty-one use it to find terms, among them 29 from PNU and 22 from ALG2, 8 use it to translate idioms among them six from PNU and two from ALG2; while seven use the app to find other information among them two from PNU and five from ALG2. Here, no statistically significant difference ($p \geq 0.05$) exists between both universities.

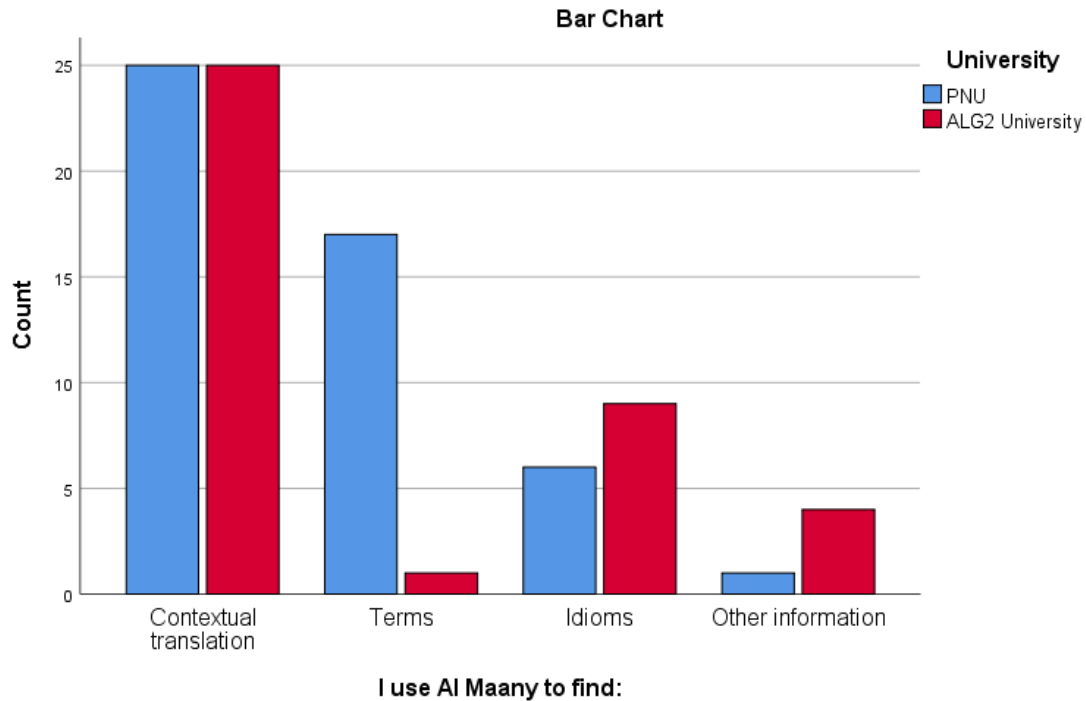


Figure 10 shows that 50 respondents use AI Maany for contextual translation; among them 25 from PNU and 25 from ALG2. Eighteen use it to find terms, among them 17 from PNU and one from ALG2, 15 use it to translate idioms among them six from PNU and nine from ALG2; while five use the app for other information among them one from PNU and four from ALG2. Data confirmed that a statistically significant difference ($p \leq 0.05$) exists between both universities.

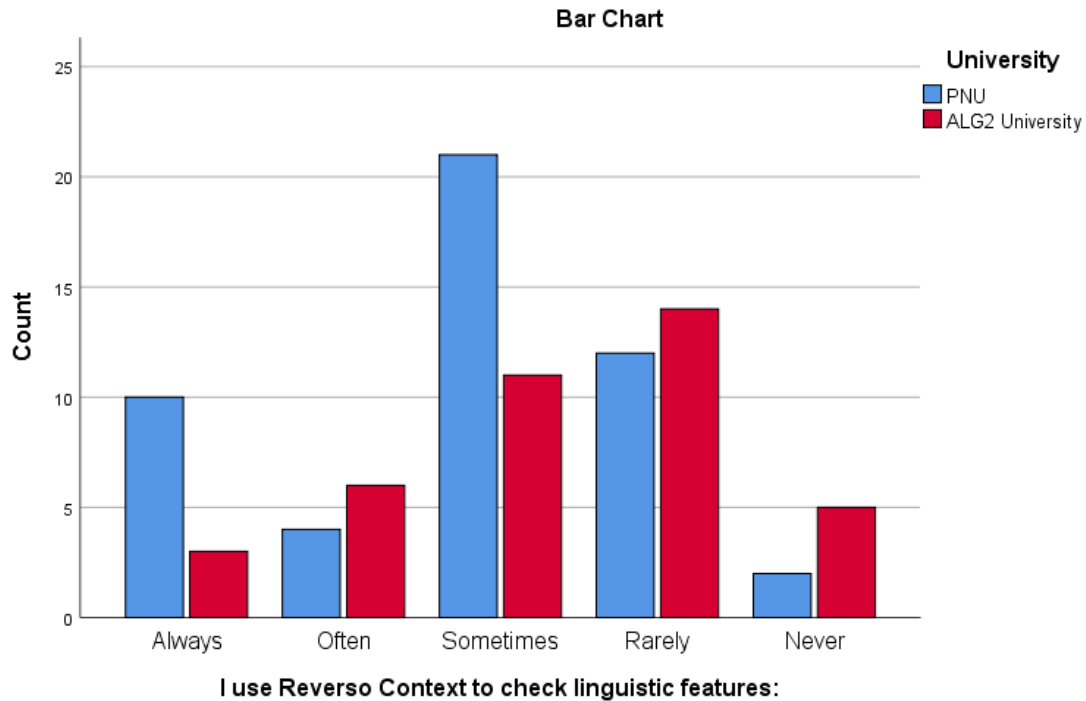
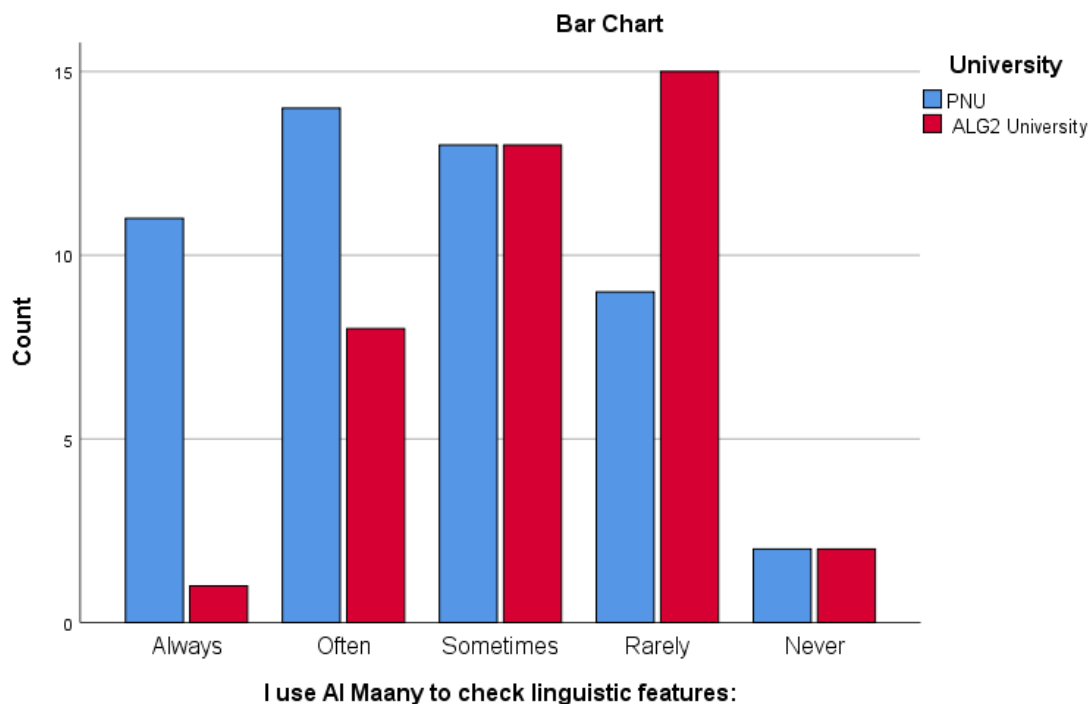


Figure 11 shows that 13 students always use Reverso Context to check linguistic features (10 from PNU and three from ALG2), ten often use it (among them four from PNU and six from ALG2), 32 use it sometimes to check linguistic features (21 from PNU and 11 from ALG2), 26 rarely use Reverso to check linguistic features (12 from PNU and 14 from ALG2) and seven never use the app to check linguistic features (2 from PNU and five from ALG2). The test revealed no statistically significant difference ($p \leq 0.05$) between both universities.



Among the participants, 12 students always use AI Maany to check linguistic features; among them 11 from PNU and one from ALG2. Figure 12 also shows that 22 often use it to check linguistic features, among them 14 from PNU and 8 from ALG2. For the remaining respondents 26 use it sometimes to check linguistic features among t(13 from PNU and 13 from ALG2), 24 rarely use Reverso to check linguistic (9 from PNU and 15 from ALG2). While 4 respondents never use the app to check linguistic features among them two from PNU and two from ALG2. The results confirm that there is a statistically significant difference ($p \leq 0.05$) between both universities.

The rest of items are detailed in the table below:

Item	Statement	N	Mean	S D	SA	A	N	D	SD	P value
1	Traditional dictionaries are better than the electronic contextual ones	88	3,32	0,781	00%	11.4%	53.4%	27.3%	8.00%	0.382
2	I don't use electronic contextual dictionaries for their unreliability	88	3,50	0,897	2.3%	11.4%	29.5%	47.7%	9.1%	0.336
3	I don't use electronic contextual dictionaries	88	4,19	0,709	00%	1.1%	13.6%	50%	35.2%	0.145

	because they are hard to use									
4	I don't use electronic contextual dictionaries because they lack logical reasoning	88	3,13	0,907	2.3%	22.7%	40.9%	28.4%	5.7%	0.118
5	I prefer electronic contextual dictionaries more than any other type	88	2,13	0,869	22.7%	51.1%	17%	9.1%	00%	0.720
6	I use electronic contextual dictionaries because they provide examples related to different contexts	88	1,76	0,695	36.4%	53.4%	8%	2.3%	00%	0.161
7	I use electronic contextual dictionaries to ameliorate my productivity	88	2,02	0,802	23.9%	56.8%	12.5%	6.8%	00%	0.129
8	I usually translate audiovisual texts	88	3,07	1,037	6.8%	23.9%	30.7%	33%	5.7%	0.591
9	Audiovisual texts are hard to translate for me	88	2,91	1,121	12.5%	22.7%	33%	25%	6.8%	0.05
10	The screen provides the full meaning	88	3,26	1,011	5.7%	17%	29.5%	40.9%	6.8%	0.378
11	I prefer to use electronic contextual dictionaries while translating audiovisual texts	88	2,43	0,814	11.4%	43.2%	36.4%	9.1%	00%	0.051
12	Traditional dictionaries are better to overlap AVT difficulties	88	3,09	0,905	6.8%	12.5%	48.9%	28.4%	3.4%	0.049
13	I use electronic contextual dictionaries because they help to keep up with growing demand on AVT	88	2,28	0,726	10.2%	56.8%	27.3%	5.7%	00%	0.429

To determine the minimum and the maximum length of the 5-point Likert type scale, the range is calculated by $(5 - 1 = 4)$ then divided by five as it is the greatest value of the scale ($4 \div 5 = 0.80$). Afterwards, number 1 (the least value in the scale) was added in order to identify the maximum of this cell. The length of the cells is determined below:

- From 1 to 1.80 represents (Strongly Agree).
- From 1.81 until 2.60 represents (Agree).
- From 2.61 until 3.40 represents (Neutral).

- From 3:41 until 4.20 represents (Disagree).
- From 4:21 until 5.00 represents (Strongly Disagree).

It could be seen in the table above that respondents strongly agree on item 6. they, at both universities (no significant difference $p \geq 0.05$) think that this type of dictionaries offer a panoply of contextual choices which can help them not only to understand the meaning but also to render it correctly.

The same table shows that respondents agree on items 5,7 and 16. That is, students at both universities (no significant difference $p \geq 0.05$) tend to use electronic contextual dictionaries more than any other type in translation in general and in TAV in particular in order to enhance their productivity.

For items 1, 4, 9, 10, 11 and 15 respondents are neutral. Students at both universities (no significant difference $p \geq 0.05$ except for items 10 and 15 $p \geq 0.05$) are perplexed towards traditional dictionaries and doubt of the electronic ones' reliability. Besides, it happens they translate audiovisual material but not all the time. They think this type of text is hard to translate even if the screen helps to grasp the meaning.

Respondents disagree with items 2, 3, 8 and 14 statements. They, at both universities (no significant difference $p \geq 0.05$), still doubt of electronic contextual dictionaries reliability. They find them hard to use. However, when it comes to TAV, they tend to use them.

4.2 Translation Task

candidate	STE	Al-Maany AAT	Reverso RCAT	comment	ET
1	Ammonia	غاز النشادر	أمونيا	Although both translations are correct, the one produced by Al-Maany is better since it is preferable to opt for the equivalent rather than the borrowing. Besides, it specifies the gas state of the substance (by using the word غاز = gas).	غاز النشادر

	your hometown	مواطنتكم	فتاة مسقط رأسكم	In this example, the translation provided by Al-Maany is linguistically more correct but not semantically, since the meaning expressed in Arabic means “from the same country” which is quite different from the source text meaning. On the other hand, Reverso Context kept the meaning but the form was a bit awkward.	ابنة مدينتكم
2	Milky Way	الطريق اللبني	درب التبانة	Reverso Context translated the term into another term (by equivalence), while Al-Maany opted for literal translation.	درب التبانة
	the Sears Tower	البرج المتهالك	برج سيرز	Contrary to Al-Maany, Reverso Context used a mixed technique (literal for tower, borrowing for Sears) which is the appropriate strategy to translate names of places, since they include proper nouns	برج سيرز
3	Panspermia	الانفجار الكوني	التبذر الشامل	Once more, Reverso Context provided an equivalence to translate the term. This translation can be confirmed If we check the Greek root of the term: <i>sperma</i> (σπέρμα) = seed/ pan (πᾶν)=all.	التبذر الشامل
	freight elevator	المصعد المشحون	مصعد الشحن	Freight is a noun that is why we rather translate it into a	مصعد الشحن

				noun to keep the meaning as shown in the Reverso Context translation.	
4	animalcules	حيوانات صغيرة	حيوانات انيمالكو	Animalcules are microscopic species. Al-Maany used the right technique but the meaning is not complete, since a back-translation would be “ little animals”.	حيوانات مجهرية
	Tuxedo	لباس رسمي	بدلة رسمية	Al-maany translation is too general since it did not specify neither the gender nor the type of the garment. Reverso Context provided a better translation but did not specify the type of the suit. Hence, the best technique to use is the borrowing.	توكسيدو
5	Flask	حوجلة	دورق	both translations can be said to be correct, however, the first one seems to be more pertinent since in Arabic حوجلة is used to boil liquids which fits more the meaning.	حوجلة
	the fanciest hotel	الفندق الأكثر بهرجة	أفخم فندق	Reverso Context produced an appropriate translation which fits better the meaning. Al-Maany has chosen « بهرجة », which means showy and over flashy and this is considered as an over-statement.	أفخم فندق
6	Spontaneous generation	الجيل العفوي	التوليد التلقائي	Al-Maany provided a literal translation, which did not	التوليد التلقائي

				reflect the meaning. On the other hand, Reverso Context produced the right translation.	
	Becoming	الاستحقاق	و أصبحت	Al-Maany produced a different meaning since « الاستحقاق » means « merit ».	و أصبحت
7	Big bang	ضربة جزء كبرى	ضربة جزء كبرى	Both translations are wrong. The participant confirmed that the two software programs provided the same translation.	الانفجار العظيم
	the fullness of you	بفخامتك	بامتلائك	The meaning of « fullness », in this context, is “all the details of life”. That is why we reject both propositions	كل ما يخصك/ حياتك
8	biogenesis	نشوء حيوي	نشوء أحيائي	Grammatically speaking the translation produced by Al-Maany is more adequate.	التولد التلقائي
	Lobby	ردهة	قاعة	A lobby is a large, open space considered as the main entrance of a public building, while a room is a part of the inside of a building that is separated from other parts by walls and a floor. Therefore, we can say that Al-Maany is the most appropriate translation.	ردهة

candidate	STE	Al-Maany AAT	Reverso RCAT	comment	ET
-----------	-----	--------------	--------------	---------	----

9	flip flop	اتقلب	تنتابني مشاعر متناقضة	An idiomatic informal expression that indicates a sudden or unexpected change of one's attitude or emotion. Reverso Context's equivalent is more adequate unlike Almaany's that fails to recognize the cultural dimension of this compound word.	تخالجني مشاعر مختلطة
	Lump	كتلة	غصة	“To have a lump in your throat” is another idiomatic example that expresses a tight feeling in your throat because of a strong emotion. Almaany's equivalent is not correct because it shows the Arabic denotative meaning: “a piece of a solid substance “ which does not fit in context .On the other hand , Reverso Context's equivalent is accurate because it expresses the intended meaning of this idiom .	غصة في حلقي/ حرقة في قلبي
10	Charmin	التشارمين	ورق التواليت	Almaany transliterates the word into Arabic which makes it vague to comprehend what it refers to. In contrast, Reverso Context succeeds in recognizing the brand's name for toilet papers ,thus it provides a correct equivalent .	ورق التواليت ورق/ المرحاض
	Biodiversity	التنوع الحيوي	التنوع البيولوجي	Contrary to Reverso Context, Almaany provides an Arabic equivalent that is too general and may contain other irrelevant connotations that do not serve the	التنوع البيولوجي

				contextual meaning like : vital and necessary. The equivalent term provided by Reverso Context is more suitable because it uses borrowing strategy to maintain the specific meaning : living organisms.	
11	broke up	حطمت	انفصلت	In this example , Reverso Context's equivalent is more accurate and suitable for the context, i.e Chemical compounds can be broken up into smaller particles like atoms. It reflects the phrasal verb's intended meaning which is to 'divide and separate ' . However, Almaany's equivalent is not adequate because it entails meanings like : smashing and shattering	انفصالات او تفككت
	Planetarium	القبة السموية	نموذج النظام الشمسي	Both translations are either incorrect as in Reverso Context's translation or inadequate as in Almaany's. Thus , the two equivalents are rejected.	القبة الفلكية
12	Not in million years	لن افعلها ابدا	لا يمكن على الاطلاق	Reverso Context produced an appropriate translation which fits better the meaning while Almaany has failed to convey the implied meaning of the idiomatic phrase which is 'doing something impossible'.	من المستحيل لا يمكن / على الاطلاق
	Grace	اسلوب انيق	كياسة	Both translations can be said to be correct, however, Reverso	كياسة

				Context's translation is more appropriate and fits the contextual meaning while Almaany's equivalent focuses on one specific meaning which is 'elegance'.	
13	nurtured	رباك	حيث ترعرت	In this example , the word 'nurtured' implies : 'being taken care of' which is successfully conveyed by Reverso Context's translation . On the other hand, Almaany's translation is not accurate because it concentrates on the process of raising up a child .	ترعرت
	Trace	انتبع	اتعقب	The meaning of « trace », in this context, is "Observing and viewing "as being successfully expressed in Almaany's translation. On the contrary , Reverso Context's translation is inadequate because it means : ' going after someone or something'	انتبع
14	United Center	مركز الاتحاد	ملعب يوناييتد سنتر	The name of the stadium is transliterated in Reverso Context's translation which is the best method to indicate a proper noun while Almaany fails to recognize the name of the stadium .	ملعب يوناييتد سنتر
	stadium	مدرج	ملعب	Al-Maany produces a too general meaning since « مدرج » can mean « the amphitheater » ,i.e a place with graduated seats .In contrast , Reverso Context's translation	ملعب رياضي

				achieved the contextual meaning which is ‘ sports stadium’	
15	Midway	منتصف الطريق	مطار شيكاغو ميدواي	The translation produced by Reverso Context is very accurate unlike Almaany which fails to recognize the name of the airport : “ Chicago Midway Airport”.	المطار/ مطار ميدواي
	Banners	الرايات	لافتات	Almaany produces a different meaning since « الرايات » means « flags ».	لافتات
16	Deuce and a Quarter	لعبة النرد	سيارة	Almaany produces a different meaning since « لعبة النرد » means « dice » ,while Reverso Context’s translation achieved the contextual meaning which is ‘a car’s name’	سيارة
	Wow	واو	رائع	In this example , « wow » is an interjection that expresses surprise, wonder or pleasure. Reverso Context provides an appropriate equivalent , while Almaany transliterates the interjection into « واو » .	رائع

STE= Source Text Extract

AAT= Al-Maany Translation

RCAT= Reverso Context Translation

ET= Expected Translation

Discussion

In this section, the key findings are discussed. The questionnaire results revealed that respondents have different attitudes toward electronic contextual dictionaries, especially when it comes to how to use Reverso Context and Almaany to overlap AVT difficulties. Features Arabic, compared with Western languages, can explain this. Indeed, Arabic occupies less than 1% of principal world websites (Euronews; Gaudiaut, 2019) because it “has a very rich morphology characterized by a combination of templatic and affixational morphemes, complex morphological rules, and a rich feature system” (Habash, 2007, p. 263). Such features present many ambiguities for machines and affect the quality of their outcomes. That is why a few systems have been developed, such as Sakhr, ATA software, Cimos, and SYSTRAN. Also, there are web-based MT systems such as Babylon, Bing Translator and Google Translate that have Arabic as a source or target language (Almutawa &Izwaini, 2015).

Another reason is that Arab world's societies, governments, institutions and universities do not give importance to MT. In the same vein, Zantout & Guessoum (2000) confirms that: “research and development of Machine Translation and computational linguistics for Arabic have remained limited with almost no involvement of governmental institutions to support it” (p. 118). Except for golf countries, notably Saudi Arabia, due to oil industry (Jaber, 2015), where many universities like Imam Bin Saud University (IMAMU), King Saud University (KSU), Umm AlQura University (UQU), Princess Noura University (PNU) and King Fahd University of Petroleum and Minerals (KFUPM) offer courses and funding for projects in the field of MT (Almutawa &Izwaini, 2015).

Translations produced by students from both universities proved that in Almaany , when we search in the bilingual dictionaries section, several languages appear on the top bar that enables the user to look for a specific term within a variety of dictionaries , and the dictionary allows choosing the field for the entry term or searching in all fields included in the dictionary, i.e social, political, economic, technical, medical, etc. The dictionary contains many fields of knowledge that can be searched for a specific term. For example , when searching the word “ammonia” as previously mentioned in the table above , equivalents like :” ماء النشادر” , “غاز النشادر ” and “ امونيا النشادر” , appear beside their field of knowledge they are used in.(see picture 1)

ترجمة و معنى ammonia في قاموس عربي انجليزي	
المعنى	النص الاصلى
ammonia	مادّة كيميائية؛ نشادر ماء نشادر [عامّة]
ammonia	أمونيا النشادر؛ نشادر [طبية]
Ammonia	أمونيا؛ غاز النشادر [تقنية]
ammonia	أمونيا- النشادر [عامّة]
Ammonia	غاز النشادر [عامّة]

(Picture 1)

When typing in the word “ammonia” in the search box , the dictionary will display a drop-down list with conjugative suggestions related to the entered word, such as suffixes as in “ammonify”, then followed by four sections . The first section provides a set of English linguistic units related to the word “ammonia”, whether morphological or semantic, such as “ammonia-soda process” “ammoniac”. The second section provides a simple and brief definition in English for “ammonia”, including the part of speech and synonyms . (see picture 2)

معنى ammonia في قاموس اللغة الانجليزية
<p>ammonia (Noun):</p> <ul style="list-style-type: none"> - 1) -a pungent gas compounded of nitrogen and hydrogen - 2) -a water solution of ammonia - [synonyms]: ammonia water, ammonium hydroxide

(Picture 2)

The third section provides a list of equivalents in the Arabic language along with their fields in brackets .The forth section provides contextual examples in a parallel (English – Arabic) concordance that contribute to clarifying the stylistic rules, the uses of the word within

Do not use saddle soap, car waxes, polishes, oils cleaning fluids, solvents, detergents or ammonia based cleaners as they may damage the leather's natural finish	لا تستخدم صابوناً قوياً أو شمع سيارات أو مواد تلميع أو سوائل لتنظيف الزيوت أو مواد مذيبة أو مطهرة أو مواد تنظيف تتكون من النشادر لاحتمال تسببها في تلف الشكل النهائي الطبيعي للجلد السيارات
---	---

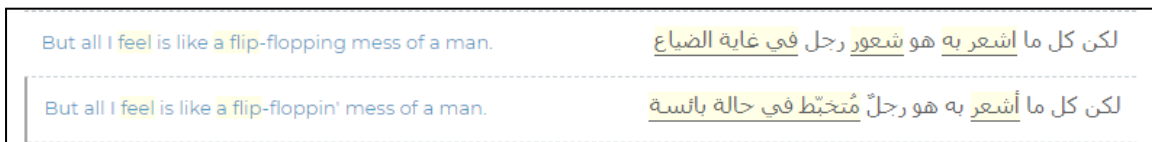
its various contexts, and the nature of its grammatical relationship with other linguistic units.(see picture 3)

(Picture 3)

However , Almaany does not include the idiomatic or metaphorical meanings related to the entered word ,i.e. idioms and figurative speech , but it rather focuses on the denotative meaning . That is why it fails to provide a suitable equivalent for a word like “flip flop” within a cultural-specific context . Moreover , it is noticeable that there is no phonemic attachment for a word pronunciation whether in English or in Arabic.

From the previous analyzed examples listed in the table above, we notice that Reverso Context has greater capabilities in translating terms within the contexts in which they are presented. The translator selects the most appropriate equivalent based on those contexts. This service also allows saving the searched words for easy reference later. Furthermore , Reverso Context is based on multilingual corpora that allow translators to look for translations in context. The source of these texts are mainly extracted from films, books, and governmental documents, giving translators the opportunity to view idiomatic usages of translations in addition to synonyms and voice output. Due to its reliance on a huge amount of translated texts, Reverso Context can display larger and more accurate results, such as place names and brands (see picture 4 and 5)

(Picture 4)



(Picture 5)

In addition, the translations provided by other features in Reverso Context such as the instant machine translation engine powered by artificial intelligence (AI) can enhance the translator's performance and facilitate the translating process . Idiomatic expressions, for instance, can be challenging at some point and not so many online dictionaries succeed in rendering them into the target language. Therefore, utilizing a machine translation engine as in Reverso Context can boost and refine the translation process .(see picture 6)

\$80 million in the bank, and I would trade it all right now for a roll of Charmin.	ثمانون مليون دولار في البنك وقد أبادلها الآن جميعها لأجل لفه من المعارم الورقية
Advertising spokespersons have also become part of some brands, for example: Mr. Whipple of Charmin toilet tissue and Tony the Tiger of Kellogg's Frosted Flakes.	كما أصبح الأشخاص الناطقة في الإعلانات جزءا من بعض العلامات التجارية، على سبيل المثال: مستر ويبيل من شارمين ورق التواليت وتوني النمر من كيلووزر.
It has come to my attention that the maintenance staff... is switching our toilet paper from Charmin... to generic.	جاء إلى إنتباهي أن موظفي النظافة... يحولون ورق مراحيننا من النوع الغالى المريح... إلى عام.

(Picture 6)

All in all , it is clearly shown that Reverso Context surpasses Almaany on many levels due to the technical advancement and reliance on AI . It can be said that Reverso Context is more reliable on the contextual and cultural level .

Conclusion

This study compares attitudes towards electronic contextual dictionaries. Based on a questionnaire distributed among 88 students from PNU and ALG2 University, it is shown that respondents have different attitudes toward electronic contextual dictionaries, especially when it comes to the use of Reverso Context and Almaany to overlap AVT difficulties. This difference is due to social and economic reasons characterizing their respective societies. Indeed, government, societies, institutions, and universities in Gulf countries, including Saudi Arabia, support more the development of MT.

On the other hand, the translation task assigned to students from both universities showed that Reverso Context surpasses Almaany on many levels due to the technical advancement and reliance on AI. Reverso Context has greater capabilities in translating texts within the contexts in which they are presented. Due to its reliance on a massive amount of translated texts, Reverso Context can display more extensive and more accurate results, such as terms, place names, idioms, and brands. Therefore, utilizing a machine translation engine as in Reverso Context can boost and refine the translation process.

This paper tried to shed light on how social and economic environments can affect users when utilizing electronic contextual dictionaries. In an educational setting, policymakers should be sensitized to the different attitudes the students can have towards MT tools and then decide on the curricula nature. Additionally, translators must be aware of the limits of each MT tool so they can optimize their use and maximize their added value.

Acknowledgements

This research project was funded by the Deanship of Scientific Research, Princess Nourah bint Abdulrahman University, through the Program of Research Project Funding After Publication, grant No (41-PRFA-P-35) .

References

- Alexa. (2020). Site Traffic. In <https://www.alexacom/>.
<https://www.alexacom/siteinfo/almaany.com>
- Almutawa, F. & Izwaini, S. (2015). Machine Translation in the Arab World: Saudi Arabia as a Case Study. *trans-kom*, 8 (2), 382-414.
- Aubin, M.-C. (1995). *Splendeurs et misères de la traductique*.
<https://ustboniface.ca/presses/file/documents---cahier-vol-7-no-2/72Aubin.pdf>
- Bernabé Caro, R. (2020). New taxonomy of easy-to-understand access services. *MonTI*.

- Monografías de Traducción e Interpretación*, 12(1), 345–380.
<https://doi.org/10.6035/MonTI.2020.12.12>
- Bowker, L., & Croft, J. B. (2019). Machine Translation and Global Research: Towards Improved Machine Translation Literacy in the Scholarly Community. In *Google Books*. Emerald Publishing Limited.
- Bundgaard, K., Christensen, T., & Schjoldager, A. (2016). Translator-computer interaction in action -an observational process study of computer-aided translation. In *The Journal of Specialised Translation*. https://www.jostrans.org/issue25/art_bundgaard.pdf
- Carmona, D. O., Dutka, Ł., & Szarkowska, A. (2018). *Using translation process research to explore the creation of subtitles: an eye-tracking study comparing professional and trainee subtitlers*. Jostrans.Org. https://jostrans.org/issue30/art_orrego-carmona_et_al.php
- Chaume, F. (2013). The turn of audiovisual translation: New audiences and new technologies. *Translation Spaces a Multidisciplinary, Multimedia, and Multilingual Journal of Translation*, 2(1), 105–123. <https://doi.org/10.1075/ts.2.06cha>
- Chaume, F. (2018). An overview of audiovisual translation: Four methodological turns in a mature discipline. *Journal of Audiovisual Translation*, 1(1), 40–63. <https://www.jatjournal.org/index.php/jat/article/view/43>
- Chaume, F., Ranzato, I., & Zanotti, S. (2018). The challenges and opportunities of audiovisual translation. An interview with Frederic Chaume. In *Cultus: the Journal of intercultural mediation and communication*. Cultus. https://www.cultusjournal.com/files/Archives/Interview_Chaume_Ranzato_Zanotti.pdf
- Chiaro, D. (2009). Issues in audiovisual translation. In *The Routledge Companion to Translation Studies*. Routledge.
- Di Giovanni, E., Orero, P., & Agost, R. (2012). Multidisciplinarity in audiovisual translation. *MonTI - Monographs in Translation and Interpreting*, 4(1). <https://doi.org/10.6035/MonTI.2012.4.1>
- Díaz Cintas, J., & Anderman, G. (2009). *Audiovisual translation: Language transfer on screen*. Palgrave Macmillan.
- Díaz Cintas, J. (2008). The didactics of audiovisual translation. In *benjamins.com*. John Benjamins Publishing Company. <https://benjamins.com/catalog/btl.77>
- Díaz Cintas, J. (2009). *New trends in audiovisual translation*. Multilingual Matters.
- Díaz Cintas, J. (2012). Clearing the smoke to see the screen: Ideological manipulation in

- audiovisual translation. *Meta : Journal Des Traducteurs / Meta: Translators' Journal*, 57(2), 279–293. <https://doi.org/https://doi.org/10.7202/1013945ar>
- Dore, M. (2020). *Humour in audiovisual translation : theories and applications*. Routledge.
- EURONEWS. La lente progression de la langue arabe sur internet, 2016. <https://fr.euronews.com/2016/03/15/la-lente-progression-de-la-langue-arabe-sur-internet>. (Retrieved 15/10/2020 13h45).
- European Commission. Directorate-General For Translation. (2012). *Crowdsourcing translation*. Publications Office Of The European Union.
- Faber, P., & Kerras, N. (2015). Arabic Terminology in the Translation of Multimedia Environmental Texts. *SSRN Electronic Journal*, 6(2015). <https://doi.org/10.2139/ssrn.2844002>
- Gamal, M. Y. (2007). Audiovisual Translation in the Arab World: A Changing Scene. *Translation Watch Quarterly*, 3(2).
- Gaudiaut, T. (2019). L'opposition de deux univers linguistiques : Internet vs. IRL. In: *Statista*. <https://fr.statista.com/infographie/14919/langues-les-plus-parlees-vs-langues-utilisees-sites-web/>. (Retrieved 12/11/2020 20h00).
- Granger, S. (2012). Introduction: Electronic lexicography—from challenge to opportunity. *Oxford: Oxford University Press.*, 1–12. <https://doi.org/10.1093/acprof:oso/9780199654864.003.0001>
- Guerberof Arenas, A. & Moorkens, J. (2019). Machine translation and post-editing training as part of a master's programme. *The Journal of Specialised Translation*, (31), 217-238.
- Hartley, T. (2009). Technology and translation. In *The Routledge Companion to Translation Studies*. Routledge.
- Hussain, A. E., & Khuddro, A. (2016). PRACTICAL APPROACHES TO ENGLISH/ARABIC AUDIOVISUAL TRANSLATION 1. *Global Journal of Arts, Humanities and Social Sciences*, 4(2), 15–32.
- Jaber, J. (2015). The Landscape of Translation Movement in the Arab World: From the 7th Century until the Beginning of the 21st Century. *Arab World English Journal (AWEJ)*, 6 (4), 128-148.
- Lew, R. (2015). Research into the use of online dictionaries. *International Journal of Lexicography*, 28(2), 232–253. <https://doi.org/10.1093/ijl/ecv010>
- Look, R. (2020). No more rage against the machine: how the corpus-based identification of machine-translationese can lead to student empowerment. *The Journal of Specialised Translation*, 34, 150-170.

- McClarty, R. (2012). Towards a multidisciplinary approach in creative subtitling. *MonTI. Monografías de Traducción e Interpretación*, 4(1), 133–153. <https://doi.org/10.6035/monti.2012.4.6>
- Piñero, R. B., & Cintas, J. D. (2015). Audiovisual translation in a global context: Mapping an ever-changing landscape. In *www.palgrave.com*. Palgrave Macmillan UK. <https://www.palgrave.com/gp/book/9781137552884>
- Ranzato, I. (2015). Translating Culture Specific References on Television: The Case of Dubbing. In *Google Books*. Routledge.
- Ranzato, I., & Zanotti, S. (2018). Linguistic and Cultural Representation in Audiovisual Translation. In *Google Books*. Routledge.
- Richart-Marset, M., & Calamita, F. (2020). The great challenge of translation and audiovisual accessibility in the media. *MonTI - Monographs in Translation and Interpreting*, 12(1). <https://doi.org/10.6035/MonTI.2020.12.01>
- Saeed, A. T. (2017). Impact of mother culture on the process of translating culture-specific idioms. *Babel. Revue Internationale De La Traduction / International Journal of Translation*, 63(4), 486–505. <https://doi.org/10.1075/babel.63.4.02sae>
- Shraya, A. (2018, January 22). *A Request for Further Information* [Email to Wiam Alawwad & Wejdan Alawwad].
- Softissimo. (2010). Translation software. In *Softissimo* (pp. 3–12). <http://reverso.softissimo.com/Data/Sites/1/skins/default/pdf/white-paper-en.pdf>
- Zantout, R. & Guessoum, A. (2000). Arabic machine translation: A strategic choice for the Arab world. *Journal of King Saud University-Computer & Information Science*, 12, 117-144.



A Technique to Advancing Students' Speaking Skill in a Foreign Language Classroom

Nehru Pongsapan

Universitas Kristen Indonesia Toraja, South Sulawesi, Indonesia

Bio-profile:

Nehru Pasoloran Pongsapan earned his doctoral degree and master in English Education, State University of Makassar Indonesia, He currently serves as faculty member in English Education and teacher ship study program at Indonesia Christian University Toraja, Indonesia and the research interests are EFL. Instruction and Research Development. Email.pongsapannehru@gmail.com

Abstract

Speaking is a challenging skill for students to master. It requires a lot of practice. Teachers have to facilitate students to practice by providing interactive activities. Debate technique builds two-way interactions since it requires affirmative and negative teams to argue each other. This research aims to investigate whether debate technique are able to improve students' speaking skill. This study was conducted in SMAN 3 Yogyakarta, Indonesia. The population of this study was the XII year students. the number of populations was 22 students. The samples were taken by using total sampling technique. This study used pre-experimental research design. To gain the data, the researchers used pre-test and post-test. Pre-test was used to gain information about prior knowledge before treatment, and post-test to gain information about students' achievement after treatment. There were six meetings in the treatment. The data were analyzed by using t-test. After analyzing the data, it was found that there was significant difference ($t=52.973$; $\text{sig}/p < 0.05$) of students' scores before and after treatment. Students' score in post-test increased. It means that debate technique is able to improve students' speaking skill.

Keywords: *Debate, Speaking, English, Technique, Foreign Language*

Introduction

To build interaction between or among human beings, people need a language. It functions to create understanding between or among them. Language is powerful and works like a remote control (Salleh, 2014). It can adjust people to be happy, sad, encouraged, passionate, curious, angry, etc. In other word, language is able to affect people's mood. Language can also be used to put ideas into someone's mind. People can influence others through language. If someone wants goodness for himself, then he or she must use good language, and vice versa.

Nowadays, the global world strengthens foreign languages as important thing in communication. A saying implies that people can grasp the world when they master foreign languages. No one can deny that in this modern era English is the most widely studied foreign language. Each person has different needs for English. For example, level demand in the industrial world and business world influences businessmen greatly to expand their business; therefore to build wider networking all over the world, they have to learn English. For academics, English assists them to read reference books, journal articles provided in this type of international language.

The main purpose of learning a foreign language is to use it productively. Only few of people who learn English not for communication; therefore students are expected to be able to master productive skills. Every day people spend more time to speak than to write (Lai-Mei Leong, 2017). Starting from waking up, people have started to communicate verbally. When working, they also communicate more verbally. Until bedtime, people still communicate verbally. They communicate in writing only at certain times. That's why English teachers have to concern on students' improvement in speaking skill.

Speaking is one of productive skills which is very crucial to master. Speaking is language used verbally to communicate with others. Speaking activities involve two parties, namely a speaker and a listener (Fulcher, 2003). Both a speaker and a listener play important roles to build two-way communication (Nasir, 2018; Yassi, 2020). When a speaker articulates their idea to a listener, a listener receives the message delivered by a speaker. Then, the listener in turn acts as a speaker when he or she replies or responds the message. According to Jones, in speaking people aims to accomplish something, explore ideas, work out for daily affairs, or just gather together (Jones, 1996). Speaking skill becomes a demand for students.

In fact, learning English in the classroom is more theoretical than practical. Students are more proficient using English tenses formulas with all the rules of language rather than verbal communication. They know many kinds of texts, such as narrative text, descriptive text,

etc, but again they are inarticulate to speak English. Only few of students are fluent in speaking English (Rasdiana; Reski Alifa Ansari; Ade Mandala Putra, 2019; Arbain et al., 2020). If so, then the main purpose of learning a language for communication is not achieved.

SMAN 3 Yogyakarta particularly in English class, students are passive speakers yet they are actively speaking in Indonesia. When they discussed about several movies and songs, they are so exited in giving comments. After the classes, they often took a chit chat each other. They talked about gossips or issues about actress and actors. They shared their opinion. Unfortunately, those speaking activities are only in Indonesia. As the twelfth year students who are going to continue their study in universities, they have to prepare their English verbal communication ability. They will face many discussion forums in which they will state their opinion, ideas and position to something in English. They have to be prepared for those situations. That's why; students' passivity in speaking English must be immediately addressed.

Most of them are passive in English speaking activity. They make alibi that they do not need to speak more because what they want to say is only same as what their friends have said. In the preliminary study, when the researchers asked students' opinion about national examination which will be abolished, one of students gave response. He said that he disagreed if national examination would be abolished because it actually encouraged students to learn more. If there is no more national examination, students will be discouraged to learn. When researchers asked again to other students, they only said that they were in line with their friends. This simple response influence oral production activities in the classroom. Teachers have to stimulate students deeply to be able to express their ideas. In addition, sometimes students also have no idea for issue discussed by their teachers since they are not interested in it, such as political issues. Topic selection has to be considered in teaching materials. Rao asserts that to select topics, teachers are recommended to consider students' interest and needs in order to lead them to be more enthusiastic and exited in learning (Rao, 2018; Aswad, 2019). When students are interested in the topics, they will participate more actively.

This situation is actually very potential to improve students' speaking ability. One way to address this situation is implementation of debate technique. It encourages students to express different or various ideas. Teachers have to provoke students to think critically and deliver their arguments in English. In connection with teaching critical thinking, debate technique is an educational strategy to boost critical thinking and critical reasoning. It also upholds values, awareness of attitudes, and belief (Huber, 2006). Through debate, the teacher can stimulate students to think critically so that they are able to express more English sentences in conveying ideas from another perspective.

Ramezani et al examined the relationship between speaking ability and critical thinking ability of EFL learners. They took 100 samples from Payame Noor University students. He applied IELTS speaking test to measure students' speaking ability, and he used Lauren Starkey Critical Thinking Test to categorize students as critical thinkers. They discovered that there was a significant correlation coefficient between those variables. It meant that English students who were categorized as critical thinker had better performance in their speaking (Ramezaani, Raana; Larsari, Ebrahim Ezzati; Kiasi, 2016). This study shows that the critical thinking skill is influencing students' speaking ability.

Considering the problems and the previous study above, this research offers debate technique to implement in SMAN 3 Yogyakarta. This research would like to investigate whether debate technique is able to improve students' speaking ability in SMAN 3 Yogyakarta

Review of Related Literature

Concept of Speaking Skill

To fulfill someone's desires and deeds, they share their thoughts and ideas with other people through communication. There are two kinds of communication, namely verbal and written communication. Verbal communication is used more frequently than written communication. Verbal communication or speaking is speech production in which people transfer information and express idea each other. It is a daily activity. People interact verbally with others all the time (Thornbury, 2005). According to Hornby, speaking is offering words, making use of words in natural voice, making speech, knowing and being able to use a language to express one-self in words (Hornby, 1995). In short, speaking is an activity to use words by producing sounds to convey someone's feeling, ideas, though. It is oral production activities.

In EFL teaching, speaking skill is completely denied whereas communication is more required than technology in employability (Srinivas Rao, 2019; Herminingsih & Jazeri, 2020). However sophisticated a technology is, it is still controlled by humans, and humans need to communicate to build understanding which leading to harmonious relationship among them. Foreign language teaching like English which does not emphasize speaking skill improvement will become an obstacle when students will become alumni. In the next few years, when applying for a job the future alumni will not only compete with fellow nationals but also from other nations. Therefore; teaching speaking skill becomes an urgent demand.

It is inevitability that speaking skill is not easy for students. Students have to learn hard. It needs long process and takes time to speak English fluently. Bueno et al state that the one of most challenging skill that language learners face is speaking skill (Bueno, 2006), however;

it is the most beneficial in real life situation. There are many advantages of English speaking skill, namely getting better opportunities in job selection, acquiring broad knowledge, and interacting with many more people around the globe (Srinivas Rao, 2019). The teacher must play a role in convincing students the importance of being skillful in speaking. Teachers also have to think of teaching strategies or technique to implement in the classroom so that students do not have difficulty in learning speaking.

There are five components which form a good speaking (Harris; David P, 1969). The first is pronunciation. Every utterance that someone has produced produces sounds. Every sound has a different meaning. Therefore, pronunciation errors produce sound errors which have an impact on meaning errors. In improving English speaking skill, teachers cannot deny pronunciation. It aims to make sure that every single word that students produce is understandable for their listeners. Students do not need to be like English native speakers to speak English. Teachers just have to make sure that the words or sentences that students produce are proper. As a result what students mean can be accepted by their audience.

The second is vocabulary. In learning speaking, an adequate amount of vocabularies influences someone's speaking ability. If teachers expect their students to speak more, they have to give a bunch of vocabulary as input for them to express their ideas. Sometimes someone express a word which is different from what they mean. It happens because they have lack of vocabularies to express the proper meaning. For example, they mean to say "Your body temperature has risen"; then they say "Your body is hot". If they have adequate vocabulary, they will use word "Warm" rather than "Hot". In that sentence, "Hot" has negative connotation. In addition, even someone have good idea but if they do not have any representative words to express, then they are judged "They cannot speak". Vocabulary is powerful in speaking.

The third is grammar. Grammar also has a central role in speaking. English speakers have to know rules of English grammar as a provision for speaking. English grammar and Indonesian grammar are very different. For example, to express noun phrase, Indonesia and English have reversed pattern. In Indonesia noun comes first then adjective, but in English adjective comes first then noun. Inaccurate word order in sentences has the potential to be confusing. Both listener and reader may have no idea about what speaker and writer mean.

The fourth is fluency. "*Fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot*" (Learn English Teens, 2013). To be fluent in speaking foreign languages, it may take times; many years. There have to be a lot of practices. There have to be extra efforts such as being confident and not afraid of making mistakes. Students have to high motivation to learn so that they are encouraged to keep practice. Students

have to practice consistently to achieve good progress every time. Teachers play role to mediate and support the students to maximize their potential.

The last is comprehension. Someone who wants to speak has to understand what the ground idea that they want to deliver. They have to comprehend what they are talking about. It aims to make sure the message that they deliver can be reached by their respondents. It means to prevent misunderstanding caused by misinformation delivered by speakers. Comprehension is very strategic to build verbal communication between or among people. This should not be ruled out.

Speaking is effortful because there are many things related to make a speaking activity effective. Someone have to belong to ability to utilize the language in social interactions properly. Social interaction involves three important elements, namely verbal communication, paralinguistic elements of speech and non-linguistic elements. Forms of paralinguistic elements of speech are intonation, stress, and pitch, while forms of nonlinguistic elements are body language, gesture, and expression (Richards, J. C; Renandya, 2002). Nonlinguistic elements are able to convey messages even though a speech is not delivered. Students have to learn to put them together when speaking so that they can make effective speaking. Speaking skill is very urgent for students in this current era.

Brown and Yuke argue that a student will be admitted good in English when they perform good English speaking. Speaking becomes a barometer among other skill in real life situation (Brown, 2004). Even though a student has a lot of vocabularies, understands the complexity of the English structure and grammar is able to read English texts and even is able to write English scripts well but cannot speak English fluently, then according to Brown the student is still considered not skillful in English yet by many people. In order that learning English as foreign language is meaningful, teachers have to create opportunities for students to practice their memorized vocabularies into speaking. Speaking activity should be effective.

Debate Technique

According to Dale and Wolf, debate is defined as a situation in which people present and argue contrast point of view (Dale, Paulette; Wolf, 2000). Hawkes defines debate as an activity which requires integrated knowledge because the activity presents pro facts and data while argues the contra statements from various perspectives (Hawkes, 2016). As conclusion, debate is an arguing activity between two parties in discussing a topic or motion while they try to defend their ideas. Through debate, students have opportunities to involve and contribute

their ideas by presenting data and facts to convince other parties regarding an issue. They use convincing sentences or statements to argue with others and defend.

There are a number of attractive activities that teachers can implement to improve students' speaking skill. Those activities are being vlogger, being radio announcer, role play, and debate. Debate is suitable for learners in intermediate and advanced levels. As the last year students in SMAN 3 Yogyakarta, debate is appropriate to use in their level to improve their English-speaking skill. Dundes reveals that debate is a teaching technique that can encourage students who seldom talk or participate in speaking activities (Dundes, 2001). Considering the problem faced by the XII year students in SMAN 3 Yogyakarta, debate is potentially able to improve students' participation in speaking since they have to try to defend their arguments in front of public.

The implementation of debate technique in speaking class requires students to master the topic or motion. Students have to provide data to support their arguments and to prevent students from unclear debate. Debate trains students to think critically. It also demands students to prepare various references to argue. It supports students to broaden their knowledge. This debate not only sharpens students' thought, but also students' speaking skill. Through debate, students train to arrange convincing statements. They will try to make many more verbal arguments to defend their position which is contrast to other parties.

Debate technique engages students to be active. This kind of technique makes every student becomes a speaker. None of them only become an audience. They work in groups. One group consists of two or three students. There are two groups who debate each other for one session. One group stands for pros group, and another group stands for cons group. Everyone has a chance to be a debater, so everyone practices English speaking in the classroom. Every group defends their argument by providing supporting data. It builds two-ways interaction. The debate activity is more interesting when topics given to students are familiar topics for them. They are able to explore their ideas. Therefore, topics or motions selection should be consideration for English teachers. When they have no idea about the topic, they will have no vocabularies to express the ideas. As a result, there is no English speaking activity in the classroom.

Bellon argues that there are several advantages of debate as follow: 1) Improving students' critical thinking. A debater has to analyze the motion from multi perspectives critically. In certain parts, he/ she have to try to rebut his/her rivals' arguments by convincing them. He/she also may interrupt others to clarify others' statements; 2) Developing students' communication skill. A debater trains their public speaking. They try to arrange powerful

sentences which are able to persuade others to have the same opinion with them. Good pronunciation, vocabularies, grammar, fluency and comprehension really contribute to a debater's performance; 3) Developing questioning skill and struggling ability. In a debate, when a debater refutes others' opinion, they may ask questions. In addition, a debater has fighting spirit to defend their opinion. When their rivals disprove them, they have to be ready mentally because it is a part of the game; 4) Increasing ability to make and defend choices from complex problems which may not be their interest; 5) Connecting students to academic subjects and real life; 6) Teaching students to adopt various perspectives which lead students to improve their problem solving skill (Bellon, 2000). Considering the advantages of debate technique in learning, there is no doubt to use debate in a speaking class.

There are a number of parliamentary debate formats. They are Australasian, Asian, and British parliamentary. This research used Australasian Parliamentary format. English debate by using Australasian Parliamentary consists consist of two teams, affirmative and negative team. Each team consists of three members. In affirmative team, the first speaker acts as prime minister, the second speaker acts as deputy and the third speaker acts as government whip. In negative team, the first speaker acts as leader of opposition, the second speaker acts as deputy, and the third speaker acts as opposition whip. In the classroom, the researchers divided students into several teams, so that everyone participated in the English debate.

In a debate, there are several terms which students need to know. Firstly is motion. It is a topic which will be debated by the team. A motion has to be debatable. It means that a motion is open to discuss or to argue. In addition, it also has to be impartial. It refers to neutrality. This does not benefit either party. For instance, this house believes that national examination must be abolished. Every team will argue each other to prove whether the national examination must be abolished or not. Motions offered in the debate are always begun by a phrase "This House (TH)" or by a sentence "This House Believes That (THBT)". Affirmative and negative team debate the determined motion based on their position. The affirmative team agrees with the motion, yet the negative team disagrees. In the classroom, teachers have to make interesting motions to students in order that students are courage to learn speaking through debate technique.

Secondly is definition. The first speaker of affirmative team is the one who will start the debate session. He has to define the motion. He is able to define every word of the motion or he is able to define the motion globally. The definition should be based on consideration of the [resent issue which happened in the society. For example, the word "National examination"

in the motion has to be clearly defined. Definition is very important to build common understanding by giving limitation. In a research term, it functions like operational definition.

Thirdly is theme line. It refers to strong ground which contains the overall argumentations. It becomes a basis why a team agrees or supports the motion, and why another team disagrees or contradicts to the motion. In other words, it is the fundamental reason why a team shoots down another team. In a brief, theme line is what a team requires to prove.

Fourthly is argument. In a debate session, there is a battle of argument. Every team defends their position to the motion by delivering arguments. Argument refers to contrast views in a discussion between two or more people. It is disagreement which is often based on facts and data. Each team strives and survives to keep arguing another team's arguments. It needs logical and critical thinking skill to produce it. It is a part of thought to back up the theme line.

Fifthly is rebuttal. In an English debate, there will be a winning team. To win, the members of the team have to create a strong case. In addition, they have to break another team's arguments while present aggressive defense; therefore rebuttal becomes part of the key to get the winning trophy. Rebuttal means to convince the opponent that their arguments are wrong. Rebuttal consists of two kinds, namely global and detailed rebuttal. Global rebuttal is opposing arguments against the essential core of opponent's theme line, while detailed rebuttal is a breaking argument toward every argument or an example.

Finally is closing/ sum-up. It is a closing statement in which debaters convince the opponent and audience that their arguments are logical, valid and reliable (Mellshalihah, 2008). Students who will learn an English debate system have to be familiar with those terms. Teachers have to introduce those terms and its functions.

Methodology

This research applied pre-experimental research design. It was one group pre-test and post-test. It was conducted to a single studied group. There was no control or comparative group. There were two variable in this research. Speaking ability was dependent variable, and debate technique was dependent variable. The population of this research was the XII year students in SMAN 3 Yogyakarta, Indonesia. There were 22 students in that class. The samples of this research were taken by using total sampling.

This research used pre-test and post-test as instruments to measure students' ability before and after having treatments. Those tests were oral tests. Before giving treatments, the researchers conducted pre-test to measure students' prior ability. After that, the researchers taught speaking by using debate technique to students in six meetings. After that, the

researchers conducted the post-test to measure the improvement of students' speaking skill. The data of this research were analyzed by using t-test. It aims to know whether there were different results between pre and post-test. The researchers used SPSS 17 to analyze it.

Results and Discussion

Result

After calculating the data, here are the results of pre and post-test. The improvement of the two tests is illustrated in the following chart:

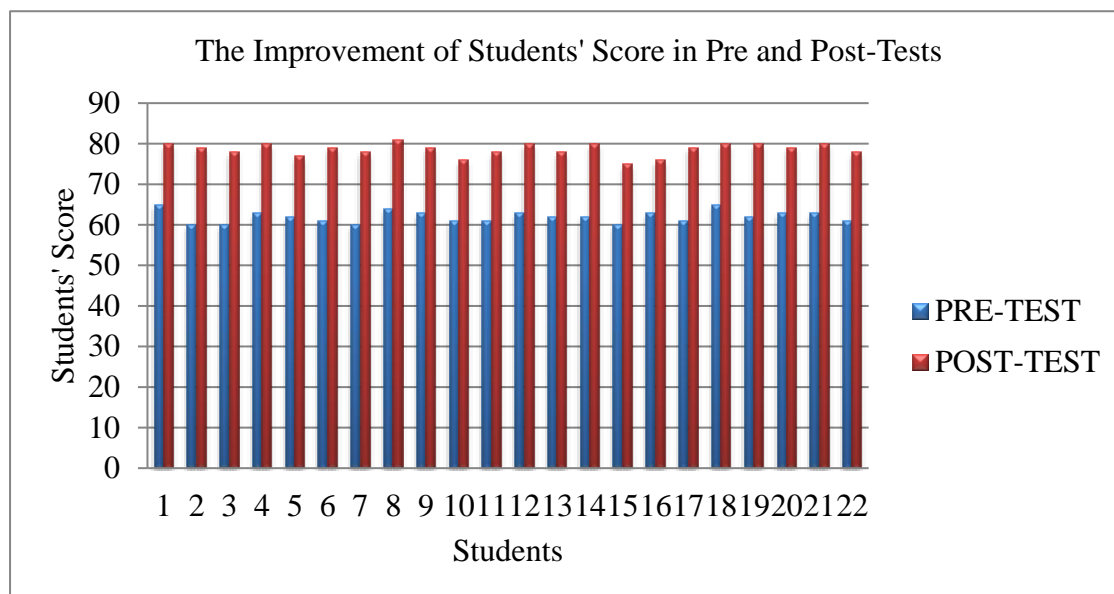


Figure 1. The improvement of students' score in pre and post-test

Figure 1 above describes students' scores before and after being taught by debating technique in their speaking class. It displays every student's improvement in their pre and post-test. This figure presents that from 22 students in the XII class of SMAN 3 Yogyakarta, students' scores were increasing. In their pre-test, the students' average score was 62.04. In their post-test, it improves into 78.63. In pre-test, the lowest scores were gained by four students, namely students 2,3, 7 and 15. They got 60, while other students were higher than 60. The highest scores in pre-test were gained by two students, namely students 1 and 18. They got 65.

In post-test, the lowest score was gained by only one student. He is student 15. His score was 75. Comparing to students' lowest score in pre-test, the difference in score was 15 points. It shows that the lowest score in post-test was increasing. For the highest score in post-test, it was gained also by only one student. She is student 8. Her score was 81. Comparing to

the highest score of pre-test, the difference in score was 16 scores. It means that there was positive improvement in post-test.

In addition, the following table presents the percentage of the frequency of students' score in pre-test and post-test based on range scores.

Table 1. Students' Percentage in Pre and Post-Test based on Range Scores

Score Range	Pre-Test		Post-Test	
	Frequency	Percentage	Frequency	Percentage
0-20	0	0	0	0
21-40	0	0	0	0
41-60	4	18	0	0
61-80	18	82	21	95
81-100	0	0	1	5
Total	22	100	22	100

Table 1 above describes that 82% students were in 61-80 level. The highest score was in this level too, while the others were in 41-60 level. The lowest score was in that level too. Comparing to the post test, mostly students were also in 61-80 level. Nevertheless, the highest score in post-test was not in that level. The highest one was in higher level, namely in 81-100 level. Score range level in post-test was increasing from score range level in pre-test.

To know the level of significances of the improvement, the writer analyzed the score by using t-test. The following was the result:

Table 2. T-Test Result

		Paired Samples Test							
		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE TEST - POST TEST	-16.591	1.469	.313	-17.242	-15.940	-52.973	21	.000

Table 2 above shows that there was significant difference ($t=52.973$; $\text{sig}/ p < 0.05$) of students' score in speaking before and after they were taught by using debate technique. It means that there was significant improvement in students' speaking skill after they had treatments from the researchers. It implies the use of debate technique in speaking class was effective to improve students' speaking skill of the XII year students in SMAN 3 Yogyakarta.

Discussion

Results of this study have answered the research question above. Debate technique helps students to participate a lot in speaking class. It influences to the improvement of students' score in post-test. During the treatment, every student had an opportunity as a debater. They were very interested. During the six meetings of treatments, they were very excited to involve themselves since the selected motions were issues that interest them. Those motions were (1) THBT full day school system has to be implemented; (2) THBT the use of mobile phone in the classroom is allowed; (3) THBT grading system at school is not proper; (4) THBT early marriage should be allowed; (5) THBT woman can be a good leader; and (6) THBT Social media leads people to be anti-social.

What Rao recommended to teachers about the caution in choosing topics (Rao, 2018) worked well. Teachers have to consider motions that they are going to select in a debate session. Teachers not only have to make sure about students' prior knowledge about the motion, but they also have to make sure that students are convenient with the topic. It is true that the more interesting a motion in a debate, the more enthusiastic the students to. Everyone wanted to deliver their idea about their position to the motion.

As stated by Huber, debate technique is a way to sharpen students' critical thinking (Huber, 2006). Students in the classroom thought deeply and considered multiple aspects of the motions. They tried to think out of the box to reply the speech from their opponent. They were effortful to do rebuttal by presenting convincing arguments. They read many references to defend and to convince the audience about their alignment. Debate technique demands students to prepare materials for a debate session. In their preparation, they shared ideas with their group mate. It enriches students' knowledge and their reasons more critical.

In addition, Ramezaani et al said that critical thinkers have good performance in speaking (Ramezaani, Raana; Larsari, Ebrahim Ezzati; Kiasi, 2016). Critical thinkers have a bunch of qualified idea to deliver; therefore they are able to arrange sentences from different views to persuade people to agree with them. The ability to make convincing statements verbally improves students speaking skill. It worked when a student, a debater, took their turn to speech their point of view to the motion.

What Dundes said that a debate technique is able to increase students' participation in speaking activities (Dundes, 2001) is very relevant to this research. Before having treatment, students were not really active to speak in English. They responded teacher's questions or statements very simple. After having treatment, students were so excited to argue, to answer, and to respond to any input the received. They became more critical and more active to

participate in delivering their idea and arguments. The number of sentences they made increased.

Students' fluency, pronunciation, grammar, comprehension, and vocabulary improved after the treatment. It happened because, in debate technique, students are required to read first. This activity improved their vocabulary, comprehension and their grammar in speaking. In addition, students also were demanded to discuss with their team first before the debate session took place. This activity improved their fluency and pronunciation. All speaking components improved in learning speaking through debate technique.

Conclusion

Based on the results and discussion above, the writers draw a conclusion as follow: debate technique is able to improve students' speaking skill. Debate technique improves every component of students' speaking skill, namely students' vocabulary, comprehension, grammar, fluency and pronunciation. The improvement happened because there were pre-requisite activities in a debate technique, namely reading references and discussion with the team. Those activities help students to arrange good sentences verbally in a debate session. English teachers are recommended to use debate technique to improve students' speaking skill by considering interesting motions for students. the researcher will be showed pedagogical implication of the research as the reflection done by the researcher on the research findings during the research as follows: 1. The Importance of Understanding Theories of technique is not an easy aspect in the teaching and learning process. It needs combination between skill and knowledge. Lack of understanding about theories of assessment will make the assessment activity run ineffectively. It more important for the teachers to understand the theories of technique because the teachers who do not have good foundations of theories on technique tend to assess what they want to assess. Sukirman (2012, Cited in Wafa, 2016) insist that a teacher is called good teacher if the teachers can: (1) master the material that will be taught (what to teach), and (2) understanding and master the teaching methodology to present teaching (how to teach). The important of understanding the theories also help the teachers to be good teacher and can make their class is more interesting for the students. By understanding the theory, the teachers can apply many kinds of methods and technique and strategy. One of the most important contributions of research on teachers' beliefs is that the beliefs that teachers hold about teaching and learning influence their effective teaching in the classroom.

References

- Arbain, A., Budie, M. A., Nur, D. R., Rohman, A., Ariyanti, A., & Permana, A. G. (2020). Ethnic factors on vocal duration and frequency. *Journal of Critical Reviews*, 7(19), 402–406. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85090135992&doi=10.31838%2Fjcr.07.19.53&partnerID=40&md5=da3f7ec3c501593e126dd44c6f28fe9f>
- Aswad, M., Nurchalis, N. F., Yassi, A. H., Nasmilah, Pammu, A., & Arbain. (2020). Common silent consonant letters pronounced incorrectly by freshmen of English education program. In *Asian EFL Journal* (Vol. 27, Issue 1, pp. 145–158). <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85084092346&partnerID=40&md5=efaaeeb3a44ae2ced89b085ecad48afc>
- Bellon, J. (2000). *A Research-based Justification for debate Across the Curriculum*. Georgia State University.
- Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*. Pearson.
- Bueno, A. D. M. N. M. (2006). *TEFL in Secondary Education*. Editorial Universidad de Granada.
- Dale, Paulette; Wolf, J. C. (2000). *Speech Communication Made Simple*. Miami-Dade Community College.
- Dundes, L. (2001). Small Group Debates: Fostering Critical Thinking in Oral Presentations with Maximal Class Involvement. *Teaching Sociology*, 29(237). <https://doi.org/10.2307/1318721>
- Fulcher, G. (2003). *Testing Language Speaking*. Pearson Longman.
- Harris; David P. (1969). *Testing English as a Second Language*. McGraw-Hill.
- Hawkes, T. (2016). *Ten Leadership Lessons You Must Teach Your Teenager*. Hachette.
- Herminingsih, D. I., & Jazeri, M. (2020). Elevating the speaking ability through a culture talk in a video: Evidence from universitas Tulungagung, Indonesia. *Asian ESP Journal*, 16(52), 191–203. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85096795867&partnerID=40&md5=ecf5d441fe8c53aed6c5c94ad55a6931>
- Hornby, A. . (1995). *Oxford Advanced Learner's Dictionary of Current English*. Oxford University Press.
- Huber, R. S. A. C. (2006). *Influencing through Argument* (Updated). International Debate Education Association.
- Jones, P. (1996). *Planning an Oral Language Program* (In Pauline). PETS.
- Lai-Mei Leong, S. M. A. (2017). An Analysis of Factors Influencing Learners' English

- Speaking Skill. *Ijreeonline.Com*, 34–41.
http://ijreeonline.com/files/site1/user_files_68bcd6/sma1357-A-10-26-1-fofa0eb.pdf
- Learn English Teens. (2013). *Fluency*. British Council.
<https://learnenglishteens.britishcouncil.org/exams/speaking-exams/fluency>
- MeisarahF. (2020). Mobile-Assisted Pronunciation Training: The Google Play Pronunciation and Phonetics Application. *Script Journal: Journal of Linguistics and English Teaching*, 5(2), 70-88. <https://doi.org/10.24903/sj.v5i2.487>
- Mellshalihah. (2008). *Australasian English Debate Rules*.
- Nasir, A. (2018). The Implementing of Think-Pair-Share (TPS) Strategy in Teaching Speaking Skills. *Journal of Advanced English Studies*, 1(1), 8–13.
- Ramezaani, Raana; Larsari, Ebrahim Ezzati; Kiasi, M. A. (2016). The Relationship between Critical Thinkking and EFL Learners' Ability. *English Language Teaching*, 9(6), 189–198. <https://doi.org/http://dx.doi.org/10.5539/elt.v9n6p189>
- Rao, S. . (2018). Developing Speaking Skills in ESL or EFL Settings. *International Journal of English Language, Literature and Translation Studies*, 5(2).
<https://doi.org/https://doi.org/10.33329/ijelr.52.286>
- Rasdiana; Reski Alifa Ansari; Ade Mandala Putra. (2019). Applying Two Stay Two Stray (TSTS) Techniques by Using Picture Series to Improve Students' Speaking Skill. *Journal of Linguistics and English Teaching Studies*, 1(1), 10–24.
- Richards, J. C; Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University Press.
- Salleh, L. M. (2014). Power of Language. *Prosiding Seminar Antarabangsa Kelestarian Insan 2014*, 1–10. https://www.researchgate.net/publication/271502998_Power_of_Language
- Srinivas Rao, P. (2019). The Importance of Speaking Skills in English Classrooms. *Alford Council of International English & Literature Journal(ACIELJ)*, 2(2), 6–18.
- Thornbury, S. (2005). *How to Teach Speaking*. Pearson Education.
- Yassi, A. H. (2020). Effective numbers of small group work members in improving learners' grammar and speaking competence in english grammar classrooms: Interactive vs conventional teaching method. *Asian ESP Journal*, 16(1–2), 94–116.
<https://www.scopus.com/inward/record.uri?eid=2-s2.0-85083383154&partnerID=40&md5=7b370b8a957a8b93c93c79b772b48e1e>



Investigating Study Anxiety and Its Effect on Gender and Year of Study among University EFL Students in Jordan

Feras Ali Mohammad Al-Habies

Department of Psychology, Faculty of Arts, University of Jordan

Email: firas4400@yahoo.com

Bio-profile:

Feras Ali Mohammad Al-Habies is an assistance professor in the Department of Psychology, Faculty of Arts, University of Jordan. He is a psychologist practitioner, and his research interests include psychological issues among university students.

Abstract

Study anxiety is a persistent challenge for students, especially students of English as a foreign language. Even though different studies have investigated this issue, findings are different from one study to another, which increases the importance of the topic. The present study extends this area by investigating study anxiety among university EFL students in Jordan. The study employed a quantitative research design, and the sample is comprised of 136 students through random selection. The results indicated that there are statically significant differences in study anxiety among students based on gender and level of the study. Moreover, Tukey test for multiple comparisons shows that the sources of anxiety differences according to the level of study were in favor of first-year students. The study concluded that students can not overcome study anxiety, which leads to psychological disturbances such as worry, fear, and shyness, as well as physical disturbances such as stomachache and headache. Besides, the complexity of study anxiety among university students resulted from the complication of the factors that lead to study anxiety, which might include social and economic factors.

Keywords: *study anxiety; university EFL students; gender; year of study*

Introduction

Anxiety is considered to be a mood situation, which might occur without a vivid stimulus, yet this type of feeling is related to the sense of fear. That is, fear is defined as a behavior of avoidance, while anxiety is an uncontrollable feeling, and it is usually unavoidable (Ohman, 2000). The feeling of anxiety is known as a future-oriented mood since the person prepares himself to deal with future negative situations (Barlow, 2000). There are many symptoms of anxiety, including high worry and tension, and there might be unrealistic concern about a problem, restlessness, tension, irritability, headache, sweating, nausea, frequent going to the bathroom, excessive sleeping, tiredness, and trembling (Chandavarkar, Azzam, & Mathews, 2007; Cámara, & Calvete, 2012; Dalbudak, Evren, Aldemir, & Evren, 2014; Osborn, Venturo-Conerly, Wasil, Schleider, & Weisz, 2020).

One of the main psychological problems among university students in different parts of the world is anxiety (Khosravi, 2008; Razak, Yassin & Moqbel, 2019; Djumingin & Weda, 2019; Yang, 2019; Islam, Akter, Sikder, & Griffiths, 2020). For example, students' psychological anxiety was rated as 68.6% in India (Kumari et al., 2019), 54.4% in Hong Kong (Lun et al., 2018), 28.5% in Australia (Lovell et al., 2015), 47.1% in Turkey (Bayram & Bilgel, 2008), 25% in the USA (Beiter et al., 2015), 63% in Malaysia (Shamsuddin et al., 2013), 74.2% in Pakistan (Rizvi et al., 2015), 78.4% in Egypt (Abdallah & Gabr, 2014), and 63% in Saudi Arabia (Kulsoom & Afsar, 2015). These rates show that anxiety is a prevalent feeling among university students.

The common feeling of anxiety among university students is due to start the university, particularly that the age of the students is about 20, which is the transitional stage between adolescence and adulthood (Franzoi, Sauta, & Granieri, 2020). This stage of life brings up two types of changes, namely the physiological changes of adulthood and its responsibilities such as emancipation, career choices, financial requirements, and relationships (Arnet, Žukauskienė, & Sugimura, 2014; Franzoi & et al., 2020), as well as the higher education requirements such as tasks, performance, assignments, and the new learning experience (Settersten, & Ray, 2010; Schulenberg & Schoon, 2012; Yassin & Razak, 2017; Joseph, 2020).

However, studies in psychological anxiety among university students in the middle east, especially in Jordan, has not attracted the attention of scholars. That is, most of the studies that have been conducted in Jordan have focused on English language anxiety (Zrekat, Abu Bakar, & Latif, 2016; Huwari, & Dadawi, 2016), or general anxiety without focusing on study aspects (Hamdan-Mansour, Halabi, & Dawani, 2009). Therefore, there is a need to bridge this gap, because investigated study anxiety among university EFL students might reveal

implications to alleviate this feeling, which is the duty of not only students but also lecturers and the university as well. Accordingly, the current study aims to investigate anxiety among students in one of the universities in Jordan, and it aims to answer the following research questions:

- a. What is the level of study anxiety among university EFL students?
- b. What is the difference in study anxiety among university EFL students according to gender?
- c. What is the difference in English study anxiety among the students according to the year of study?

Literature Review

Anxiety is a distinction between the future and present, which can be divided into anxiety and fear, and the difference between fear and anxiety lies in the duration of emotional experience, threat specific type, temporal focus, and motivated direction (Patrick, Laprarie & Lilienfeld, 2011). While everyone has an experience with anxiety at some point in his/her life, it is a common reaction to real or perceived threats of all kinds, yet most of them do not develop long-term problems with anxiety (Rada & Johnson-Leong, 2004; Bleakley, 2020). According to Henig (2009), anxiety has different shapes such as phobia, social anxiety, obsessive-compulsive, and post-traumatic stress, which lead to physical and external effects and emotional effects. When someone does develop chronic or severe problems with anxiety, such problems are usually classified as being one or more of the specific types of Anxiety Disorders (Sylvers, Patrick, et al 2011). Besides, Andrews and Thomson (2009) stated that increased anxiety leads to higher vigilance in terms of possible threats in the environment, which in turn increases the tendency of proactive actions to such expected threats. The study of Barlow (2000) showed that people, who have chronic anxiety, suffer from three commonly known characteristics, namely a generalized biological vulnerability, a generalized psychological vulnerability, and a specific psychological vulnerability.

In the context of students, studies revealed different factors associated with students' anxiety, including psychological, social, and biological, which increase anxiety among students at different times and in various situations. The study of Chandler (2006) aimed to compare anxiety among school students in Ohio. Students filled the Revised Children's Manifest Anxiety Scale (RCMAS) three times: two weeks before the proficiency test, and one week before the test, and two weeks after the test. Findings showed that there was a significant difference in the comparison between the 6th-grade males and females, which was according

to the pretest administration, indicating that male students are more anxious than female students. The findings of the study about the test as a factor of anxiety are supported by Maier, Schaitz, Kroener, Connemann, and Sosic-Vasic, (2020) that taking exams is the main source of anxiety among students.

The study of Aktekin, et al. (2001) attempted to investigate the psychological changes, encountered by undergraduate medical students in Antalya, Turkey. The findings showed that first-year students encounter psychological health problems, and this psychological disturbance might be due to the decreasing social activities among students. In the same vein, the study of Vitasari, Abdul Wahab, Othman, Awang, (2010) aimed to identify sources of anxiety among university students in Malaysia, and it concluded with seven sources of anxiety, namely exams, presentations, language, mathematic, social anxiety.

The study of Franzoi, Sauta, and Granieri (2020) investigate state and trait anxiety among university students in Italy. The total number of students was 177 University students (71.2% females) aged 18-29, who gave their responses to the State-Trait Anxiety Inventory-Y, the Beck Depression Inventory-II, the Suicidal History Self-Rating Screening Scale, the Personality Inventory for DSM-5-Brief Form, and the Toronto Alexithymia Scale-20. The findings of the study showed that students at the university experience distress, especially concerning anxiety as well as depression. Similarly, the study of Islam (2020) investigated the anxiety and depression among university students and their potential reasons among first-year university students in Bangladesh. The findings showed that students experienced moderate to extremely severe levels of depression and anxiety, which scored 69.5% and 61%, respectively. The study showed no significant differences in terms of gender. This study supports the findings of previous studies that first-year university students, experience a high level of anxiety and stress (Rajiah & Saravanan, 2014; Abdallah & Gabr, 2014; Rajiah, K., Coumaravelou, & Ying, 2014; Yassin & Razak, 2017; Cheung, Tam, Tsang, Zhang, & Lit, 2020).

To sum up, many studies discussed anxiety among university students showed that university students feel anxious due to academic pressure leading to psychological and physical disturbances (Barlow, 2000; Aktekin, et al., 2001; Chandler, 2006; Patrick, Laprarie & Lilienfeld, 2011; Trigueros, Padilla, Aguilar-Parra, Rocamora, Morales-Gázquez & López-Liria, 2020; Maier, et al., 2020).

Methodology

The study employed a quantitative research design since it helps to collected data from among a wide range of population, which helps also to understand the general perception of

the students towards learning anxiety. Quantitative design is suitable for this study because the researcher can reach many students at different levels of study. Also, students can respond to the survey at the same time inside the classroom, which helps the researcher to get the desired responses from the students.

In terms of the study sample, a total sample of 136 participants was randomly selected from three levels of study (first, second, and third-year) of the English language. The sample comprised of 68 males and 68 females, and their age was ranging from 18 to 21 years.

The study anxiety of the respondents measured with the help of a self-administered survey, which consisted of 15 items for each item the students should fill in the circle that best describes how this student has been feeling over the last three months of the academic year 2019-2020. The survey is made of a five-point Likert scale, where 1 point is given to the choice strongly disagree and 5 points are given to the choice strongly agree. The survey has been revised by experts, then it was piloted to 40 students to check its reliability using Cronbach's Alpha (0.760). The reliability was checked again after the data collection, and the result was 0.820, which shows that the survey has good internal consistency.

The study process started with taking permission from the intended university, then students were invited to participate in the study, and after a brief introduction about the goals and purpose of the study. The questionnaire was administrated individually and the total time taken by each participant varies from 15 minutes to 20 minutes. After that, the data was tabulated and entered into the SPSS program for analysis.

In terms of data analysis, the data of the study were collected through a survey, and it was computed and analyzed using the Statistical Package of Social Sciences (SPSS) for (version 22). Since the survey was rated on a five-point Likert-scale. For the analysis of the level of anxiety among students, descriptive analysis was used in the form of means, standard deviations, and percentages. The study also used t-test analysis to compare the level of study among students according to gender. One-way ANOVA was also used to identify if there are statistically significant differences in the means of the students for the survey items according to the variable "level of study". Tukey test for multiple comparisons was also used to identify the sources of anxiety differences in the responses of the students to clarify which level of study experiences the highest level of anxiety.

Results

This section presents the results of the analysis to answer the study questions. The analysis was carried out through SPSS, and the results of each research question are shown below.

The first research question aimed to investigate the level of study anxiety among university EFL students in one of the universities in Jordan. The analysis was in the form of means, standard deviation, and percentages. Table (1) below shows the results of the analysis.

Table.1: means, standard deviation, and percentage of study anxiety among the students

No.	Items	Means	SD	100%
1	I am feeling afraid of asking questions in class.	2.42	1.08	60.56%
2	I speak only when someone asks a question.	2.36	1.10	59.07%
3	I feel worried that I will do badly at the faculty.	2.14	1.11	53.52%
4	I am worried that something bad will happen.	2.13	1.12	53.24%
5	I am seemed to be very shy.	2.10	1.08	52.59%
6	I am complaining of headaches, stomach aches or feeling sick.	2.10	1.12	52.50%
7	I feel afraid when I have to talk in front of the class.	2.06	1.08	51.48%
8	I hesitate to speak when there are group Situations.	2.05	1.12	51.20%
9	I am worried about what other people think of me.	2.32	1.12	58.06%
10	I do not volunteer answers or comments during class.	2.27	1.11	56.67%
11	I am afraid of making mistakes.	2.23	1.12	55.83%
12	I hate being the center of attention.	2.23	1.07	55.83%
13	I hesitate in starting tasks or ask whether they understood the task before starting.	2.21	1.08	55.19%
14	When I have a problem, I feel shaky.	2.19	1.13	54.63%
15	I am appeared nervous when approached by other student or adults.	2.16	1.12	54.07%
Total		2.20	0.88	54.96%

Results in above Table (1) indicate that the statement "I am feeling afraid of asking questions in class" has got highest means 2.42 was the most influential and ranked first with a percentage of 60.56%, while the statement "I speak only when someone asks a question " has got means 2.36 and percentage 59.07% and ranked second, and the third rank was for the statement "I feel worries that he will do badly at the faculty" with mean 2.14 and percentage 53.52%, while the statement "I am student worries about things" came next with mean 2.19 and percentage 54.07%. Moreover, the statement "I appeared nervous when approached by

other students" came next with a mean of 2.16 and a percentage of 54.07%. Finally, the total mean for all the items was 2.20 and its percentage was 54.07%.

The second research question aimed to investigate if there are significant differences in study anxiety among EFL students according to the variable "gender". Table (2) shows the t-test analysis to investigate if there are significant differences among the students according to "gender". The result of the analysis presents that there is a significant difference in study anxiety among EFL students in terms of gender since 0.01 is significant at the level of ($\alpha \leq 0.05$). The result of the analysis is shown in Table (2) below.

Table 2. t-test results of differences in study anxiety based on their gender

Gender	Mean	S.D.	T-value	α
Male	2.21	0.94		
Female	2.19	0.78	1.80	0.01*
Total	2.20	0.86		

*Significant at ($\alpha \leq 0.05$)

To answer the third research question, one-way ANOVA was used to investigate if there are significant differences among the students in study anxiety according to the variable "year of study". The result of the analysis is shown in Table (3) below.

Table (3) one-way ANOVA results for the differences of study anxiety according to "level of study"

Sources of variance	Sum of squares	Df	Mean squares	F	A
between group	1.94	267	0.97		
within group	207.29	2	0.78	1.25	0.028*
Total	209.23	267			

*Significant at ($\alpha \leq 0.05$)

Table (3) presents that there is a significant difference in the level of anxiety among the three groups since 0.02 is significant at ($\alpha \leq 0.05$). To know the sources of differences in the level of the study, Tukey test for multiple comparisons has been calculated in Table (4) below.

Table (4) Tukey-test for multiple comparisons of anxiety differences according to the level of study

Study level	Mean	SD	First	Second	Third
First	2.53	0.60	-----	0.03*	0.00
Second	2.23	0.56	0.03*	-----	0.04*
Third	2.31	0.57	0.00*	0.04*	-----

*Significant at ($\alpha \leq 0.05$)

Results in Table (4) manifest that there are significant differences among the three levels of study, and the most significant difference is in favor of the first-year students. In general, the results of the comparison between the first year with the second and third years are 0.03 and 0.00 respectively, which are significant at the level of ($\alpha \leq 0.05$). The results of the comparison of the second year with the first and the third years are 0.03 and 0.04 respectively, which are significant at the level of ($\alpha \leq 0.05$). The results of the comparison of the third year with the first and the second years are 0.03 and 0.04 respectively, which are significant at the level of ($\alpha \leq 0.05$). Therefore, there is a significant difference at the level of $\alpha \leq 0.05$ in terms of the year of study.

Discussion

The purpose of the study was to explore the study anxiety among EFL students in one of the universities, in Jordan. The findings showed that the students feel worried if they perform badly in their study, afraid of asking questions, and feel shy inside the classroom, which are clear indicators for study anxiety. These findings are in line with the finding of previous studies that university students cannot avoid study anxiety (Rajiah & Saravanan, 2014; Abdallah & Gabr, 2014; Rajiah, K., Coumaravelou, & Ying, 2014; Yassin & Razak, 2017 Zemni & Alrefaee, 2020; Cheung, Tam, Tsang, Zhang, & Lit, 2020). There might be different explanations for this, one of them is that the study duties make the students feel stress, and this might be attributed to their fear of low performance. In other words, university study is distinguished because it is the stage of self-realization through knowledge-gaining. This awareness might be one of the study sources of fear, anxiety, and worry, especially that it is related to their future career (Karaoglu, & Seker, 2010).

Besides, study anxiety might lead to physical symptoms such as stomachache, and headache. These physical changes have been found among university students in previous literature (Henig, 2009; Aktekin, et al., 2001; Lovell, Nash, Sharman, & Lane, 2015). Such

physical effects on students resulted from the high pressure to improve their academic achievement. That is, the main indicator of success among university students is academic achievement, which might be one of the factors related to study anxiety among university students (Mounsey, Vandehey, & Diekhoff, 2013; Razak, Yassin & Maasum, 2017; Trigueros, 2020).

In addition, the findings of the study showed that the students feel worried to speak and to ask questions, and they feel anxious to communicate with others. Even though the fear of tests, fear of committing mistakes, and fear of low performance are sources of study anxiety, social anxiety is still related to study anxiety (Darcin, A. E., Noyan, C., Nurmedov, S., Yilmaz, O., & Dilbaz, N. 2015; Kulsoom, & Afsar, 2015; Islam, et al., 2020; Reta, Ayalew, Yeneabat, & Bedaso, 2020). That is, anxiety from contacting others is one of the factors related to study anxiety, especially that students might feel worried when they communicate with others. This might be attributed to that speaking and negotiation, as well as presentations are essential skills in higher education among students of English language. Therefore, students might be afraid of committing mistakes, which leads to worry among students to put themselves in embarrassing situations.

The study investigated the difference of gender according to gender and the level of study. The findings of this study showed that there are statically differences in study anxiety among students based on gender, and level of the study. Study anxiety is a real phenomenon, where university students suffer to some levels of study anxiety, especially that they have new experiences in the study environment and the study situation and campus environment. Study anxiety is different among students, and there might be outer factors that increase this phenomenon among students such as the political conditions, business, and completion of socioeconomic problems of essential and nonessential needs that effort the appropriate explore for causes anxiety. In terms of gender, there are numerous factors, especially that male and female student experience different reactions to anxiety, due to the adventure political conditions of Jordanian male are more physical and mentally affect have gathered personal demands more responsibility related to family and job that males have more responsible as compared to female students (Putwain, 2008; Sallam, Dababseh, Yaseen, & et al., 2020; Osborn, 2020).

Conclusion

This study aimed to investigate study anxiety among EFL university students in Jordan. The findings showed that the students experience a moderate level of anxiety. Students'

responses to the items of the survey show that students experience psychological worry, fear, and shyness. Also, some students might experience physical disturbances such as stomachache and headache, while others might experience study anxiety related to their interaction with the others. These study anxiety factors might be attributed to fear of academic achievement and low performance. Also, the social, economic, and political external factors might contribute to such feelings of study anxiety.

One of the implications of the study is that university students, especially first years at college, experience a new educational system, differing from their previous experience at school. Hence, there is a need from the side of lecturers to consider this point to support the students, especially that they are studying English as a foreign language, and this language is different from their mother tongue. That is, lectures support for students at university is of great asset to them to overcome the psychological pressure, resulted from the study duties. Besides, families need to support students at university to alleviate study anxiety, because students might feel pressure to perform better to improve their image and gain the respect of their families. In other words, families tend to encourage university students to get high scores, which increase the pressure among university students, and study anxiety as well.

However, this study was limited to one university in Jordan, and the number of participants is limited, which might affect the generalization of the findings. Hence, future studies in the context of Jordan might investigate the anxiety issue among university students in different universities and different places. Besides, qualitative studies might provide other factors that reflect students' experiences, which are not in the consideration of researchers.

References

- Abdallah, A. R., & Gabr, H. M. (2014). Depression, anxiety and stress among first year medical students in an Egyptian public university. *International Research Journal of Medicine and Medical Sciences*, 2(1), 11–19.
- Aktekin, M., Karaman, T., Senol, Y. Y., Erdem, S., Erengin, H., & Akaydin, M. (2001). Anxiety, depression and stressful life events among medical students: a prospective study in Antalya, Turkey. *Medical education*, 35(1), 12-17.
- Andrews, P. W., & Thomson Jr, J. A. (2009). The bright side of being blue: Depression as an adaptation for analyzing complex problems. *Psychological review*, 116(3), 620.
- Arnett, J. J., Žukauskienė, R., & Sugimura, K. (2014). The new life stage of emerging adulthood at ages 18–29 years: Implications for mental health. *The Lancet Psychiatry*, 1(7), 569-576.
- Barlow, D. H. (2000). Unraveling the mysteries of anxiety and its disorders from the perspective of emotion theory. *American psychologist*, 55(11), 1247.
- Bayram, N., & Bilgel, N. (2008). The prevalence and socio-demographic correlations of depression, anxiety and stress among a group of university students. *Social Psychiatry and Psychiatric Epidemiology*, 43(8), 667–672.
- Beiter, R., Nash, R., Mccrady, M., Rhoades, D., Linscomb, M., Clarahan, M., & Sammut, S. (2015). The prevalence and correlates of depression, anxiety, and stress in a sample of college students. *Journal of Affective Disorders*, 173, 90–96.
- Bleakley, S. (2020). Anxiety disorders: clinical features and diagnosis. *Evaluation*, 14(47), 19.
- Cámara, M., & Calvete, E. (2012). Early maladaptive schemas as moderators of the impact of stressful events on anxiety and depression in university students. *Journal of Psychopathology and Behavioral Assessment*, 34(1), 58-68.
- Chandavarkar, U., Azzam, A., & Mathews, C. A. (2007). Anxiety symptoms and perceived performance in medical students. *Depression and anxiety*, 24(2), 103-111.
- Cheung, K., Tam, K. Y., Tsang, M. H., Zhang, L. W., & Lit, S. W. (2020). Depression, anxiety and stress in different subgroups of first-year university students from 4-year cohort data. *Journal of Affective Disorders*.
- Dalbudak, E., Evren, C., Aldemir, S., & Evren, B. (2014). The severity of Internet addiction risk and its relationship with the severity of borderline personality features, childhood traumas, dissociative experiences, depression and anxiety symptoms among Turkish university students. *Psychiatry research*, 219(3), 577-582.

- Darcin, A. E., Noyan, C., Nurmedov, S., Yilmaz, O., & Dilbaz, N. (2015). Smartphone addiction in relation with social anxiety and loneliness among university students in Turkey. *European Psychiatry, 30*(S1), 1-1.
- Djumingin, S., & Weda, S. (2019). Anxiety in Classroom Presentation in Teaching-Learning Interaction in English for Students of Indonesian Study Program at Higher Education. *International Journal of Education and Practice, 7*(1), 1-9.
- Franzoi, I. G., Sauta, M. D., & Granieri, A. (2020). State and Trait Anxiety Among University Students: A Moderated Mediation Model of Negative Affectivity, Alexithymia, and Housing Conditions. *Frontiers in Psychology, 11*, 1255.
- Hamdan-Mansour, A. M., Halabi, J. O., & Dawani, H. A. (2009). Depression, hostility, and substance use among university students in Jordan. *Mental Health and Substance Use: Dual Diagnosis, 2*(1), 52-63.
- Henig, R. M. (2009). Understanding the anxious mind. *The New York Times*.
- Islam, S., Akter, R., Sikder, T., & Griffiths, M. D. (2020). Prevalence and factors associated with depression and anxiety among first-year university students in Bangladesh: a cross-sectional study. *International Journal of Mental Health and Addiction, 1*-14.
- Joseph, V. (2020). Effects of Gender, Test Anxiety and Test Items Scrambling on Students' Performance in Mathematics: A Quasi-Experimental Study. *World, 2*(2), 56-75.
- Karaoglu, N., & Seker, M. (2010). Anxiety and depression in medical students related to desire for and expectations from a medical career. *West Indian Med J, 59*(2), 196-202.
- Kulsoom, B., & Afsar, N. A. (2015). Stress, anxiety, and depression among medical students in a multiethnic setting. *Neuropsychiatric Disease and Treatment, 11*, 1713–1722.
- Khosravi, M. (2008). The relationship between personality factors and test anxiety among university students. *International Journal of Behavioral Sciences, 2*(1), 13-24.
- Kumari, R., Langer, B., Jandial, S., Gupta, R., Raina, S. K., & Singh, P. (2019). Psycho-social health problems: prevalence and associated factors among students of professional colleges in Jammu. *Indian Journal of Community Health, 31*(01), 43–49.
- Lovell, G. P., Nash, K., Sharman, R., & Lane, B. R. (2015). A cross-sectional investigation of depressive, anxiety, and stress symptoms and health-behavior participation in Australian university students. *Nursing and Health Sciences, 17*, 134–142.
- Lun, K. W., Chan, C. K., Ip, P. K., Ma, S. Y., Tsai, W. W., Wong, C. S., Wong, C. H., Wong, T. W., & Yan, D. (2018). Depression and anxiety among university students in Hong Kong. *Hong Kong Medical Journal (Xianggang Yi Xue Za Zhi), 24*(5), 466–472.

- Maier, A., Schaitz, C., Kroener, J., Connemann, B. J., & Sosic-Vasic, Z. (2020). Imagery Rescripting: Exploratory evaluation of a short intervention to reduce test anxiety in university students. *Frontiers in Psychiatry, 11*, 84.
- Mounsey, R., Vandehey, M., & Diekhoff, G. (2013). Working and non-working university students: Anxiety, depression, and grade point average. *College Student Journal, 47*(2), 379-389.
- Ohman, A. (1993). Fear and anxiety: Evolutionary, cognitive and clinical perspectives. *Handbook of Emotions, 511-536*.
- Osborn, T. L., Venturo-Conerly, K. E., Wasil, A. R., Schleider, J. L., & Weisz, J. R. (2020). Depression and anxiety symptoms, social support, and demographic factors among Kenyan high school students. *Journal of Child and Family Studies, 29*(5), 1432-1443.
- Putwain, D. W. (2008). Test anxiety and GCSE performance: The effect of gender and socio-economic background. *Educational Psychology in Practice, 24*(4), 319-334.
- Rada, R. E., & Johnson-Leong, C. (2004). Stress, burnout, anxiety and depression among dentists. *The Journal of the American Dental Association, 135*(6), 788-794.
- Rajiah, K., & Saravanan, C. (2014). The effectiveness of psychoeducation and systematic desensitization to reduce test anxiety among first-year pharmacy students. *American journal of pharmaceutical education, 78*(9).
- Rajiah, K., Coumaravelou, S., & Ying, O. W. (2014). Relationship of test anxiety, psychological distress and academic motivation among first year undergraduate pharmacy students. *International Journal of Applied Psychology, 4*(2), 68-72.
- Reta, Y., Ayalew, M., Yeneabat, T., & Bedaso, A. (2020). Social anxiety disorder among undergraduate students of Hawassa University, College of Medicine and Health Sciences, Ethiopia. *Neuropsychiatric Disease and Treatment, 16*, 571.
- Razak, N. A., Yassin, A. A., & Moqbel, M. S. S. (2019). Investigating Foreign Language Reading Anxiety Among Yemeni International Students in Malaysian Universities. *International Journal of English Linguistics, 9*(4).
- Rizvi, F., Qureshi, A., Rajput, A.M., & Afzal, M. (2015). Prevalence of depression, anxiety and stress (by DASS scoring system) among medical students in Islamabad, Pakistan. *British Journal of Medicine & Medical Research, 8*(01), 69-75.
- Sallam, M., Dababseh, D., Yaseen, A., Al-Haidar, A., Ababneh, N. A., Bakri, F. G., & Mahafzah, A. (2020). Conspiracy beliefs are associated with lower knowledge and higher anxiety levels regarding COVID-19 among students at the University of

- Jordan. *International journal of environmental research and public health*, 17(14), 4915.
- Schulenberg, J., and Schoon, I. (2012). The transition to adulthood across time and space: overview of special section. *Longit. Life Course Stud.* 3, 164–172.
- Settersten Jr, R. A., & Ray, B. (2010). What's going on with young people today? The long and twisting path to adulthood. *The future of children*, 19-41.
- Shamsuddin, K., Fadzil, F., Ismail, W. S. W., Shah, S. A., Omar, K., Muhammad, N. A., et al. (2013). Correlates of depression, anxiety and stress among Malaysian university students. *Asian Journal of Psychiatry*, 6(4), 318–323.
- Sylvers, P., Lilienfeld, S. O., & LaPrairie, J. L. (2011). Differences between trait fear and trait anxiety: Implications for psychopathology. *Clinical psychology review*, 31(1), 122-137.
- Trigueros, R., Padilla, A. M., Aguilar-Parra, J. M., Rocamora, P., Morales-Gázquez, M. J., & López-Liria, R. (2020). The Influence of Emotional Intelligence on Resilience, Test Anxiety, Academic Stress and the Mediterranean Diet. A Study with University Students. *International Journal of Environmental Research and Public Health*, 17(6), 2071.
- Vitasari, P., Wahab, M. N. A., Othman, A., & Awang, M. G. (2010). A research for identifying study anxiety sources among university students. *International Education Studies*, 3(2), 189-196.
- Yang, P. L. (2019). Investigating the Impact of English Picture Books on Efl Learners' Anxiety in Taiwan. *Humanities*, 7(2), 56-63.
- Zald, D. H., & Pardo, J. V. (1997). Emotion, olfaction, and the human amygdala: amygdala activation during aversive olfactory stimulation. *Proceedings of the National Academy of Sciences*, 94(8), 4119-4124.
- Zemni, B. & Alrefae, Y. (2020). Investigating the Source of Reading Anxiety among Undergraduate Saudi Female EFL Students in Translation Departments. *TESOL International Journal*, 15 (5). 65-77
- Zrekat, Y., Abu Bakar, N., & Latif, H. (2016). The level of anxiety among Jordanian EFL undergraduates in oral communication performance. *Arab World English Journal (AWEJ)*, 7(3), 188-202.



COVID-19 Pandemic and the Changing Paradigms of Higher Education: A Gulf University Perspective

Mohanad Alfiras

Gulf University, Bahrain

dr.mohanad.alfiras@Gulfuniversity.edu.bh

Janaki Bojiah

Gulf University, Bahrain

Amr Abdullatif Yassin

Ibb University, Yemen

amryassin84@gmail.com

Bio-profiles:

Mohanad Alfiras received his B.Sc. Honors degree in Electric and Electronic Engineering in 1998 from University of Technology, Iraq. He continued his higher education at the same University and accomplished his MS. and Ph.D. degrees in Communication System Engineering in 2000 and 2006, respectively. In 2006, he joined Gulf University as an Assistant Professor in the Department of Computer Communication Engineering. He was promoted as the Head of Computer Communication Engineering in 2008. Mohanned Al Firas has authored/co-authored over 41 re-search/publications in peer reviewed reputed journals and presented papers in numerous conferences. With his academic accomplishments, he also continued his academic administrative duties at Gulf University. He fulfilled his duty as the Dean of Admissions and Registration of Gulf University. Since 2015, he had been extending his duty as the Acting President of Gulf University and from 2017 he has become the President of Gulf University.

Dr. Janaki Bojiah teaches English at Gulf University, Kingdom of Bahrain. She has nearly 20 re-search publications to her credit. She has the experience of participating in and organizing seminars and conferences.

Dr. Amr Abdullatif Yassin is a member of the academic staff in English Department, Ibb University, Yemen. He got his B.A from English Department, Ibb University, Yemen in 2004. Then, he got his M.A in English Language Studies from UKM, Malaysia in 2015, and got his Ph.D. in English Language Studies from UKM, Malaysia in 2020. Yassin has authored two books in his major and over 15 papers in TESOL, Applied Linguistics, and E-Learning.

Abstract

With the outbreak of COVID-19 in the month of February 2020, Bahrain government had to enforce distance learning amidst the school and university students and the faculty were directed to work from home. With no formal and intense training, it was completely a fire fighting scenario be it for students or for the faculty members. Thanks to digital tools, supportive IT staff, tech-savvy students, and easy availability of high-speed internet – without which the coping with could have been impossible for the faculty. With this backdrop, this paper intends to spell out the changing paradigms of Gulf University with respect to teaching and learning process during COVID-19 phase and how the faculty members and students have been managing to achieve the objectives of the teaching and learning.

Keywords: *COVID-19, online classes, distant learning, Gulf University, Bahrain.*

Introduction

Though Corona virus broke out in the end of the year 2019 in Wuhan, China (Sansa, 2020), Bahrain was considering that to be a passing cloud kind of issue till the beginning of February 2020. But the pandemic became an object of scare when the news broke out from Iran on 19 February regarding a person carrying the infection from Qom. Then the fever started amongst the local population which led to strenuous vigilance on people travelling from Iran and the index case in Bahrain was identified on 21 February. Without wasting time pondering or waiting, the Ministry of Health of Bahrain announced a travel ban and suspended all the educational institutes with an intention to control the spread of the pandemic. Unfortunately, this played havoc affecting the mental and moral well-being of students (UNESCO, 2020; APA, 2020). Immense efforts were taken by the educationists of the region to create awareness of the spread of Coronavirus and the ways to improve immunity and avoid being infected were demonstrated in the form of pamphlets, display notices, audio messages and video broadcasts (Shaanxi Normal University, 2020). Since the suspension of the

educational institutes happened suddenly to reinforce social distancing (Wu, 2020; CDC, 2020), it was really a nightmare for the educationists as to how to cope with the lock down situation (Wang, 2020) especially when the midterm examinations for the Spring semester were around the corner. With the forced work from home (Hubbard, 2020), identifying the new set of requirements to manage the risk (Luo et al., 2020), the need to employ artificial intelligence (Lim, 2020) to cater to the furthering of the academics for the current students became the issue of utmost importance (World Bank, 2020). Gulf University (GU), one of the leading private universities in Bahrain known for its academic excellence, offers undergraduate programs in Interior and Design Engineering, Administrative and Financial Sciences, Human Resources Management and Mass Communication. It took this opportunity and became the pioneer to start the classes in online mode (McKimm et al., 2020; Goh and Sanders, 2020) using Microsoft Teams (OECD, 2020) effectively. The IT staff of Gulf University provided an hour of orientation on how to teach using the application supported by a series of demonstrative video materials. The students were provided with a same kind of materials in the learning perspective using the smart phones (Mittelmier et al., 2019). The management took efforts to ensure that the classes were converted into MS Teams groups and the same scheduling was followed to impart the lesson modules. By the end of February, online classes became a regular and normal feature of academics and with some hesitation and more exploration the faculty of GU left no stone unturned to ensure the continuity of business. This paper intends to highlight the significant experience of the faculty and students during this makeshift and the responses to the challenge pertaining to this change management. The study has come out with issues that are to be addressed in future which will lay a scope for the extension of this qualitative research pursuit. These issues that can be interpreted for furthering the research in this perspective are recorded under the last section.

Makeshift Experience in Gulf University

With the modus operandi to complete the course content required for the midterm exam or revise the content pertaining to the same, the faculty members of GU initially have had a hard struggle inviting and adding each student of all the groups. Within a short span of time the academicians embarked on their maiden effort of online teaching. The beauty of online classes is that it can easily reach people irrespective of distance and varied time zones. Students can download and retrieve the study materials and learn at their own paces (Gewin, 2020). Recording of the lectures further facilitates to rewind and replay for more intense understanding and repeated clarification. Students can avoid taking notes during the lectures which further

facilitates keen listening and active clarification of doubts with the faculty members straightaway. Further, digital clouds have given the students the freedom to access the learning resources round the clock. Social interaction has increased big time using discussion forums. Even the hesitant and shy students are inclined to send private chat. The adaptable digital tool, blogs, have gained momentum to provide reflective and collaborative learning resulting in self/independent learning and research-based learning. Using the posts, the faculty member provides a topic or a series of topics for discussion with a specified set of instructions and assessment rubrics mentioning the parameters accounted for the quality and quantity of participation in the discussion. Further, by giving group discussion tasks, the faculty members can help the students overcome the frustration that arises from the lack of social interaction.

In general, intermittent connectivity has always been a problem which is hard to manage. The buffering of videos, lack of clarity in audio materials, delay in the downloading of materials, disturbance in the material transfer, incompatibility with respect to smart devices and lack of experience of students and faculty members with respect to this mode of classes were the initial loopholes. Due to these, the faculty members felt that they were talking to themselves most of the time. As neither the faculty members nor the students were used to talking to people online for such a long time (more than one hour) at a stretch, there was an intermittent phase of boredom and frustration felt both by the faculty members and students.

Then comes the student attendance; some students were seemingly present throughout the classes, but a response be it oral or written could come only when the class attendance was taken. When the same students were asked some questions during the imparting of the lessons the teachers could not receive any kind of response. Though the faculty members could give them attendance, the level of student engagement and participation remained debatable. When the faculty members attempted to engage them with activities to be submitted from time to time throughout the lecture period, the faculty members could find plagiarized submissions and very short or inappropriate responses. Making students more responsive and attentive in the classes adhering to the academic integrity became the challenge as the whole process of monitoring went amiss in online classes (Borge & Mercier, 2019).

The faculty members felt happy about transferring the audio-visual materials to students very effortlessly on Teams (Barteit et al., 2020) and their very enthusiasm and motivation effected learning (König, 2020). However, the procurement of these teaching and learning materials and the retention of the same have actually increased the students being not so attentive or active during classes leading to dilution of the effectiveness of knowledge transfer. The pedagogies and teaching tools adopted for the imparting of the specified intended learning

outcome were proved to be less efficient to achieve the goal. With COVID-19 lock down, the emotional breakdown, lack of social interaction, insecurity regarding the future, less mobility of money, lack of self-motivation, user resistance to technology, lack of flexibility to manage change were the attributes added to the predicament of faculty members and students which played havoc in the academic process of GU in particular and globally in all the Corona virus infected countries.

The most awaited midterm examinations were to be conducted online and this was a Herculean task by most of the faculty members as they have never had the experience of attending or conducting an online exam. Some of the noteworthy botherations were how to document the examination, how to conduct the examination online, how to proctor the exam, how to avoid plagiarism from online resources or others, how to mark the exam, how to carry out the moderation of marking of the examination and above all how to stop students interacting with each other through the WhatsApp groups and other social media groups. A demonstrative video sent by the IT Head enlightened the faculty members with the use of Microsoft forms to be embedded under the Assignments section of MS Teams. The further practical exploration of the various formats of MS forms helped the faculty members to understand making of an online exam, conducting of an online exam, providing marks and feedback to the students, submission of the marks for moderation and documenting of the whole process meticulously. However, the faculty members were aware of the reluctant attitude of Gulf-Arab students especially the girls with respect to opening of webcams and showing their faces online during exams (Sanderson 2020) for the purpose of monitoring.

Responding to the change Management

Infusing of digital tools to facilitate and enhance learning has been a strategic dimension of not only the Higher Education Council, the governing body of universities in Bahrain but also Gulf University which further adds creativity, continuous development and sustainability to its core values strategically. After the conduct of midterm examinations, both faculty and students have become more confident in using digital tools to achieve effectiveness of teaching and learning. The increase in the number of students registered for the online courses in the following semester (Summer semester) encapsulates that the students are very comfortable with this mode of learning.

However, with the critical insights imbibed from the initial experience of online teaching, the faculty members could understand that the same pedagogies and same classroom materials should not be adopted for online mode of teaching. They strenuously indulged in identifying

the ways and means to enhance the teaching experience. As a result, the flipped classroom and team building tasks became part of online classes (Chick, 2020). They shared the experiences on the WhatsApp group that resulted in mutual learning and the more tech-savvy faculty members shared various demonstrative videos on facilitating the process. The faculty members attended multiple webinars and accessed various journals in this regard to equip themselves to face the hurdles better and overcome the challenges.

Also, minor changes with respect to the intended learning outcomes of the courses and assessments methods were identified. The whole faculty group had to do a lot of brainstorming and attend a lot of meetings to collaborate in the task of coming to an understanding to decide on this revision without hampering the course objectives. This raised the panic in the minds of the students owing to the increase in students' workload and level of frustration. Following this, was the convincing of the students to adapt to this change by spelling out the necessity for this restructuring which took another series of online meetings.

Various efforts have been put to identify the appropriate and cost-effective tools to perform online proctoring. Nevertheless, the faculty team has tried to provide various sets of shuffled questions papers to specified multiple student groups for the same course and class. Multiple choice questions were given less time to answer with an intention of reducing students indulging in plagiarism or discussion with others. Another method to ensure fairness of assessments is to assign creative tasks but this task may not be applicable for all the level of the courses across the varied disciplines university wide.

Conclusion

In a nutshell, the opinion of the faculty members acknowledges that the emergence of the online classes in the firefighting situation of COVID-19 is more than a mere resort. They find the online classes to be very effective when it comes to highly theoretical courses and semi-theoretical courses as substantial transfer of knowledge as well as materials are achieved. However, the interior design studio courses, courses related to the human behavioural studies pertaining to Human Resources Management programme and mathematics courses are imparted less effectively when compared to its real mode of teaching. The complete distant mode of teaching and learning could be welcomed and reinforced during such pandemic situations but when it comes to developing the social skills of the students, the faculty members tend to have a back foot. With no recognized, cost-effective, fool proof online proctoring tool in place, the reliability and fairness of examinations continue to be a debate.

Further Research

With the experience in terms of imparting of distant teaching and learning, the following are important for furthering the scope of research in this context:

- Online mode of transfer of knowledge demands a set of teaching materials, learning hand-outs and pedagogies that are different from the resources used in face-to-face classes.
- Online mode requires a different set of assessment methods and criteria to examine the effectiveness of learning.
- Reading the students and understanding their body language are important for the faculty members to be emphatic which is not possible in the current scenario.
- Both faculty members and students should be trained formally for online mode of teaching and learning.
- The nature of the course should be taken into consideration during the decision making regarding the mode of its imparting.
- Online mode of assessments needs intense research to come out with practical solutions with respect to reliability and fairness.
- Post pandemic globe may attempt to opt for a mix of online and face-to-face classes (Zhu, 2020)
- Post pandemic era should explore potential and practical opportunities with respect to technology to make the academic experience altogether an exciting one (Jandrić, 2020).
- English language skills are essential for online teaching and learning not only English language but also other courses (Yassin, Razak, & Maasum, 2019).

References

- (2020). Human behavior in the time of COVID-19: Learning from psychological science. <https://www.psychologicalscience.org/observer/human-behavior-in-the-time-of-covid-19>.
- Barteit, S., Guzek, D., Jahn, A., Bärnighausen, T., et al. (2020). 'Evaluation of e-learning for medical education in low-and middle-income countries: A systematic review'. *Computers & Education*, 145, 103726. <https://doi.org/10.1016/j.compedu.2019.103726>
- Borge, M., & Mercier, E. (2019). Towards a micro-ecological approach to CSCL. *International Journal of Computer-Supported Collaborative Learning*, 14(2), 219-235. <https://doi.org/10.1007/s11412-019-09301-6>.
- CDC. Public Health Recommendations after Travel-Associated COVID-19 Exposure. Centers for Disease Control and Prevention. Coronavirus Disease 2019 (COVID-19).

- <https://www.cdc.gov/coronavirus/2019-ncov/php/risk-assessment.html>. Accessed Apr. 2, 2020
- Chick, R. C., Clifton, G. T., Peace, K. M. et al. (2020). Using technology to maintain the education of residents during the COVID-19 pandemic. *Journal of Surgical Education*. <https://doi.org/10.1016/j.jsurg.2020.03.018>
- Gewin V (2020) Five tips for moving teaching online as COVID19 takes hold. *Nature* 580:295–296
- Goh, P. S. and Sandars, J. (2020). 'A vision of the use of technology in medical education after the COVID-19 pandemic'. *MedEdPublish*, 9. <https://doi.org/10.15694/mep.2020.000049.1>
- Hubbard, B. (2020). Coronavirus fears terrify and impoverish migrants in the Persian Gulf. *New York Times*, 13 April. <https://www.nytimes.com/2020/04/13/world/middleeast/persian-gulf-migrants-coronavirus.html>. Accessed 4 May 2020.
- Jandrić, P. (2020). Postdigital research in the time of Covid-19. *Postdigital Science and Education*, 2, 233 – 238. <https://doi.org/10.1007/s42438-020-00113-8>.
- König, L. (2020). 'Podcasts in higher education: teacher enthusiasm increases students' excitement, interest, enjoyment, and learning motivation'. *Educational Studies*, 1-4. <https://doi.org/10.1080/03055698.2019.1706040>
- Lim, Ida. Covid-19: What are Malaysia's public universities doing? Online classes and more... *Malay Mail*. <https://www.malaymail.com/news/malaysia/2020/03/16/covid-19what-are-malaysias-public-universities-doing-online-classes-and-mo/1847071>, 2020
- Luo, Yu-Meng, Wei Liu, Xiao-Guang Yue, and Marc A. Rosen. 2020. Sustainable Emergency Management Based on Intelligent Information Processing. *Sustainability*.
- McKimm, J., Gibbs, T., Bishop, J. and Jones, P. (2020). 'Health Professions' Educators' Adaptation to Rapidly Changing Circumstances: The Ottawa 2020 Conference Experience'. *MedEdPublish*, 9. <https://doi.org/10.15694/mep.2020.000047.1>
- Mittelmeier, J., Rogaten, J., Sachikonye, M., Gunter, A., et al. (2019). 'Understanding the adjustment of first-year distance education students in South Africa: Factors that impact students' experiences'. *The International Review of Research in Open and Distributed Learning*, 20(3). <https://doi.org/10.19173/irrodl.v20i4.4101>
- OECD. (2020). 'A framework to guide an education response to the COVID-19 Pandemic of 2020'. Retrieved on 4 April 2020 from <https://read.oecd->

ilibrary.org/view/?ref=126_126988-t63lxosohs&title=A-framework-to-guide-an-education-response-to-the-Covid-19-Pandemic-of-2020 Walker

- Sanderson, D. (2020). UAE students speak out against webcam policy for online exams. *The National*, 13 April. <https://www.thenational.ae/uae/education/uae-students-speak-out-against-webcam-policy-for-online-exams-1.1005549>. Accessed 4 May 2020.
- Sansa, N.A. (2020). Analysis for the Impact of the COVID - 19 to the Petrol Price in China (March 2, 2020). Accessed 08/04/2020, available from <https://ssrn.com/abstract=3547413>.
- Shaanxi Normal University. 2020. The First Mental Health Guidance Manual of the “War on Resistance to Epidemic” Was Formally Published by Our Publishing House. Available online: <http://news.snnu.edu.cn/info/1012/22155.htm> (accessed on 11 February 2020).
- UNESCO (2020). COVID-19 Educational Disruption and Response. <https://en.unesco.org/covid19/educationresponse>. Retrieved Feb 2020
- Wang, Guanghai, et al., 2020. Mitigate the effects of home confinement on children during the COVID-19 outbreak. *The Lancet*. 395.10228. 945–947. [http://doi.org/10.1016/S0140-6736\(20\)30547-X](http://doi.org/10.1016/S0140-6736(20)30547-X)
- World Bank. (2020). Guidance Note on Remote Learning and COVID-19 (English). Washington, D. C.: World Bank Group. Accessed 08/04/2020, available from <http://documents.worldbank.org/curated/en/>
- Wu Z, McGoogan, J.M. (2020) Characteristics of and important lessons from the coronavirus disease 2019 (COVID-19) outbreak in china: summary of a report of 72314 cases from the Chinese center for disease control and prevention. *JAMA*. <https://doi.org/10.1001/jama.2020.2648>
- Zhu, X. (2020). Building up National Online Teacher Education System. *Research in Education Development*, 40(2), 3. <https://doi.org/10.14121/j.cnki.1008-3855.2020.02.002>.
- Yassin, A. A., Razak, N. A., & Maasum, N. R. M. (2019). Investigating the Need for Computer Assisted Cooperative Learning to Improve Reading Skills Among Yemeni University EFL Students: A Needs Analysis Study. *International Journal of Virtual and Personal Learning Environments (IJVPLE)*, 9(2), 15-31.



Power, Resistance, and Second Language Writers (L2): A Critical Qualitative Case Study

Menia Mohammad Almenia

Department of English and Translation, College of Arabic Language and Social Studies
Qassim University, Saudi Arabia

Majed Abdullah Alharbi

Department of English, Faculty of Education
Majmaah University, Saudi Arabia

Bio-profiles:

Menia Mohammad Almenia is an assistant professor of English Literature and Criticism at the Department of English Language and Translation in Qassim University, Qassim, Saudi Arabia, with more than 11 years of teaching English courses at the university. He received his PhD in English Literature & Criticism in 2017 from Indiana University of Pennsylvania.

Email: mmmniea@qu.edu.sa

Majed Abdullah Alharbi works as an assistant professor in the Department of English at Majma'ah University, Saudi Arabia. He earned his Ph.D. in Language, Literacy, and Sociocultural Studies from the University of New Mexico. His research focuses on second language writing and writers' agency and voice, discourse analysis, and critical literacy.

Email: m.alufi@mu.edu.sa

Abstract

While much has been explored on how diverse ESL students resist and conform to the dominant linguistic and social norms, little is known about how second language (L2) writers who come from an authoritative education background use writing as a tool to strategically resist the domain discourse in their writing (Alharbi, 2019). Researchers in L2 writing

addressed how students can have the potential to construct unique identities by enacting their disciplines' rhetorical conventions (Hyland, 2015 & Tardy, 2009). Using a critical case study approach, this paper examines how three Saudi L2 writers constructed a myriad of resisting identities while pursuing their graduate programs in the U.S. The findings showed that writing in different disciplinary can scaffold students to negotiate and construct a proactive identity. Findings of this study shows that L2 writers can use their disciplinary discourse community to construct resisting identities that help them enact an agency in different rhetorical situations. Implications of this study suggest that through dynamic interactions with a range of discourses, communities, institutions, individuals, texts, and ideologies, L2 students may have the potential to project robust, multifaceted disciplinary voices.

Keywords: *disciplinary identity, empowerment, L2 writing, resistance, Saudi writers*

Introduction

Second language writers have long been labeled as non-efficient writers in comparison to their peers in L1 composition. Traditionally, L2 writers have been encouraged to stick to the dominant Western style of writing. Hence, the student's accommodation to and confirmation of the Western style is relatively valued and appreciated, while resisting it is seen as a negative, disruptive behavior (Raymond, 2019). Learning to write academically, especially for students who come from a heavily oral culture, can be a chance to grow professionally and intellectually, to share creative ideas with peers and teachers, and to become better writers through the reflective and critical processes of writing during graduate school. Writing in graduate school, in specific, can be a daunting task, especially since the process can include time, practice, many revisions, and critical reflections. Yet, these relatively novice literacy practices can to a degree transform students' way of being. As complex as it gets, understanding how students struggle to resist and negotiate power dynamics in their texts is a complicated process. Therefore, this paper aims at unpacking how international, Saudi ESL writers, use writing as a tool for social change and development (Kubota, 2018 Miller, 2015; Pennycook 1999). In the U.S., L2 writers are most often asked to appropriate the dominant academic discourse to be successful language users and writers within their respective discourse communities. However, some scholars such as Benesch (2001) have argued that teachers of writing should raise their student's critical consciousness using academic discourse about issues such as power, politics, and ideology. In other words, Benesch (2001) has called for teachers to teach from "rights analysis" — "a tool

that provides possible responses to harmful social, institutional, and classroom practices imposed on learners” (Kubota, 2018, p.6).

As important and critical as it sounds, resistance is a growing theory in L2 writing and needs much interrogation from L2 researchers. Kubota (2018) put it rightly that “specific attention to resistance as a researchable phenomenon in second-language classroom studies has been far more limited” (p.6). Miller concurred, stating that resisting for L2 learners may take place “when individuals or groups perceive some threat to their identities.” (Miller, 2015, p. 462). Therefore, relatively few empirical studies have been conducted for understanding resistance concerning second language learning. What we mean by resistance in this paper is that students may often resist not only the grammatical or the pedagogical practices in the classroom as behavior but also, they may use writing as a tool for social action to resist the status quo. That is, L2 writers can use writing as a form of literacy tool to resist the dominant ideology. As Chase (1988) stated: “resistance is a behavior that actively works against the dominant ideology” (p.14). Moreover, with the heavy-writing culture in graduate schools, L2 students have the potential to have a sense of emancipation and self-empowerment, and thus it becomes embedded in students’ efforts to resist the dominant discourse.

Also, student-writers not only learn the structural academic patterns of the discourse community, but they also negotiate the hegemonic beliefs and practices of their disciplines (Yassin, & Razak, 2018). As a result, students’ responses to writing assignments, especially in high stakes writing, reflect their stances and identities about certain social issues while they are becoming part of their discourse community (Gay, 2013). Therefore, the present study is conducted on the premise that multilingual writers negotiate identities in academic writing practices through confirming and/or resisting dominant ideologies in their L2 writing practices. By using their genre-specific discourse, L2 writers are expected to take a stance informed by their discourse community, which they have developed through time and “are based on particular beliefs and values that are generally shared by the group” (Paltridge, 2017, p.8). Thus, the purpose of this study is to understand how a group of multilingual, graduate-level writers engage in a particular L2 writing activity while gaining legitimate linguistic capital in L2 writing to resist different forms of pedagogical and social practices. More specifically, this article offers an analysis of how students negotiate sociopolitical and educational factors, such as social position as an Arab woman, and coming from a relatively authoritative educational background, to use writing to mediate their resisting identities.

Second Language Writing and Resistance: A Literature Review

Multilingual writers can have a range of rhetorical options through which they can negotiate their identities. For instance, Bailey (2019) stated that her students varied in their writings; that is, some of her students resisted the so-called 'neutral discourse' while others were in total compliance with the values and expectations of their readers. Besides, rooting his argument on a poststructuralist orientation which is influenced by Foucauldian perspectives, Canagarajah (1999) stated that power is manipulated and practiced at the macro level which can create a platform for tension and conflict and thus writers can use writing to negotiate oppositional moves and can propose possible changes. Thus, studying how L2 writers form a resistance theory gives us a dynamic lens to navigate how writers negotiate and/or conform to power. Bearing in mind that some groups of writers, mainly those who come from a relatively elite higher-class and who have been exposed to much professional training in language awareness, may have recourse to the possibility of enacting identities of resistance. As Canagarajah (1999) found in his study, some multilingual writers strategically take on resistance moves which often involve identity (re)construction and ideological implications.

Resistance as a theory in writing has usually been addressed as a non-acceptable behavior, but rather it can be understood to allow teachers as well as researchers to grasp the fact that power can spring from multiple sources and power is not as always oppressive (Kohls, 2019; Foucault, 1980). Resistance is a form of positive signifier for the writers' agency (Ewald & Wallace, 1994). Additionally, Giroux (1983) borrowed his understanding of resistance from the Gramscian School, defining students' resistance as when the powerless group contest authority in the text — a means by which students or L2 writers oppose the social and academic conventions. Giroux perceived resistance as a form of disruptive, reactionary behavior toward a certain phenomenon. The constructed voices of these students present themselves as active agents capable of negotiating complex networks of power dynamics and ideologies in their home country to re-channel, join, or deny the local practices (Canagarajah, 2015). L2 writers can resist by not participating in the dominant discourse and rejecting through their texts any form of hierarchies.

Furthermore, Canagarajah (1999) reassured pedagogues that looking at writers through resistance theory can “give scope for micro-politics, encouraging subjects to negotiate power in specific areas of local life” (p. 33) and can greatly affect agency development for writers. Moreover, L2 researchers such as Kohls (2019) suggested that resistance in second language writing can be an instrumental, positive platform for L2 writers — a tool for their intellectual and sociocultural development. That is, Kohls contended that resistance as behavior can help

both teachers and students to question their traditional roles — who is learning and who is teaching and to what extent these roles along with language roles can be questioned by both teachers and students. Practicing such pedagogy of equalizing power in the classroom, L2 writers can, to a degree, develop their understanding of “how language and discourse are used in these constructions, students can engage with literacy skills in articulating resistance to oppressive positioning by others” (Chun, 2019, p. 325).

The resistance moves writers exhibit can be recognized through the inequality of power relations as well as through writer’s agency (Baynham, 2006; Hawkins, 2005) in choosing to participate in local practices in particular ways. Language, in this case writing, functions in two directions to empower writers if they have the ‘*right*’ linguistic capital or silence them to conform to the dominant discourse and ideologies. Resisting the status quo, specifically, L2 writers can act by using an agency in their writing as a form of empowerment for social and educational change. The writer’s identity, especially as a form of resistance, is the mechanism for societal change. Moreover, writers can enact a resisting identity “for the attainment of universal and [local] goals of liberation and social transformation” (Kamler, 2001, p. 36). Thus, critically looking at students’ texts and interviews, one can observe that they manifest different forms of resistance (e.g., resisting local educational practices, the importation of western educational standards, and social positions). These forms of resistance are shaped and influenced by their ideological training (academic affiliation and discourse community) and professional and ethnic identity (Muslims and Arab).

Theoretical Framework: Critical Discourse Analysis (CDA)

Second language writers are conventionally expected to conform to the domain norms in academic writing; that is, their discourse should align with the hegemonic ideologies for the contexts in which they are writing (Matsuda, 2015; Canagarajah, 2006). However, L2 writers can challenge this perspective to negotiate power relations when they gain access to and accumulate enough discourse community within their respective professions (Huckin, 2012; Norton, 2008). In this section, we based our argument on the interconnectedness of resistance and critical discourse analysis to unpack how L2 writers use writing to resist and negotiate unequal power relations in their texts. To this end, the study utilized the concept borrowed from Fairclough (1992, 2013) in which language is a site of political (i.e., power dynamics) and social (i.e., ideological conflict) struggle. Fairclough (2013), in studying and analyzing texts, stressed that discourse is a form of social and political practice within a socio-cultural context. Hence, language users and writers in this study are not isolated individuals; rather they engage

in communicative and interpersonal activities as members of groups, institutions, or cultures. Critically, discourse and its production, reproduction, and maintenance of societal and institutional ideology can extend, shape, and give writers access to students-writers to construct and/or promote their resisting identities, especially when it creates an identity of rejecting the imagined future for their profession and societal practices.

Critical Discourse Analysis (CDA)

Understanding the structure underlying the inquiry of this study is the backbone of critical qualitative research. Carefully choosing a theoretical framework is critical because it helps researchers see “the system of concepts, assumptions, beliefs, and theories that support and inform [the] research” (Merriam & Grenier, 2019, p. 66). Also, this study is critically oriented to illuminate the intricacies and nuances of these students’ identities and resistance. Writing is inevitably a social act in which writers draw from a plethora of semiotic, discursive, and social practices — the writer does not write in separation from the society in which they participate (Lillis, 2013; Clark & Ivanič, 1997; Brodkey, 1987). Thus, writing in this study is perceived as a form of social action; in fact, several compositionists encouraged researchers to look for alternative and critical lenses to understand the semiotic resources and driving forces of diverse writers (e.g., Miller, 2015; Huckin, et.al, 2012; Vaughn, 2006). The multidisciplinary nature of the field (Leki, Matsuda, 2015; Cumming, & Silva, 2010) was a driving force for us and a legitimate reason to use Critical Discourse Analysis (CDA) as a mode of inquiry, analytical tool, and as a framework to make sense of the data and to go beyond the text and understand other driving forces such as social and political ones. In this study, we utilized Fairclough’s (2010) CDA as an overarching framework to understand and explore students’ discourses, power dynamics, and contesting ideologies. CDA is an important philosophy in this study as it provided a way of closely examining the use of discourses and unpacking the social, cultural, and political influences that are produced/mediated through written or spoken language.

There is a proliferation of inquiries around the term "CDA" that reflects multiple influences on the development of CDA. However, Fairclough's definition is comprehensive and practical. He defined CDA as a means to systematically explore often opaque relationships of causality and determination between (a) discursive practices, events and texts, and (b) wider social and cultural structures, relations and processes; CDA is used to investigate how such practices, events, and texts arise out of and are ideologically shaped by relations of power and struggles over power (2010, p. 132). Because this study lends itself to the investigation of

realities and factors that affect students' voices and identities, CDA provided the framework and the relevant analytical tools for our methodology. CDA is a systematic approach that is fundamentally focused on unpacking the opaque as well as transparent structural relationships of power dynamics, control, resistance, and dominance that are manifested in language. These features, as Huckin et al. (2012) stated, "make CDA a powerful new methodology for rhetoric and composition, leading to unusually rich and versatile research" because CDA can aid the researcher in unpacking the nuanced ideology embedded within the text (p.110). Thus, CDA is an instrumental tool in writing research that helped us to move beyond traditional analytic modes of interpretation. It provided us with a systematic analysis for studying the relationships between text, ideology, power, and discursive and social practice (Lewis, 2006).

Research Methodology and Research Question

Qualitative research allowed us to understand participants' experiences and their constructed meaning by analyzing their texts and their experiences in academic writing (i.e., interviews). The purpose of this study is to examine how L2 graduate students construct their writerly identities in response to the Western convention of writing across different U.S. universities. More specifically, the study explored the spectrum of students' resistance acts by using writing as a tool. This study attempts to answer the following question:

To what extent can disciplinary discourses in students' writing help them construct/negotiate a proactive resisting identity?

To collect as much in-depth data as possible, we focused on micro and macro analyses of the linguistic, social, and rhetorical forms used by each writer (Huckin, 2012). Unequivocally, qualitative research is a unique research form that can help researchers understand how different people make meaning of experiences in their natural settings (Bloomberg & Volpe, 2015). In the same vein, Creswell (2016) pointed out that a qualitative study involves an inquiry process aimed at understanding a social or human problem based on building a holistic picture and reporting detailed views of information. Furthermore, researchers in the humanities and social sciences, especially in composition and rhetoric studies, argued that a qualitative empirical study can provide the researcher with rich information and data, for the qualitative analysis can provide the inquirer with the capacity to gain in-depth and interpretive understandings of the composing process that L2 writers employ in different contexts for different genres (Creswell, 2016).

Data Collection, Procedure, and Analysis

Part of the data presented in this paper is derived from a longitudinal project of several writers learning at multiple U.S. universities. In this paper, we have represented three students' journeys to using writing as an act of negotiating power and resistance. We also thematically analyzed samples of their academic writing by using their reflections and final course papers along with semi-structured interviews later. These pivotal sources of data helped us find answers to the research question. The writing samples were from different genres which included final academic papers, literature reviews, critique papers, and critical reflections in which writers were asked to quote other authors to support their arguments or respond to a certain article or argument in class. We chose the academic setting because the pressures of conforming to a standardized convention (which might suppress or encourage the students' voice expression) are greatest for L2 students in an academic setting (Alharbi, 2019; Ivanič & Camps, 2001).

As for the interview settings, we interviewed these participants through means convenient to them (e.g., mainly by phone calls or Skype). Since qualitative research is naturalistic, the selection of an interview site where participants feel comfortable was a critical decision (Erlandson et al., 1993). Being able to access the participants in an appropriate place provided us the opportunity to maintain contact with research participants and gain more in-depth insights about the data given by the participants (Creswell, 2016). Moreover, we carefully followed the procedure of protecting individuals' rights; furthermore, to protect their anonymity and their private stories, we informed the participants of their rights and obligations and received consent from each of them to use the data collected. In specific, we followed interpretive and analytical techniques which can be practically translated into the following steps:

1. We collected data through both interviews and the students' texts. At the same time, we were reflexive: we tried to be aware of our analysis of what is influencing us internally and externally while looking at our relationship to the research topic and the participants.
2. We attempted to describe deeply and critically, using inductive and deductive means, why these students resist and/or conform in certain situations/social events, and why they do not in some other contexts. Moreover, we considered how these writing practices are affected by their identities and by local institutional practices.

3. A useful concept for looking at participants' data holistically, we employed "thematic progression," (Paltridge, 2018, p.4) which refers to how the ideas in one paragraph are presented and then picked up in a subsequent one.
4. Following some tenets of CDA, we focused in the interview and students texts on the discursive construction of resistance, repetitions that encode any form of empowerment, and rhetorical moves that portray students' opposition to power (e.g., problematizing local practices, offering alternative ways, and citing critical theorist).
5. We then analyzed the data coded as oppositional stance, resisting identity, rejection of Saudi normative practice, etc. We crafted this systemic coding by asking the following questions: What expressions . . . of discourse reflect resistance (van Dijk, 1995) and to what effect? More specifically, we asked, what kinds of discursive practices constitute resistance and opposition in writing? How can writing as a social and political act help students construct a proactive identity? During the analysis, we have identified what we have termed as oppositional/resisting moves and proactive identity in writing.
6. After that, we created concept maps and broader themes based on the collected data and the intersectionality that emerged as we analyzed them.

Participants and Context of the Study

Participants of this current study were only part of a larger project in which we collected different data from a group of students, mainly those from Saudi Arabia with Arabic as their L1. Participants were enrolled in graduate schools pursuing degrees in the fields of humanities and education. Most of the participants in this study have been in the U.S. for more than three years, and most went through extensive English training programs and many courses in academic writing. We collected data by asking student-writers to submit two written final papers for the textual analysis, and then we complimented the textual analysis of these papers with a follow-up interview asking the participants about their reflection of their final course papers. To give readers more context of the paper analyzed in this study, table1 explain the types of paper for each participant.

<i>Participant's Name</i>	<i>Purpose of the Paper</i>	<i>Title of the Paper</i>	<i>Type of the Paper</i>
---------------------------	-----------------------------	---------------------------	--------------------------

Ali	<p>1.To apply some aspects of critical theory to his own context, Saudi Arabia, by questioning the accreditation units as western imported concepts that lack sensitivity to the Saudi context.</p> <p>2. To reflect on personal experience in education and try to link it with educational theory and the readings covered in class.</p>	<p>1. Problematizing Quality and Assessment in Education</p> <p>2. Theory and Research in ESL Instruction</p>	<p>Literature Review and Reflective papers</p>
Saleh	<p>1.To gain enough understanding of the concept of agency from a critical lens and then try to problematize it in relation to the larger structure.</p> <p>2. To apply some aspects of critical teacher intervention in education in the Saudi context and try to localize it and offer some hands-on solutions.</p>	<p>1.Problematizing Agency</p> <p>2. Critical Intervention for Teacher Alienation</p>	<p>Reflection and Literature Review</p>
Sarah	<p>1.To investigate empirically how different genders can learn in certain ways, especially in ESL reading skills.</p> <p>2.To examine how her cultural experience has shaped her identity and how her society contributed positively or</p>	<p>1. Metacognitive Strategies for ESL Learners</p> <p>2. Cultural Autobiography</p>	<p>Empirical and Reflective Papers</p>

negatively to her learning
journey.

Table 1: Breakdown of the titles, type, and purposes of the written data provided by participants

Findings

Three participants portrayed different resisting identities shaped by their unique habitus, discursive practices, and their disciplinary communities. Influenced by their lens, expertise, and backgrounds, the L2 writers in this study exhibited agency at times through their resistance to the practices of the Saudi social and educational system. More specifically, three L2 Saudi writers chose not to conform to the local pedagogical or institutional practices in their home countries. Instead, participants strategically and rhetorically positioned themselves to push back the limits of local social authority and power to try to reduce any social or political power that suppressed their voices (Kohls, 2019; Canagarajah, 2015; Miller, 2015; Freisinger, 1994). Before digging deeper into how these three writers showcased their resistance and their opposition to the dominant ideology, it is critical to highlight some basic definitions of what it means for L2 writers to resist or oppose in the text. In the following paragraph, we will showcase how Saleh, Ali, and Sarah constructed and negotiated identities that challenged and restructured their realities as shaped by sociopolitical and educational practices in their home country.

Resisting Local Educational Practices (Saleh)

Our first example is Saleh, who sees himself as a social advocate and a teacher who aspires to change Saudi society through education — mainly by applying critical pedagogy. His ideological stance as a critical theorist is influenced by Freire’s (2018) model of standing against “the culture of silence,” where different social strata are given certain access while others are not. Through the interview and the texts, he provided, Saleh seemed to be promoting

a catalyst voice: an identity that promotes change and aspires to resist educational practices, which mainly aims to silence teachers and students alike. More specifically, Saleh enacted *realistic catalysis* — relating awareness of how deeply embedded local ideologies and practices are and acknowledging the challenges presented by the local dominant educational discourses in Saudi Arabia. Saleh seemed to be acknowledging the power of the government and the politicized educational system in his home country; in this sense, he is aware that *"the social reality is based on the dominant discourse, which is controlled by the government."* In our interview with Saleh, while reflecting on his paper, he stated,

As a university teacher and a teacher trainer, I wrote this proposal paper arguing to use Critical Interventions as a way that help teachers in Saudi think critically of their teaching practices and raise their critical consciousness. Although there are some hurdles in the educational systems, I proposed in the paper some effective methods to change the current pedagogical practices. This way, I can give my students the tools to think, critique, and make a slight change to the current system. Learning the tools to think and critique is better than just complaining, and it is more hopeful.

He also continued, pondering,

I think my role as a teacher-educator specialized in Educational Foundation is to help the students question the status quo and think beyond the limited structure.

Saleh tries to resist the status quo of the Saudi educational system that perpetuates silencing practices shaped by policymakers. For instance, his choice of *"arguing to use Critical Interventions as a way that helps teachers in Saudi think critically of their teaching practices and raise their critical consciousness"* is shaped by his professional identity as a critical pedagogy student, who would attempt to understand how dominant discourse is controlled, distributed, and maintained at the macro level — by the government — in education.

Critical to this conversation is Saleh's acknowledgment of *"hurdles in the educational systems,"* overtly causing this educational trauma that perpetuates ideological practices such as parroting the teacher, receiving knowledge as is and not questioning it, and crediting the teacher as the only source of information in the educational system. Thus, he chose to resist the current educational practices by proposing *"effective methods to change the current pedagogical practices,"* which can help teachers *"think, critique, and make a slight change for the current system."* In addition to that, his overuse of *"empowerment"* in both the interview and his paper are all reflections of his proactive identity that aims at resisting the current educational practices in his home context. Therefore, Saleh enacted his mission as resisting the educational system that suppresses the polyphony of voices. He then crafted his ideological

stance to the next level as he expressed his transformational identity and mission as a professional: *“to help students question the status quo and think beyond ‘the limited structure’*” (as explained in his interview). The latter example shows an explicitly practical pedagogical lens through which he can empower student-teachers and combat local educational practices.

Furthermore, Saleh’s ideological training and his community of practice (i.e., the critical foundation of education) influences him as a critical scholar, something he explicitly stated in his papers and interview. For example, in his paper "Critical Intervention for Teacher Alienation," he proposed ways to implement critical pedagogy. There, Saleh suggested: *"I think my role as a teacher-educator specialized in the educational foundation is to help students question the status quo and think beyond the limited structure."* This is mainly accomplished through critical dialogue to help his future students to resist and question realities and dominant discourses; thus, voices of other silenced groups or social classes can be nurtured. Interestingly, in the same paper, Saleh argued for social change through education:

Third, as mentioned above, we need to change the way we teach in teacher education, from banking education, where we deposit our students with decontextualized and objective knowledge that is useless and irrelevant to the reality of the students, and where the teachers possess the knowledge that needs to be transferred and poured into the students' head (Freire, 2016), to critical pedagogy where the students learn to question, reflect, theorize, and interpret their experiences, reality, and the dominant discourse as Saltman states, “critical pedagogy is a project of social and individual transformation” (Saltman, 2017, p. 91). Thus, we need to change the way we teach from lecturing and testing to dialoguing and reflecting.

The desire to help his students to voice their silenced or delegitimized experiences is evident in Saleh’s interview and writing. Resisting the *“banking system”* as a common teaching practice and referring to it as *“useless and irrelevant to the reality of the students”* is a manifestation of Saleh’s transformative and catalytic mission to adopt some changes in his home context. In his paper and interview, he positioned himself against any oppressive approach in education, and he foresaw that small change as the potential start of eroding the whole system current in his home contexts. As an alternative, his catalyst voice is a straightforward example of him pushing back the practices where *“teachers possess knowledge that needs to be transferred and poured into the students’ head”* and instead taps more into students' needs and resources. This transformative approach can be achieved by implementing *“critical pedagogy where the students learn to question, reflect, theorize, and interpret their experiences, reality, and the dominate discourse.”*

Further putting his realistic catalysis forward, Saleh used “we” as a collective voice through which he united with fellow teachers and educators to transform the lives of students' through the Freirean ideology of education. Saleh ensured its applicability in the Saudi context to transfer his experience of voice to his students, and to hopefully help them transform their lives and their society through the Freirean practice of “*dialoguing and reflecting.*” Interestingly, Saleh’s identity in the text above is a form of participation or act, which is grounded in critical pedagogy as a means for individual-to-societal transformation.

Resisting the Importation of Western Educational Standards (Ali)

Since Saleh resisted the silencing of students in his home context, Saudi Arabia, Ali promoted another similar resisting identity informed by his community of practice. Ali, in the second example, showcased another form of resistance, in which he problematized the “*quality control units*” in his home country’s higher education, proposing further suggestions to restructure the practices of these units. In his paper “Problematizing Quality and Assessment in Education,” he questioned and deconstructed the ideological power of Western standardization of education. He resisted the idea of imported quality standards in his context, Saudi Arabia. Ali wrote,

The way that quality of education is promoted by the NCAAA lacks some important ideas that are vital to a good education. Standing (2011) stated, "Liberating education for its own sake must be restored to primacy and the commodifiers must be resisted. We cannot remove them altogether but a balance in favor of liberating education must be institutionally achieved" (pp. 159-160). I believe that good education is holistic and liberal, allowing for a multitude of realities and possibilities and grounded in social justice, equity, democratic humanism, and global citizenship. Being liberated from intrinsic and extrinsic inhibitions allows us to be liberated to inquire with open-mindedness and love for others. The latter two qualities help define our moral and ethical compass. Also, a sense of professionalism subsumes understanding ourselves as free beings entrusted to make moral and ethical decisions with the purpose of serving others and effecting enduring values. Accomplishing the aforementioned in the field of education maybe, or perhaps is, utopian; however, there is a glimpse of hope for a better future.

Ali is aware of how these institutions — quality units in the West — often operate to maintain their ideological status quo or values abroad. Thus, he clearly states that the "National Commission for Academic Accreditation and Assessment [NCAAA] lacks some important

ideas that are vital to a good education." Commenting on such a statement, in the interview, he clearly stated that these standards lack the sensitivity to local culture and values, which can premature a form of colonization in the education system. For Ali, as a critical theorist, the importation of Western standards within Saudi education threatens to undermine his cultural and educational identity. This is because, as he stated in the interview, that these standards lack the sense of the cultural reality of education in Saudi Arabia and were specially designed for a dominantly White US educational system. Hence, his oppositional attitudes towards the importation of Western standards without considering relevant local and cultural practices manifested in his educational "*moral and ethical compass*."

Authoritatively resisting Western quality units whose standards are indifferently imposed upon Eastern students and teachers, Ali proposed critical pedagogy as a solution by citing authors who aligned with his ideological and educational belief system such as referring to the author "*Standing*." In the process of such resistance, Ali drew on his personal belief and experience as an insider educator, stating that: "*Personally, I believe that good education is holistic and liberal, allowing for a multitude of realities and possibilities and grounded in social justice, equity, democratic humanism and global citizenship*." His belief system in resisting the Western standards of quality education is rooted in "*serving others and effecting enduring values*." This belief system reflects his ideational voice, which fosters "*social justice, equity, democratic humanism, and global citizenship*." This is a significant example of how Ali does not conform to the dominant discourse, perpetuating the ideology of a critical theorist who aims for social and educational liberation and rejects any form of implicit colonial standards. Enacting his critical pedagogy identity in his interview, he pointed out that the previous passage represents his identity in the text. He stated:

I do not agree with their points as they perceive education as a product that should be produced in a one-size-fits-all manner! For example, the Ministry of Education they would give manual of how to teach and what to expect from students to learn and how to assess them . . . And I see this way isn't effective at all . . . There have to be some changes to our educational system . . . what works in the US will not work in my home country. . . we are so different in terms of what works the best for our education!

Ali wondered how dominating mechanisms work, such as exporting the quality standards to oppress and colonize other so-called '*Third-world*' institutions. Interrogating problems with the educational paradigm in his home country, especially the quality units, is a form of resisting the Western ideology, which is imported to the Saudi educational system. For Ali, not being compliant with the hegemonic ideology and resisting the status quo of quality

education is a mission, shaped by his professional identity. An important example of this is when he said: *"I don't agree with their points as they perceive education as a product that should be produced in a one-size-fits-all manner."* He then went on to resist the status quo of his current educational system and highlighted that *"there have to be some changes to our educational system,"* a decisive statement that reflects his belief in critical pedagogy and how to apply it in his context. Not only can resistance in writing function on a macro-level (i.e., within education systems), but also individuals such as Sarah can enact a resisting voice to deny any essentialization of her gender identity as explained in the following section.

Resisting Social Positions (Sarah)

In addition to Ali and Saleh, who utilized a critical pedagogy lens to negotiate their voice in a resistance fashion, Sarah — a TESOL major — exhibited a different form of resistance in her paper "Cultural Autobiography," in which she mainly reflected on her identity as an English teacher and a TESOLer. We asked her about a place in her paper where she felt that she strongly expressed her resisting voice in the text, and she pointed to the following excerpt:

After I graduated from the English literature department, I was so interested to find a job. I had an interview to get a job as a teacher, but I did not pass the interview. This experience did not stop me from looking for another chance to be an excellent teacher and to improve my English language skills.

At the time Sarah participated in this study, Saudi jobs were mainly dominated by male figures. In retrospect, her act of writing about her experiences in the Saudi educational system and about job opportunities in that context plays a central role in her motivation to write in a mode of politicization rejecting any patriarchal formations of her identity. As she repeatedly in her paper stated the word *"fight"* and *"have the power"* which reflect her desire to go against the assigned social role and become a strong woman. Besides, stating clearly and explicitly that *"this experience did not stop me to look for another chance"* is a form of not conforming to the rejection she experienced when applying for a job. Although she might seem privileged to some extent, as she earned a scholarship to pursue her studies in the United States, Sarah came from a tribal system — a very conservative social group/tribe in Saudi — where women are more likely to struggle for opportunities to travel abroad, especially to the West, even when pursuing a graduate degree. Hence, after choosing to fight within the system, she also chose to study abroad *"to be an excellent teacher and to improve [her] English language skills."*

Pondering over her text and trying to fathom her form of resistance, she commented on her text in this way:

I remember I had an interview to teach English in Saudi Arabia; after the interview, I felt very disappointed, because I felt I am not qualified enough to get that job, so I was looking at that time to improve my English skills . . . So, I fight for this opportunity to study outside of my home country and I did it and right now I feel way much comfortable to take the challenge and do more job interviews again.

Sarah internalized her role as less qualified and self-deprecating her identity, as a ‘*not qualified professional English teacher*,’ when she stated, “*I felt I am not qualified enough to get that job.*” This position might have resulted from the practices of patriarchy that privilege men over women as effective, successful teachers. However, acknowledging her power and her right to via writing “*fight for this opportunity to study outside of [her] home country*” is a form of resistance to demanding equal opportunities for her as a female, and for the empowerment of other female individuals to create positive environments in her society. The discursive practices she experienced in the West mediated and shaped her visibility as a female and a professional English teacher in Saudi. These practices, as she stated in the interview, can include (a) accumulating the right linguistic and professional capital, (b) socializing with her peers, and (c) engaging in critical conversations in the classroom about teaching and effective ways of managing the classroom. It is obvious that she is more confident to go back to “*take the challenge and do more job interviews again.*” That is, she took the courage to re-inscribe and rewrite her journey by pursuing her MA degrees in the United States. Interestingly, such rhetoric is a capital that she might have acquired and built in the U.S. classroom through different discursive, social practices, and habitus.

Discussion

In the end, Ali, Saleh, and Sarah exhibited different forms and spectrums of resistance in their papers and were able to reflect on them in the interview. For these writers (participants), being able to resist and oppose the dominant ideology is a move that they chose to take in their writing, which can mean being able to recognize their rights to speak up as they gain linguistic and theoretical capital (Freire, 2018; Freisinger, 1994). Participants negotiated different tactics to show how tactics of domination work to maintain oppressive ideologies. These L2 writers ability to articulate different forms of a “critique of domination” (Freire, 2018, p.18) is a case in point of their critical consciousness (i.e., the ability to recognize and analyze systems of inequality and the commitment to act against these systems) in writing and their relationship

with different sociopolitical power dynamics (Giroux, 1983). Resisting the status quo for these writers manifested in a way that tells readers that they have and believe in the right to consciously participate in the transformation of their societies (Freire, 2018).

Challenging current pedagogies and social positionalities (e.g., as Sarah does) that reproduce the local or postcolonial oppressive ideologies in the Saudi context (Helker & Vandenberg, 1996; Chase, 1988), these L2 writers showcased different forms of resistance in their texts. Saleh resisted the pedagogical teaching practices in his institution, planning to incorporate critical pedagogy to help empower his students when he returns to his home country. His theoretical proposal of realistic catalysis might not seem as realistic when he gets back home because of the institutional constraints. Meanwhile, Ali opposed the importation of Western ideology through quality units in Saudi education, and he proposed to relocate these standards to local practices and standards that suit his context. Sarah, by contrast, pushed back the limits of her identity and resisted her experience of job rejection, and she chose to fight for her professional identity to become a better English teacher. For these writers, opposing the status quo to create an emancipatory society with a more equitable distribution of power (Freisinger, 1994) is a mission they aspire to take on when they return to their home institutions.

Saleh, Ali, and Sarah resisted new pedagogical and social practices inconsistent with their social desires and their imagined constructions of their communities in the future. It is important to note that the negotiation strategies observed in this study emerge contingently and dynamically, especially as experiences change over time. To choose not to conform to the status quo is to resist; these L2 writers exercised power over current practices — a move that manifests a latent exigency for resistance in their writing. Moreover, they “actively work against the dominant ideology” (Chase, 1988, p. 15) to achieve self and social emancipation. Understanding resistance as a form of positive engagement in the text to transform local practices “give[s] scope for micro-politics, encouraging subjects to negotiate power in specific areas of local life” (Canagarajah, 1999, p. 33) and allows for the potential development of a plethora of proactive identities to nurture (Alagozlu, 2007).

Conclusion and Pedagogical Implications

The aim of this critical-based case study of three Saudi L2 writers was to unpack how writing as a social act affects students' expressions to construct resisting, proactive identities. Through the lens of resistance theory along with CDA as an analytical tool, participants in this study projected a critical identity informed by their voices as active members of their community who aspire to change the status quo at many levels. That is, L2 Saudi writers show

their agentive identities through resistance to certain theoretical pedagogical implications and social positions in the American writing classroom, although this agency is demonstrated through various forms and informed by their disciplinary discourses. This article also argues that certain writing practices, such as the one showed above, might provide students the tools of helping students writers, especially those who come from non-democratic areas, to construct a proactive identity that aspires for social and educational change.

Furthermore, the present study has several implications for L2 writing teachers. The findings of this study reiterate the importance of the politics of language and teaching. Failing to address issues of power and not allowing a safe zone for students to democratically express their views can promote the rhetoric of ethnocentrism. Hence, the significance of the present study helps L2 writing teachers and L2 writers to be aware of the different ideologies and power exercised in the classroom, deconstruct hierarchy, and challenge and resist unequal power relations (Hairston, 1992; Berlin, 1988). This is important because, as Fairclough (2001) explains, the exercise of power is pervasive and attained through dominant ideologies. Educators need to help students rethink whose norms are being conformed in the text and in what possible ways students-writers can strategically deconstruct that (Alharthi, 2020). L2 teachers should promote differing ideologies in the classroom and encourage students to write about them; this practice might help both teachers and students avoid reproducing the dominant discourse. This also, along with civic dialogue, will help student writers to move societies into more non-authoritarian practices and to promote a “practice of freedom” (Freire, 1970, p.76.). From this perspective, Kohls emphasized that “addressing resistance in its various forms creates opportunities for conversations that can lead to improved [learning in general]” and this can be achieved through engaging students in “dynamic activities and helpful strategies for problem-solving and critical thinking” (2019, p. 370).

To that end, the role of writing in different disciplines plays a vital role in reshaping students’ identities and voices. The current study suggests that students’ voices can be nurtured through the process of interactions with a range of discourses, communities, institutions, individuals, texts, and ideologies, which in turn will have the potential to support robust, multifaceted disciplinary voices. Thus, teachers should understand that silence and voice are “multiple, fragmentary, and overlapping dynamics [and] can be iterated, investigated, and explored, but they cannot be fixed nor predetermined” (Ferguson, 2011, p.126). This process of becoming through the practices of writing is critical and teachers should scaffold students with tools that help them understand and conceptualize constructive resistance as a critical role in education.

References

- Alagozlu, N. (2007). Critical Thinking and Voice in EFL Writing. *Asian EFL Journal*, 9(3), 118-136.
- Alharbi, M. (2019). *An Odyssey to the Self: Understanding L2 Saudi Writer's Voice*. (Unpublished doctoral dissertation). The University of New Mexico, Albuquerque, NM.
- Alharthi, S. (2020). Language planning in Al-Ghorbah: A case study of a Saudi family. *Asian EFL Journal*, 27(1), 127-144.
- Bailey, D. R. (2019). Conceptualization of Second Language Writing Strategies and their Relation to Student Characteristics. *Journal of Asia TEFL*, 16(1), 135.
- Baynham, M. (2006). Agency and Contingency in The Language Learning of Refugees and Asylum Seekers. *Linguistics and education*, 17(1), 24-39.
- Benesch, S. (2001). *Critical English for Academic Purposes: Theory, Politics, and Practice*. Routledge.
- Bloomberg, L. D., & Volpe, M. F. (2015). *Completing Your Qualitative Dissertation: A Road Map from Beginning to End*. ed. SAGE Publications.
- Brodkey, L. (1987). *Academic Writing as A Social Practice*. Temple University Press.
- Canagarajah, A. S. (1999). *Resisting Linguistic Imperialism in English Teaching*. Oxford University Press.
- Canagarajah, A. S. (2006). Toward a Writing Pedagogy of Shuttling Between Languages: Learning from Multilingual Writers. *College English*, 68(6), 589-604.
- Canagarajah, A. S. (2015). "Blessed in My Own Way:" Pedagogical Affordances for Dialogical Voice Construction in Multilingual Student Writing. *Journal of Second Language Writing*, 27, 122-139.
- Chase, G. (1988). Accommodation, Resistance, and The Politics Of Student Writing. *College Composition and Communication*, 39(1), 13-22.
- Chun, C. W. (2019). Writing as Resistance in an Age of Demagoguery. *Writing & Pedagogy*, 11(3), 311-328.
- Clark, R., & Ivanič, R. (1997). *The Politics of Writing*. Psychology Press.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. Sage publications.
- Erlandson, D. A., Harris, E. L., Skipper, B. L., & Allen, S. D. (1993). *Doing Naturalistic Inquiry: A Guide to Methods*. Sage.

- Ewald, H. R., & Wallace, D. L. (1994). Exploring Agency in Classroom Discourse or, Should David Have Told His Story? *College Composition and Communication*, 45(3), 342-368.
- Fairclough, N. (1992). *Discourse and Social Change*. Cambridge: Polity Press.
- Fairclough, N. (2013). *Critical Discourse Analysis: The Critical Study of Language*. Routledge.
- Freire, P. (2018). *Pedagogy of the Oppressed*. Bloomsbury Publishing USA.
- Freisinger, R. (1994). Voicing the Self: Toward a Pedagogy of Resistance in a Postmodern Age. In K. B. Yancey (Ed.), *Voices on Voice: Perspectives, Definitions, Inquiry* (pp. 187-212). Urbana, IL: National Council of Teachers of English.
- Gay, S. (2013). Identity and Self in Second Language Acquisition. *Asian EFL Journal Teaching Articles*, 15(4), 201-211.
- Giroux, H. A. (1983). Theory and Resistance in Education: A Pedagogy for the Opposition.
- Hawkins, M. R. (2005). Becoming a Student: Identity Work and Academic Literacies in Early Schooling. *TESOL Quarterly*, 39(1), 59-82.
- Huckin, T., Andrus, J., & Clary-Lemon, J. (2012). Critical Discourse Analysis and Rhetoric and Composition. *College Composition and Communication*, 64(1), 107-129.
- Hyland, K. (2015). Genre, Discipline, and Identity. *Journal of English for academic purposes*, 19, 32-43.
- Ivanič, R., & Camps, D. (2001). I Am How I Sound: Voice as Self-Representation in L2 Writing. *Journal of second language writing*, 10(1-2), 3-33.
- Kamler, B. (2001). *Relocating the Personal: A Critical Writing Pedagogy*. SUNY Press.
- Kohls, R. (2019). Making Sense of Resistance in an Afterschool Tutoring Program: Learning From Volunteer Writing Tutors. *Writing & pedagogy*, 11(3), 351-375.
- Kubota, R. (2018). Critical Approaches to Second Language Writing. *The TESOL Encyclopedia of English Language Teaching*, 1-7.
- Leki, I., Cumming, A., & Silva, T. (2010). *A Synthesis of Research on Second Language Writing in English*. Routledge.
- Lillis, T. (2013). *Sociolinguistics of Writing*. Edinburgh University Press.
- Matsuda, P. K. (2015). Identity in Written Discourse. *Annual Review of Applied Linguistics*, 35, 140.
- Merriam, S. B., & Grenier, R. S. (Eds.). (2019). *Qualitative Research in Practice: Examples for Discussion and Analysis*. John Wiley & Sons.

- Miller, E. R. (2015) Power, Resistance, and Second Language Learning. In N. P. Markee (Ed.), *Handbook of Classroom Discourse and Interaction*, (pp.461-474). Wiley-Blackwell.
- Norton, B. (2008). Identity, Language Learning, and Critical Pedagogies. *Encyclopedia of language and education*, 6, 45-59.
- Paltridge, B. (2014). Genre and Second-Language Academic Writing. *Language Teaching*, 47(3), 303.
- Paltridge, B. (2017). Discourse Analysis for the Second Language Writing Classroom. *The TESOL Encyclopedia of English language teaching*, 1-6.
- Pennycook, A. (1999). Introduction: Critical Approaches to TESOL. *TESOL Quarterly*, 33(3), 329-348.
- Raymond, C. W. (2019). Intersubjectivity, Normativity, and Grammar. *Social Psychology Quarterly*, 82(2), 182-204.
- Tardy, C. M. (2009). *Building Genre Knowledge*. West Lafayette, IN: Parlor Press.
- Toh, G. (2013). Towards a Critically and Dialogically Mediated EAP. *Asian EFL Journal Special Edition*, 15(4), 211-229.
- Van Dijk, T. A. (1995). Discourse Semantics and Ideology. *Discourse & Society*, 6(2), 243-289.
- Vaughn, L. (2006). *Writing Philosophy: A Student's Guide to Writing Philosophy Essays*. New York: Oxford University Press.
- Yassin, A. A., & Razak, N. A. (2018). Request Strategies: A Contrastive Study Between Yemeni EFL and Malay ESL Secondary School Students in Malaysia. *Asian Social Science*, 14(12).



Evaluating English Language Programs in Saudi Private Colleges According to Four CEA Standards from Students' Perspectives

Dr. Mahdi R. Aben Ahmed

Assistant Professor of Composition and Applied Linguistics, Jubail English Language and Preparatory Year Institute, Education Sector, Royal Commission in Jubail

mha1121@hotmail.com

Bio-profile:

Mahdi Aben Ahmed is an assistant professor of English Composition, Communication, and Applied Linguistics at Jubail English Language and Preparatory Year Institute at Royal Commission in Jubail. He holds a PhD in Composition and Applied Linguistics, MA in English Studies and Communication, and Graduate Certificate in TESOL. His research interests include professional communication, intercultural communication, English for Specific Purposes, second language teaching and acquisition, and workplace literacy.

Abstract

The purpose of this study is to evaluate English language programs in Saudi colleges according to four standards of the Commission on Language Program Accreditation (CEA) from students' perspectives. The researcher used the analytical descriptive approach. Data were collected through a questionnaire designed by the researcher. It was distributed through online outlets. SPSS program has been adopted to analyze the questionnaire results. 120 participants were chosen from two private colleges offering English Language programs, and were requested to fill the survey form. The results revealed that the degree of response of English language students in the Kingdom of Saudi Arabia to the areas of the all four dimensions of the questionnaire equals (4.002). It is very high degree which means that there is a significant effect of all the dimensions of the questionnaire on evaluating English language programs in Saudi universities according to CEA standards from students' perspective. The results revealed that there were statistically significant differences at level ($\alpha = 0.05$) in the average of male and female students' grades in evaluating English language programs attributed to gender in favor

of female students. The results also revealed that there were statistically significant differences at level ($\alpha = 0.05$) in the average of male and female students' grades attributed to level in favor of students in the fourth level.

Keywords: *Evaluating, English language programs, CEA standards, undergraduates.*

Introduction

According to the latest documents of the ministry of education in the Kingdom of Saudi Arabia as of now there are 25 government colleges, 27 private colleges and universities, and numerous other establishments which all offer an intensive English program for their undergraduate programs (Liton, 2013). These programs reflect the importance and status of English in Saudi Arabia (Alrabai, 2014; Zemni & Alrefae, 2020). Strategy creators, partners, and other dynamic bodies in Saudi Arabia see English language as a significant device for the improvement of the nation regarding both universal relations and logical innovative progression (McMullen, 2014). With these national goals in mind, teaching English programs began to develop in earnest during the last few decades, starting with King Fahd University of Petroleum and Minerals which was the first in 1964. Since then, more and more English programs have begun to sprout up throughout the kingdom (Obeid, 2017).

Alrabai (2016) stated that English has the official status as the essential foreign language and the nation keeps on demonstrating extensive enthusiasm for English language programs in Saudi Arabia. For sure, English is the main foreign language taught in schools and used in business, and it is regularly utilized as the mode of guidance in both private and state funded colleges.

English is viewed as a renowned aptitude all through school (Al Asmari, 2015) and, in that capacity, there is an ever-developing interest for it in the realm (Javid & Umer, 2014). With that in mind, Saudi colleges have recognized various objectives for teaching English in colleges in Saudi Arabia, including: to empower undergraduates to secure fundamental language abilities, to create consciousness among learners of the significance of English as a method of universal correspondence, to build up learners' inspirational mentality towards learning English, and to empower learners to gain the essential etymological skill required in various callings (Alharbi, 2015).

In view of these national objectives, English training projects started to vigorously during the most recent couple of decades, beginning with King Fahd University of Petroleum and Minerals which was the first in 1964. From that point forward, an ever increasing number

of English projects and programs have started to grow up all through the realm (Mati, 2018). Moreover, Saudi institutions developed their English programs to be familiar with the international standards of English programs (Prichard & Moore, 2016).

Ordinarily, the CEA standards for English language programs and institutions (referred to in this record as the CEA Standards) fill in as the establishment for English language projects and language foundations that are applying to be accredited by the Commission of English Language Program Accreditation (CEA). The CEA Standards can likewise be used as gauges of good practice for English language professionals and organizations interested in program improvement and particularly to anybody in the underlying phases of building up an English language program or institution (CEA, 2014).

The CEA Standards are intended to guarantee that undergraduates get quality English language preparing regardless of what sort of program or establishment they join in (Murphy, 2012). They were composed with different kinds of English language associations at the top of the priority list, including autonomous, independent establishments; restrictive schools; free English language organizations under agreement with universities and colleges; school and college based and regulated projects; non-benefit schools; and worldwide schools that meet CEA's qualification necessities (Karaferye, 2017). Given the assortment of setting where English language education is offered and given the way that the field of English language is consistently changing (Yassin, Abdul Razak, Qasem, & Saeed Mohammed, 2020), the norms are composed to permit projects and establishments that offer the most ideal language guidance for the learners (Norris, 2013).

Considering the prior, the present examination centers around assessing English language training programs in Saudi colleges as indicated by CEA measures from students' point of view as CEA norms are one of the worldwide instructive gauges that successfully upgrade the degree of English projects.

Statement of the Problem

Universities in the Kingdom of Saudi Arabia have made drastic changes in English language programs at various university levels, as they have begun to implement a set of developed programs that are in line with CEA standards. Moreover, several English language programs in Saudi universities have received CEA accreditation and the change has affected many areas in these programs such as goals, teaching methods, teaching aids, and assessment methods and tools. The universities have also trained all their educational cadres on the methods of teaching these programs and how to deal with them. Saudi universities have been

keen to urge all participants in the academic field, including university professors, students and administrators in the field of teaching English language programs, to provide them with suggestions and notes that contribute to raising the level of educational programs established and improve their image, for the sake of the national interest. As a contribution from the researcher in this field, and since the teaching of English has not been evaluated according to CEA standards - as far as the researcher knows - this study comes to investigate the extent to which English language programs in Saudi universities achieve CEA standards. Thus, the current research problem is identified in the following research question: "To what extent do English language teaching programs in Saudi universities match the CEA standards from students' perspective?"

Research Questions

The researcher stated the following sub- questions:

1. What is the degree of response of English language students in the Kingdom of Saudi Arabia to the areas of the questionnaire?
2. Are there statistically significant differences at level ($\alpha \leq 0.05$) in the average of male and female students' grades in evaluating English language teaching programs in Saudi universities attributed to gender?
3. Are there statistically significant differences at the level ($\alpha \leq 0.05$) in the average of male and female students' grades in evaluating English language teaching programs in Saudi universities attributed to level of study?

Research Method

The researcher used the descriptive analytical method as it is the appropriate method to identify and describe facts related to the current situation. Besides, this approach is considered suitable for the purposes of this research since it is interested in describing the various aspects of the study problem.

Research sample

120 participants were chosen from two colleges, and they have the experience of learning English in this university which is in progress to seek CEA accreditation. Therefore, respondents were questioned on demographic information to know to what extent does the English language teaching programs in Saudi universities match the CEA standards from students' perspective and were requested to fill the questionnaire.

Instrument and Measurement

To collect data from the sample, the researcher designed a questionnaire as an appropriate data collection instrument. The questionnaire depends on the CEA standards. The original CEA standards consists of several standards such as (mission, curriculum, faculty, facilities, equipment, and supplies, administrative and fiscal capacity, student services, recruiting, length and structure of program of study, student achievement, student complaints, and program development, planning, and review). The researcher chose four main standards that they are closely related to students. The research questionnaire consists of two sections:

The first section: collects demographic and personal information of the respondents about gender, and their educational level.

The second section: consists of (16) items. It collects data through four main dimensions: students' services, student achievement, student complaints, and recruiting.

Reliability

To ensure the reliability of the questionnaire, the researcher adopted Cronbach Alpha as shown in table (1) below.

Table (1) shows the estimations of Cronbach's Alpha for the elements of the questionnaire.

Standards	N of Items	Cronbach's Alpha
students services	7	0.894
student achievement	4	0.916
student complaints	2	0.839
Recruiting	3	0.923
Total	16	0.893

Cronbach's Alpha was (0.894) for 'students services', (0.916) for 'Student achievement', (0.839) for 'Student complaints', and (0.923) for 'Recruiting'. In addition, for the entire domains of the questionnaire, Cronbach's Alpha equals (0.893). Therefore, the questionnaire is considered reliable and ready for distribution for the intended sample.

Validity

To measure validity, the researcher used content validity and internal consistency.

Content Validity

The questionnaire was formulated depending on CEA standards. The questionnaire has been reformulated according to the advice and suggestions of specialists.

Internal consistency

The researcher computed the internal consistency of the four items of the questionnaire. All the correlation coefficients for the items of the four dimensions were significant at 0.05 level. The correlation coefficients ranged between (0.946) and (0.825).

Data Analysis

The questionnaire was distributed through online tools. The findings of the questionnaire were analyzed and computed using the Statistical Package for the Social Sciences (SPSS) program to test the hypothesis and evaluate the outcomes, and find answers to the research problem.

Analysis and Results

Descriptive Analysis of the Sample

The researcher described and analyzed the features and characteristics of the target sample (120), including gender, and level.

Gender

Table (2) shows the distribution of respondents according to gender.

Table (2) Distribution of Respondents by Gender

	Count	Percent
Male	65	6%4
Female	64	54%
Total	120	100%

Table (2) shows that about 46% of the respondents were female, while about 54% were male .

Level

Table (3) shows the distribution of respondents by level.

Table (3) Distribution of Respondents by Level

level.	Count	Percent
Fist year	25	21%
Second year	30	25%
Third year	32	27%
Fourth year	33	27%

Table (3) shows that about 21% of the respondents were at the first year of study, 25% were at the second year, 27% % were at the third year , while 27% were at the fourth year.

Answering Questions

Answer of The First Question:

To answer the first question: What is the degree of response of English language students in the Kingdom of Saudi Arabia to the areas of the questionnaire? The researcher tested the first hypothesis: There is a significant difference in the degree of response of English language students in the Kingdom of Saudi Arabia to the areas of the questionnaire'. The researcher computed the correlation coefficient for the first dimension, 'Students Services'. Table (4) shows the results.

Table (4): Correlation coefficient of each item of the first dimension, 'Students Services'

Items	Mean	ST.div	T-Value	P-Value	Rate
1.The confirmations procedure guarantees that the student is able to take a crack at and advantage from the instructional program.	4.100	0.562	26.021	0.000	6
2.The program gives scholastic and individual prompting and advising, just as help with understanding college guidelines	4.560	0.473	27.542	0.000	2

3. The program gives pre-appearance and progressing direction to help undergraduates in their change in accordance with the program.	4.679	0.323	28.533	0.000	1
4. The program tries to guarantee that learners comprehend strategies with respect to enlistment, enrollment, participation, rehashing levels or courses, and movement through the program of study.	4.110	0.500	27.521	0.000	5
5. Undergraduates approach medical coverage whenever required and, in all cases, undergraduates are taught about the requirement for satisfactory health care coverage inclusion.	3.964	0.510	25.112	0.000	7
6. Undergraduates approach social and recreational exercises that give a social setting to their language procurement and different examinations, as suitable.	4.321	0.552	26.123	0.000	3
7. The program unmistakably states and reliably gives the degree of undergraduates administrations depicted in any composed, electronic, or oral special data or in understandings.	4.225	0.512	26.315	0.000	4
Total	4.279	0.490	26.738	0.000	

The findings of table (4) showed that the degree of response of English language students in the Kingdom of Saudi Arabia to the areas of the first dimension of the questionnaire (students' services) equals (4.279). This is very high score which means that there is a

significant effect of students' services on evaluating English language teaching programs in Saudi universities. Item number (3), 'The program gives pre-appearance and progressing direction to help undergraduates to change in accordance with the program', comes in the first rank with mean equals (4.679). However, item number (5), 'Undergraduates approach medical coverage whenever required and, in all cases, they are taught about the requirement for satisfactory health care coverage inclusion', achieves the last rank with mean equals (3.964).

The correlation coefficient of the second dimension, 'Student Achievement' is shown below in Table (5).

Table (5): Correlation coefficient of each item of the second dimension: Student Achievement

Items	Mean	ST.div	T-Value	P-Value	Rate
1. The program has a steady framework with affirmation prerequisites and permits legitimate and dependable situation of learners into levels.	4.112	0.412	26.435	0.000	3
2. The program reports recorded as a hard copy whether undergraduates are prepared to advance to the following level or to leave the program of study, utilizing instruments or techniques.	4.258	0.373	26.542	0.000	1
3. The program keeps up and furnishes undergraduates with composed reports that unmistakably show the level and language results achieved because of guidance.	4.145	0.398	27.233	0.000	2
4. The program teaches students regarding the appraisal strategies used to decide position, movement from level to level.	3.912	0.432	26.221	0.000	4

Total	4.106	0.403	26.531	0.000	
--------------	--------------	--------------	---------------	--------------	--

The findings of table (5) showed that the degree of response of English language students in the Kingdom of Saudi Arabia to the areas of the second dimension of the questionnaire, (students' achievement) equals (4.106). This degree is very high which means that there is a significant effect of (students' achievement) on evaluating English language teaching programs in Saudi universities according to CEA standards. It is obvious that item number (2), 'The program reports recorded as a hard copy whether learners are prepared to advance to the following level or to leave the program of study, utilizing instruments or techniques', is in the first rank with mean equals (4.258). On the other hand, item number (4), 'The program teaches students regarding the appraisal strategies used to decide position, movement from level to level', occupies the last rank with mean equals (3.912).

The researcher computed the correlation coefficient of the third dimension, 'Student Complaints' as shown in Table (6) below.

Table (6): Correlation coefficient of each item of the second dimension: Student Complaints

Items	Mean	ST.div	T-Value	P-Value	Rate
1. The program is accessible to undergraduates to record a hard copy s by which they may hold up formal grievances .	3.789	0.513	27.564	0.000	1
2. The program reports and keeps up records of formal students' grievances, just as the goals of any such protests.	3.653	0.563	28.453	0.000	2
Total	3.731	0.532	27.853	0.000	

The findings of table (6) showed that the degree of response of Saudi English language students to the areas of the third dimension of the questionnaire, 'students' complaints' equals (4.106). This mean score is considered very high which means that there is a significant effect of students' complaints on evaluating English language teaching programs in Saudi

universities according to CEA standards. The first item (1), ‘The program is accessible to undergraduates to record a hard copy by which they may hold up formal grievances’, is in the first rank with mean equals (3.789). On the contrary, the second item (2), ‘The program reports and keeps up records of formal students’ grievances, just as the goals of any such protests’, achieves the last rank with mean equals (3.653).

The researcher computed the correlation coefficient of the fourth dimension, ‘Recruiting’ as given below in Table (7).

Table (7): Correlation coefficient of the fourth dimension: Recruiting

Items	Mean	ST.div	T-Value	P-Value	Rate
1. All program staff follow moral practices for selecting learners and advancing projects.	3.789	0.513	27.421	0.000	2
2.All written, electronic, and oral information used to describe or promote the program to students and other relevant parties is accurate and complete.	3.752	0.563	27.398	0.000	3
3. The program guarantees that it hosts total data about the third gathering, accepts accountability for observing the outsider, and ends the understanding if vital.	4.135	0.436	27.417	0.000	1
Total	3.892	0.504	27.412	0.000	

The findings of table (7) showed that the degree of response of English language students in Saudi Arabia to the areas of the fourth dimension of the questionnaire equals (3.892). This mean is very high which means that there is a significant effect of (Recruiting) on evaluating English language teaching programs in Saudi universities according to CEA standards. As explained in the table above, item number (3), ‘The program guarantees that it hosts total data about the third gathering, accepts accountability for observing the outsider, and ends the understanding if vital’, is in the first rank with mean equals (4.135). But, item number (2), ‘All written, electronic, and oral information used to describe or promote the program to

students and other relevant parties is accurate and complete’, gets the last rank with mean equals (3.752).

The researcher also computed the correlation coefficient of all four dimensions as explained in Table (8) below.

Table (8): Correlation coefficient of all four dimensions

Dimension	Mean	ST.div	T-Value	P-Value	Rate
1.Students Services	4.279	0.490	26.738	0.000	1
2.Student Achievement	4.106	0.403	26.531	0.000	2
3.Student Complaints	3.731	0.532	27.853	0.000	4
4. Recruiting	3.892	0.504	27.412	0.000	3
Total	4.002	0.482	13327.	0.000	

The findings of table (8) showed that the degree of response of English language students in Saudi Arabia to the areas of the four dimensions of the questionnaire equals (4.002). In other words, this mean is very high which means that there is a significant effect of all the dimensions of the questionnaire on evaluating English language teaching programs in Saudi universities according to CEA standards. Statement number (1), ‘Students Services’ is in the first rank with mean equals (4.279). However, statement number (4), ‘Recruiting’ achieves the last rank with mean equals (3.892).

Answer of The Second Question

To answer the second question: Are there statistically significant differences at level ($\alpha \leq 0.05$) in the average of male and female students’ grades in evaluating English language teaching programs in Saudi universities attributed to gender?, the researcher tested the second hypothesis: There are statistically significant differences at level ($\alpha \leq 0.05$) in the average of male and female students’ grades in evaluating English language teaching programs in Saudi universities attributed to gender. The researcher computed the mean, standard deviation, and uses independent sample T-Test. Table (5) shows the results.

Table (9) The Results of independent sample T-Test of differences in the average of students' grades in evaluating English language teaching programs in Saudi universities attributed to gender

Items	Gender	N.	Mean	ST.div	T-Value	P-Value	Sig
The total questionnaire	Male	65	10.75	1.91	2.077	0.000	Significant
	Female	64	8.34	1.17		0.000	

The results revealed that there are statistically significant differences at level ($\alpha \leq 0.05$) in the average of male and female students' grades in evaluating English language teaching programs in Saudi universities attributed to gender. T-value equals (2.077) and this value is significant at the level of ($\alpha = 0.05$). Therefore, there is a difference in favor of male students as the mean equals (10.75).

Answer of The Third Question

To answer the third question: Are there statistically significant differences at level ($\alpha \leq 0.05$) in the average of male and female students' grades in evaluating English language teaching programs in Saudi universities attributed to level?, the researcher tested the second hypothesis: There are statistically significant differences at level ($\alpha \leq 0.05$) in the average of male and female students' grades in evaluating English language teaching programs in Saudi universities attributed to level. The researcher computed the mean, standard deviation, and uses independent sample T-Test. Table (10) shows the results.

Table (10) The Results of independent Sample T-Test of differences in the average of students' grades in evaluating English language teaching programs in Saudi universities attributed to level

Items	Level	N.	Mean	ST.div	T-Value	P-Value	Sig
The total questionnaire	First	25	8.13	1.91	2.973	0.000	Significant
	Second	30	9.55	1.17		0.000	
	Third	32	10.24	1.69		0.000	
	Fourth	33	12.69	1.98		0.000	

The results revealed that there are statistically significant differences at level ($\alpha = 0.05$) in the average of male and female students' grades in evaluating English language teaching programs in Saudi universities

attributed to level. T-value equals (2.973) and this value is significant at the level of ($\alpha = 0.05$). Therefore, there is a difference in favor of students in the fourth level as the mean equals (12.69).

Discussion

Discussion of the First Question

The results showed that the degree of response of English language students in the Kingdom of Saudi Arabia to the areas of the all four dimensions of the questionnaire equals (4.002). This degree is very high which means that there is a significant effect of all the dimensions of the questionnaire on evaluating ELT programs in Saudi universities according to CEA standards. The first dimension: Students' Services, occurs in the first rank with a mean that equals (4.279). On the other hand, the fourth dimension: recruiting, occupies the last rank with a mean of (3.892).

The researcher attributed this to the fact that the English programs taught in both universities (King Khaleed and Noura universities) in Saudi Arabia adopt the CEA standards. Moreover, the universities that gain the accreditation of CEA pay special attention to students' services as it is the most attractive factor which attracts students to join the university. Most students prefer to join the university which offers the best services for students. However, students' achievement is considered a vital standard for students as both students and parents prefer universities which help students to achieve good performance. Students' services are regularly non-instructional exercises and projects intended to address individual, scholastic and social needs of learners selected language projects or establishments. Students' Services faculty offers help to the undergraduates through pre-appearance, starting and continuous direction occasions and bolster the crucial the program. In spite of the fact that the kinds of administrations gave shift extraordinarily, all projects also, organizations have duties and commitments past instructing language that must be tended to satisfactorily to give a powerful learning condition.

Discussion of Second Question

The results of the second question revealed that there are statistically significant differences that are attributed to gender at level ($\alpha = 0.05$) in the average of male and female students' grades in evaluating ELT programs in Saudi universities. T-value equals (2.077) and this value is significant at the level of ($\alpha = 0.05$). Therefore, there is a difference in favor of female students as the mean equals (10.75). The researcher attributed this to the fact that most of Saudi English female universities give special attention

to female universities as the Saudi families prefer to teach their daughters in Saudi Arabia. Therefore, female universities focus on applying standards especially CEA standards.

Discussion of Third Question

The results of the third question revealed that there are statistically significant differences that are attributed to level at level ($\alpha \leq 0.05$) in the average of male and female students' grades in evaluating ELT programs in Saudi universities. The T-value equals (2.973) and this value is significant at the level of ($\alpha = 0.05$). Therefore, there is a difference in favor of students in the fourth level as the mean equals (12.69). The researcher attributed this to the fact that students in the fourth level become aware of their responsibilities so the administration of the universities do their best to choose distinctive academic professors to teach them. On the other hand, the university facilitates all the students' services and tries to deal appropriately with students' complaints. The university also chooses a good curriculum to provide students with the required skills in the field of work.

Conclusion

The findings of the current study uncovered that the mean scores of all items identified with the four dimensions: students' services, student achievements, student complaints, and recruiting were high which indicate that the two universities (King Khaleed and Noura) imply CEA standards.

Undergraduates' administration offer help to students through pre-appearance, introductory and continuous direction occasions and strengthen the crucial program. Despite the fact that administrations fluctuate incredibly, all projects and organizations have duties and commitments other than teaching language that tended to sufficiently to give a powerful learning condition. The program or organization perceives that learners get to routine benefits inside a social, social, etymological, and institutional setting new to them, and it accordingly exhibits an educated mindfulness regarding undergraduates' needs in offering and conveying administrations, for example, directing, lodging, and advising. Not all projects and organizations give a full scope of administrations. For instance, some may not give any lodging related administrations, and some may not give recreational or social exercises where undergraduates' administrations are not straightforwardly given by the program or language organization. They however are routinely advanced or are shrunk by the program or establishment, the site tries to confirm that administrations address the issues of the program and are agreeable to the learners.

Moreover, projects and organizations have the obligation to guarantee that undergraduates and other invested individuals get exact and complete data about the program or establishment and different issues identified with the learner's. What's more, there is the likelihood that undergraduates, their folks, or their backers could misjudge the data because of language troubles, social contrasts, or lacking information. The program or language foundation must show how it guarantees that learners' prosperity is ensured all through the selecting procedure. CEA's essential way of thinking is that accreditation is centered around the learner. Therefore, undergraduate accomplishment, observed through sound appraisal rehearses, must be the core of the English language program. Evaluation of accomplishment must be founded on articulations of learning results that are lined up with course destinations.. Graduation accomplishment of learning results will probably be appeared by both subjective and quantitative methods. (see Glossary: Achievement, Achievement Scale, Proficiency, Direct proof, and Indirect proof).

The two universities need continuity in evaluating their programs in all aspects related to the university's vision, philosophy, mission, student services, student complaints, applicants of applied curricula, staff level academics, and other criteria. The subject of evaluating universities in the Kingdom of Saudi Arabia according to the CEA standards is still in the formative stage and needs constant development both in terms of foundation and preparation of academics, curricula and services. In fact the subject of accreditation according to CEA standards needs further research. Scientists should conduct studies on the extent to which CEA standards are applied and the challenges students and teachers face in accredited universities in order to improve and agree on the issues discussed in the investigation

Recommendations

This research study has come up with the following recommendations to enhance CEA standards in the universities of Saudi Arabia:

- Taking care to apply CEA standards in all Saudi universities.
- Giving training courses in the field of CEA standards to all the members and staff of university.
- Spreading the CEA standards culture among the universities to achieve the most effective education among national and international universities.
- Conducting a periodic evaluation of the university to check the extent of application of standards in all fields and not only obtain accreditation, but also to ensure that it is up to date and updated to its performance.

References

- Al Asmari, A. A. (2015). Communicative language teaching in EFL university context: Challenges for teachers. *Journal of Language Teaching and Research*, 6(5), 976-984.
- Alharbi, H. A. (2015). Improving Students' English Speaking Proficiency in Saudi Public Schools. *International Journal of Instruction*, 8(1), 105-116.
- Alrabai, F. (2014). A Model of Foreign Language Anxiety in the Saudi EFL Context. *English language teaching*, 7(7), 82-101.
- Alrabai, F. (2016). Factors underlying low achievement of Saudi EFL learners. *International Journal of English Linguistics*, 6(3), 21-37.
- CEA. (2014). CEA Standards for English Language Programs and Institutions. https://cea-accredit.org/images/2019_doc_and_handbooks/2019_CEA_Standards.pdf.
- Javid, C., & Umer, M. (2014). Saudi EFL learners' writing problems: a move towards solution. *Proceeding of the Global Summit on Education GSE*, 4-5.
- Karaferye, F. (2017). An Introduction to Program Accreditation in Foreign Language Schools in Turkey. *European Journal of Multidisciplinary Studies*, 2(2), 62-66.
- Liton, H. A. (2013). EFL Teachers' Perceptions, Evaluations and Expectations about English Language Courses as EFL in Saudi Universities. *Online Submission*, 6(2), 19-34.
- Mati, Y. (2018). Input resources indicators in use for accreditation purpose of higher education institutions. *Performance Measurement and Metrics*.
- McMullen, M. G. (2014). The Value and Attributes of an Effective Preparatory English Program: Perceptions of Saudi University Students. *English Language Teaching*, 7(7), 131-140.
- Murphy, E. (2012). International School Accreditation: Who Needs It?. *International Education*, 212.
- Norris, J. M. (2013). Some challenges in assessment for teacher licensure, program accreditation, and educational reform. *The Modern Language Journal*, 97(2), 554-560.
- Obeid, R. (2017). Second Language Writing and Assessment: Voices from within the Saudi EFL Context. *English Language Teaching*, 10(6), 174-181.
- Prichard, C., & Moore, J. (2016). The balance of teacher autonomy and top-down coordination in ESOL programs. *TESOL Quarterly*, 50(1), 190-201.
- Yassin, A. A., Abdul Razak, N., Qasem, Y. A., & Saeed Mohammed, M. A. (2020). Intercultural Learning Challenges Affecting International Students' Sustainable Learning in Malaysian Higher Education Institutions. *Sustainability*, 12(18), 7490.

Zemni, B. & Alrefae, Y. (2020). Investigating the Source of Reading Anxiety among Undergraduate Saudi Female EFL Students in Translation Departments. *TESOL International Journal*, 15 (5). 65-77

Appendix

Questionnaire

	Standards Items	Strongly agree	agree	neutral	disagree	Completely disagree
Student Services	1. The confirmations procedure guarantees that the student is able to take a crack at and advantage from the instructional program.					
	2. The program gives scholastic and individual prompting and advising, just as help with understanding college guidelines					
	3. The program gives pre-appearance and progressing direction to help undergraduates in their change in accordance with the program.					
	4. The program tries to guarantee that learners comprehend strategies with respect to enlistment, enrollment, participation, rehashing levels or courses, and movement through the program of study.					
	5. Undergraduates approach medical coverage whenever required and, in all cases, undergraduates are educated about the requirement for satisfactory health care coverage inclusion.					
	6. Undergraduates approach social and recreational exercises that give					

	a social setting to their language procurement and different examinations, as suitable.					
	7. The program unmistakably states and reliably gives the degree of undergraduates administrations depicted in any composed, electronic, or oral special data or in understandings.					
Student Achievement	1.The program has a steady framework with affirmation prerequisites and permits legitimate and dependable situation of undergraduates into levels.					
	2. The program reports recorded as a hard copy whether undergraduates are prepared to advance to the following level or to leave the program of study, utilizing instruments or techniques.					
	3. The program keeps up and furnishes undergraduates with composed reports that unmistakably show the level and language results achieved because of guidance.					
	4. The program teaches students regarding the appraisal strategies used to decide position, movement from level to level.					

Student Complaints	1. The program is accessible to undergraduates to record a hard copy by which they may hold up formal grievances .					
	2.The program reports and keeps up records of formal learners’ grievances, just as the goals of any such protests.					
Recruiting	1. All program staff follow moral practices for selecting undergraduates and advancing projects.					
	2. All written, electronic, and oral information used to describe or promote the program to students and other relevant parties is accurate and complete.					
	3. The program guarantees that it hosts total data about the third gathering, accepts accountability for observing the outsider, and ends the understanding if vital.					



Enhancing Basic Writing Skills in English through Classroom Activities at the Tertiary Level with Special Focus on the Slow Learners in The New College

¹Dr. A. Sathikul Ameen

Assistant Professor, P.G & Research Department of English, The New College, Chennai-14, India. sathikulameen@thenewcollege.edu.in

²Dr. Shouket Ahmad Tilwani

Assistant Professor, Department of English, College of Science and Humanities, Prince Sattam Bin Abdulaziz University, Al-Kharj-11942, Saudi Arabia. s.tilwani@psau.edu.sa

³Dr. Akhter Habib Shah

Assistant Professor, Department of English, College of Science and Humanities, Prince Sattam Bin Abdulaziz University, Al-Kharj-11942. Saudi Arabia. ah.shah@psau.edu.sa

Correspondence: ²s.tilwani@psau.edu.sa

Bio-profiles:

Dr. A. Sathikul Ameen has received his PhD degree certificate in English from the University of Madras in 2014. He has published many research papers in different international journals. Currently, he is working as an Assistant Professor, in the P.G & Research Department of English, The New College, Chennai-14, India.

Dr. Shouket Ahmad Tilwani has his Ph.D. from Maulana Azad National Urdu University, Hyderabad, (India) in 2015. His specialization is Postcolonial Literature. His papers are about marginalisation and subalternity, published in well reputed journals indexed in Scopus and Web of Science databases. He is currently working as an Assistant Professor, Department of English, College of Science and Humanities, Prince Sattam Bin Abdulaziz University, Al-Kharj, 11942, Saudi Arabia.

Dr. Akhter Habib Shah has received his PhD degree certificate in English from the University of Madras. He is specialized in Modern English Fiction. His papers are about postcolonial themes, published in well reputed journals. Currently, he is teaching as an Assistant Professor, in the Department of English, College of Science and Humanities, Prince Sattam Bin Abdulaziz University, Saudi Arabia.

Abstract

The aim of this paper is to design tasks to enhance basic writing skills in English for the slow learners at the selected college. When the learners enter undergraduate programmes, they face difficulties in drafting their ideas in English because they had studied in their regional medium. The designed tasks provide the learners to practice writing confidently in English. This paper provides both the theoretical and practical aspects of the designed tasks. The major purpose is to integrate recent research and practice in teaching basic writing skills through various tasks and find out whether the designed tasks are effective for enhancing basic writing skills of the slow learners at the tertiary level. The ideas presented are relevant to teachers working in or preparing for a range of teaching situations with slow learners. This study attempts to check seven tasks in the selected classrooms and to analyse outputs from the learners' perception on writing in English.

Keywords: *Writing skills, activity-oriented approach, basic writing skills, slow learners, classroom activities*

Introduction

English language has become unavoidable for its being a universal lingua franca. This has become more acute due to the modern technology that has brought people of different cultures and countries closer to one another with mostly used language of English (Alzebaree & Yavuz, 2017, as cited in Alzebaree & Hasan, 2020). This paper attempts to find out how the seven chosen activities conducted for a ten-minute duration are useful for teachers to enhance the writing skills of slow learners. Nation says that one way of focusing attention on different aspects of writing is to look at writing as a process. One possible division of the writing process contains the following seven sub-processes. 1. Considering the goals of the writer, 2. Having a model of the reader, 3. Gathering ideas, 4. Organising ideas, 5. Turning ideas into written text, 6. Reviewing what has been written and 7. Editing. (p.114)

This paper provides teachers with activities that they can use, at any time to meet a specific learning objective or to provide a fun learning exercise. The activities are planned to cater to the needs of slow learners. As Gibbons claims that activities will foster learning in mainstream language teaching (p.33), the main purpose of the study is to use the selected activities in the classroom to find out how these activities will support slow learners to develop and practice their basic writing skills.

The slow learners always need special attention in teaching when compared to other learners in a varied classroom. Dunn & Rita Stafford 2009 claim that personalizing instruction for weak learners should be the primary agenda for every instructor (p.39), As a faculty member in the Department of English, The New College, one of the researchers have been handling different branches of classes at the undergraduate level where he faced a lot of problems in teaching writing skills for slow learners in classes. So the researchers initiated an activity-based approach in order to motivate slow learners to grasp ideas quickly like other learners in the same classroom. These activities give practical experiences to the students to develop their knowledge of writing basic sentences. Nation states that “learners should bring experience and knowledge to their writing. Writing is most likely to be successful and meaningful for the learners if they are well prepared for what they are going to write.” (p. 93) It is always challenging to teach writing skills because “there are many reasons for finding writing difficult, but probably a fundamental one is lack of confidence and feeling that you don’t have anything to say.” (Crème & Lea 8). These tasks will support the learners to understand basic writing skills in generating words and sentences independently. This study can help in building their confidence level and ensure good results in effective teaching and learning processes. These activities are specially planned for slow learners to boost their confidence level in classes.

Since writing involves a lot of mental pressure, most students don't prefer it. The slow learners are no exemption to this. As they have problems with their language skills, they find it very difficult to even attempt it. So, they tend to "consequently complain, procrastinate, and get distracted more often than those who are always ready to write". (Krajnjan p.1). Hence, it is important to provide them with fun based activities which will engage or motivate them to make efforts in this direction. As pointed out by Stevan Krajnjan, these activities “motivate and provide quick and relevant writing prompts/ideas for students in your class who find it difficult to get their writing engines going in the journal or creative writing classes (p.1)

Rationale

These activities are planned for the following reasons: Firstly, the teaching methodology should be altered to cater to the requirements of slow learners. Secondly, teaching methods always have the ability to provide learners with practical exposure to learn in an innovative way. Thirdly, changes in traditional approaches will enhance the learning atmosphere and help learners to stay focused on the objectives. Fourthly, these small activities are more flexible and can be used at almost any time during classes. Finally, these activities can be made longer or shorter depending on the availability of time in classrooms.

Review of Literature

This section deals with the work already done in the related area of research. The learners at higher secondary level face problems in learning writing skills in English because of lack of proper practice and remedial teaching through activities which help them learn with interest. Suderkkodi (1990) conducted a study of common errors committed by the Higher Secondary Students in written English. The objectives of the study are: (i) To identify the errors committed by the students at the higher secondary level in written English. (ii) To design some suitable remedial teaching programmes to the slow learners, in order to minimize their errors in written English. (iii) To implement the designed, remedial teaching programme to the slow learners in order to minimize these errors in written English. (iv) To find out the effect of the remedial teaching programmes implemented to the slow learners.

The major findings of the study are: (i) The achievements of boys are greater than that of girls in written English. (ii) There was improvement after giving remedial programmes to the slow learners. It was concluded that the remedial programmes had improved the student's performance on written English. Monaghan (2007) in his thesis on "Effective Strategies for Teaching writing" noted that teaching writing should include writing strategies such as inclusion of grammar and syntax pedagogy. In general, teaching writing should serve the purpose of making students develop the highest degree of ability in their written communication. Therefore, teacher should employ various combination of pedagogical strategies in teaching writing skills. In this study, Monaghan applied strategies such as inclusion of grammar and syntax. According to this study, the applied strategies were important to develop writing skills. Thanatkun Tangpermpoon (2008) discusses various approaches for improving students' writing skills in the journal article titled "Integrated Approaches to Improve Students Writing Skills for English Major Students". The author recommends to integrate product approach, process approach, and genre-based approach in the teaching of

writing skills in English which leads to success. He added that each approach has its strengths and weaknesses. So it is appropriate to take positive rudiments from all the approaches and initiate the language class-room in to the right path. The strengths of each approach can complement each other and help teachers to develop learner's writing competence by providing appropriate input of knowledge and skills in the writing process.

Dr. Kesavan Vadakalur Elumalai & Roseline Nirmala Jesudas (2014) conducted a research on Common Errors in the Basic Writing Skills with Reference to Native Speakers of Arabic Students in Collegiate Level". The study analysed the performance and the problems faced by Arab students who have enrolled for EFL writing courses in the colleges. This article discusses in detail the challenges faced by researchers for teaching and learning a second language. It examined various aspects like teaching tools, assessment criteria, material, resources, and students' attitudes towards learning the English language. The students were evaluated on the basis of writing technicalities like orthography, form of words, word order, appropriate genre and audience, sentence concord, cohesive devices and differentiating main ideas and supporting ideas. The article also recommends a program which can be implemented into curriculum to develop the writing skills among the students. Dr. Kamal Mourtaga describes the problems of students' poor writing in English and also recommends some techniques to develop that in research article "Poor Writing: A Case of the Palestinian EFL Learners in Gaza Strip". This article meant for checking why Palestinian students are weak writers. Further, he comes to the conclusion at the end of the research that there are two main causes behind poor performance of learners in writing skills are as following:

1. Palestinian EFL instructors misunderstand the writing process.
2. Palestinian EFL learners lack the linguistic competence in general, and practice of writing in particular.

To achieve the goals, the researcher distributed questionnaire among 30 male and female instructors from Gaza in the academic year 2009-2010. All the teachers were experienced people in the field of education and they had been engaged in teaching for more than 15 years.

The research articles discussed in review of literature indicate that there are different challenges involved in teaching of written English. They also show that there is a tremendous need for further research in this domain. The present study is a humble effort in this regard. In the present study, the researchers tried to bring available material with reference to research on developing writing skills in English. The researchers also discussed various research inputs in the field of developing writing skills in English through activities. To sum up, it can be said that writing skill is the most difficult skill among major skills like listening, speaking and

reading as it requires powerful faculties of mind to apprehend the ideas in a printed version or written symbols. Since there is a dire need for developing writing skills in English through activities, this research evolves. In the next section, research design is discussed.

Research Design

The study was divided into two phases. Firstly, the learners were tested at the beginning of the research study. After the pretest, the learners were exposed to an activity-oriented approach as suggested by the researchers. Eventually, posttest feedback was conducted after implementing these activities in the classes. Positive feedback had been received in this regard which indicates that students are able to improve their writing skills on their own with the activities conducted by the researchers.

The Hypothesis

When the selected classroom tasks are implemented in the selected classes for teaching basic writing skills, there is an improvement in learning from the slow learners.

Research Questions

This study was guided by major research question which is listed below:

- (i) How do these tasks help slow learners to practice writing skills independently with confidence?
- (ii) How can it boost their confidence level for the better performance in their learning process?

Sampling

Thirty-five students were randomly selected for the study. They were in their first year of B.A English literature in The New College, Royapettah, Chennai-600014. The experimental group has been tested in two phases which are mentioned in the Research Design.

Task Design

There are seven classroom activities which are presented in this paper with aims, procedures and examples:

1. ABC Model
2. Teaching through Songs
3. Shapes
4. Fantastic Four

5. A for Alphabet
6. Mail Me Everyday
7. Sentence in a Minute

1. ABC Model

Aim: To motivate the slow learners to take part in a writing activity in the classroom by assigning students with alphabet from A to Z and encourage them to generate words and sentences using the same.

Procedure: Students should be assigned with alphabets and ask them to write words or statements each in their assigned alphabet. For example, initially students should be instructed to write 10 words on an assigned alphabet.

After they write ten words, instruct them to make five statements based on 10 words.

2. Teaching through Songs

Aim: To encourage students to write words and phrases promptly with a message from lyrics of songs.

Procedure: Ask students to write a four-line poem with a message and ask them to be ready to read or sing it aloud. When one student reads or sings it, other students have to find out and write the theme or message of the students.

3. Shapes

Aim: To create atmosphere among students by making shapes with students (Shape: square- 4 students in the four corners of the class) who will share their ideas freely in writing without fear in order.

Procedure: You can ask students to form shapes of their own in the classroom for tasks. For example, instruct them to form a circle or triangle or square in the classroom for initiating writing. One can also start writing on rotation basis sharing opinions on the given topics. Finally, one can consolidate ideas of all participants.

4. Fantastic Four

Aim: To develop writing skills in a group with coherence and relevance.

Procedure: Four groups, four each in group. Students in each group need to develop a story with eight statements. Totally 8 statements (One story) x4= 32 Statements (Four stories)

A1, B1, C1, D1=Group A

A2, B2, C2, D2=Group B

A3, B3, C3, D4=Group C

A4, B4, C4, D4=Group D

Form a group by selecting one from four groups. Like, A1, A2, A3, A4 and ask them to write and share all the four different stories.

5. A for Alphabet (AA)

Aim: To motivate students to generate words based on the given theme. For example, "College"

Procedure: Give one alphabet and ask students to write words on the given theme. For example, 60 students= 60 words for one theme(College).

Alphabet: A

Theme: College

A- Attendance

A- Assessment

A- Absent

A- Administration

A- Assistant Professor

Then, ask the students to read aloud in the classroom. If there is any repetition, one can ask them to strike repeated words and ask them to generate different words based on the selected theme. One can continue with the task with 2 to 3 rounds. End of the task, the students will be generating ideas through words on the given theme.

6. Mail Me Everyday

Aim: To develop writing skills in regular basis.

Procedure: Everyday at least one page, one needs to write and send to his/her teacher.

Topics: After reading an interesting news article

After enjoying a good lecture in class.

After reading a book or magazine or short story.

After watching a movie or any interesting programmes.

After listening to episodes in BBC Podcast.

After watching some videos in YouTube.

7. A sentence in a Minute

Aim: To motivate students to write in one-minute time frame.

Procedure: Practice for one-minute training for writing one or two statements.

Topics: This activity can be applied to students immediately after one can ask them to do the following: read interesting news, enjoying a good lecture, watching movies, reading fiction or novel or a book or magazine or short story.

Results

Evaluation procedure

The writing skills of the students were evaluated at a holistic level. Both micro and macro skills of writing were assessed based on the principles proposed by Brown. They are presented in the figure below. A holistic rubric was used. The students writing was assessed based on their overall writing skills as suggested by Brown 2004. It is represented in table-1.

Categories of Writing Skills (Brown, 2004)

Micro Skills	Macro Skills
<input type="checkbox"/> Produce grapheme and orthographic patterns of English; <input type="checkbox"/> Produce writing at an efficient rate of speed to suit the purpose; <input type="checkbox"/> Produce an acceptable core of words and use appropriate word order patterns; <input type="checkbox"/> Use acceptable grammatical systems <input type="checkbox"/> Express a particular meaning in different grammatical forms; <input type="checkbox"/> Use cohesive devices in written discourse	<input type="checkbox"/> Use the rhetorical forms and conventions of written discourse; <input type="checkbox"/> Carry out communicative function of written texts; <input type="checkbox"/> Convey links and connection between events, and communicate; <input type="checkbox"/> Distinguish between literal and implied meanings; <input type="checkbox"/> Carry out culturally specific references in the context of the written text; <input type="checkbox"/> Develop and use of writing strategies;
Types of Writing Performance	
<input type="checkbox"/> Imitative and Intensive (controlled)	<input type="checkbox"/> Responsive and Extensive

Table.1 Source: Brown, "A categorical instrument for scoring second language writing skills."

Result and Conclusion

The mean of the pretest and posttest score are presented below.

As mentioned earlier the students were exposed to pretest and posttest. The pretest test was conducted before the instructional phase. After the activity-oriented approach, the students were exposed to posttest. The efficacy of the activity-oriented approach was measured using a paired t-test. Table 2 represents the t-test statistics.

Table-2 t- test statistics

		Pretest	Post-test
N	Valid	35	35
	Missing	0	0
Mean		3.5161	6.2903
Std. Deviation		.81121	1.00643

Table 2 represents that 35 students were assessed on their writing skills. The mean scores of the pretest are 3.51 and for the posttest, it is 6.29. The SD is .811 for the pretest and 1.00 for the post-test. There is not a great deal of difference in the standard deviation. However, the mean scores alone do not provide conclusive evidence on the test's effectiveness. Hence a paired sample t-test was run using SPSS version 12. Norusis 2006 states that a t-test will precisely indicate the test significance. (p.114)

Table-3 Paired sample t-test.

	Paired Differences				t	Df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
pretest - post test	-2.7742	1.56508	.28110	-2.44504	-1.29689	-6.656	.001	

Table -3 shows the results of the t-test. The paired t-test scores clearly state that the test is significant. Linn, and Jeffrey remark that the lower the t-tailed value the significant the

results are. Column one represents the variables. The next column indicates the mean difference between the pretest and post-test. The mean difference between the pretest and post is 2.7742. The next column indicates the paired standard deviation which is 1.56. 95% Confidence Interval of the Difference is 2.44504 in the lower side and 1.29689 in the upper side. Df represents the sample size.

According to Dimitrov et al., pretest-posttest scores present a clear indication of the improvement in the test scores. They claim that the significant difference between pretest and posttest determines the efficacy of the study. The t-value is 6656. The most important column is the last column of Table 3. In social sciences, the t-test value of less than 0.05 indicates the test significance. (Von Storch, p. 24) In the context of the study, the t-test result is 0.01 which proves that the new activity-based approach is efficacious for teaching writing. These activities are tested before, during and after finishing regular classes. All activities are equally meaningful to every individual student, and these activities give chances to students in different ways to interact in classes. It is more effective for new students when these concepts are introduced at the beginning of the semester. Students give effective feedback when they are asked about these activities and they understand literary texts in better perspectives. It helps them to get memorable literary inputs from the classes.

The issue observed in the study is that the slow learners at tertiary level in The New College had some difficulty in enhancing their basic writing skills. In order to address this problem, the designed tasks were proposed to enhance basic writing skills of the selected slow learners.

This approach was taken for the study based on the recent literature reviews and findings available for teaching writing through tasks. There has been extensive volume of research happening with regard to improving writing skills of the learners in general. However, it appears that not many studies have been attempted on the proposed tasks for improving writing skills of the slow learners.

The designed tasks have been tested in language classrooms at different levels. The outcomes of classes resulted in interactive, interesting, and motivating for students to enhance their writing skill development with a clear focus. These methods have been applied in foundation English classes since January 2018 and generated very positive feedback. These methods will be interactive, effective and help students acquire basic writing skills quickly

Recommendations

1. Teachers can plan their own activities effectively based on the models given in this study.

2. Students should be motivated through short activities to make language and literature classes more effective.

References

- Alzeebaree, Y., Hasan, I. A. (2020). What makes an effective EFL teacher: High School Students' Perceptions. *Asian ESP Journal*, 16 (2), 169-183
- Crème, Phillis & Lea. R. Mary. *Writing at University*. Philadelphia: Open University Press, 1997.
- Dimitrov, Dimiter M., and Phillip D. Rumrill Jr. "Pretest-posttest designs and measurement of change." *Work* 20.2 (2003): 159-165.
- Dunn, Rita Stafford, and Kenneth J. Dunn. *Practical approaches to individualizing instruction: Contracts and other effective teaching strategies*. Parker Publishing Company, 1972.
- Elumalai, Kesavan Vadakalur & Jesudas, Dr. Roseline Nirmala. Common Errors in the Basic Writing Skill with Reference to Native Speakers of Arabic Students in Collegiate Level. *Language in India*. Volume 14:1 January 2014.
- Gibbons, Pauline. *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Vol. 428. Portsmouth, NH: Heinemann, 2002.
- Krajnjan, Stevan. *1000 Quick Writing Ideas*. Edited by: Janet Nicolson, Dawn Burr. <www.timesaversforteachers.com> ISBN 0-9689702-1-4.
- Linn, Robert L., and Jeffrey A. Slinde. "The determination of the significance of change between pre-and post-testing periods." *Review of Educational Research* 47.1 (1977): 121-150.
- Nation, I.S.P. *Teaching ESL/EFL Reading and Writing*. New York: Routledge, 2009.
- Brown, James Dean, and Kathleen M. Bailey. "A categorical instrument for scoring second language writing skills." *Language Learning* 34.4 (1984): 21-38
- Norusis, Marija J. *SPSS 14.0 guide to data analysis*. Upper SaddlePrentice-Hallrentice Hall, 2006.
- Monaghan, C. (2007). "Effective Strategies for Teaching Writing." A published M. A. Thesis. The Evergreen State College.
- Mourtaga, K. Poor writing in English: A case of the Palestinian EFL learners in Gaza Strip Gaza: Alquds Open University, 2010.
- Tangpermpoon, T. (2008) Integrated Approaches to improve students writing skills for English major students. *ABAC Journal*. 28(2), 1-9.

Von Storch, Hans. "Misuses of statistical analysis in climate research." *Analysis of Climate Variability*. Springer, Berlin, Heidelberg, 1999. 11-26.



**The 3 D's in Writing Proficiency:
A Basis for Language Enhancement Program**

Clarinda C. Galiza, PhD

Apol Joy D. Cagayan

Isabela State University, San Mariano

Sta. Filomena, San Mariano, Isabela, Philippines

clarindagaliza25@gmail.com

Bio-profiles:

Dr. Clarinda C. Galiza is currently employed as faculty of the Isabela State University, San Mariano Campus, San Mariano, Isabela. She is a holder of Bachelor of Secondary Education, major in English, Master in Educational Management and Doctor of Philosophy. As a faculty of ISU, San Mariano Campus, she teaches English subjects with dedication as a way to help improve quality of graduates. At present, she is designated as Campus Administrator and one of her concerns is to be able to respond to the weaknesses of college students in relation to writing.

Apol Joy D. Cagayan works as a faculty of ISU, San Mariano Campus, San Mariano, Isabela. She finished the degrees Bachelor of Secondary Education and Master of Science in Teaching. Currently, she is designated as the Director for Student Affairs and Services of the Campus. Her involvement in this research study is consistent to her desire to contribute her effort in enhancing the capability of college students in writing.

Abstract

This research study was done to determine the writing proficiency level of the 30 first year Bachelor of Science in Information Technology students of Isabela State University, San Mariano Campus enrolled during the SY 2019 – 2020. Data gathered were analysed using frequency count, percentage and ranking.

The salient findings are as follows. Out of the 30 respondents, more than half of them demonstrated poor understanding of the topic given and therefore, confusion was highly evident in their essay outputs.

For the respondents writing proficiency level as to organization of ideas, majority of them had fairly questionable performance in organizing and developing ideas.

In terms of conventions which are centered on grammar, correct usage, and mechanics, more than half of the respondents' outputs were marked with numerous errors which significantly affected the meaning of their outputs. About their level of writing proficiency applying style of writing, majority of them had serious and frequent problems with word choice and sentence structure.

It may be recommended that students need to enhance more their writing performance by practicing writing in English not only in the four walls of the classroom but also in conversing via phone and text messaging. This would help in mastering the English language and further study or paper should be conducted.

Keywords: *writing proficiency, organization of ideas, conventions, writing style*

Introduction

In English language teaching and learning, there are four important macro skills a person should master, one of them is writing. As propounded by Bangayan- Manera(2019) in her study though not related with this study but insisted that communication is a basic human need. Every people need to communicate with others, be it in speaking, writing, reading or listening. In fact, a good communication skill is not only essential for good achievement in academic but also for a successful career. In every organization, leader, manager, supervisor and an employee, effective communication is an important element of success. It does not only help you get the job you want but also help you become more successful in the job you have.

It is very true that writing as a macro- skill in English, when given an adequate attention and high level of seriousness can make students succeed in difficult classroom writing activities. Through writing, one can show ideas and knowledge excellently and clearly, recounted by Malana(2019). Students, therefore must appreciate the significance of developing and enhancing one's writing ability for a lighter academic life.

For this macro- skill, patience is needed since this mental activity requires higher order thinking skill to produce outputs that are highly acceptable.

Writing is one of the academic challenges among college students that needs equal attention, hence this should not be taken for granted by them. Serious attention must be poured for them to succeed in any classroom activity.

Domantay and Ramos (2018) said that to be able to succeed in academic writing and to perform effectively, students must possess a proficient English writing performance.

It is for this reason that a beneficial activity like conducting a research study which is relevant to the felt needs of the college students of the campus is a major priority to help them in improving students' ability to write.. This, once attained can be an edge of graduates of the campus in relation to employment here and abroad.

Communication through writing also enriches students' vocabulary and familiarizes them with style of writing that will stimulate and encourage them to think. In reality,, writing opens chances for self-expression and it is needed in performing activities in the workplace. . As Richards (2017) highlighted, future research needs to focus on the role of teacher language proficiency in shaping teachers' practice in classroom and the differential effects of teacher language proficiency on different language skills and various aspects of classroom instruction.

Writing is a skill being emphasized in learning a language. This is done to ensure readiness in the performance of all required writing tasks in the classroom. It is true that writing skill is a complicated process requiring several activities simultaneously. The writer needs to generate, organize and patiently review ideas using correct grammar, vocabulary and rules of the written language. Hence, it can be said that this skill is a cognitive task in which students draw ideas or information from their memory. It is sad to note that ISU, San Mariano Campus students demonstrate poor performance in writing. This is alarming considering the fact that in the world of work today writing letters, e mails, proposals and other kinds of writing activities are expected to be performed. In order, therefore that scores of students will improve in writing activities provided by their instructors, it is needed that their proficiency level is known through this research study. Freeman (2017)also conducted a university level study of student writing examining students at Cedarville university. Freeman (2017) strongly advocated for both greater writing instruction and remediation across the curriculum and for implementing Writing in the Discipline or Writing across the Curriculum programs, arguing that one semester remedial English programs cannot meaningfully improve student writing. It is for this reason that the fundamental purpose of the study is to determine the writing performance level of the students.

Research Objectives

This study aimed to determine the writing proficiency level of the respondents. Specifically, it aimed to:

1. Describe the writing proficiency level of the respondents in the following areas:
 - Content
 - Organization of ideas
 - Conventions (grammar, usage, mechanics)
 - Writing style
2. determine the weaknesses of the students in relation to writing; and
3. develop extension activities that will strengthen the writing performance of the respondents for employment advantage.

Methodology

Research Design

Descriptive statistics was used in this study to determine the writing proficiency level of the respondents applying content, organization of ideas conventions and style of writing to assess their essay outputs.

Research Participants

This research study involved 30 first year Bachelor of Science in Information Technology students of Isabela State University, San Mariano Campus enrolled during the SY 2019 – 2020.

Instrumentation

To obtain the essay outputs of the respondents, questionnaires were used indicating a reminder that in developing their individual essay wherein a common title was given, observance of content relevance, proper organization of ideas, conventions (grammar, correct usage, and mechanics) and good writing style must be well considered.

Data Gathering

Before the questionnaires were floated, proper coordination was done in writing among the concerned officials and faculty of the campus. Retrieval of the questionnaires was systematically accomplished through the trusted colleagues of the researcher.

Data Analysis

Data gathered were analysed using frequency count, percentage and ranking to assess the writing proficiency level of the respondents. Rubric was also used to determine their writing proficiency level.

Results and Discussions

Table I. Frequency and Percentage Distribution of the First Year BSIT Respondents as to Their Writing Proficiency Level Focusing on Content

Content	BSIT		
	F	%	Rank
Demonstrates a thorough and clear understanding of the topic. An insightful response was given.	-	-	-
Demonstrates a sound understanding of the topic. Addresses the topic clearly, but a more effective response can be given.	-	-	-
Demonstrates a general understanding of the topic. It is well explained, though some aspects may have been developed into a more sensible response.	1	3.33	3
Demonstrates some understanding of the topic given, but some aspects were not clearly stated that resulted into developing a weak response.	10	33.33	2
Demonstrates poor understanding of the topic. Confusion is fairly evident.	19	63.33	1
Total	30	100	

The data show that out of the 30 first year BSIT respondents enrolled during the SY 2019-2020, 1 or 3.33 percent of them demonstrated a general understanding of the topic ; 10 or 33.33 percent demonstrated some understanding of the topic but some aspects were not

clearly stated resulting to a weak response; 19 or 63.33 percent had poor understanding of the topic resulting to confusion while there were no outputs from the respondents that demonstrated thorough and sound understanding of the topic.

The data imply that as to content, the respondents' failed to express correctly what was asked in the topic, hence the need to enhance their comprehension is necessary. This finding is strongly supported by the National Reading Panel describing comprehension as a complex cognitive process in which a reader must have a serious engagement with the text in order to succeed in writing.

Table 2. Frequency and Percentage Distribution of the First Year BSIT Respondents as to their Writing Proficiency Level on Organization

Organization	BSIT		
	F	%	Rank
The response is coherently organized and developed, with ideas supported by reasons.	-	-	-
It is well organized and developed, with ideas supported by appropriate reasons.	-	-	-
It is adequately organized and developed, with generally supporting ideas with reasons.	-	-	-
The response is poorly organized and developed, presenting generalizations without adequate and appropriate supporting ideas.	3	10	2
It has a fairly weak organization and development, providing basic generalizations without supporting ideas.	25	83.33	1
The answer lacks organization.	2	6.66	3
Total	30	100	

Table 2 shows the frequency and percentage distribution of the respondents as to the level of their writing proficiency in organizing ideas. As can be seen on the table; 3 or 10 percent had poorly organized and developed essay outputs; 25 or 83.33 percent had a fairly weak organization and development providing basic generalization without supporting ideas;

2 or 6.66 percent submitted outputs that lacked organization and none among the respondents had adequately and coherently organized outputs.

The data revealed that majority of the respondents had highly questionable writing outputs when it comes to organization of ideas. This maybe due to their low level of commitment in giving favorable response to required writing activities during their past education. Amrhein & Nassaji (2010) emphasized that writing organized texts is an important characteristic of academic writing. The authors further emphasized that novice writers in particular tend to face challenges trying to organize their ideas following the norms.

Table 3. Percentage Distribution of the First Year BSIT Respondents on their Writing Proficiency Level Applying Conventions (grammar, usage, and mechanics)

Conventions (Grammar, Usage, and Mechanics)	BSIT		
	f	%	Rank
The response is generally free from errors in grammar usage, and mechanics (spelling, capitalization, punctuation).	-	-	-
Makes few errors in grammar, usage, and mechanics.	-	-	-
Makes some errors, but mostly demonstrates control of grammar, usage, and mechanics.	2	6.66	4
It has an accumulation of errors in grammar, usage, and mechanics, but minimally affects the meaning of the response.	8	26.66	2
The response is marked with numerous errors in grammar, usage, and mechanics that significantly interfere with the meaning.	17	56.66	1
The activity has serious and recurrent errors in grammar, usage, and mechanics that greatly interfere with the overall meaning of the answer.	3	10	3
Total	30	100	

Table 3 presents the frequency and percentage distribution of the respondents as to writing proficiency level applying conventions [grammar, usage and mechanics]

Of the 30 respondents, 2 or 2.60 percent made some errors but mostly demonstrated control of grammar, usage and mechanics; 8 or 26.66 percent had an accumulation of the same errors; 17 or 56.66 percent had outputs marked with numerous errors; 3 or 10 percent had serious and recurrent errors in grammar, usage and mechanics; and there were no essay outputs

retrieved from the respondents that were free from errors or incurred only few errors in grammar, usage and mechanics.

The data implied that a number of the respondents do not demonstrate right application of the grammar rules. Correct usage and mechanics were also noted as their writing weaknesses which may be due to low level of commitment in their studies before particularly during their basic education. This finding is similar to the findings of Lasaten [2014] after examining the common linguistic errors in the English writings of the teacher education students wherein the most common errors were on verb tenses, sentence structure, punctuations, word choice, spelling, prepositions and articles.

Table 4. Frequency and Percentage Distribution of the First Year BSIT Respondents on their Writing Proficiency Level Applying Writing Style

Writing Style	BSIT		
	F	%	Rank
Use a wide variety of sentence structures that show a superior control of word choice with a clear concise style.	-	-	-
There is a minimal variety in sentence structure but control of word choice with a clear style is evident.	-	-	-
There is a deliberate sentence variety showing an adequate control of word choice with inconsistently clear style.	-	-	-
Rudimentary sentence variety is shown though appropriate vocabulary is evident in the output.	8	26.66	2
Serious and frequent problems with word choice sentence structure is evident, thus lack of style is shown.	16	53.33	1
Many run-ons and fragments are shown. Limited vocabulary is established and sentence variety is not evident.	6	20	3
Total	30	100	

Table 4 presents the frequency and percentage distribution of the respondents as to writing proficiency level applying writing style.

There were 8 or 26.66 percent whose outputs showed rudimentary sentence variety; 16 or 53.33 percent had serious and frequent problems with word choice; 6 or 20 percent submitted essay outputs that had many run-ons and fragments with limited vocabulary established and no manifestation of sentence variety. There were no outputs retrieved from the respondents observing the use of a wide variety of sentence structures.

The data revealed that most of the respondents' outputs were not in accordance to acceptable writing style due to serious word choice and sentence structure problems. This condition can be due to some factors like the poor foundation of the respondents, their low level of interest to respond to classroom writing activities and the questionable dedication of some parents to perform their responsibility to provide motivation to their children. This finding has similarity to the finding of the conducted research study of Calanoga (2019) emphasizing that structural errors were made by her respondents in writing sentences. She added that students are unaware of the components that make sentences correct.

Conclusions

From the data gathered, the following conclusions were derived:

1. Observance of content relevance were affected by their low comprehension level.
2. Most of the respondents outputs were not properly organized .
3. A number of the respondents cannot demonstrate mastery of the grammar rules as evidenced by their erroneous outputs.
4. Correct usage and mechanics which are considered essential elements to apply in any writing activity in order to produce good outputs were not also observed.
5. The essay outputs of most of the respondents did not show a good writing style.

Recommendations

1. Faculty members assigned to handle writing subjects every semester must possess a passionate and understanding characteristic in reading and editing students' writing outputs.
2. Capability building activities like Seminar-Workshops and Trainings may be implemented to enhance the respondents' writing performance.
3. The administration of ISU, San Mariano Campus may provide a conducive room for the conduct of capability building activities to ensure a highly motivating learning atmosphere.
4. Adequate writing references should be available in the library for students.

5. Parents and guardians of the respondents should show cooperation in ensuring the formation of good study habits so that writing being considered as an essential macro-skill in English will be given primordial attention.
6. The respondents may strengthen their commitment in responding to writing activities required by their instructors or professors.
7. Extension activities focused on writing enhancements should be conducted as a yearly extension work of the faculty members in order to contribute to academic progress.
8. Tutorial sessions may be regularly conducted.
9. This study may serve as the basis for the teachers to add or revise their teaching strategies and to construct instructional materials that would guide the toward eloquent and effective teaching-learning experiences.

Pedagogical Implications

Writing is one of the productive skills in language, As one of the productive skill, writing could be directly or empirically observed. Academes may provide adequate and functional state-of-the-art facilities (i.e. function hall or rooms) and to find students' involvement in writing competitions either locally, nationally or even internationally. It is imperative to take note that writing is to express thought in an inner sense using pen or notes, laptops or even desktops. Thus having an open communication though writing to other activities in the community will also help the students boost their confidence in writing. Their exposure will optimistically contribute not just to their personal investments but also to the progress of the institution as well.

The 3 D's were (1.) describe (the writing proficiency level), (2.)determine (the weaknesses of the students) and (3.) develop (to enhance the writing ability of the students. In the result of the study, description were made through the outputs of the students and were seen that there were a lot of loop holes encountered by students. In order to enhance or even to help the students to their weaknesses, there are a lot of remedies like tutorials, mentoring or coaching that would enlighten the minds of the student in regard of writing competencies. With the parameters being set, writing is an essential skill for intelligent communication. It is the product of speaking, reading and listening. To be able to write accurately and excellently with the use of English language is indeed a vital factor. Writing competence means conversation ability or skill between the reader and the writer, this would really empower communication.

References

- Amrhein, HR, & Nassaji, H. (2010). Written corrective feedback: what do students and teachers prefer and why? *Canadian Journal of Applied Linguistics*, 13(2), 95–127.
- Bangayan- Manera, A. (2019). Textual Analysis of School Graffiti. *The Asian EFL Journal*. 21(2),273-285
- Calanoga, M. C. M. (2019). Mechanic and Grammar Error Analysis in Students' Write ups: Basis for Incidental Teaching in the Classroom. *The Asian EFL Journal*. 23(3),80-103.
- Freeman, D. (2017). The case for teachers' classroom English proficiency. *RELC Journal*, 48(1), 31–52.
- Fontiveros-Malana, M.(2019). Language Background and English Proficiency Level of Ibanag, Ilocano and Itawes. *The Asian EFL Journal*. 23(3),98-108
- Gustilo, L.E, (2016), Differences in Less Proficient and more Proficient ESL College Writing in the Philippine Setting. *The Philippine ESL Journal*. 16, 27-45
- Liu, Q, & Brown, D. (2015). Methodological synthesis of research on the effectiveness of corrective feedback in L2 writing. *Journal of Second Language Writing*, 30, 66–81.
- Richards, JC. (2017). Introduction. *RELC Journal*, 48(1), 3–5.



English Performance of Students' and their Participation to Extra-Curricular Activities: Bases for Intervention Programs

Marie Claudette M. Calanoga

Loraine Tattao

Cynthia B. Julian

Maribel F. Malana

Cagayan State University

Abstract

The Theory on Optimistic Youth Development by Gardner, et. al. (2008) highlights the transition of human development and advocates supportive relationship that cultivates positive and healthy development. Taking this viewpoint, extra-curricular activities encourage healthy development among students. This study focused on the participation of English major students to extra-curricular activities which may have impact on their English performance. Specifically, it investigated on the respondents' profile, English performance, and the relationship between their participation to activities outside of their classroom and performance in English. It was found out that the students who preferred to participate in activities other than those conducted in the four corners of the classroom participated moderately in extra-curricular activities, more so in leadership activities. But it is a good thing to note that their involvement in extra-curricular activities have relatively positive effects on their everyday lives and their academic trajectory as it is indicated that they have satisfactory academic performance. It is recommended, however, that more activities on journalism, sports, and socio-cultural activities be conducted and they should be encouraged participation be increased. Further research should also be conducted on the effect of students' participation to these activities in their socio-emotional behavior.

Keywords: *academic performance, co-curricular and extra-curricular activities, human development and success*

Introduction

Every educational institution aims to train and produce graduates whose innovativeness, creativeness and adeptness are at par with global standards of academic quality and excellence. In this regard, curricular programs, content and outcomes are in place to be able to fully develop students with their four or five years of student life. It is imperative for an institution to have students be well equipped with macro and micro skills along communication, technology, pedagogy, business, hospitality, agriculture or in any field it offers.

To attune to the development of these various skills, the institution provides not only classroom lectures and typical learning activities but also other intellectual exercises such as journalism, academics, leadership, sports and socio-cultural activities which are better referred to as extra-curricular activities. These are usually included in the calendar, program or schedule of activities which are implemented by the college, organization or the students' development office.

According to Cadwallader, Garza, and Wagner (2002) as cited by Craft (2012), extracurricular activities are defined as the activities in which the students participate after the regular school day has ended. These activities may include athletics, journalism, choir, and student leadership organizations.

The extra-curricular activities are scheduled in such a way that it minimizes conflict of classroom schedules, lectures and activities to avoid missing or disrupting classes. Administrators find this crucial in the life of students so that students could adjust or arrange their attendance to classes as well as their involvement to various extra-curricular activities as their participation most likely substantiates, complements or enhances what takes place inside the classrooms. The article by Daley and Leahy (2003), Wilson (2009) pointed out that extra-curricular activities in schools or universities should catapult the development of students' potentials through activities that supplement and complement the curricula and that students who participate in extra-curricular activities generally benefit from many opportunities afforded them.

In her study on the effect of “out-of-class activity on students’ lexical competence and enthusiasm in learning EFL, Swandewi (2020) identified the role of activities performed by students after a classroom session on the students’ ability in English vocabulary. Thirty students who participated in the English club were drawn as pre-experimental samples with one group pre-test and post-test design. The analysis shows weak lexical competence prior to out-of-class program implementation. The implementation of learning enthusiasm inventory results and interviews with student report indicated influencing the success of the activities. Students confirmed that they were more motivated and encouraged in learning in the classroom and outside the classroom or school. Thus, improving their performance most especially in English. Students also revealed that enthusiasm helped them more focused on the process of learning vocabulary.

Similarly, in his study, Susilo in 2018, mentioned that one of the ways in which teachers attempts to involve themselves in out-of-class practices enrich the students L2 exposure outside the class. He found that the favorite way is being involved in extra-curricular activities, such as English Conversation Club, and other related activities.

Extra-curricular activities reinforce, strengthen and enrich classroom instruction as opportunities for learning experiences become broader and realistic as they likely occur in the realities of the world that surround them or along their line of interests. Similarly, Mc Neal (1999) stated as a matter of fact that extracurricular activities related to education are potentials to enrich all academic undertakings. This was found out in the study of Morrissey (2005) when he concluded that students who actively participate in extracurricular activities have better grades, attend school more frequently and have higher self-confidence. As cited by Tattao (2016) student’s academic performance and student engagement to school activities are areas of interest in higher education institutions. Many recent studies were carried out to explore factors affecting university student’s academic performance and student engagement.

In the Cagayan State University, the opportunities for extra-curricular activities abound. This, therefore pertains to the facets of activities that include sports, academics, leadership and socio-cultural activities in which students are exposed to. The administration in fact, supports all these through the Office of Student Development and Welfare, Socio-Cultural Office, and Sports Office. These offices spearhead the conduct of extra-curricular activities in coordination with the different student organizations. The co-curricular and extra-curricular activities

develop students' interests, skills and characteristics. While the university opens these opportunities, the students' essence for being in school is still their studies. However, over scheduled students may tend to be too tired or irritable and tend to become disinterested specially when attendance to classes is increasingly affected and the teachers manifest misgivings by not supporting their attendance to extracurricular endeavors. Oftentimes students would miss important lectures, quizzes, examinations and classroom activities which are basic reasons why teachers would not allow them to be absent or miss in class.

In this scenario of the institution, it is deemed timely to look into the balance between the performance of students in their studies and their participation in extracurricular activities. In this way policies as well as requisites to students' participation to extra-curricular activities could be enriched or modified so as to improve the development of the students into a well-rounded being.

Notably, not all students have deep sense of participation in extra-curricular activities. This is maybe because there are some implications that need to be clearly defined for students to actively participate without having to think or worry of missing out in the classroom. In this way, pedagogical remedies may be offered to help the students to become the true CSUan graduates despite their deep involvement or participation in extra-curricular activities.

With the exposure of the students to various extra-curricular activities, it is timely and necessary to determine the relationship of the extent of participation the students have to their academic performance so that possible pedagogical remedies could be proposed.

Objective

This study aimed to find out the extent of English Major students' participation in extracurricular activities and its relationship to academic performance, and further, to ascertain pedagogical remedies or interventions.

Specifically, it sought to address the following questions:

1. What is the profile of the respondents in terms of the following:
 - a. Sex
 - c. Religion
 - d. Educational attainment of parents
 - e. Occupation of parents

- f. Type of co-curricular and extra-curricular activities engaged in
2. What is the academic performance of the students engaged in co-curricular and extracurricular activities?
3. What is the extent of participation of students in co-curricular and extra-curricular activities along
 - a. academics
 - b. journalism
 - c. sports
 - d. socio-cultural
 - e. leadership
4. Is there a significant difference in the extent of students' participation in co-curricular and extra-curricular activities when grouped according to profile variables?
5. Is there a significant relationship between the students' academic performance and extent of participation in co-curricular and extra-curricular activities?
6. What pedagogical remedies or interventions could be proposed in relation to students' participation to co-curricular and extra-curricular activities?

Methodology

Research Design

The study made use of the descriptive research design as it ascertained the profile variables of students who are involved in co-curricular and extracurricular activities, their academic performance, their extent of participation to extra-curricular activities, as well as the relationship of academic performance to the extent of participation of students to co-curricular and extra-curricular activities.

Locale of the Study

The study covered all the 8 Campuses of a university in the province of Cagayan.

Respondents and Sampling Procedure

The respondents of the study selected through sampling technique are the English major students who are actively involved in co-curricular and extra-curricular activities for the school year 2017-2018.

Research Instrument

A structured questionnaire was formulated by the researchers to determine the extent of participation of the respondents as well as the problems encountered in their involvement with co-curricular and extra-curricular activities. This is the main data gathering tool used in the study.

Data Analysis

The data collected was analyzed using descriptive statistics such as frequency count, percentage, and mean. Frequency count and percentage were used for the profile of the respondents. Analysis of Variance (ANOVA) was used to test the significant difference in the extent of students' participation in co-curricular and extra-curricular activities when grouped according to profile variables while Pearson r moment correlation formula was employed to test the significant relationship between the respondents' academic performance and their extent of participation in extra-curricular activities.

Results and Discussion

A. Profile of the Respondents

Table 1. Distribution of respondents according to profile variables

Profile Variable	f n=233	p (%)
Sex		
Male	135	57.9
Female	98	42.1
Religion		
Roman Catholic	138	59.2
Born Again	46	19.7
Iglesia ni Kristo	20	8.6

Jehovah's Witness	15	6.4
Others	14	6.0
Father's Educational Attainment		
Elementary Undergraduate	15	6.4
Elementary Graduate	17	7.3
HS Undergraduate	40	17.2
HS Graduate	83	35.6
College Undergraduate	45	19.3
College Graduate	33	14.2
Mother's Educational Attainment		
Elementary Undergraduate	1	0.4
Elementary Graduate	13	5.6
HS Undergraduate	26	11.2
HS Graduate	106	45.5
College Undergraduate	63	27.0
College Graduate	24	10.0
Father's Occupation		
White collar job	38	16.3
Blue collar job	66	28.3
OFW	35	15.0
Self-employed	55	23.6
None	35	15.0
Mother's Occupation		
White collar job	31	13.3
Blue collar job	76	32.6
OFW	29	12.4
Self-employed	59	25.3
None	38	16.3
Type of co-curricular and extra-curricular Activities engaged in		
Academics	98	42.06

Journalism	56	24.03
Sports	98	42.06
Leadership	142	69.94
Socio-cultural	45	19.31

Table 1 presents the profile of the respondents. It could be gleaned from the table that there are 135 or 57.9% males and 98 or 42.1% females.

With respect to religion, majority of the respondents are Roman Catholic with a total of 138 or 59.2%, 46 or 19.7% are Born Again, 20 or 8.6% are Iglesia ni Cristo, 15 or 6.4%, are Jehovah's Witnesses, and 14 or 6.0% have other religions.

As regards the father's educational attainment of the respondents, 83 or 35.6% are high school graduate, 45 or 19.3% are college undergraduate, 40 or 17.2% are high school undergraduate, 33 or 14.2% are college graduate, 17 or 7.3 % are elementary graduate, and 15 or 6.4% are elementary undergraduate.

In terms of the mother's educational attainment of the respondents, 106 or 45.5% are high school graduate, 63 or 27.0% are college undergraduate, 26 or 11.2% are high school undergraduate, 24 or 10.3% are college graduate, 13 or 5.6% are elementary graduate, and 1 or 0.4 percent is elementary undergraduate.

As to father's occupation, 66 or 28.3% have blue collar jobs, 55 or 23.6% are self-employed, 38 or 16.3% have white collar jobs, 35 or 15.0% are Overseas Filipino Workers, and 35 or 15.0% have no jobs.

As regards the mother's occupation, 76 or 32.6% have blue collar jobs, 59 or 25.3% are self-employed, 38 or 16.3% have no jobs, 31 or 13.3% have white collar jobs, and 29 or 12.4% are Overseas Filipino Workers.

With respect to the type of extra-curricular activities engaged in by the respondents, most of the students are involved in leadership with 142 or 69.94%, 98 or 42.06% participated in academics and sports, 56 or 24.03% joined journalism, and 45 or 19.31% are engaged in socio-cultural.

B. Academic Performance

Table 2. Academic performance of students engaged in co-curricular and extra-curricular activities

Academic Performance	f	p (%)
Very Satisfactory	22	9.4
Satisfactory	125	53.6
Fair	79	33.9
Poor	7	3.0

Table 2 shows the academic performance of the students engaged in extra-curricular activities. It can be gleaned from the table that majority of the respondents have Satisfactory academic performance with 125 or 53.6%. This implies that the general weighted average of the respondents falls within the range of 85 to 89.99. Furthermore, 79 or 33.9% have Fair academic performance with a general weighted average ranging from 80 to 84.99, while 22 or 9.4% have Very Satisfactory academic performance with a general weighted average of 90 to 94.99, and 7 or 3.0% have poor academic performance with a general weighted average that ranges from 75 to 79.99.

C. Extent of Participation

Table 3. Extent of participation of the respondents in extra-curricular activities

Extra-Curricular Activity	Mean	Interpretation
Academics	2.65	Moderate Participation
Sports	2.27	Low Participation
Leadership	3.70	High Participation
Journalism	2.09	Low Participation
Socio-cultural	2.40	Low Participation

Table 3 discloses the extent of participation of the respondents in extra-curricular activities. It could be observed that the most of the respondents have high participation in

leadership activities with a mean of 3.70. This means that the respondents are involved in student organizations in the college, campus, and in the University level. This is consistent with the many accredited student organizations in the University which the students join to hone not only their leadership skills but also their decision making and problem solving skills.

This is corroborated by an article, “College Extracurricular Activities-Impact on Students, Types of Extracurricular Activities”, which proposed that students who are involved in student governance are elected by their peers to function as the "official voice" of students to university administration. These government participants often serve on campus-wide committees in an effort to represent the ideas and concerns of their fellow students. Student government functions include allocating funds to other organizations, planning programs related to student interests, providing forums for student issue discussion, and helping to build and sustain a successful campus community. (<https://education.stateuniversity.com/pages/1855/College-Extracurricular-Activities.html>)

Likewise, the respondents moderately participate in academics with a mean of 2.65. This shows that the respondents are involved in quiz bees, speaking contests, and research presentation. Academic contests require selection of contestants from the college, campus, and University which limits the number of participants. Aside from this, there are limited activities for academic contests. This has been substantiated by Cash (2009) as cited by Craft (2012) that academic contests mandate certain levels of academic achievement to be allowed as well as some requirements that are required to meet in order to participate in academic competitions.

Furthermore, the respondents have low participation along sports, journalism, and socio-cultural activities. This means that students have limited opportunities to get involve in athletics, ball games, board games, feature writing, literary writing, dance contests, and singing contests. Sports, journalism, and socio-cultural activities necessitates talents and skills, hence, the inadequate number of students participating in such activities. This has been supported by Wilson (2009) in his study who stated that only a few number of students attend athletics, dance competitions, and writing contests because of the eligibility it requires from the students.

D. Extent of Students' Participation

Table 4. Significant difference in the extent of students' participation in extra-curricular activities when grouped according to profile variables

Variable	Computed value	Probability value	Interpretation
Sex	1.297	0.196	Not significant
Religion	2.691	0.005	Significant
Educational attainment of father	3.570	0.004	Significant
Educational attainment of mother	4.547	0.001	Significant
Occupation of father	1.166	0.327	Not significant
Occupation of mother	2.146	0.076	Not significant
Type of extra-curricular activities engaged in	1.963	0.174	Not significant

One of the hypotheses of the study states that there is no significant difference in the extent of students' participation in extra-curricular activities when grouped according to profile variables.

Table 4 reveals the p values in the extent of students' participation in extra-curricular activities when grouped according their profile variables. It could be deduced from the table that the extent of students' participation in extra-curricular activities varies significantly when grouped according to college, religion, and educational attainment of their father and mother.

The result shows that there is a significant difference on the students' participation to extra-curricular activities and the college of the respondents. This implies that the students' participation to extra-curricular activities is at variation depending on the college where they belong. This could be attributed to the fact that each college in the University has its unique culture. In this regard, the respondents adopt the college culture, hence, their participation to extra-curricular activities differ according to the college where they are enrolled in.

Furthermore, there is a significant difference on the students' participation to extra-curricular activities and the religion of the respondents. This means that students' involvement

in extracurricular activities varies depending on their religious affiliation. Also, there is a significant difference on the students' participation to extra-curricular activities and the educational attainment of their fathers and mothers. This result is contrary to the result of the finding as cited by Xu (2017) that there is a connection of students' involvement in activities, including sports, the arts, and academic clubs with their mother's educational attainment. The participation rates of students whose mothers held a tertiary education degree were two times that of students whose mothers had a high school degree or less (Eccles & Barber, 1999).

E. Significant Relationship between English Performance and Extent of Participation

Table 5. Significant relationship between the respondents' academic performance and their extent of participation in extra-curricular activities

p value	Level of significance	Decision
0.811	0.05	Reject H ₀

The null hypothesis in the study states that there is no relationship between the respondents' English performance and their extent of participation in extra-curricular activities. The p value obtained is 0.811 which is greater than the level of significance which resulted to the rejection of null hypothesis. This means that there is a significant relationship between the respondents' academic performance and their extent of participation in extra-curricular activities. This indicates that students with better academic performance have higher extent of participation in extra-curricular activities. Furthermore, the result also means that students with poor academic performance tend to have lower extent of participation in extra-curricular activities. This finding has been substantiated by Camp (1990) as cited by Craft (2012) who found out a positive relationship between participation in student activities and higher grades. Students who participated in student activities reported higher General Point Average (GPA) than the non-participants. Another longitudinal study conducted by the Center for Education Statistics showed a positive relationship between extracurricular participation and academic achievement (O'Brien & Rollefson, 1995). When students engage in extracurricular activities, their academic performance increases. According to Reeves (2008)

as cited by Craft (2012), there is a strong association between student involvement in extracurricular activities and improved attendance, behavior, and academic performance. Reeves (2008) explained that all students who participate in some type of extracurricular activity perform better than students who are not involved. Moreover, as cited by Xu (2017), findings suggest that participants in extracurricular activities achieve more academic benefits than do non-participants, and that they get higher grades and develop close connections with their schools (Darling et al., 2005; Eccles & Barber, 1999; Martinez et al., 2016; Metsäpelto & Pulkkinen, 2012). Furthermore, according to Stephens and Schaben (2002) as cited by Craft (2012), their study revealed that students who were involved in extracurricular were three times more likely to have a grade point average higher. These results suggest that students need to get involved in the various activities offered in their school settings. The results also revealed that students would have better academic results regardless of their backgrounds if they were involved in extracurricular activities (Stephens & Schaben, 2002).

Conclusions

Co-curricular and Extracurricular activities play an integral role in the exploration of students in the development of their skills outside the curriculum. Students' engagement in extracurricular activities varies depending on religion, and parents' educational attainment. Students' preferences on the extra-curricular activities they engaged in vary. Participation in extra-curricular activities increases students' academic performance. The students' involvement and participation to extra-curricular activities reveal better academic results regardless of their backgrounds if they were involved in extracurricular activities. Hence, extra-curricular activities are essential in the life of the students as it plays an important role in the students' overall educational experiences and success. Extracurricular activities are a part of most students' everyday lives which has positive effects on students' lives and their academic trajectory.

Recommendations

1. The University should sustain the different types of extra-curricular activities offered to the students because its positive impact on English or even academic performance.

2. Students should be encouraged to participate in other extra-curricular activities aside from leadership.
3. More activities along journalism, sports, and socio-cultural should be conducted to increase the extent of participation of students along these areas.
4. Other variables such as parental involvement and years in joining the co-curricular and extra-curricular activity should be included in the study.
5. Further research should be conducted on the effect of participation of students to co-curricular and extra-curricular activities in their socio-emotional behavior.

References

- Craft, Steven Wesley, "The Impact of Extracurricular Activities on Student Achievement at the High School Level" (2012). Dissertations. 543. Retrieved from <https://aquila.usm.edu/cgi/viewcontent.cgi?article=1567&context=dissertations>
- Freeman, Robert. (2017). "The Relationship Between Extracurricular Activities and Academic Achievement" Dissertations. 245. Retrieved on September 27, 2020 from <https://digitalcommons.nl.edu/cgi/viewcontent.cgi?article=1254&context=diss> on
- Rees, Elizabeth G., (2008) "The Effects of Participation in Extracurricular Activities On Academic Performance in Secondary School Students". <https://epublications.regis.edu/theses/20> retrieved on September 30, 2020 from <https://core.ac.uk/download/pdf/217364527.pdf>
- Susilo, Susilo (2018). A Survey of Milenial Generations of Indonesian Pre-service Teachers. *Asian EFL Journal*, Volume 20, Issue 8. English language Education Publishing
- Swandewi, Karina Catur (2020). The Effect of Out-of-Class Activity on students' Lexical Competence and Enthusiasm in Learning EFL at Amperan Primary School. *Asian EFL Journal*, Vol 27, Issue 1. English language Education Publishing
- Wilson, Nikki L. (2009). Impact of Extracurricular Activities on Students. The Graduate School, University of Wisconsin-Stout retrieved on September 28, 2020 from <https://www2.uwstout.edu/content/lib/thesis/2009/2009wilsonn.pdf?fbclid=IwAR2o>
dv

Xu, Jian (2017). Students' Engagement and Parents' Involvement in Extracurricular Activities. Retrieved from https://web.uvic.ca/~mroth/teaching/598A-17Fall/Xu_Jian_MEd_2017.pdf on September 30, 2020

College Extracurricular Activities-Impact on Students, Types of Extracurricular Activities - Organizations, Involvement, Development, and University-State University.com <https://education.stateuniversity.com/pages/1855/CollegeExtracurricularActivities.html#ixzz6ZevV3Kho> retrieved on September 27, 2020

Effect of Extra Curricular Activity on Student's Academic Performance (2015). JAFMC Bangladesh. Vol 11, No 2 (December) 2015 file:///C:/Users/user/Downloads/39822-Article%20Text-141920-1-10-20190116.pdf