Senior Editor:

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Foreword

We welcome you to Volume 28 Issue 1.3 February 2021 of the journal which is a collection of researches from diverse areas of English as a Second Language and English Language Teaching. The Covid-19 pandemic did not hamper the willingness of researchers in sharing their ideas and well-written studies while there are opportunities to gather data and analyze them.

The paper Lexico-grammatical Patterns in Pakistani and 'Standard' English: A Corpus-Based Comparative Study of Sadia Ali, Muhammad Ali, Muhammad Usman Ghani and Naeem Afzal explored the linguistic patterns of Pakistani and British newspapers and interestingly, Pakistani reportage showed similarities with British reportage and variation seemed to exist in sub-registers under non-argumentative discourse. The paper somehow suggests that English remains to be the yardstick in Pakistani newspaper corpus.

Abdul Awal and Mohammad Rezaul Karim in the paper, English Teaching Strategies in Secondary Schools of Assam State, India: A Status Study, investigated why students in Assam, India can hardly speak English despite of the compulsory policy of English language teaching. Further, the study checked the current English teaching strategies of secondary school teachers and found out that there is a notable lack of pedagogical knowledge in second language teaching.

Writing is one of the macro skills that is difficult to develop. Clarinda C. Galiza and Elizabeth H. Alonzo in Writing Prowess of First Year BAT Students: A Groundwork for Language Magnification Program, determined the writing prowess level of Agricultural Technology students and found that students showed low level of topic understanding that affected their written performance especially in the areas of style, grammar and mechanics.

Jose Rizal is the national hero of the Philippines and he is known to have wielded the power of words through writing and eventually freed the Philippines from foreign control.

Yongming Luo investigated the use of Aristotelian rhetorics of logos, ethos and pathos in one of Rizal's speeches.

In the paper, The Role of Listener's Interest and Speaker's First Language in Listening Comprehension, Yazan Shaker Almahameed, Lina Ali Aljarah and Imad Abedalkareem Ababneh explored the extent to which listening hampers Jordanian English language learners' comprehension. The study reveals that listener interests has little impact on listening comprehension.

Implicatures can aid interlocutors in understanding the meaning of an utterance. Ike Revita in the study, 'I definitely mean what I say': Conversational Implicature of Minangkabau Women in Indonesia, found out the sociolinguistic importance of these implicatures in an Indonesian wedding.

Umar Fauzan and Nadia's research on reformation discourse of internet-based learning reveals that internet-based learning is connected to success in the teaching and learning process in Kalimantan classrooms and support from the government and the community is still needed for the success in the implementation of this technologically-based learning process.

In the Factors Affecting the Speaking Ability of College Students, Abdulsamad S. Shaik investigated 53 freshmen students and found out that exposure to media is essential in conquering their fear of speaking in English.

Spencer Kagan developed a better way on how cooperative learning activities can be enhanced in the classroom integrating four characteristics namely, positive interdependence, individual accountability, equal participation and simultaneous interaction. Elaf Riyadh Khalil investigated on the impact of Kagan PIES on Iraqi learners and found positive effects in their syntactic proficiency.

The study of Abubaker Suleiman Abdelmajid Yousif investigated the theory and practice of communicative language teaching by university teachers in Saudi Arabia. It was further revealed that due to the numerous techniques available in CLT, teachers were able to successfully utilize the approach.

In the study, An Error Analysis of L2 Writing of O-Level Students in Pakistan, Zahoor Hussain, Mohammad Saeed and Shaista Zeb looked into the frequency of errors committed by 0-level students and found that verb errors were at its maximum followed by spelling. Although student respondents were all enrolled in private school registered under Cambridge Board UK, it was suggested that proper treatment of these errors should be made and that instruction in school should incorporate error analysis.

More and more students are being hooked into playing online games these days as school instruction have shifted to online instead of the regular face-to-face and Asifa Qasim used this as motivation in conducting the study, Impact of Digital Games on Incidental Vocabulary Acquisition of Pakistani High School Students to understand if students can maximize and turn this activity into extramural English. It was revealed that students rated playing online games as a positive way on how they can acquire incidental vocabulary in English.

Tribhuwan Kumar explored the possibility of using linguistic analysis as a powerful tool to understand and analyze poems. It was furtehr revealed that the study also touched the unexplored formulaic style analysis.

The study conducted by Zainab Abbodi Ali, A Comparative Analysis of Discourse Intonation in Political and Religious Speech, presented the discourse perspective on the intonation used in political speeches. Obama was found to have used high intonation pattern to assert superiority while Yasin used low intonation as a sign of humility and respect as a preacher and not as a leader.

Semiotics is a process that interprets signs and symbols whether verbal or not. Dunya Muhammed Miqdad Ijam and Lina Muhssen Abdulaa's "Garden": A Social Semiotic Stylistic Analysis of Rossana Warren's Poem, sought to investigate how a poet can use the eclectic model in letting readers decode poetic symbols in a particular poem.

In the sixteenth article, Rosa Suen from Japan researchers EFL students' perceptions of transferable writing skills and knowledge for undergraduate thesis writing from an EAP research writing course. Suen investigates Japanese students' perceptions of the transferability of writing knowledge and skills from an English language research paper composition course to a graduation thesis writing seminar course. A significant finding was that the role of teachers

as experts in facilitating writing improvement through interacting with students is crucial in allowing them to gain rhetorical awareness. Teacher training courses should take this into account.

The study by Dennis Foung and Dureshahwar Shari Lughmani from Hong Kong argues that measures for writing in the disciplines and English across the curriculum (in Hong Kong) need to be enhanced, with the goal of helping students distinguish the differences and features of genres across disciplines. Students also need a deeper understanding of the purpose of a genre so that they can plan and structure their assignment appropriately. The research has greater applicability for EFL teachers across Asia.

The final paper by Ayman Farid Khafaga and Iman El-Nabawi Shaalan explored EFL majors/teachers' perception of mobile learning in four selected Saudi universities amid COVID-19 pandemic. The study revealed that both students and teachers showed positive attitudes towards the use and application of mobile learning. It was evidenced through the students' questionnaires as well as teachers' interview that participants found it useful and relevant to integrate modern technology into the teaching and learning process during COVID-19 pandemic. Given the unique situation thrust upon educators by the pandemic, further research post pandemic is called for.

ASIAN EFL JOURNAL

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Lexico-grammatical Patterns in Pakistani and 'Standard' English:
A Corpus-Based Comparative Study

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Abstract

The purpose of the study is to explore linguistic variations among the sub-categories of Pakistani and British newspapers. We argue that in Pakistan, for a long time, English is considered to be a yardstick in all the registers, i.e., academic, fiction, internet content, news, etc. Different specialized registers have been studied extensively in recent years from a linguistic point of view. However, less attention has been paid to sub-registers. So, it is of interest to find the similarities and differences not only in a particular register but also in its sub-registers. A corpus of newspaper reportage was analyzed to compare six sub-categories. The Biber tagger was used for annotation of linguistic features. Analysis of variance was used (ANOVA) to find the linguistic variations in the sub-categories of newspaper reportage from both the countries. The results indicate that overall Pakistani press reportage shows similarities with British press reportage, but the sub-categories show marked variation in the production of non-argumentative discourse. In addition to exploring variation in lexico-grammatical pattern in sub-categories of press reportage, the findings are useful for syllabus designers in the area of ELT.

Keywords: ELT, Multidimensional analysis, non-argumentative discourse, register, reportage.

Introduction

English language has become unavoidable for its being a universal lingua fanca. This has become more acute due to to the modern technology that has brought people of different cultures and countries closer to one another with mostly used language of English (Alzeebaree

& Yavuz, 2017, as cited in Alzeebaree & Hasan, 2020). Vocabulary and grammar are considered essential in learning a foreign language. In Pakistani schools and colleges, most of English language teaching material is based on British English providing the 'standard' lexico-grammatical patterns to the learners of English language. The language of the textbooks is the most obvious material for supporting language instruction (Brown, 2007) and most of them are published by Cambridge or Oxford University Press. While the input is 'Standard' English, the output is expected to be the same particularly in terms of the use of vocabulary and grammar. However, a few research studies indicate that Pakistani variety of English, with an influence from indigenous languages and local culture(s), is considered distinct from other varieties in the world. English language in Pakistan has acquired different types of lexical items, syntax, and expressions from the local dialects (Muhabat, et.al, 2015; Anwar & Talaat, 2011; Baumgardner, 1993, etc.).

Pakistani English has gained the attention of certain researchers like Mahmood, A., 2009; Mahmood, R, 2009; Rasheed, 2009; Mahboob & Ahmar, 2004; Talaat, 2002; Rahman, 1990 for almost two decades. However, the approaches and methods of investigation of English used in Pakistan were often criticized for focusing on individual linguistic features and became unreliable with the introduction of multivariate statistical techniques which focus on the co-occurring linguistic features in the given text(s).

Different studies have been conducted using a multivariate technique on different registers ranging from academic to fiction to internet register. This study attempts to investigate the lexico-grammatical patterns in English produced by Pakistani writers. A few researchers studied the language of newspapers also by applying multidimensional approach (Ali, 2020; M. Ali et al., 2020; S. Ali et al., 2020; Ali & Sheeraz, 2018; Ali, 2018 & Ahmad & Ali, 2017). Pakistani news reportage was analyzed and compared with British press reportage by Ahmad (2015). However, the study compared Pakistani press reportage with twenty-seven-year-old data from British press reportage. The present study attempts to analyze Pakistani news reportage in comparison with a contemporary corpus of British news reportage. Further, Ali et al., (2020) analyzed one sub-category of press reportage, i.e., world reportage from Pakistan, Bangladesh and India in comparison with Britain.

This study is a part of a larger study (Ali, 2020) in which British and Pakistani press reportage are found similar in producing non-argumentative discourse. So, it is an attempt to further probe into the sub-categories of news reportage – crime, financial, national,

metropolitan, political and sports, and explore if they are also similar in producing non-argumentative discourse or there is any considerable variation in their discourse production.

Review of Literature

Some studies focused the language of the newspaper from the viewpoint of content analysis. For example, Razi (2014) conducted a qualitative content analysis of two leading English newspapers and analysed word choices, arguments, objective style of representation, the narration and topic choice. The study concluded that Pakistani English press editorials are helpful for decision-makers but sometimes editors misuse the freedom of media by making inappropriate word choices. Hayat and Wahab (2014) examined the content of editorials of four Pakistani newspaper (*Daily Times, The Nation, The News* and *Dawn)* and found that where Malala is viewed as a brave girl, a negative picture of the Taliban is depicted in Pakistani newspapers. In the similar manner, Rasul et al., (2016) analysed how the Taiban's picture was framed by Indian and Pakistani press editorials from the newspapers, *The Hindu* and *Dawn*. The results show that both nations while covering the Afghanistan war and the Taliban, follow their countries' official foreign policy. Haque and Sheikh (1994) also analyzed Pakistani newspapers. The study concludes that international news is given considerable space in Pakistani daily newspapers.

Khan and Shabir (2012) compared Indian newspaper*, Hindustan Times* with Pakistani newspaper *Dawn*, asserting that both the media not only comment on the events but also attempt to direct to formulate the foreign policy. In the same vein, Rehman and Eijaz (2014) examined Pakistani English and Urdu newspapers. They found that the selected newspapers depict the issue of Lal Masjid differently. English daily depicted conflicted religious elements, while Urdu daily did not provide sufficient coverage to the issue. A comparative analysis of Urdu and English newspaper dailies was conducted by Sadaf (2011). The analysis shows that both Urdu and English newspapers are equally important in giving the right place and position of the news stories related to the issue. Similarly, Shoeb (2008) examined four Pakistani newspapers, *Dawn, Daily Times, Nawa-i-Waqt* and *Jang*. He applied CDA as a framework to investigate the use of different discursive strategies in print media, such as tone, style, use of quotations, lexicon, etc., for the depiction of government policies. Khan and Safdar (2010) compared Pakistani English and Urdu newspapers through the analysis of content. They studied how these newspapers present the 9/11 incident and do not support the general perception about the media of a country and the theory of media conformity that media is aligned with the government's foreign policy. Likewise, Shabir, et al., (2014) selected two Pakistani English

newspapers for content analysis. The purpose of the study was to find how government policies are portrayed in the editorials.

In Pakistan, corpus-based studies have emerged in recent years. While various corpora are available in the world, only a few English corpora are available in Pakistan. These corpora include both general and specialised corpora. General-purpose corpora of Pakistani English include *Pakistani Written English* (PWE), *Pakistan National Corpus of English* (PNCE), etc. In addition to these general-purpose corpora, a few specialised corpora are also available. A specialised corpus of Pakistani journalistic English was compiled by Anwar & Talaat (2011). In the likewise manner, Ahmad (2015) compiled a corpus, *Pakistani News Corpus* (PNC), by collecting 2000 texts of approximately 2.3 million words. This specialised corpus is limited in scope and further, it does not compile a contemporary corpus of British newspapers for comparison.

Other available corpora on newspaper focus on advertisement and editorial registers. Shakir (2013) prepared a specialised corpus on Pakistani print advertisements and conducted an internal and external comparison of advertisements. Alvi (2017) compiled a corpus of newspaper editorials. She divided editorials in three categories, editorials, op-ed and letter to the editor. A diachronic corpus of Pakistani newspaper editorials is also available. Ali's (2018) study developed a specialised diachronic corpus, i.e., *Corpus of Pakistani English Newspaper Editorials* (CorPENE). The data was taken from three historical periods. Although, the available corpora in Pakistan cover a reasonable range of registers, a corpus of contemporary press reportage register needed to be compiled.

Some studies were conducted on lexicons. Muhabat et al., (2015) examined the newspaper headlines. They worked on the hyphenated lexemes and found differences in their use in the press reportage from Britain and Pakistan. Based on the findings, they claimed that the press register in Pakistani English newspaper is deviant from British press reportage and, therefore, qualifies the status of an independent register.

Some researchers studied the indigenisation of English in the newspaper. Uzair et al., (2012), for instance, examined how Pakistani newspapers play a role in the indigenisation of English through the usage and promotion of the indigenised words. They pointed out how the writers use borrowed words and promote lexical deviations. Considering the individual linguistic features, they concluded that Pakistani English is a separate variety.

Furthermore, Iqbal and Danish (2014) analysed how the sports columnists from Britain and Pakistan portray the event of sports in the world cup. The study used multidimensional analysis tagger. The findings indicate various techniques that British and Pakistani writers use

in their sports op-ed writings. Likewise, Latif and Chaudhry (2016) also conducted a multidimensional analysis of the sports category of press reportage. They compiled a corpus consisting of 12,088 words. They compared the results of 2016 newspaper reportage with LOB corpus. The findings indicate that both British and Pakistani reportages are informational. On other dimensions, British press reportage is non-narrative, situation-dependent, covert in persuasion and abstract. Pakistani press reportage, on the other hand, is narrative, explicit, overt expression of persuasion and non-abstract in discourse production.

In addition to the studies that depicted the external or overall variation in registers, some studies also considered internal variations. Ali et al., (2020) analyzed world category from Pakistani, Bangladeshi, and Indian press in comparison with the British press. ANOVA was conducted to find the linguistic variations in the texts. The results show that Indian WR lies closer to British WR in terms of producing informational, narrative, non-argumentative and abstract discourse. Bangladeshi WR is closer to the British WR in producing explicit discourse. In order to find linguistic variations among Pakistani newspaper sub-categories, i.e., sports, political, business and metropolitan, Ahmad and Mahmood (2015) conducted a multidimensional analysis. The comparison with British Press reportage indicates that British press reportage is more narrative, non-abstract, explicit, informational and argumentative than Pakistani press reportage to produce discourse. However, this comparison is limited in scope as they compared Pakistani press reportage with 27-year old data from the British press reportage.

The present study attempts to analyze the present-day Pakistani news reportage and compare it with a contemporary corpus of British news reportage. It explores internal variation among the sub-categories (crime, financial, national, metropolitan, political and sports) of Pakistani press reportage in comparison with British press reportage using a multivariate model.

Methodology

This study follows Biber's (1988 & 2006) conception of multidimensional analysis as a theoretical framework (For detail see appendix 1). Biber (1988) introduced multivariate statistical techniques to investigate register variation in a language. He developed a tagger that incorporates a wide range of grammatical features including word classes, syntactic constructions, semantic classes, and lexico-grammatical classes. The tagger includes more than 150 linguistic features to investigate register variation. It is primarily concerned with the

identification and interpretation of systematic register variation. It uses both quantitative and qualitative methods for data analysis and interpretation. It uses quantitative computational tools for the identification, tagging, counting and normalising. It also uses factor analysis for determining the factors carrying the linguistic features which co-occur in high frequency. Qualitative techniques were used for the functional interpretation of underlying linguistic patterns.

Biber's MD approach is not restricted to study variation in a specific register or between registers from the same language. It applies to a number of research types on language variation. It helps to explore and explain the patterns of variation not only within a specific text type (Biber et al., 2004) but also between written and spoken language (Biber & Finegan, 1994), between different languages (Biber, 1995; Cao & Xiao, 2013), over a period of time (Biber & Conrad, 2014; Westin, 2002; Ali, 2018) and between different native and non-native varieties of English (Xiao, 2009, Shakir & Deuber, 2018; Ahmad, 2015; Alvi et al., 2016). The present study used this approach to study how far the sub-categoires of Pakistani press reportage are similar to or different from British press reportage.

Table 1. Text sample and word counts in press reportage corpus

	Pakistan	Britain	Total
CRR	72 (71,288)	72 (73,240)	144 (144,528)
FIR	72 (73,897)	72 (72,653)	144 (146,550)
MER	72 (73,235)	72 (72,654)	144 (145,889)
NAR	72 (71,876)	72 (73,237)	144 (145,113)
POR	72 (70,879)	72 (71,232)	144 (142,111)
SPR	72 (73,878)	72 (72,543)	144 (146,421)
Total	432 (435,053)	432 (435,559)	864 (870,612)

*Word counts are in parenthesis

The data of press reportage register was taken from 1st January 2017 to 31st December 2017. Further, 72 texts per sub-category from each newspaper were collected. The corpus for this study consists of 864 texts. Data was collected from three newspapers from each country – *Dawn*, *The Nation* and *The News* from Pakistan and *The Guardian*, *The Sun* and *Daily Mail* from Britain. 72 texts from each country were taken as a sample for the study. The length of the texts varies from 800 to 1200 words. Their frequencies were normalized to per 1,000 words.

Data Analysis and Discussion

The present section discusses the difference in the sub-categories of Pakistani and British press reportage. In Biber's multidimensional analysis, dimension 4 is labelled as 'Overt Expression of Argumentation/ Persuasion'. Infinitive verbs, modal of prediction, suasive verbs, subordinating conjunction-conditional, modal of necessity and adverb within auxiliary are the features for marking persuasion. All the features on this dimension are on positive polarity. However, in contrast, the results of the study show that both British and Pakistani press reportage fall on negative polarity and produce non-argumentative discourse. The press reportage in British and Pakistani newspapers use linguistic features like third-person pronouns, private verbs, and hedges that perform a function of reporting the events and do not intend to persuade the readers. On this dimension, British press reportage and Pakistani press reportage surprisingly show the same mean scores (i.e., -2.21) and it seems like both the countries show similar patterns for the use of linguistic features (i.e., third-person pronouns, private verbs, and hedges).

Although the mean scores of Pakistani and British press reportages fall on negative polarity in producing non-argumentative discourse and they have the same mean scores (i.e., -2.21), yet there are marked differences between the sub-categories of Pakistani and British press reportage in producing non-argumentative discourse. For instance, crime reportage (CRR) of Pakistan (-2.77) produces less non-argumentative discourse than that of Britain (-3.02).

The following excerpt has been taken from CRR from Pakistani newspaper, *Dawn*. Third-person pronouns, hedges, and private verbs are linguistic features that produce non-argumentative discourse. Third-person pronoun points towards the person that is outside of immediate interaction and 'hedges are less specific markers of probability or uncertainty' (Biber, 1988, p. 240). The words in italics are examples of linguistic features that produce non-argumentative discourse:

> *They believed* Akbar was having an illicit relationship with a woman from the Shekhana clan and *they* wanted to punish *him*; yes, together with a group of men, Iqbal and *his* brother dragged the women and the girl outside, burnt *their* clothes and paraded them through the streets. (CSPCRDT8)

As far as financial reportage (FIR) is concerned, Pakistani press reportage varies from British press reportage. It uses fewer expressions for non-argumentation than Britain. FIR of Pakistani press reportage has a high mean score i.e. -2.20 than British press reportage (-1.13).

Financial press reportage is the least non-argumentative among other sub-categories of Pakistani print media. The purpose of financial reportage is to give information about the business matters to the readers. So, there is no need to persuade readers. In FIR, linguistic features like private verbs, third-person pronouns, and hedges produce non-argumentative discourse. The following example has been taken from Pakistani newspaper, *The Nation*:

> The authority *decided* to reduce power tariffs by Rs 3.23 per unit. It also *decided* to write to the power ministry and the petroleum ministry to provide natural gas to plants on the basis of *their* efficiency and economy to avoid unnecessary burden to the consumers. Besides the consumers of K-Electric, the relief will also not be available to the lifeline consumers consuming up to 300 units per month, as *they* are already being provided subsidised electricity. (CSPFITNT5)

In the excerpt from *The Nation*, *decide, their* and *they* are the words that produce non-argumentative discourse.
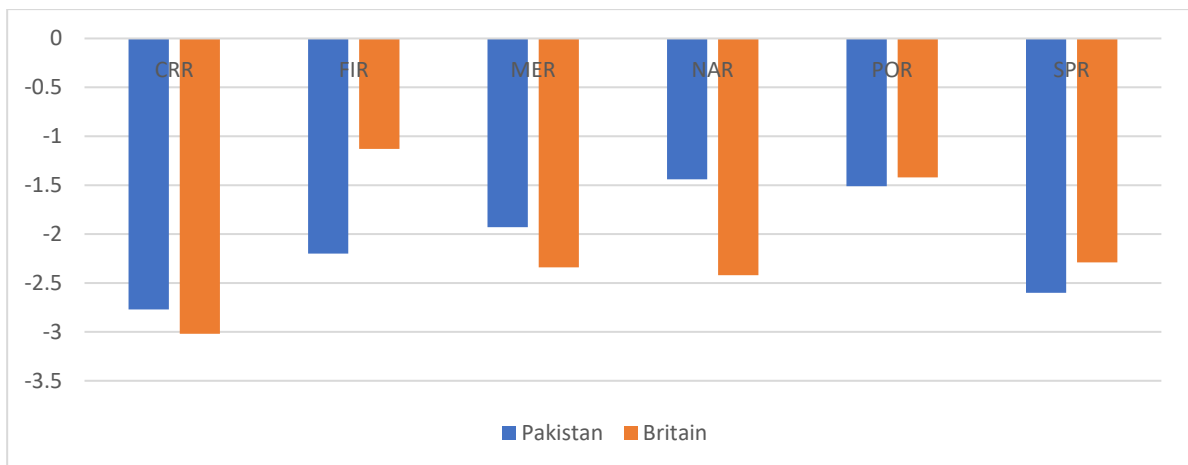
Figure 1 Variation between Sub-Categories of Pakistani and British Press Reportage in Producing Non-argumentative Discourse

So far as Metropolitan Reportage (MER) is concerned, British press reportage is more frequent in producing non-argumentative discourse. Britain, with a mean score of -2.34, produces more non-argumentative discourse than Pakistan (- 1.93). The purpose of the MER is to report news of the big cities. So, in both the countries newspaper discourse is non-argumentative to a varying degree.

In the excerpt from Pakistani newspaper, *The News*, words like *her, she, he* and *her* are the examples of the linguistic features that produce non-argumentative discourse.

"Sumaira said the man threatened to take *her* life if *she* called out for help and that *he* tried to drag *her* to a room to rape *her* but *she* managed to escape," the SP stated, adding that a knife was also *found* in Khan's possession. (CSPMETNST21)

National reportage (NAR) of Pakistani press reportage is less argumentative than Britain. Pakistan, with a low mean score of -1.44, is less non-argumentative than Britain (-2.42). In reporting national news, the purpose of the author is to simply report the news instead of involving consideration of the alternative point of view or argumentation.

"When we asked the Chinese about it, *they* laughed at *us*. We should consider the 160 kmph train under CPEC as a bullet train. We can't afford an actual bullet train, there's no market for it," the railway minister said. Admitting that their party had faced a lot of criticism over not launching the project. (CSPNADT22)

In the above example from *The Nation*, words like *they* and *us* are the examples of linguistic features that produce non-argumentative discourse.

Political reportage (POR) of Pakistani press reportage, with a mean score of -1.51, produces non-argumentative discourse. British press reportage with a mean score of -1.42 is slightly less non-argumentative than Pakistani press reportage in producing political discourse:

PML-N sources said Chaudhry Nisar Ali had been offered the slot of senior federal minister which *he* had not *accepted* so far. *He* said Ishaq Dar will return as the finance minister and most ministers will retake the charge of the same ministries *they* were heading before Sharif's disqualification. (CSPPODT15)

In the above example from *Dawn*, third-person pronouns (*he, they*) and private verbs (*accepted*) are linguistic features that produce non-argumentative discourse.

Sports reportage (SPR) of Pakistan (-2.6) is more non-argumentative in style in comparison with SPR of Britain (- 2.29). In sports reportage, there is no need to persuade the readers. The purpose of reportage is to just report the news about sports:

The last three league matches of the 63rd National Hockey Championships' departmental round were *decided* here on Tuesday at the National Hockey Stadium. Three-year-old bay colt Big Bravo turned out to be the real hero when *he* landed the prestigious Jinnah Cup during the 17th Lahore Winter Meeting. (CSPSPDT24)

In the above excerpt from *Dawn*, the italicised words are examples of the linguistic features that produce non-argumentative discourse.

Overall, the results indicate that although Pakistan and Britain are similar in producing non-argumentative discourse yet the comparison between the sub-categories reveals that their lie marked differences between the two countries regarding each sub-category. In terms of FIR, SPR and POR, Pakistani press reportage is more non-argumentative than British reportage, whereas in CRR, MER and NAR, it is less non-argumentative than the British press reportage.

Conclusion and Recommendations

Pakistani press reportage appears to be similar to British press reportage in producing non-argumentative discourse. However, the comparison of the sub-categories of news reportage of both the countries indicate considerable variation in all the sub-categories of both the countries. Overall results indicate that although Pakistani and British press reportage are similar in producing non-argumentative discourse yet the sub-categories of both the countries are dissimilar. Pakistani press reportage is more non-argumentative than British press reportage with reference to financial, sports and political press reportage while it is less non-argumentative than British press in crime, metropolitan and national press reportage.

The study provides a comprehensive corpus that teachers can exploit in their classroom to clarify the differences to the students of media studies. The tagged excerpt of the corpus can be exploited in language classes. Further, a computer application (like Grammarly) can be developed for the evaluation of students' writings.

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Appendix I

Co-occurring Linguistic Features on Five Textual Dimensions of 1988 MD analysis of Press Reportage

Dimension 1: Involved vs. Informational Discourse

Positive Feature	**Negative Features**
Private Verbs	Nouns (excluding gerund
'That' deletion	Preposition
Verb (uninflected present, imperative & third Person)	Attributive Adjective
Second Person pronoun/Possessive	
Verb 'Do'	
Demonstrative Pronoun	
Adverb/Qualifier-Emphatic (e.g., just, really)	
First person pronoun/possessive	
Pronoun 'it'	
Verb 'Be' (uninflected present tense, verb, and auxiliary)	
Sub-ordinating Conjunction-Causative	
Discourse Particle	
Nominal Pronoun	
Adverbial –Hedge	
Adverbial/Qualifier-Amplifier	
Wh-question	
Modals of Possibility	
Co-ordinating conjunction-clausal connector	
Wh-clause	
Stranded Preposition	

Dimension 2: Narrative vs. Non narrative Concerns

Positive Feature	**Negative Features**
Past Tense Verb	(No negative Features)
Third person pronoun (except 'it')	
Verb-perfect Aspect	
Public Verbs	

Dimension 3: Explicit Vs. Situation Dependent Discourse

Positive Feature	**Negative Features**
Wh-pronoun-relative clause-object position	Adverb of time
Wh-pronoun-relative clause-subject- position	Adverb of Place
Wh-pronoun-relative clause-object position	Adverb Other
With prepositional fronting (pied-piping)	
Nominalization	
Coordinating Conjunction –phrasal connector	
Singular noun-nominalization	

Dimension 4: Overt Expression of Argumentation /Persuasion

Positive Features	Negative Features
Infinitive Verb	(no negative features)
Modal of Prediction	
Persuasive Verb	
Subordinating conjunction-conditional	
Modal of Necessity	
Adverb within auxiliary	

Dimension 5: Impersonal (Abstract) VS. Non impersonal (Non-Abstract Style)

Positive Features	Negative Features
Adverbial-conjuncts	(no negative features)
Agentless Passive verb	
Passive verb + by	
Passive Post nominal modifier	
Subordinating conjunction-Other	

English Teaching Strategies in Secondary Schools of Assam State, India:
A Status Study

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Abstract

The English Language has become the lingua franca of the world. India being a multilingual country depends on English to communicate with different parts of the country as no two states speak the same language in the country. English has become the sole language that is spoken and understood in every part of India and has been accepted as an official language. All over the country, the English language occupies a significant place in any school curriculum and a learner study the English language for the longest time, more than 12 years in any school system. Perhaps no other subject, may it be Mathematics or other subjects is studied by a student so long time compulsorily in the school. Looking at the gravity of English Language, the Government of Assam has made English, a compulsory language to be learned from the Primary classes. But students, even after learning the language from class I to X and passing the first Board Examination cannot speak basic sentences and write a simple application in English. The present paper aims to study the English teaching strategies by the Secondary School Teachers in Assam, India. The researchers have adopted the Survey Research Design to investigate the strategies of teaching English by the teachers and found that the secondary school teachers in Assam teach the English language class through the mother tongue of the learners and give much more emphasis on writing skills than other linguistic skills. Teachers do not use the methodology recommended by the designers of the textbooks and sometimes they do not have knowledge of the pedagogy of second language teaching.

Keywords: English Teaching Strategies, methods, approaches, teaching goals, teacher behaviour

Introduction

For a half-century and so, the teaching of English became a matter of high academic discourse and professional field. A lot of teachers' training programmes and numerous researches for Teacher Education have been undertaken to push up the level of English knowledge and capabilities of the foreign language trainers with a view to accomplishing fruitful and efficacious sessions in the classroom. English as a communication medium has flattered even more remarkable ways in the rapidly globalized world. In fact, English has become the lingua franca of the world, and teaching English has become more professionalised in the postmodern era. The English language has dominated the whole world in such a way that the language has become part of life and lifestyle of people all over the world. English learning and using is no more an elite society domain, rather it has touched every society with the

flourishing of Technology and Trade. Nowadays, without knowing English, one would have to be deprived of using technology even. In our country, though the English Language came with the English, even after long years of independence we could not do away with the English Language, rather the language has rooted more to the Indian Language, culture, communication, and literature so much so that it is the language of Parliament of India and it is taught in Indian classrooms compulsorily at least for ten years. However, even after teaching ten years of teaching in English, secondary school students in Assam cannot speak, read, or write basic sentences in English. English language as a tool of connectivity and communication has achieved global recognition. With the advent of technology English language has played a pivotal role in bringing understanding and acceptance between the people of different cultures and religions. In fact, English has become a common man's medium to reach out to different cultures and different ideologies across the Globe (Alzeebaree & Yavuz, 2017, as cited in Alzeebaree & Hasan, 2020).

We must acknowledge that the significance of learning English cannot tenant the identical position in the school curriculum as it used to be in the past. We can neither stand to continue the similar teaching with matching objectives, or lack of objectives, under the remodelling circumstances. English predominated the school curriculum for the last two centuries and it was made the medium of instruction both at the university level and the school level till the first half of this century. Even after it ended to be the medium of teaching-learning instruction, most of the classes were assigned to it. And the students had to obsessed with the inconceivable duty of procuring the mastery of the sort of English penned down by the noted English writer. Needless to say, this was an extremely disappointing condition and apart from the instances of a very few marvellous learners, the level of performance in English was exceptionally abysmal. This led to a pitiful outcome even now. T. C. Baruah put forward that the uneven importance on gaining the quality of acquiring the English language emerged in the disregard of other subjects that fetched down the general excellence of education (Baruah, 1984).

However, we realised that this atmosphere should not subsist long and we should devise the teaching of English to be more viable and language-oriented so as to acquire the basic purposes of learning this significant language. As long as we want the knowledge of English for various reasons, the subject-matter, nature of language, and the method of imparting this language must go through an amendment. Therefore, the language has to be adapted chiefly as the language of apprehension as opposed to the language of literature with a view to growing in the learner a faculty for understanding writings in English, specifically for those subjects

related to their specialised area of studies. The need of knowledge for understanding English is primarily an issue of fundamental grammar and form of language and hence, mainly, a case of supplementing the vocabulary in the required orientation.

The objective of teaching English in Indian schools is now more clear and more distinct. Though the Official Language Commission of India (1995), recommended that in Indian schools, English must be instructed as a 'Language of Comprehension' but it is obvious that reading understanding as skills of language cannot be established in separation. It is also understood from the psychology of language learning that the four basic language skills cannot be developed in students in isolation. The core language skills - speaking, reading, writing and comprehension are not only connected with each other, but reinforce each other while learning the language. A few amount of emphasis on the different skills will be discovered useful yet for the progress of a lone skill. Additionally, the students will have to gain some proficiency of various other skills of language apart from reading understanding even for the controlled application of English as library language.

Although the creative application of language in literature is high up and the utmost level in language learning, we can't expect to appropriate the students to that level in a second or third language course in school levels in such a small span of time. Hence, we fairly hope that our students will acquire a practical non-literary and non-technical English at the school stage. The literary aspect of the English language may be left to the higher stages of education where provision should be made for specialised study of English as an elective subject. Further, literature cannot be properly appreciated without an adequate command over the language. L.A. Hill (1972) had rightly remarked that a learner cannot value the idiosyncratic craftsmanship of the poetical style of an alien language if he had not an exhaustive basement of his everyday language.

Literature Review

Sarjan et al. (2017) had an investigation and they concluded that the English Language Teacher used mainly two strategies while teaching English in the classroom - Scaffolding and Question and Answer Relationship. The English teacher used to cause the learners to perceive the reading materials and the learners are assisted to concentrate on the text. The teachers also could guide the learners in augmenting meaningful text reading in order that the learners could more easily comprehend the context of reading. Kalia (2017) studied that if the instructor indebts the learners with accurate responses all the time, the students inculcate a habit of spoon-feeding and they ultimately expect their teachers to provide with the solutions rather than

making an effort by themselves. Hence, we must emphasis on providing constructive motivation and must not allow them to be the puppets in the hands of a teacher. Moreover, the study also found that the key to success within the four walls of a classroom is to make sure that no students feel monotonous and ignored. The responsibility of a teacher is to make the lesson of a language class as fascinating as possible. For this, Kalia also comes out with some suggestions and he suggested the teachers to try to relate the subject matter with daily tasks and experience. He becomes more elaborative and said while assigning oral or written composition, a teacher should never provide topics like 'Polar Bear' and 'Dinosaurs' which the students have never seen in real life. Students do not hold any interest in grasping things which totally alien to their life and environment.

Khashikar, (2016) in his study found that some of the methods and techniques of teaching English that are effective for Indian students are Grammar Translation Method, Direct Method, and Dr. West's New Method. According to him through Grammar Translation Method, students can focus on the grammar and syntactic structure of the language very well and as this method allow mother tongue to be used in the classroom, the method is easy for the students, whereas through the Direct Method, the learners of English find more opportunity to listen and speak the target language. Kashikar also finds Dr. West's New Method useful as this method enhances the Reading Ability of Students as the 'Reading' takes the central position of classroom transaction. He further mentioned some difficulties in teaching English in the Indian Classroom. According to him heterogeneous nature of the Indian classroom, lack of technology in the schools and the classrooms, lack of interest, and fear of foreign language are some of the difficulties in teaching and learning English. He also pointed out that there is a lack of social use of the English language in India.

Huda (2016) had found that the instructor made use of various techniques in several methods for his teaching strategies. Bajrami (2015) studied and concluded that the learners and the instructors should alter their job so that a positive learning environment be created. The instructor must trust his students, show his respect, and build an appropriate educational atmosphere, making the class equally colloquial and cooperative. However, he stated that in other European countries, the formal educational schemes inspire the execution of learner autonomy, but the instructors incline to be more traditional and adhere to methods with which they are known with. The chief alternation that requires to be created for learner autonomy to be achieved is the substitute of disposition. The entire plan of teaching and learning requires to be reconsidered and redesigned. Jose et al. (2015) studied and found that teaching methods are used based on the learners' expected capabilities and requirements. Therefore, no particular

strategy can be termed suitable or better than others. Bharati (2014) investigated that teachers found the students' mistake mostly spelling error, word order and punctuation, and the teachers provided individual attention to correct them. He stated that the students of all levels are examined in spelling, writing, reading, and vocabulary by the way of teacher observation, monthly tests, or quarterly tests. Khajloo (2013) has found in a study that some of the issues that affect the pupils in acquiring English are- short span of duration of English language teaching, absence of motivation and interest in teaching English, and want of students' interest in the class. The learners also are not interested in repetition and practice. Along with the problem, he also found that most of the teachers lack proficiency in teaching English. Zhetpisbayeva et al. (2016) conducted research and found that English teachers in Kazakhstan are generally lacking the professional skills and there is a need to improve the English language teaching resources. The instructors must be trained in using the revised textbooks effectively. Altun and Sabah (2020) observes that "language teaching instructors should be aware of cooperative learning activities based on multiple intelligence domains have momentous affect and they have huge benefit" (p. 168). Ibrahim and Limbong (2020) also confirmed in their study that the teacher had the most important role in the process of learning of the pupils while the parents had the most significant role in supporting their kids.

Akinbode (2008) investigated and concluded that the difficulties in learning English grammar may be reduced by means of the instructors' and students' dedication to the duty of teaching and learning. The technique of learning the spelling may be appropriated over persistent reading and practice. He further suggested that the students must be motivated to nurture the practice of continuous use of the wordbook whenever they are in doubt of the spelling of any vocabulary. In another study, it is recommended that the teachers of English as a Foreign Language should forget the conventional ways of teaching grammar and vocabulary in the classes and must apply communicative language teaching techniques to teach all the skills and sub-skills (Ahmed, 2018; Gatcho, & Ramos, 2020; Medriano Jr., & Bautista, 2020). Malik et al. (2020) has undertaken their study and found that for improving the vocabulary of the students, the teacher should apply both the direct and indirect strategies. Sundari (2017) has stated that many factors may affect the manner the instructors connect with the students and the techniques they choose in the classroom. Students and teacher variables, targeted language skills, and learning objectives are primary factors that influence classroom interaction. Olufunke (2016) studied and found that English language teaching in secondary schools must not only give importance to the structural levels, but also take care of suitable use of languages with regard to discourse. Qing-Xue et al. (2007) investigated about which method

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is effective for teaching English language and he found that every technique has its specific advantages and the users must use it as per the circumstantial backdrop and necessity of a student. Kazi et al. (2011) studied on usage of learning strategies of English language at senior secondary level and concluded that usually the instructors go along with the meta-cognitive approaches and the learners too have very little comprehension of English. Mondal (2012) made use of a survey technique for gathering information from the instructors and found that the Grammar Translation Method is the most suitable method in Bangladesh for the learners. Chang et al. (2007) also conducted a study and found that the Grammar Translation Method is one of the best technique for teaching the English in Taiwan. Awan et al. (2016) had undertaken an investigation in Pakistan and discovered that the learners are interested to do their classes in the Urdu language rather than English. He also found that the instructors educate their pupils through the Grammar Translation Method rather than the Direct Method. The teachers are in support of this since it is very useful and operative technique for teaching the language. Bahanshal (2013) conducted a research in Saudi Arabia and concluded that the effectiveness of the techniques the teachers use in a class may differ from one context to another since it depends conclusively on various aspects like learners, instructors, and facilities at hand in a particular school. Beisenbayeva (2020) studied and recommended that initiatives must be undertaken to sour up the self-confidence of the learners and for this reason, an English-speaking atmosphere must be created. He further suggested redesigning the textbooks of English in a better communication-aligned and learner-centred manner. Tendero (2019) in his study recommended that English teachers may "include in their respective language subjects the teaching of listening strategies and several opportunities for students to practice the skills to help them enhance their listening and reading comprehension skills as these are the key to understanding all other information written in English" (p. 114)

Research Question

In Indian classrooms teaching English has been always challenging. Though agencies like NCERT and SCERT have been producing good textbooks, teachers have always found it challenging to inculcate the key skills of language teaching and learning i.e., listening, speaking, reading, and writing. Hence, the following Research Questions were framed for the present study-

1. What are the strategies the English teacher uses to teach secondary classes?

2. Do the teachers follow the instructional strategies given in the books for the teachers?

3. Do the teachers possess the knowledge of instructional pedagogy to teach a second language as prescribed by the textbook designer?

4. What are the strategies to teach grammar in secondary classes?

5. What are the problems faced by the students as perceived by the teachers?

Scope of the study

The research was planned to investigate the teaching strategy of the teachers of secondary schools of the state of Assam in India. Teachers were selected from the teachers teaching English in the Government schools from class VI to X. The students and instructor contributors of this research were chosen from secondary schools of Dhubri and Bongaigaon Districts of Assam state, India.

Operational definition

In the present study teaching strategies refer to the methods, systems, structures, techniques, procedures, and processes that a teacher uses during instruction in English language classes to achieve teaching goals.

Methodology of the study

A survey research design was followed for this study to investigate the conventional methods employed by the instructors among the EFL students of secondary schools in Assam. The survey research design was employed to gather data from 20 teachers of different sample schools through interviews and observing the classroom. The interaction was made with the students of the class for which teacher behaviour was observed. When the teacher finished the class, the investigator interacted with the students for a few minutes in the absence of the teacher. Students responses were recorded not to analyse the students learning, but to understand the teacher's strategy in the classroom for teaching English as a second language.

Observation Method

The researcher adopted Unstructured Participatory Observation Method for collecting data for the present study. The observation was unstructured so that the researcher can observe everything that is related to the research questions instead of focussing on any particular behaviour of the teacher in the class. The researcher entered the class along with the teacher and sat on a bench at the backside of the class so that the whole class can be observed. The researcher noted the behaviour of the teacher in a diary. After the class was over, the researcher

interacted with the students for a few minutes to understand their problems, and the student's responses were also recorded by the researcher in his diary. During the class, the researcher did not interact anything with the teacher or students in the class so that there is the least distraction of class both for the teacher and the students.

Interview

The teachers were interviewed individually by the researcher to know about their views on the strategy of teaching English especially in terms of speaking, listening, reading, writing, and grammar. The interview was unstructured and open-ended. The interviews were conducted for the teachers before the observation was made in the classes so that the researcher can understand what the teachers say and what the teachers do in the classrooms. The interview was unstructured so that it can bring out the broader view of the teachers on the matter of investigation. The responses of the teachers were recorded in a diary and were analysed later.

Findings of the study

1. a). It was found from the study that most of the English teachers used the Grammar-Translation method, i.e. teachers translate the English text into the mother tongue and vice versa. The teachers use least or don't use the target language (English) at all to transact the second language class. Both the teachers and the students communicate in the mother tongue during the classroom transaction.

b) It was also revealed from the study that the teachers do not use Direct Method, i.e., communicate in the target language in the class because the teachers think that if they transact the class in Direct method, (Communicate in Target language) student will not understand the text.

c) The study revealed that the teacher gives more emphasis on writing English and less importance is given on speaking, listening, and reading English in the secondary classes.

d) It was found from the study that the teachers are not using specific strategies to inculcate specific skills of language like speaking, listening, reading, and writing.

2. The study revealed that most of the teachers do not study the "instruction for teachers" and are not aware of the strategies that have been suggested and recommended by the designer of the textbook.

3. It was found during the study that the teachers who read the instruction for the teacher's page do not possess the knowledge of the pedagogy and strategies that have been recommended in the books to develop the different language skills of the target language.

4) The study revealed that the grammar is taught in the deductive approach only, i.e., the students memorise the grammatical rules and reproduce the same in examination or class works. Students get less opportunity to apply grammatical rules or knowledge. Grammar is taught separately and not in integration with the textbook, though the prescribed textbook is designed to teach both the language skills and grammar as a whole.

5) The teachers revealed during the study that the students mainly face the following problems

a) The students cannot read the text fluently.

b) The students make spelling errors.

c) The students cannot write correct sentences.

d) The students make grammatical mistakes.

Discussion

The research has undertaken to know the English teaching strategies in the secondary schools of Assam. However, from the interview of the teacher, observation of the classes, and interaction with students it was found that the teacher could not adopt modern strategies and techniques of teaching the second language that are available in the teaching domain. The teachers were teaching English as a knowledge subject just like History or Geography etc and not as skills subject. From the observation of the classes it was found that teachers could not differentiate between a knowledge subject and a skill subject and as a result they failed to target any specific language skills may it be speaking, reading, writing, comprehension or grammatical skills in the second language classes. Moreover, as the teachers use the Grammar-Translation method, the oldest method of teaching a second language in which the mother tongue is the medium of communication, the students and teachers speak their mother tongue even in the English classroom and hence the students cannot inculcate the habit of speaking English. As far as specific language skills like speaking and listening are concerned, they are not evaluated separately. It was also found during interviews of the teachers that the teachers mainly pointed out to the problems of the students only which are related to the writing, like spelling error, grammatical error, etc. In fact, it is revealed that except writing skills other language skills are not evaluated at all in examinations for secondary classes. As a result, the students emphasises on memorising the answers and writing them in examinations. This situation arises because the teachers could not adopt appropriate strategies to develop the language skills in and outside the classroom in schools.

Conclusion

Teaching strategies are employed by the teachers in the class to achieve teaching goals. English as a second language in Indian schools, has different language skills which are different from each other and the English teachers need to adopt different and specific strategies to inculcate those language skills in the learners so that the learners can learn the second language at least at a functional level and use them for their selves. Instead of using only age-old strategies like teaching the second language through mother tongue, and teaching grammatical rules, expecting from the young learners that they will be able to apply those rules while writing and speaking the language, teachers should apply modern and more effective strategies to develop the core language skills. Strategies like 'Direct Method' of teaching a second language, 'Total Physical Response', Group interaction, listening practice, etc. may help the English teachers to achieve their teaching goals and students to master over the second language. Moreover, the teacher-centric language classroom needs to be shifted to learner-centric classroom strategically so that the learners get the opportunity to practice the language at least within the classroom.

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Writing Prowess of First Year BAT Students:
A Groundwork for Language Magnification Program

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Abstract

This research study was conducted as a way to determine the writing prowess level of the 54 first year Bachelor of Agricultural Technology students enrolled at the Isabela State University, San Mariano Campus specifically for SY 2019 – 2020. As to the data gathered, these were analyzed using frequency count, percentage and ranking.

The significant findings include the following: There were 54 BAT respondents and more than half of them showed a low level of understanding of the essay topic that was given to them causing extreme level of confusion. About the respondents writing prowess level in organizing ideas, majority had a questionable performance. As far as the respondents' performance in applying conventions such as grammar, correct usage and mechanics, more than half of their outputs were marked with a number of errors which significantly affected the essence of their completed outputs. In relation to their level of writing proficiency as to style of writing, majority of the respondents showed serious problems particularly on word choice and sentence structures which violated the writing principles.

Introduction

Developing writing as a macro-skill in English requires students' time, effort and seriousness to guarantee success in all challenging writing activities required in the classroom. Therefore, appreciation of the advantages of possessing a good writing skill is needed realizing the fact that this skill can contribute to immediate employment.

Writing is a skill that should not be undermined. Instead, it must be given high level of importance by college students for this can lead to satisfying academic results. It is a complicated process for it requires higher order thinking skill to produce quality outputs. The writer generates, organizes and patiently reviews ideas using the rules of the written language, correct grammar and vocabulary. It is a mental activity requiring students to generate ideas from their own memory. Batang and Serquina (2018), rightly mentioned that teacher feedbacks should play an important role in scaffolding cognitive development, alerting students to their

strengths and weaknesses, and contributing to their acquisition of disciplinary subject matter and writing conventions.

Writing, therefore is regarded as a big academic challenge on the part of college students. This requires sound strategies so that students can hurdle the most difficult writing challenges in the classroom. It is depressing to know that ISU, San Mariano Campus enrollees although they belong to tertiary category still manifest poor writing performance. This condition is disturbing because at present writing letters, proposals, abstracts, feasibility studies, reports, journals, memoranda, instruction manuals and other kinds of writing tasks are now expected to be performed in the workplace. Written communication is widely considered as am important skill for students to have mastered prior to graduating college and entering the workforce..[Allan and Driscoll, 2014]; Also, in a recent survey sponsored by the American Association of Colleges and Universities [AAC@U], 80% of employers indicated that it was important for students to write effectively, and 81% of employers reported that they would be more likely to have students who took multiple writing intensive courses in college. Hart Research Associates,2013 also emphasized that colleges and universities should place a greater weight upon written communication skills. As adduced by Bangayan- Manera (2020) in her study though not related to this but still in connection with the writing prowess of the students. She affirmed that students are very much open to write when they are not given any parameters to do it, ironically there is a need to deepen the scholastic standing of students to determine how students deliver their writing prowess. Averted by Talosa and Batang (2019), a challenging part on the students performances in writing discourse of ESL is their ability to open their thought and even their grammar.

Relevant interventions are considered as potential solutions to students' writing weaknesses. Providing, therefore resources that are needed from concerned officials of a learning institution is important in order to contribute in attaining quality and excellence in the tertiary level.

Research Objectives

This study was done in order to determine the writing proficiency level of the first year BAT respondents. Specifically, it aimed to:

1. delineate the writing proficiency level of the first year BAT respondents in the following areas:
   - Content
   - Organization of ideas

- Conventions (grammar, usage, mechanics); and
- Writing style

2. set on the weaknesses of the respondents in relation to writing; and

3. thrive extension activities that will strengthen the writing performance of the respondents for employment advantage.

Methodology

Research Design

Descriptive statistics was utilized to determine the writing proficiency level of the respondents applying content, organization of ideas, conventions and style of writing to evaluate their individual essay outputs.

Research Participants

There were 54 first year Bachelor of Agricultural Technology students of Isabela State University, San Mariano Campus who were involved as respondents in this research study.

Instrumentation

In obtaining the essay outputs of the 54 respondents, questionnaires were used. For every questionnaire, a reminder was indicated that in organizing their essay outputs, content relevance, organization of ideas, conventions (grammar, correct usage, and mechanics) must be observed for quality outputs.

Data Gathering

Prior to the circulation of the questionnaires to the respondents, coordination was first done among the concerned officials and faculty of ISU, San Mariano Campus. The questionnaires were systematically retrieved out of the cooperation of the cooperation of researcher's colleague.

Data Analysis

Data gathered were analyzed using frequency count, percentage and ranking to assess the writing proficiency level of the respondents. Rubric was also used to evaluate the respondents' outputs.

Results and Discussions

Table I. Frequency and Percentage Distribution of the First Year BAT Respondents as to Their Writing Proficiency Level Applying Content Relevance

Content	BAT		
	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.	4	7.40	3
Demonstrates some understanding of the topic given, but some aspects were not clearly stated that resulted into developing a weak response.	13	24.07	2
Demonstrates poor understanding of the topic. Confusion is fairly evident.	37	68.52	1
Total	**54**	**100**	

Table 1 shows that out of the 54 first year BAT respondents enrolled during the SY 2019-2020, 4 or 7.40 percent of them had manifested a general understanding of the topic ; 13 or 24.07 percent demonstrated only some understanding of the topic but some aspects were not stated clearly resulting to a weak output; 37 or68.52 percent had poor understanding of the topic that resulted to confusion while there were no outputs from them that can be counted as having manifestations of a thorough and sound understanding of the topic.

The data reveal that the respondents failed to express correctly the essence of the topic that was instructed to be developed by them into interesting essay outputs. There is a necessity to enhance their comprehension for more relevant outputs. This finding is 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 BAT Respondents as to Their Writing Proficiency Level on Organization

Organization	BAT		
	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.	12	22.22	2
It has a fairly weak organization and development, providing basic generalizations without supporting ideas.	40	74.07	1
The answer lacks organization.	2	3.7	3
Total	**54**	**100**	

Table 2 presents the frequency and percentage distribution of the respondents as to the level of their writing proficiency in organizing ideas. It can be seen on the table that 12 or 22.22 percent had poorly organized and developed essay outputs; 40 or 74.07 percent had a fairly weak organization and development providing basic generalization without supporting ideas; 2 or 3.7 percent submitted outputs that lacked organization and none among the respondents had adequately and coherently organized outputs.

The data imply that majority of the respondents' outputs in relation to organization of ideas are questionable which can be attributed to their low commitment level during their previous education. Schleppegrel [2011] emphasized that writing organized texts is an important characteristic of academic writing. He further emphasized that novice writers in particular tend to face challenges trying to organize their ideas following the norms.

Table 3. Frequency and Percentage Distribution of the First Year BAT Respondents on Their Writing Proficiency Level Applying Conventions (grammar, usage, and mechanics)

Conventions (Grammar, Usage, and Mechanics)	BAT		
	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.	-	-	-

It has an accumulation of errors in grammar, usage, and mechanics, but minimally affects the meaning of the response.	11	20.37	**2**
The response is marked with numerous errors in grammar, usage, and mechanics that significantly interfere with the meaning.	40	74.07	**1**
The activity has serious and recurrent errors in grammar, usage, and mechanics that greatly interfere with the overall meaning of the answer.	3	5.55	**3**
Total	**54**	**100**	

Table 3 Frequency and Percentage Distribution of the Respondents as to Writing Proficiency Level Applying Conventions [grammar, usage and   mechanics]

Of the 54 respondents, 11 or 20.37 percent had an accumulation of errors in grammar, usage, and mechanics but minimally affected the meaning of the response; 40 or 74.07 percent had outputs mark with generous errors in grammar, usage, and mechanics that significantly interfere with the meaning of the outputs; 3 or 5.55 had serious and recurrent errors in grammar, usage and mechanics while there were no outputs from the respondents that can be claimed as free from errors.

The data imply that majority of the respondents did not manifest correct use of the grammar rules including usage and mechanics. This kind of performance can be attributed to the respondents' low level of commitment in their studies. This finding has a similarity 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 BAT Respondents on Their Writing Proficiency Level Applying Writing Style

Writing Style	BAT		
	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.	3	5.56	3
Serious and frequent problems with word choice sentence structure is evident, thus lack of style is shown.	47	87.03	1
Many run-ons and fragments are shown. Limited vocabulary is established and sentence variety is not evident.	4	7.40	2
Total	54	100	

Table 4 shows the frequency and percentage distribution of the respondents as to their writing proficiency level in relation to writing style.

There were 3 or 5.56 percent who had outputs showing rudimentary sentence variety;47 or 87.03 percent had serious and frequent problems with word choice; 4 or 7.40 percent had essay outputs with many run-ons and fragments with limited vocabulary and no evidence of sentence variety. Outputs that demonstrated a wide variety of sentence structures was not evident.

The data revealed that most of the outputs of the respondents were not in agreement with the writing principles due to serious word choice and sentence lapses. This finding can be the result of a poor academic foundation, low level of interest to accomplish given writing tasks and questionable dedication of parents to perform parenting roles particularly in providing encouragement to their children, Bangayan-Manera (2020). Affirmed by Bangayan- Manera,

responsible parenting is also one aspect that would inspire students to focus on their academic performances. Great deal in academic performance of the students specially when they are given opportunities in school activities and programs that would allow them to be out of their best performances. This finding is highly similar to the findings of Casil-Batang and Malenab-Temporal (2018), in their conducted research study emphasizing that structural errors were made by her respondents in writing sentences. Students were unaware of the components that make sentences correct. The study is a powerful emulation of remedials and great interventions in the field of reading, listening and speaking.

Conclusions

From the data gathered, the following conclusions were derived:

1. Content relevance was affected by the low comprehension level of the respondents.

2. The respondents' outputs failed to observe proper organization of ideas.

3. The respondents encounter difficulty in applying correct grammar which is revealed by their erroneous outputs.

4. Writing mechanics such as spelling, capitalization and punctuation were not observed by the respondents in order to produce worth-reading essay outputs.

5. A good writing style was not evident in relation to the essay outputs of most of the respondents.

Recommendations

1. Writing enhancement activities should be done as an annual extension work of faculty members to guarantee students' academic progress.

2. Conduct of capability building activities must be considered as a yearly priority.

3. The commitment of the respondents in complying to writing activities must be improved.

4. Availability of good writing references in the library should be given attention by the administration.

5. Cooperation between parents and guardians to guarantee formation of good study habits must be given attention.

6. Provision of a conducive room for the conduct of capability building activities must be given attention by the administration of ISU, San Mariano Campus.

7. Tutorial activities need to be initiated and effectively implemented.

8. Writing subjects should be handled by faculty members who are passionate in reading and editing students' outputs.

Pedagogical Implications

Today, improving students' writing skill is highly essential and relevant. Writing skill is now considered by entities in hiring employees recognizing its impact to the operation.

In school, students are required to produce writing outputs. This is an inescapable obligation in the classroom and outside the classroom due to assignments and other activities aimed at improving writing capability. It is a school concern which needs heavier attention to be able to provide the desired academic writing needs of the learners.

Every year, universities and colleges like ISU, San Mariano Campus where the researcher is connected accepts students for enrollment and they expect to receive quality teaching.

In the area of writing, students need strong academic support through immediate attention in the implementation of enhancing writing activities in order to respond to their unsatisfying performance. They need more time from their mentors through delivery of tutorial sessions and conduct of trainings that can be labelled as highly effective. These activities when successfully carried-out can turn their weaknesses into strengths particularly in observing content relevance, organization of ideas, conventions [grammar, usage and mechanics] and writing style.

The abovementioned activities can truly make positive changes in the academic lives of students' once implemented, hence it is material that all concerned faculty members teaching

English subjects cooperate, unite, and become more proactive in performing their duties and responsibilities.

Addressing writing proficiency / prowess gaps among students should be an obligation to be prioritized for the sake of quality learning among college students.

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Rizal's Speech on Homage to Luna and Hidalgo:
An Aristotelian - Jolliffe Analysis

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Abstract

The national hero of the Philippines fought for the Filipinos through pen as his voice for the" pen is mightier than the sword" (Lytton,1839), yet the word is sharper than any double-edged sword, it judges the thoughts and attitudes of the heart" (Hebrew 4:12). Thus, comes Rizal's epideictic speech. His word is lifegiving, his courage is enticing, and his advocacy elucidates his character. The subject of this study is the toast speech of Rizal on Homage to Luna and Hidalgo in honor of Juan Luna, winner of the gold medal for his painting "El Expoliarium," and Félix Resurección Hidalgo, winner of a silver medal for his painting "Virgenes Cristianas Expuestas al Populacho" at la Exposición Nacional de Bellas Artes de Madrid. The speech is rhetorically analyzed following the frameworks of Aristotle and Joliffe. It was found out in the analysis that the eloquent speaker shows ethical (ethos), logical (logos) and very persuasive words straight from his heart to the hearts and minds of the audience

(pathos). The rhetorical analysis paved way to advocacies on linguistic analysis in language teaching.

Introduction

Rizal's powerful literary prowess exudes linguistic competence. He used various literary devices in his literary works. Like in Philippine Literature where different literary genres reflect varied life experiences that are reflective of humane behavior and transformation (Clemente, 2019), so are the literary works of the national hero which are kept in history that serve as beacon light to the brave Filipino souls. Many of his literary pieces are so inspiring that these become part in Philippine Literature.

The eight most important literary works of Jose Rizal are: To the Filipino Youth, To the Young Women of Malolos, Goodbye Leonor, Junto Al Pasig, Kundiman, Noli Me Tangere, El Filibusterismo, and Mi Ultimo adios. Two of these are his all-inspiring "Noli Me Tangere" and "El Filibusterismo" which are likewise studied in schools for every Filipino to know that indeed the National Hero's linguistic competence is exemplar, his fighting spirit is lifesaving and his wisdom is hard to fathom when not in the situation.

Rizal is a prolific writer and an eloquent speaker. He exemplified his being an eloquent speaker in one of his foreign trips where he delivered a toast speech at a banquet in the Restaurant Inglés, Madrid, on the evening of June 25, 1884 in honor of Juan Luna and Felix Resurrección Hidalgo. The speech was taken from Gems of Philippine oratory; selections representing fourteen centuries of Philippine thought, carefully compiled from credible sources in substitution for the pre-Spanish writings destroyed by missionary zeal, to supplement the later literature stunted by intolerant religious and political censorship, and as specimens of the untrammeled present-day utterances (Austin Craig, page 34-37, University of Manila, 1924).

The "Homage to Luna and Hidalgo" which is the subject of this study was analyzed in the guide of Jolliffe's Framework/Model and Aristotelian Model. Jolliffe is a professor of English, Curriculum and Instruction at the University of Arkansas, while Aristotle is a great philosopher. The Aristotelian model and Jolliffe's framework are methods to organize and distinguish the three modes of persuasion in speech delivery which are the logos, ethos, and pathos. These modes of persuasion always influence each other during conversations in which arguments are shared back and forth, but also in one-way communication, such as during speeches. The speaker is the center in Aristotle's model.

The rhetorical appeals are ethos, logos and pathos. The ethos is about the writer or speaker's credibility and degree of authority. The teacher's ethos for example is the result of years of study and training. Due to the teacher's qualifications, the teacher's word displays authority. So with the speaker. When the speaker conveys the message with knowledge and wisdom and brings awe to the audience, the speaker displays authority and credibility. On the other hand, Pathos is where the audience would react to the speaker and speaker's message. The idea behind pathos is that the audience must feel that they are communicated with. In certain situations, they want to feel more confident. In other situations, more sad, angry, or emotional, while the Logos refers to the speaker's message and more specifically the facts, statements, and other elements that comprise the argument. According to the Aristotle's model of communication, logos is the most important part of one's argument for there are facts, statistics and/or logical reasoning. The rhetorical appeals which are specified to both models were used in the analysis along with Joliffe's rhetorical situation.

The Aristotle's rhetorical model as stressed in "The Rhetorical Triangle: Understanding and Using Logos, Ethos, and Pathos" (Lutzke & Henggeler, 2009) from the School of Liberal Arts, Indiana University presents that ethos, logos, and pathos are important in writing in order to create texts that appeal to readers. The rhetoricians called these appeals as rhetorical triangle. The "logos" appeals to reason which can also be thought of as the text of the argument, as well as how well the writers/speakers had argued their points. The "Ethos" appeals to the writers' or speakers' character which can also be thought of as the role of the writers/speakers in the argument, and how credible their arguments are. The "Pathos" appeals to the emotions and the sympathetic imagination, as well as beliefs and values. Pathos can also be thought of as the role of the audience in the argument. It does not follow that the three rhetorical appeals have a balance representation in the text. There are various questions that can be asked in each of the rhetorical appeals to discover how the writers/speakers used them in their speeches.

For logos, the following are the questions that could be raised: Is the argument clear and specific? Is the argument supported by strong reasons and credible evidence? Is the argument logical and arranged in a well-reasoned order? For ethos, what are the writer's qualifications? How has the writer connected himself/herself to the topic being discussed? Does the writer demonstrate respect for multiple viewpoints by using sources in the text? Are sources credible? Are sources documented appropriately? Does the writer use a tone that is suitable for the audience/purpose? Is the diction (word choice) used appropriate for the audience/purpose? Is the document presented in a polished and professional manner?

Questions for pathos: Are vivid examples, details and images used to engage the reader's emotions and imagination? Does the writer appeal to the values and beliefs of the reader by using examples readers can relate to or care about.

The Jolliffe's rhetorical framework presents the rhetorical situation which are the exigence or the tension or urgency, the audience, and the purpose of the speech. It likewise presents the rhetorical appeals which are the ethos, logos and pathos in understanding the corpus or body of texts of the select speech of Jose Rizal.

Rhetorical analysis is a way to explore the rhetorician's goal in writing or in delivering a speech. It describes and evaluates the texts (Howe center for writing excellence, 2020),it evaluates the relationship between meaning and context (Sutton, 2010), and rhetorical analysis is looking deeply into the relationship between language and argument (Bitzer, 1968. Rhetoric is an organization of syntactic units into large patterns (Asian EFL.journal.com in the article "English as International Language" in Journal vol.4, August 2009, (Kaplan, 1967). Aristotle (384-322 BC), Barnes (1984), Kennedy (1998), Mauranem (1983), Murphy 1982), rhetoric is the art of persuasive discourse. Rhetoric is the art of ruling the mind of man (Plato); it is the use of language to produce desired impression and argument upon the hearer and reader (Burke, 1969, Stanford Encyclopedia of Philosophy, 2002); it develops the capacity to produce appropriate and effective language in any situation (Norquist, 2019); it is the art of speaking and writing effectively and it can be used to inform, persuade or motivate (Webster's Dictionary).

The structure of a great speech using ethos, pathos and logos is one of the many structures great speakers do consider (Beqini, 2018, Farnham, 2016). This structure is evidently seen in Aristotle, wherein in this structure, the Ethos is about establishing speaker's authority to speak on the subject, logos is the logical argument for the point, and pathos is the attempt to sway an audience emotionally. Pathos can be any emotional response.

The rhetorical analysis in the light of rhetorical appeals is guided by the following questions: For Ethos: 1. Does the writer/speaker seem trustworthy? 2. Does the writer/ speaker seem knowledgeable and reasonable? (3) What comparison does the writer/speaker make other people, places, and events within the text to establish authority? For Pathos: Does the writer/speaker appeal to emotions or feelings (sadness, pride, fear, anger, patriotism, love, justice)? Does the writer/speaker try to establish a relationship or common ground with the reader/audience? What circumstances can we as readers/audience relate to? For Logos: Is the claim in the argument of the writer/speaker relevant or valid for today?   Does the

writer/speaker jump into conclusion or have logical fallacies? What point does the author offer to support the idea?

To have a background of who the speaker is in this speech, he is José Protasio Rizal Mercado y Alonso Realonda who was born on June 19, 1861, and died on December 30, 1896 through firing squad. He is a patriot, physician, man of letters and the inspiration to the Philippine nationalists. Education for him is a priority. So, he enrolled at the Ateneo Municipal de Manila, then at the University University of Santo Tomas. Although he excelled at philosophy, the news of his mother's impending blindness convinced him to study medicine, and in 1878 he enrolled in the Faculty of Medical Sciences at the University of Santo Tomas to specialize in ophthalmology.

Believing that education in the country was limited, he boarded a ship to Spain with the support of his older brother Paciano but without informing his parents. His ten years in the European continent earned him an indelible mark of a personality that opened his eyes to the world that thereafter made him developed natural strength and devotion to his motherland.

In Spain, he continued the studies that were stalled in the Philippines and enrolled at the Universidad Central de Madrid, where he graduated in 1884 with a degree in Medicine, and a year later with a degree in Philosophy and letters from the same institution. During his first stay in Europe, Rizal wrote his novel, Noli Me, which relates the story of a young Filipino man who travels to Europe to study and returns home with new eyes to the injustices and corruption in his native land. Rizal's first novel manifested criticism against the Spanish colonial system in the Philippines. As a consequence, his novel met harsh reactions from the elite, the church, and the government.

These reactions did not stop him to expose the Filipinos' fate under Spain and his advocacy to let the Filipino youth to understand that they are the future of the motherland. He continuously wrote, delivered speeches, and inspired the Filipino people.

Objective of the Study

This study aimed to analyze Rizal's speech on Homage to Luna and Hidalgo. The analysis was anchored on the Aristotelian Model and Jolliffe framework where both of them make use of the rhetorical appeals, namely; ethos, logos and pathos. Added in the analysis is the rhetorical situation of Joliffe's framework which refers to exigence, audience and purpose.

Methodology

Research Design

The study utilized the descriptive research design-qualitative approach in the rhetorical analysis of the speech of Jose Rizal along rhetorical appeals. The text corpus of this study is Homage to Luna and Hidalgo.

Instrumentation

This study made use of rhetorical appeals as research instrument in laying the details of rhetorical analysis' findings in the speech of Jose Rizal on Homage to Luna and Hidalgo. The text corpus rhetorically analyzed served in determining the rhetorical appeals in the speaker's rhetoric. The rhetorical appeals were analyzed based on the indicators individually specified in ethos, logos and pathos, and the rhetorical situation therein.

Data Analysis

Rhetorical analysis was utilized in the speech on Homage to Luna and Hidalgo by Dr. Jose Rizal. It made used of the Aristotelian model and Jolliffe's framework. It presents on how well a speech can be understood in the context of logos, ethos and pathos along with the rhetorical situation of Jolliffe. The Jolliffe's rhetorical framework (2017) surfaces the discourse features of messages which paves way to the exigence, audience and purpose of the speech.

Results and Discussion

The Rhetorical Situation

Dr. José Rizal was born on June 19, 1861, in Calamba, Philippines. While living in Europe, Rizal wrote about the discrimination that accompanied Spain's colonial rule of his country. He is a nationalist who called for peaceful reform of Spain's colonial rule in the Philippines. He returned to the Philippines in 1892, but was exiled to Dapitan. Although he supported peaceful change, Rizal was convicted of sedition and executed on December 30, 1896, at age 35.

Rizal's famous Speech: A Toast Honoring Juan Luna and Felix Resurreccion Hidalgo, was delivered at a banquet in the Restaurant Inglés, Madrid, on the evening of June 25, 1884 in honor to Juan Luna, winner of the gold medal for his painting, "El Spoliarium," and Felix Resurrección Hidalgo, winner of a silver medal, for his painting "Virgenes Cristianas Expuestas al Populacho".

Like these two artists, Rizal is also known for his artistry. According to www.joserizal.com (2020) he is a great painter. He demonstrated his artistic talent for painting while exiled in Dapitan. He painted an oil painting on a pair of mother-of-pearl shells as a token to Dona Leonor Valenzuela. He painted the Dapitan church curtains in oil in 1894; Spanish coat of arms in water color painting for the San Rafael feast in 1867; allegory on pair of porcelain bases of the new year celebration in oil in Berlin in 1886 and the crayon painting of Christ crucified in 1875, Immaculate Conception in Manila in 1974 and Portrait of Morayta in Barcelona in 1885.

In other words, Rizal at this time was already a known artist who is credible to give a toast to his fellow artists. Besides, he also completed his medical studies in Spain, and he took painting at Real Academia de Bellas Artes de San Fernando in Calle Alcala. (lifestyle.inquirer.net, 2014)

His speech "Homage to Luna and Hidalgo" is an epideictic speech. This was delivered in a ceremonial discourse. It makes the audience have an awareness that Filipinos excel even in the foreign land. This speech was indeed meant to praise two exceptionally talented Filipinos with prime reason to draw attention from them as he subsumed the intention to solicit the support and sympathy from western educated Filipino immediate audience. What surfaced in his speech are ethical, logical and emotional appeals. The cautious and resounding tones and strides of his propositions revolved around his deep-seated aspiration to register in the audience a patriotic responsibility and accountability in the guise of white color shades of his appreciation to great masterpieces of Luna and Hidalgo. Common to published articles of Rizal's biography claim that he is a nationalist who called for peaceful reform of Spain's colonial rule in the Philippines (Britanica, 2017).

The Rhetorical Appeals
Ethos

Dr. Jose Rizal is exceptionally a learned Filipino nationalist/reformist who himself and whose family directly experienced the despotic cruelty of the greedy Spanish authorities during his time. A trail of his foreign travel and earned degrees in his education in finest exclusive schools in the Philippines and in Spain eventually made him man of reputation, trustworthy in image, and liberating of knowledge. Transcending from his unquestionable personhood is a personal value of his own appreciation that once more translated in his speech, in which he utters, "I do not fear for my humble person; nor do I doubt your kindness". This shows the strong personality that calls for trust in his rhetoric.

The first excerpt to support his credibility as a speaker is his fearless nature as a member of the youth, who with energy and enthusiasm could generate bonds of fellowship.

"In speaking before you I do not fear that you may listen to me with boredom, for you have come to share our enthusiasm with yours, that stimulus of youth, therefore you cannot help but be indulgent."

Further, he also stipulated his expectations from the audience, which is to be kind and to listen to what he is going to say:

"Sympathetic currents pervade the air… kind souls listen…"

Then he continues by saying:

"I do not fear for my humble person; nor do I doubt your kindness. Men of goodwill, you seek goodwill...you give no heed to pettiness. You see the whole, and you judge the case and you extend your hand to someone..the glory of genius and the splendor of the homeland."

Logos

Rizal's wide array of knowledge and philosophic reasoning competence are best portrayed in his oratorical lines in his description of Hidalgo's masterpiece which is a portrait of the true to life experiences of the Filipino people under Spain.

First, he determined the rationale behind the meeting that they celebrate, as he emphasized:

"We have all come here to this banquet to join our wishes, in order to give from the mutual embrace of two races that love one another and care for one another; morally, socially and politically united for one another…"

He then began his description regarding the two races to which Luna and Hidalgo belong- Philippines and Spain:

"Their glorious achievements illuminate the ends of the globe: the Orient and the West, Spain and the Philippines."

Rizal describes the orient, the Philippines and its role in the lives of these two illustrious men.

"the patriarch"

"the oriental chrysalis"

"that ethnic race fallen into lethargy during the historic night"

The producer of the "beauty of the diamond" that it "wears in her crown."

Conversely, he narrates the role of Spain for Hidalgo and Luna. He referred this country as a polisher:

"…, Europe polished them."

"There they absorbed the poetry of nature; nature grand and terrible in its cataclysms, its transformations, its conflicting forces; nature sweet, peaceful and melancholy in its constant manifestation, unchanging; nature that stamps its seal upon whatever it creates or produces. Her sons bear this within themselves wherever they may be. Analyze, then, their accomplishments, if not their characteristics and however little you may know this nation, you will see her in everything, such as the molding of her knowledge like the soul that governs over everything, like the spring of a mechanical object, like substantial form, like raw material."

Consequently, he deliberately suggests that:

"Luna and Hidalgo bring glory to Spain as well as to the Philippines; " they were born in the Philippines, but they could have been born in Spain, because creative genius does not manifest itself solely within the borders of a specific country. It sprouts everywhere; "it is like light and air;"it belongs to everyone: it is cosmopolitan like space, life and God."

Rizal's rhetorical eloquence is to a large measure allegorical, metaphoric or symbolic. His comparison of talents and of genius is scholastically argued to choose no specific race and place as he claims to exist elsewhere.

"The patriarchal era of the Philippines is passing; the illustrious deeds of her sons are no longer wasted away at home; the oriental chrysalis is leaving the cocoon; the dawn of a long day ahead is heralded in brilliant shades and rose-colored dawns; and that ethnic race, fallen into lethargy during the historic night while the sun shone on other continents, again awakens, moved by the electric impact produced by contact with the people of the West, and begs for light, life and the civilization that once might have been its heritage, thus conforming to the eternal laws of constant evolution, transformation, recurring phenomenon and progress. "

The hard-earned Philippine's independence from the colonial masters had finally come into place. The freedom of Filipino slaves of the West is attributed to Rizal and his compatriots' struggles and sacrifices that today Filipinos enjoy. Rizal's advanced allegorical claims in his rhetoric were mere argumentable conclusive prophesies. Nevertheless, at last, his thought had eventually come into being when looking closely to this excerpt of his speech. The use of figures of speech in his rhetoric is laudable, and according to Bizzell and Herzberg (2001), the classification and use of figures of speech is a good mind construct.

Second, as it reads:

"One "hears" coming from the canvas of "El Expolarium" the tumult of the throng, the cry of slaves, the metallic rattle of the armor on the corpses, the sobs of orphans, the murmuring prayers, with as much intensity and realism as is heard in the crash of thunder amid the roar of rapids or the fearful and frightful rumble of an earthquake."

Rizal's finest confirmatory judgment of praises to the masterpieces of two Filipino talents are exceptionally personal conclusions which are fitting enough to his hidden noble intent to take much attention of the audience for his more important issues of patriotism and nationalism as symbolically expressed in his rhetoric.

And separately, third as his utterance for Hidalgo, reads:

"...in Hidalgo's work there beats an emotion of the purest kind, ideal expression of melancholy, beauty and frailty..."

Moreover, he says:

"...Hidalgo is all light, color, harmony, feeling, limpidity, like the Philippines on her moonlight nights, on her tranquil days, with her horizons that invite meditation, and where the infinite lulls. (1)"P8S1

Taking all the metaphoric accounts of his rhetorical discourse, it is manifestly clear that those in the visual piece of art of Luna and scribes of Hidalgo are depictive of the Filipino natives in their motherland. In Rizal's expressive thoughts, tyrannies by colonial masters are worthy of immense, immediate and sustained attention by people who possess liberal education like those in his audience.

His rhetoric appeals to audiences creates a visual image of what the masterpiece is all about. Hence, eloquence in rhetoric is likewise seen in the ability of the speaker to create in his audiences' mind the real picture the speaker is presenting. The bringing of the visual

image in the mind of the audience of what the speaker wants to figure out is in the rhetorical ability of the speaker. Bizzell and Herzberg (2001) points out that rhetoric has the characteristic to persuade just like Rizal's communicative competence that figures out an image of what the mediated audience could visualize.

Furthermore, Lucaites and Condit (1999) noted that 'rhetoric should be seen as a substantial dimension of the many facets of social experience' which is evidently expressed by Rizal in his description of Hidalgo and Luna's masterpieces.

Pathos

The following are some appeals related to the emotions that Rizal emphasized in his speech.

> "We have all come here to this banquet to join our wishes, in order to give form
> to the mutual embrace of two races that love one another and care for one
> another; morally, socially, and politically united for a period of four centuries,
> so that they may form in the future one single nation in spirit, in their duties,
> in their views, in their privileges."

This sentence which consists of multiple clauses simply enjoins the audience with color of pride being a society of Filipinos, with love for where they hailed from and the natives therein, and with patriotism that is indispensably necessary for the noble cause all Filipinos are determinably fighting for. Rizal's appeal to the intellectual audience is characterized a rhetorical discourse that touches emotional consciousness.

Next, it reads:

> "I drink then, to the health of our artists Luna and Hidalgo, legitimate and pure
> glories of two peoples! I drink to the health of the persons who have lent them
> a helping hand on the dolorous path of art! I drink to the health of the Filipino
> youth, sacred hope of my homeland..."

Rizal's ceremonial toast is invitational to audience to join him in praise with joy and gladness of two Filipino talents. He identified himself to be one with them with a common reason, and that is to give a cheer to Luna and Hidalgo, also to those who became instruments for the two artists to be where they are now, and to the promising hope of the Filipino youth.

This excerpt clearly portrays his amiable character and timely appreciation to those whose genuine judgments to talents made the occasion momentous and worthy of celebration. His genuine toast of happiness is borne in the character of this National Hero who takes pride for the Filipinos' extraordinary achievements.

> "...I drink, finally, for the happiness of those parents who, deprived of the tenderness of their children, follow them from those distant regions with moist eyes and palpitating hearts across seas and space, who have sacrificed on the altar of the common welfare the sweet consolations that are so scarce in the twilight of life ..."

These clauses are clear rhetorical discourse of recognition and reminder for the Filipino youth that natives in the motherland are hopeful of them amidst all odds, trials and challenges they are confronted with. Likewise, his identification with those Filipinos of their kind who are leaving the country especially their family and who are having great sacrifices for a noble purpose is expressively manifested in the excerpt.

Furthermore, Rizal's reawakening thoughts brought more attention as the audience applauded and had a toast with sense of pride for the Filipino spirit seen in the two artists and in Rizal's eloquent rhetoric.

Similar findings from Rizal's rhetorical strategies on the use of appeals could also be gleaned from President Duterte's speeches where Medriano & De Vera (2019) professed in their study that PRRD's monologic discourses are also laced with his ample use of rhetoric strategies that cleverly combines "ethos, logos, and pathos" (based on the Aristotelian typology of rhetoric strategies). However, a quantitative analysis that measured the rates in which these rhetoric strategies appear in the speeches reveals that PRRD uses them in different proportions. Ethos is mostly manifested, while Pathos is least manifested. Furthermore, Canay & Temporal (2019) advanced that PRRD uses different discursive strategies of representation to frame his speech such as but not limited to references, nominations, perspectivation, and intensification.

Conclusion

The ethos, logos and pathos as a model in the rhetorical analysis framed the mind of the audience towards ethical, logical, and emotional features of the toast speech. While the speech displays no balance in the use of the three rhetorical appeals, the message remains

evidently expressed in the speech. The rhetorical situation leads to a better understanding of the speaker and his toast speech towards underpinning advocacies. Dr. Rizal's immense rhetorical drive is on the Filipino pride of great artists who excel even in foreign lands in the fields of arts and rhetoric. The speech subsumed advocacy is on global competitiveness of the Filipinos in linguistics and arts. His language teaching advocacy supports the efforts of educators in the creation of instructional tool for knowledge transmission of civilly liberalizing information and cultural concepts that empower greater understanding of the sound and healthy inter-boundary human relations.

Recommendations

In the light of the summary of findings, the following are the recommendations: (1) Language researchers may consider rhetorical analysis of literary pieces written by Filipino authors using other literary genres. (2) Another study may be conducted on prominent Filipino writers and eloquent speakers in the Philippines and in other countries to have a baseline information of the Filipino artists and geniuses in the different disciplines.

Pedagogical Implication

The study has significant input on the part of the students as they may be made aware of Dr. Jose Rizal as a prolific writer and an eloquent speaker who put premium in his speech the ethos, logos, and pathos. This study is also significant to the language teachers as this may be considered another model in doing rhetorical or linguistic analysis of other literary genres.

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The Role of Listener's Interest and Speaker's First Language in Listening Comprehension

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Abstract

The study seeks to gain insight into the role of some factors in listening comprehension. The first factor that the study investigates is the interest of the listener, while the second factor is speaker's first language or accent. As a secondary purpose, the study explores the extent to which listening causes difficulty for Jordanian learners of English as a foreign language(EFL). In collecting the data, the three-video task is utilized, where each of those videos is four minutes long and played only once. Two videos are Talk shows; one video is with the voice of a native speaker and the other is with the voice of a non-native speaker. The third video is a documentary with the voice of a native speaker. Twenty EFL learners pursuing their bachelor's degree participate in the study. The participants are third-year students, who are chosen randomly using systematic random sampling. The findings reveal that the interest of listener has little impact on listening comprehension. This is because the participants achieve better comprehension level at the documentary video than the Talk Show video, which is stated as their favorite. In addition, the study arrives at the result that speaker's first language or accent does not contribute actively to listening comprehension, meaning that the participants have compatible score in both the video with the voice of a native speaker (Talk Show) and the video with the voice of a non-native speaker (documentary). It is also found that listening constitutes a great difficulty for Jordanian EFL learners.

Keywords: documentary; interest of listener; speaker's first language; Talk show

Introduction

Listening plays a fundamental role in the process of first and second language acquisition(Winiharti & Herlina, 2017). Among the four language skills, listening is the most frequently used skill and learning other skills depends to a great extent on listening to native speakers; for instance, one way of developing speaking ability is through listening, which makes the speaker familiar with second language stress, intonation, prosody, grammar and vocabulary. Listening is regarded as a perception skill, depending primarily on the receiver's ability to understand meanings of words, grammatical structures and phonological rules of the target language. Listening requires the receiver to utilize all linguistic elements in order to comprehend the message of the speaker, making it of a paramount significance to the learner(Vandergrift,1999; N. Tran, T, Tran, & Bien, 2020). It has been asserted by plenty of researchers that learners encounter a great difficulty when listening to a conversation in the second language (Vandergrift,1999;Alivi & Suharyono; 2016, Razak, 2020; Winiharti and

Herlina, 2017). According to Vandergrift,(1999), the difficulty of listening stems from the fact that it requires the listener to implement various processes simultaneously such as distinguishing among sounds, grasping the senses of words and rules of grammar and getting acquainted with stress and intonation.

As a result of the indispensable role of listening in language acquisition, this skill should take precedence above all other language skills. Teachers are invited to place special emphasis on listening in the classroom. Previous research indicates that listening is the least taught language skill in class (Long, 1987; Chen, 2009; Woottipong, 2014; Go Silk, et al. 2020). Teachers pay more attention to writing, reading and speaking, while listening is partially or completely neglected. For instance, in Jordan where this study is implemented, school students rarely listen to audio or video materials in English despite the presence of listening sections in every unit. Such a lack of emphasis on listening can be attributed to two main reasons, first, unfamiliarity of teachers and instructors with teaching strategies and skills of listening. Second, unlike other language skills, listening requires employing audio-visual aids and some technological appliances, which can be sometimes beyond the budget of learners or their academic institutions. The problem of listening is not only restricted to a lack of exposure to second language material but also there is a lack of previous studies addressing the trouble learners face in listening. It has been proved that training and drilling plays a vital role in improving listening proficiency and enhancing comprehension of the second language. In addition, conversing with a native speaker is also helpful in promoting listening skill. Providing that meeting a native speaker is not possible, listening to video-audio materials with the voice of a native speaker would help make good progress in listening.

In teaching listening comprehension, two types of modality can be distinguished namely audio modality and video modality. Audiomodality is defined as " recorded dialogues and monologues from the native speaker" (Yasin, Mustafa and Permatasari, 2018, p. 4). Audio modality has been used for long in teaching listening and helped greatly in improving listening proficiency of learners,(Garrett, 2009). Audio listening led to the establishment of language laboratories in which recordings were played to the main computer that transmits the material to all students in the class. Nowadays, students can practice listening via their tablets or smartphones (Al-Otaibi, et al., 2016; Jarvis, et al., 2020). On the other hand, video modality refers to employing recordings that comprise visual as well as audible content in order to teach authentic material (Martínez,2010). Videos have become one of the most frequently utilized language teaching instruments beginning from the 1970s. Video materials can be sub-categorized into two main types; captioned videos and uncaptioned videos. In captioned videos,

the learner watches a TV shows, movies or documentaries where the audio is converted into a text appears on the screen. In contrast, uncaptioned videos enable the learner to listen to a video without a text displayed on the screen. Some previous studies attempted to conduct a comparison between captioned and uncaptioned videos (Gernsbacher, 2015; Hayati & Mohmedi, 2011). The results of those studies depicted that captioned videos have significantly promoted listening comprehension.

Comparing to audio materials, integrating video materials in language learning has the advantage of displaying speaker's paralinguistic behavior such as facial expressions, gestures, body movements and video background, which helps boosts listening comprehension. This is asserted by Sueyoshi and Hardison (2005) who examined the role of body language incomprehension. They concluded that students who watched videos with gestures performed better than those watched audio or gesture-less materials. This is in line with Folley, (2015) who states that listening task can be more successful and learners can remember more details when visual images are used. The importance of videos in language teaching is affirmed by Miller, (2003) who argues that second language learners can develop their listening skill much better compared with audio materials due to the fact that in videos, non-verbal behavior of the spoken text is available.

To foster listening skill, learners can utilize many sources that can help them in this regard. Listening to a teacher in class talking to his students about any topic in the target language is an authentic source student can refer to. Another source of listening is students' talk, in the sense that they are instructed to carry out specific tasks in class and discuss the relevant details with each other. Textbook recordings can be a source of listening, where a variety of topics are presented to the learners such as news, stories, interviews, songs or documentaries. In addition, TV shows, movies can be a cheap and available source of listening. The only shortcoming of this source relates to its level, which is most probably higher than the learners' level. As technology evolves, the internet has become the most commonly used source of listening, the Internet offers the chance of accessing websites that provide recordings and listening materials of various kinds. Those websites are educational in nature, available any time, easy to access and take into account the level of learner and his/her interest (Wilson, 2010).

There are many factors that exert a tremendous impact on listening comprehension. Brown and Yule (1983b) group those factors in four categories; first, the speaker's factor which includes speech pace, an accent of speaker and number of speakers. Second, the listener's factors such as the interest of the listener. Third, content factor comprising the extent to which

the listener has a good command at grammatical structures, phonological rules and vocabulary of the second language. Fourth, supportive aids, which contains the use of pictures and any visual aids. Among those factors, the present study gives special emphasis to speaker's factor and interest of learners. This is because those two factors have not been formerly researched within the context of learners whose native language is Arabic.

It is generally agreed that second language learners prefer to listen to native speakers rather than local teachers (Diaz, 2015). This can be attributed to the fact that students would watch a speaker with free-error language. Listeners can learn the right pronunciation, stress assignment, prosodic system, pitch and intonation, which is not always available when the speaker is non-native due to the difficulty of excluding the role played of speaker's first language or what is known as a negative transfer.

The role of language transfer is described by Almahameed's (2016, p. 1), who argues that " It is believed that first language (L1) transfer is a fundamental aspect of second language acquisition (SLA), language teaching and language learning".This is consistent with Gass and Selinker (1992, p. 7) who contends that, "there is now overwhelming evidence that language transfer is indeed a real and central phenomenon that must be considered in any full account of the second language acquisition process". Arabic, which is the native language of the participants in this study, is different from English, where both belong to two distinct families. While English is a Germanic language, Arabic is a Semitic language. The differences between the two languages exhibit in many ways in that English is written from left to right, while Arabic from right to left. The order of words in the two languages is, to a great extent, dissimilar in which English word order is subject+ Verb+ Object, while Arabic follows the order Verb+ Subject+ Object. In addition, Arabic is a phonetic language in the sense that there is a direct relationship between pronunciation of a sound and its spelling. More specifically, sounds in Arabic are spelt as they are pronounced. In contrast, English is a non-phonetic language where a word pronunciation does not match its spelling. English is characterized by heavy use of clusters of consonants, while this is rarely used in Arabic, as in Arabic a vowel must be inserted between every two consonants in a row. Those differences make the premise of first language transfer a strong one.

Linguists differentiate between two types of language transfer namely; a negative transfer which stems from the differences between two languages in contrast and positive transfer, which results from similarities between the first and the second language. Taking speaker's factor into consideration, this study looks into whether L2 learners achieve better comprehension when the speaker is a non-native of English due to positive transfer from

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Arabic. The second important factor to be highlighted in this study is the speaker's interest. It is believed when a speaker feels motivated and excited about a specific topic, he/she will understand better than less motivated. To be more specific, listeners interest in politics will get higher score when listening to politics-related topic than a topic on commerce. Thus, the type of topic and type of speaker is supposed to play a role in listening comprehension.

Research Questions

This study seeks to answer the following research questions.

Q1: Does listener's interest exert an influence on listening comprehension?

Q2: Will positive transfer from Arabicpromote listening comprehension when the speaker is a non-native of English?

Q3: Do Jordanian EFL learners encounter difficulty when listening to English video materials?

Literature Review

Listening is a receptive skill in which the recipient implements multi processes at a time. A listener is needed to discriminate among sounds and syllables, knows the rules of phonetics, understands the several meanings of a word and create a link between sentences. Tyagi (2013, cited in Yasin, Mustafa and Permatasari, 2018, p. 2) presents a definition of listening as "the psychological process by which a listener receives oral and/or non-verbal information and focuses on the information to construct meaning from it, to understand it and to respond to it". Many previous studies have examined listening comprehension among learners of English as a second language. Those studies aimed at fulfilling various purposes such as examining the extent to which listening pose a challenge for non-native speakers. Additionally, those studies conducted a comparison between audio- materials and video-materials in order to gain insight into the most beneficial modality. However, the role of the first language, which is associated with the speaker's background is rarely researched. In addition, little emphasis is given to listener's interest in listening comprehension. Thereby, the current study bridges a gap in literature by examining the impact of those two factors on listening comprehension. Having discussed briefly the purposes of some previous studies conducted on listening comprehension by learners of English as a second language, it is fitting to review critically some of those studies.

Alivi and Suharyono, (2016) investigate listening comprehension by using video materials. The study does not employ audio-materials as this listening tool is not sufficient to help listeners comprehend well. The researchers assume that utilizing video tremendously

boosts listening comprehension. The study aims at fulfilling two main objectives mainly; examining any statistical significant differences between groups of students using videos and groups of students using audio-only in listening comprehension. The second objective of the study is examining any gender differences regarding video and audio listening comprehension. The population of the study is comprised of students of social study in their fourth semester at the Islamic State University of Malang. 62 participants are chosen to take part in the study, distributed to two groups, 31 participants for each group. In collecting the required data of the study, the researchers employ two tests using audio materials and video materials. Both groups of participants watch the same video, however group one watches the video with visual clues, while group two was given audio without displaying pictures. The findings of the study reveal that the use of videos representing real-life situation assists in interpreting and inferring the content of videos. It is also found that female learners outperform their male peers in listening comprehension.

Parallel with Alivi and Suharyono' study, Yasin, Mustafa and Permatasari, (2018) carry out a comparison between the use of videos in one hand and audios on the other hand concerning teaching listening comprehension for EFL learners. The study uses quantitative research design and pre-test and post-test to collect the data. The population of the study is comprised of 288 eleventh-grade students at a high school in Indonesia. Cluster random sampling is used to choose the sample of the study, where the population is divided into many clusters and two clusters are selected randomly; one cluster for video material and the other for audio material. The study concludes that video material won over audio material in teaching listening comprehension. More specifically, students performed better when taught by using video material than audio materials only. It is also found that videos boost active and interesting learning experience.

For further inspection of the advantages of video and audio modalities in listening comprehension, Bal-Gezegin, (2014) compares the use of videos and audios in terms of their effectiveness in vocabulary learning. The study aims primarily at answering the question, which mode (video or audio) is more efficient when teaching vocabulary for learners of English as a foreign language (EFL)?. Furthermore, the study seeks to identify learners' preferences and attitudes regarding the use of videos and audios in teaching listening. The participants in the study are Turkish university students learning English as a foreign language aged between 17- 22. The participants are divided into two main groups, one group includes 26 students, while the other 24. To fulfil the research questions of the study, the researcher gives pre-test, post-test and delayed post-test for each group. At the beginning of teaching period, the students

are given a listening test and a week later they are re-tested. A month after the end of the teaching period, the students are given delayed post-test to understand whether the targeted vocabulary is remembered. The study finds out that the use of video mode in teaching vocabulary is more effective than the use of audio mode only. The results of the study further show that if video and audio modalities are used with suitable materials, they would be efficient for teaching and learning.

To study the importance of integrating videos in listening comprehension, Folley, (2015) examines the extent to which visual aids foster teaching listening and help understands what is being said. To meet the objectives of the study, the researcher selects three groups of learners and employs three different mediums in classroom to measure students' listening comprehension and recall skill. The three groups are presented with a recall task in three distinctive manners as follows;

1- group one (control group): listens to a recording without texts or images.

2- group two (experimental group 1): listens to the same recording alongside video with facial clues and gestures.

3- group 3 (experimental group 2): listens to the same recording alongside a presentation of PowerPoint with text and pictures.

The results of the study indicate that utilizing oral content with images strongly promotes recall process. In other words, students seem to retain more details and information when the oral material is supported with images and visual clues.

In the same vein, Winiharti and Herlina, (2017) attempt at conducting a contrast between video modality and audio modality in a classroom setting. The study seeks principally at exploring which modality is more efficient for EFL learners. 50 university students majored in English partake in the study. The participants are given two tests namely; audio listening test and video listening test. The analysis of results of the study clearly shows that there are statistically significant differences between students' scores in the two tests in favor of video listening test. That is to say, video listening is regarded as more beneficial mode than the audio listening mode.

A close look at the aforementioned studies shows that, those studies, with no exception, aim chiefly at making a comparison between video mode and audio mode in order to determine the most appropriate mode for second language teaching(Bal-Gezegin, 2014; Folley, 2015; Alivi and Suharyono; 2016; Winiharti and Herlina, 2017; Yasin, Mustafa and Permatasari, 2018). As a secondary purpose, some of those studies examined the role of factors such as gender in listening comprehension (Alivi and Suharyono, 2016), while Other studies seek to

examine learners' preferences and attitudes regarding video and audio modes. However, little emphasis is given to the role of factors such as listener's interest and listener's first language in listening comprehension. Thereby, the present study fills a gap in the literature by shedding more lights on those two factors. By so doing, we can direct the attention of learners to the types of materials they should listen to and raise their awareness of the factors to inhibit listening comprehension, which in turn helps boosts listening skill.

Methodology

Research design

Research design is defined as " how the researchers plan their studies so that they can obtain answers to the stated research questions using systematic approaches" (Riazi, 2016, p. 275). In this study quantitative descriptive method is utilized to answer the research questions, which is best exhibited by the use of percentage and frequency. More precisely, this study seeks to measure the impact of two independent variables e.g.listener's interest and listener's first language on the dependent variable e.g. listening comprehension.

Population and Sample of the Study

The population of the present study consists of third-year students, pursuing their bachelor degree in English language and translation at Amman Arab University in Jordan during the academic year 2019/2020. One class was selected, where most students are in their third year. Students of other academic years were asked to leave the hall as they are not the targeted sample of the study. Forty students remain in the classroom, of which the sample of the study is selected. In selecting the participants, the systematic random sampling process is used, where a list of students' names is prepared, a starting point is chosen and every second name is selected until the desired sample size is achieved. A total of twenty students are chosen to participate in the study. It is worth noting that all the participants are Arab university students learning English as a second language. None of them has lived in an English speaking country so that they have similar exposure to the target language.

Research Instruments

For the purpose of the present study, the three-part listening test is used. Part (A)consists of a video entitled " The shocking truth about loneliness". It is a three-minute video, that it is played only once. The participants are asked to listen carefully to the video's content and then answer the questions related to the video. The respondents are presented with a test

sheet which includes five questions about the video. Having listened to the video, the respondents are asked to answer the relevant questions. Part (B) comprises a four-minute video entitled" Top eight facts about lions". The participants are instructed to listen to the video and then answer five questions related to the video. Part (C) includes three-minute and half video entitled" before you compare". The video played with the voice of a non-native speaker, unlike the original video. After listening to the video, the participants are directed to answer five questions associated with the content of the video.

It is worth mentioning that part (A) video is a talk show in nature, where a native speaker stands before the camera talking to the audience. The video is accompanied by sound effects and changeable background to make it more touching. Part (B) video is a documentary, played with the voice of a native speaker. The speaker's body does not appear in the video, only lions in their natural habitats can be seen. Part (C) video is a talk show with the voice of a non-native speaker, where watchers can see his body movements, gestures, facial expressions. When asked about their interest and preferences prior to taking the test, the vast majority of students said they interest in listening to a talk show videos rather than listening to documentaries.

Results of the Study

This section shows the findings of the present study with reference to the three research questions raised previously. The section displays descriptive statistics .e.g. percentage of correct responses and percentage of incorrect responses relevant to the content of the three videos that the participants listened to. The beginning is with research question one.

Question 1: Does listener's interest exert an influence on listening comprehension?

The aim of this question is to examine whether interest in specific type of videos, help language learners achieve better comprehension than listening to videos beyond their interest. Prior to starting the actual process of listening, students indicated that they interest in listening to two types of videos namely Talk Shows and documentaries. However, the vast majority of learners clearly show that they interest more in Talk Show videos. Thus, to answer this question, the researcher compares students' results in two videos; the first one is a Talk Show video, while the other is a documentary video. The results pertinent to this question are displayed in Tables 1 and 2 below.

Table 1: Percentage of correct and incorrectresponses related to the content of the first video: (The shocking truth about loneliness).

Question number	Percentage of incorrect responses	Percentage of correct responses
One	33.4%	66.6%
Two	83.4%	16.6%
Three	63.4%	36.6%
Four	46.%	54%
Five	33.4%	66.6%
Overall percentage	51.9%	48.1%

A close look at Table 1 shows that items one and five have the highest percentage of correct responses with 66.6% and consequently those two items have the lowest percentage of incorrect responses with 33.4%. while item two has the lowest percentage of participants' correct responses with 16.6% and items three and four scores respectively 36.6% and 54%. The overall percentage of correct responses accounts for 48.1%, while the overall percentage of incorrect responses is 51.9%. It is clear from Table 1 that students' comprehension is not consistent throughout the five items related to the content of the first video. In other words, students got a high score in some items, while a low score in other items. Having revealed the results of Table 1, it is fitting to display the findings of Table 2 as follows;

Table 2:Percentage of correct and incorrect responses related to the content of the second video(Top eight facts about lions)

Question number	Percentage of incorrect responses	Percentage of correct responses
One	30%	70%
Two	61.7%	38.3%
Three	40%	60%
Four	25%	75%
Five	42%	58%
Overall percentage	39.7%	60.3%

Table 2 clearly shows that the participants get the highest percentage of correct responses in item four with 75% and a percentage of 30% of incorrect responses. In contrast, the lowest percentage of correct responses is in item two, scoring 38.3% and this item has the highest percentage of incorrect responses, scoring 61.7%. furthermore, item one is ranked second in terms of correct responses with 70%, while items three and five come in the fourth and fifth places of correct responses respectively 60% and 58%. The overall percentage of correct responses accounts for 60.3%, while the overall percentage of incorrect responses is 39.7%

Conducting one to one comparison between the items of Table 1 and Table 2 clearly shows that all the items of Table 2 score higher percentage of correct responses than those of Table 1. In addition, the overall percentage of correct responses of Table 2 outstrips by far the overall percentage of Table 1. In other words, listener's interest does not play a significant role in listening comprehension.

Research question 2: Will positive transfer from Arabic promote listening comprehension when the speaker is a non-native of English?

The aim of this question is to ascertain whether listener's first language or accent plays a role in facilitating second language listening comprehension. In answering this research question, the researcher conducts a comparison between two video materials; the first video is displayed with the voice of a native speaker entitled" (The shocking truth about loneliness), while the second video entitled "before you compare " is shown with the voice of a non-native speaker; a speaker whose mother tongue is the same as the listeners, namely Arabic. The results of video one are depicted in the previously displayed Table 1. A look at Table 1 above reveals that items one and five receive the highest percentage of participant's correct responses with 66.6%, while item 2 has the lowest percentage of correct responses with 16.6%. The overall percentage of correct responses scores 48.1%. After revealing the results in Table 1, the results of Table 3 are revealed below.

Table 3: Percentage of correct and incorrect responses related to the content of the second video: (before you compare).

Question number	Percentage of incorrect responses	Percentage of correct responses
One	0%	100%
Two	64.3%	35.7%
Three	61.5%	38.5%
Four	70%	30%
Five	64.3%	35.7%
Overall percentage	52%	48%

The Analysis of the results of Table 3 indicates that item one accounts for the highest percentage of correct responses, scoring 100%. In contrast, items three and five have the lowest percentage of correct responses with 35.7%. The overall percentage of correct responses accounts for 48%. The overall percentage of correct responses in Table 1 (results of video with the voice of a native speaker) and Table 3 (results of video with the voice of a non-native speaker) are exactly compatible, indicating that speaker's first language has little impact on comprehending the content of second language videos. The Third question of this study is formulated as follows;

Question 3: Do Jordanian EFL learners encounter difficulty when listening to English video materials?

The objective of this question is to investigate the extent to which Jordanian EFL learners understand the content of English videos when listening. To answer this question, the researcher compares the overall percentage of correct response for the three videos in Tables 1, 2 and 3. The overall percentage of correct response for the first video in Table 1 is 48.1%. while Table 2 shows that the overall percentage of correct response for the second video is 60.3%. Also, the overall percentage of correct response for the third video is 48%. It could be said that the results of videos 1 and 3 show a low level of listening comprehension, while only video 3 reveals an acceptable rate of listening comprehension. Thereby, it can be argued that Jordanian EFL learners face serious difficulty when listening to English videos.

Discussion of Results

The results of research question one indicate that the overall percentage of correct responses for video 2 surpass by far overall percentage of correct responses for video 1. Video 1 represents students' interest; a Talk Show video, where the vast majority of participants clearly state that they concern with Talk Shows more than other types of videos. Video 2 represents less degree of interest as stated by the participants; documentary video. One could conclude that listener's interest has little to do with listening comprehension, while the most important factor is video content rather than interest. The results of this research question can be attributed to two factors; first, speech pace, the speaker in the second video is speaking slower than that of the first video. Slow speaking can help promote listening comprehension. Second, documentaries normally mention facts and new information that might be easier to recall than discussing general or ordinary ideas as in the Talk Shows. The results of this research question run counter to Diaz, (2015) and Brown &Yule (1983b) argument, which indicates that the listener's interest has an immense influence on listening comprehension.

The results of the research question two reveal that speaker's first language has little to do with comprehending the content of second language videos. This is because the participants roughly have an identical percentage of correct responses with regard to the content of the two videos; the one with the voice of the native speaker and the other with the voice of a non-native speaker. The results of this question are inconsistent with the previous studies by Brown and Yule (1983b) who argue that speaker's accent plays a significant role in listening comprehension. The results of the third research question depict that Jordanian English learners confront great difficulty listening to English materials. In other words, the results of videos 1 and 3 display low level of comprehension, however, the results of video 2 solely reveal an acceptable level of comprehension. The results of this question are consistent with the results of some previous studies by Vandergrift, Alivi andSuharyono (1999); Winiharti and Herlina, (2017). Those studies reveal that listening constitutes a great difficulty for EFL learners.

Conclusion

The present study aims primarily at investigating the role of the speaker's first language and listener's interest in fostering listening comprehension. In addition, the study seeks to understand the extent to which Jordanian EFL learners encounter difficulty when listening to English materials. With the aim of collecting the required data, the researcher designs three-part listening task, in each part the participants are needed to listen to the four-minute video. A total of twenty EFL learners participate in the study; they are all majored in English as a foreign

language at third year level. The results of the study reveal that the participants achieve better comprehension at the documentary video than the Talk Show video, which goes counter to listener's interest. In other words, listener's interest has little impact on listening comprehension. It is also found that speaker's first language does not play a significant role in listening comprehension. The results of the study also show that the participants face many difficulties listening to English materials.

Acknowledgement

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'I definitely mean what I say': Conversational Implicature of Minangkabau Women in Indonesia

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Abstract

This study examined Minangkabau women's implicature while having interaction in a cooking process for a wedding party in Indonesia. The Minangkabau people are identical to the matrilineal system where the heredity derives from the mother's line. The gaps underlying this study are that as Minangkabau is popular with its traditional culinary, it is emphasized to interact during the cooking process in the wedding circumstances. Conversation analysis is emphasized to explore the implicature that emphasized on the gender interactions in traditional cooking sessions. The data were the Minangkabau women's utterances while interacting in the cooking process for the wedding party in some places at West Sumatera, Indonesia. A total of 137 Minangkabau women participated in the conversation. The interviews were conducted with three *Bundo Kanduangs* (woman appointed as the one to whom the particular clan members in Minangkabau ethnic discuss with), one custom leader, and two intellectual people. The concept of implicature related to how Minangkabau women speak was used to analyze the

data. Results revealed eight implied meanings of Minangkabau women's utterances when they interacted in the cooking area for wedding preparation. The implications were related to the relationship, the closeness, and the social status of the participants.

Introduction

In the act of conversation, each form of speech (utterance) implies something. This implication is the intention or proposition that is usually hidden behind the spoken utterances; and is not a direct part of the speech (Meibauer, 2019). In such symptoms, what is said is different from what is implied. Related to this, (Suhartono, 2020a) stated that what is said does not always mean that it is in accordance with what is said. The difference between speech and its implications can sometimes make it difficult for speakers to understand it (Fauzan, Lubis, Kurniawan, 2020). However, in general, speakers and hearers have shared experiences and knowledge so that the conversation can run smoothly.

The conversational implicature problem is considered the most important cores in the pragmatic field (Apresyan, 2019; Kravchenko & Blidchenko-Naiko, 2020; Muhyidin, 2020). The reason is that this problem is directly related to the practical use of language, both verbal and non-verbal (Malabar, 2020; Pramesti et al., 2019; Karasenga et al., 2020; Olamide, 2019). Grice (1975) declared that the implicature study is closely related to the principle of cooperation. The implicature is presented in speech between two or more people who exchange ideas. The occurrence of implicature has a variety of backgrounds. The cooperative principle emphasizes the four maxims: a) maxim of quality, b) maxim of quantity, c) maxim of relations, and d) maxim of manner.

In the implicature study, the context of any form cannot be released. Context plays a significant role in order to get the intention containing in a speech fully. The context may be cultural, social, psychological, geographical, and religious considerations (Krulatz, 2019; Singh, 2019). These contexts are of great concern in understanding and analyzing the implications of Minangkabau women's utterances during the cooking process for the wedding party preparation.

Background of the Study

Humans' language is not constant, but a language that always develops according to human needs as its users (Rhee & Сонга, 2019). Various phenomena that arise in practical life

will significantly affect a language (- & Tanto, 2018; Alsulami, 2015; Brown, 2015). Often the rules of language agreed upon stagnate in the face of language use at a reasonable level (Wardaugh & Fuller, 2015). Assessment of a language at the structural level often does not produce an optimal study. The experimental condition of using language often "comes out" from structural rules. Still, the communication process that occurs does not encounter any obstacles and instead results in more effective and efficient communication (Budiharso, 2016). The thing that is what drives a study of a language not only from a structural point of view, but must be linked to aspects outside the structure of language. One of the language studies that can accommodate aspects outside the language in the study is Pragmatics and Discourse Analysis (Barron, 2019; Bi, 2019; El-Dakhs et al., 2019; McConachy, 2019; Arellano-Tamayo, 2019; Tarman & Kılınç, 2018). In these two fields of study, the study of a language involves aspects outside the language that contribute to the meaning in a communication (Solikhah, 2016). Involving aspects outside the language is very appropriate when looking at the phenomenon of language use at a practical level that is quite diverse (Budiharso & Arbain, 2019).

Speech is essentially an oral language event between two or more participants who generally occur in a relaxed atmosphere (Solikhah & Budiharso, 2020a). The speech becomes a tool that allows the realization of the principles of cooperation and courtesy in language events. For this reason, it is necessary to understand the implicatures in speech so that what is said can be understood by the interlocutor.

Implicature

One part of the pragmatic study is the speech implicature. In communication, it can be ensured a speech will occur. The speeches often contain specific purposes that are different from the structure of the language used. In this condition, the use of language often has hidden intentions behind the structural use of language (Abualadas, 2020; Oreč, 2020; Yolanda, 2020). In such situations, a speech implicature study has the right role in studying language usage (Khairiah et al., 2020; Rashid, 2019; Sawant, 2020; Sumarta, 2019).

The concept of implicature was first introduced by Grice to solve the problem of language meaning which cannot be solved by semantic theory. Implications are used in linguistics to examine the structure of the conversation. Implications are other implications that can be derived from one utterance (Grice, 1975). Furthermore, Grice argues that an utterance can imply propositions that are not part of the utterance, stating that in the use of language, there is implicature called implicature which is determined by the conventional

meaning of the words used.

Crystal (2006) divides the implicature into two parts, namely the conversational implicature and the non-conversational implicature. Then, Yule (2006) developed the conversational implicature in two, namely the general conversational implicature and the specific conversational implicature. Each division of the implicature is then more specifically developed into 1) representative implicature; (2) directive-representative implicature; and (3) expressive-representative implicature (Bi, 2019; Poggi, 2019; Suhartono, 2020b). Representative or assertive implicature is an implicature which states a representative implied pragmatic function, that is, a pragmatic function that binds its speakers to the truth of the implicature contained in their utterances. Implicative directive-representative form, directive implicature can also be accompanied by pragmatic functions outside the directive sub-function itself. For example, the pragmatic functions of the representative, expressive, commissive, or elastic implications subfunction. Implicative Directives - Representatives are forms of directive implicatures and forms of representative implicatures that exist in one context at different utterances.

The divisions of implicature are in line with the intention of a speaker in communication. When saying something, a speaker is giving information and doing something (Austin, 1962; Searle, 1968). It is called a speech act (Norrick, 2015a; Pishghadam, 2011; Reda, 2014; Saddhono & Kasim, 2016). Speech acts have three pillars, locution (the act of saying something), illocution (the act of doing something), and perlocution (the effect of the action). Illocution is regarded as the essential core or unit of speech act (Meibauer, 2019; Norrick, 2015b). Illocution is the intention behind the utterances. Searle (1979) divided this intention into five: a) assertive (speaker commits to the truth of the expressed proposition); b) directives (speaker wants to cause the hearer to take a particular action, such as requests, commands, and suggestion); c) commissives (speaker commits to some future action like promises or vow); d) expressive (speaker expresses the attitudes and emotions towards the proposition such as congratulations, excuses, or thanks); and e) declarations (speaker's utterance changes the reality in accord with the proposition of the declaration, like baptisms, pronouncing someone guilty, or pronouncing someone husband and wife).

A conversational implicature will very likely appear in a conversation, especially in a particular social group. In a social group in which there are a variety of factors that cause a certain closeness between its members, it is possible to occur an implicature of the conversation in the communication process that occurs (Solikhah & Budiharso, 2020b). It can be said that certain factors, including closeness, will affect a form of communication that occurs.

Even implicature is commonly used in regular communication or normal situation, and some people can have a joke by using implicature (Puspasari & Ariyanti, 2019; Tosic, 2020). The joke has the various implied meaning, such as (1) acknowledging personal shortcomings, (2) the desire to get the attention, and (3) criticism. Such kind of implicature may bring about the comic effect as the hearers know context very well (Mathieson, 2020). Otherwise, there is no response from the audiences or hearers to indicate the joke.

Implicature has to be common that is closely related to a certain cultural and social context. The implicature can be easily understood when the participants come from a similar social group. A social group might have many factors that bring each other closer to its members. However, there is a particular consideration to use implicature like power, social distance, and imposition rate (Leech, 2014). Speakers and the norms of a specific society may also be influential (Oktavianus & Revita, 2013). These factors will affect the group's ongoing communication process. It can be seen from one ethnic in Indonesia, namely Minangkabau. Minangkabau people tend to speak indirectly. The indirectness is reflected by the use of metaphorical or figurative language and implicature (Munir, 2016; Revita, 2015a, 2017). Implicature as the strategy to speak implicitly has become the attitude of the Minangkabau people. For them, implicit utterances indicate wisdom (Arifninetrirosa et al., 2019; Revita, Trioclarise, et al., 2017; Revita, Wekke, et al., 2017). Even when the utterances are produced by women. These women prefer speaking paradoxically (Revita, 2015b; Sabirova et al., 2019).

Minangkabau women often gather in many situations for certain purposes. For example, in the cooking process for the wedding party. These women In this group, conversations often occur that contain certain purposes which are sometimes different from what is contained in the speech that arises. In this case, the assessment from the point of view of the speech implicature is possible to clarify the communication process that occurs.

Synthesis and Research Gap

The literature suggests that studies concerning implicature dealt with the implied meaning in regular conversation. Given that it is not clear yet whether almost all participants are female in a specific situation, the use of implicature will also be distinctive. Minangkabau women often use paradoxical utterances but commonly for an educational reason (Dewi, 2019). For example, when educating their children to behave like what Minangkabau girls are supposed to, the Minangkabau women prefer to praise. It can be seen in the dialog below:

1) Mother A: *Iyo co itu. Anak perempuan memang rancak pulang malam.*

                  ' What a great attitude. A girl is supposed to go back home late at night.'

2) Mother B: *Rancak na karajo kau yo! Main se lah taruih. Jan pulang-pulang ka rumah!*

'What great work! Keep playing outside the home. Even never go back home!'

Both utterances 1-2 began with praise. If it is related to the context, the daughter of these two mothers was busily playing outside the home. In Minangkabau culture, it is a kind of taboo that the girls go back home late at night. The girls have to be at home before dusk. However, the daughters disobeyed the rule. To remind, to show the desperate, and to educate, the speaker used paradoxical utterances. The paradoxical utterances are categorized as implicature since there is implied meaning behind the utterances.

As the conversation occurred in the kitchen, it is assumed that the intention in the implicature is directive, where request, command, and suggestion will be used more. Logically, in the activity of cooking, the participants talk much about the cooking process. Moreover, assertive is also often intended because participants belong to teamwork that they will inform and assert.

The research about implicature used by Minangkabau women in a specific situation, like the cooking process, is not available yet. It is worth noting that studies of implicature related to women interaction (Ebrahimi, 2019; Lulu, 2019).

Research Questions

This paper investigated Minangkabau women's implicature when they were interacting in the cooking process for the wedding party in Indonesia. It aimed to answer the following questions:

1) What is the intention of Minangkabau women's utterances when they interacted using implicature in the cooking process for the wedding party?

2) What are the factors influencing the use of implicature in the interaction?

Methods

Research Design

The research is conducted by descriptive qualitative approach. Descriptive research consists of analyzing activities on data through the form of elaborating data that has been collected (Beeching & Woodfield, 2015). The research method was managed by following several steps. They were (1) data collection, which was done by starting to collect data obtained

in 1st research area (Padang), 2nd (Solok), and 3rd (Tanah Datar); (2) data classification to identify and categorize the data based on the research questions; (3) data description, (4) presentation the result of analysis; and (5) withdrawal conclusion.

Participants

The data in this study were taken from the primary source, namely the data obtained directly from the subject of the research using the instruments that have been set (Azwar, 2009). This study's data amounted to 267 utterances, which were spoken by 137 Minangkabau women during their cooking process in 3 regencies in West Sumatera in Indonesia, six interviewers comprising three *Bundo Kanduang*, two intellectual people, one custom leader.

Procedure

The method used in this study includes the method of listening and proficiency. Aijimer & Ruhlemann (2015) declared the method of listening was used to listen to the use of language. The technique used in this method is a competent, free listening technique, where a researcher only acts as an observer or listener for the use of language by informants, note-taking, and recording techniques. Furthermore, a skilled method is a form of conversation in data retrieval. The techniques used, including the proficient techniques originally constituted conversations carried out between researchers and informants, were carried out in person or face-to-face, record techniques, and note-taking techniques. Sudaryanto (2015) divided the data collection method into two, observational and conversational method. The observational does not involve researchers in research, only as an angler of the data release. The conversational method is when the data collectors conversed with the informant.

The analysis was done using the concept of implicature proposed by Yule et al., (2010), the intention of the speakers by Searle (1968, 1979), and the factors underlying the use of implicature by Leech (2014) and Oktavianus & Revita (2013). That Minangkabau people have their rules of speaking (Revita et al., 2016), the theory related to *kato nan ampek* (Navies, 2017) was implemented.   The data were translated since they were uttered in Minangkabau language. The results of the study were presented descriptively. Some figures and tables were used to clarify the finding and discussion. The occurrences of speakers' intention using the implicature and the factors underlying the implicature is counted by using the pattern:

The number of data/number of all data x 100%

The procedure of the research is illustrated in the following figure 1.
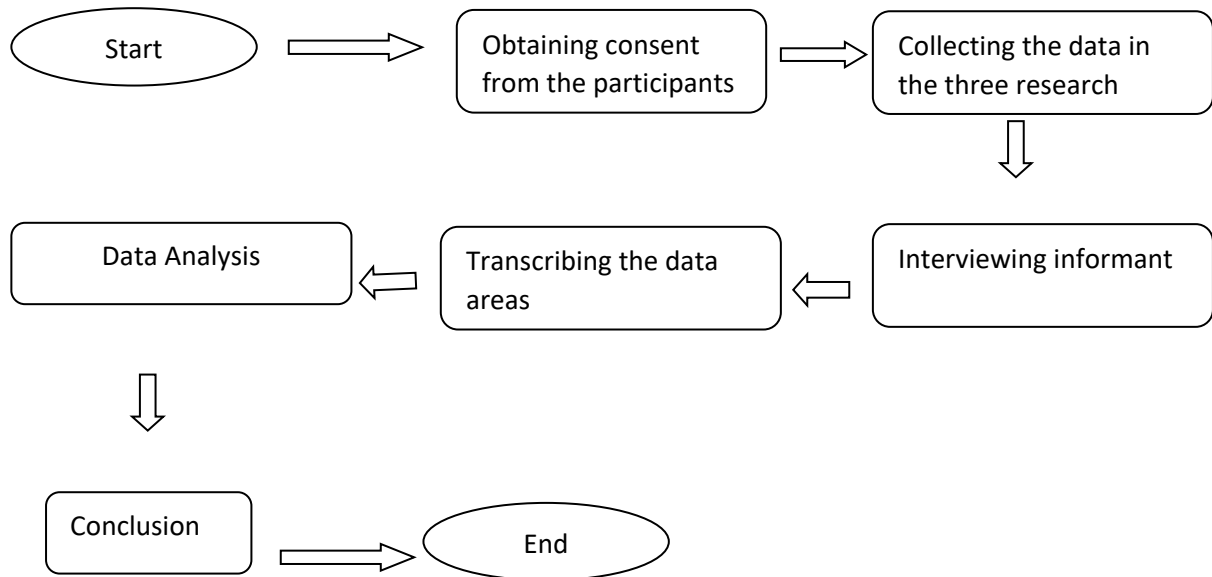
Figure 1. *Flowchart for Research Procedure*

Results and Discussion

Implicature and the intention of the speakers

This section provides the main result concerning the participants' utterances containing implied meaning. The intention behind the utterances is explained. Moreover, this section analyzes the factors of using implicature. The analysis is presented by stating the location (research area), event (each area consisted of three events and the events are numbered in order), and the speakers. Generally, there were eight meanings in the implicature used by Minangkabau women in the cooking process. These meanings are described in the following.

Location: Solok

Event 1

Speaker: 56 years old woman

1. *Bisuak rancak tangkuluak urang, ba baju rancak–rancak.*

'Tomorrow, many people will wear very beautiful scarves and pretty clothes'.

Intention: **Tomorrow will be lively and shiny.**

Literally, what the speaker uttered in data 1 informed that tomorrow is the wedding day where many people will have very beautiful scarves dan and pretty clothes. Most Minangkabau women wear veils. At the wedding party, the veil is not as usually worn, but a kind of traditional cover called *tangkuluak*. However, there is the implicature in this utterance, which means the next day will be more lively. It is supported by the explanation from *Bundo Kanduang* (middle-aged women and very wise to whom where people from her clan consult with). This *Bundo Kanduang* clarified that at the wedding, Minangkabau women must wear traditional clothes that are very colorful and attractive. These women walk together carrying rice which is placed in a basket made of rattan covered with a colorful cloth made of velvet. The basket is put on the head. The women go hand in hand. It is very lively and shiny. It is also caused by the colorful traditional clothes of Minangkabau women.

Location: Padang Panjang

Event 4

Speaker: A 60 years old woman

2. *Yang gadih-gadih nyo pai karajo, pai sakolah.*
'The girls are working and studying at school.'
Intention: **The ones cooking in the cooking process are all only the old or married women.**

Those who get involved in the cooking process for the wedding party are married women, mostly the relatives of the house and the villagers. As there is a party, the neighborhood will directly go to help to cook. In the village, people often gather to help the party owner cook and have wedding preparations. It becomes the tradition of Minangkabau people to take part as part of community members. Married women commonly carry out this activity. Some heavy works like cutting the wood and bringing the heavy objects are done by the men. The wedding party is not held on Saturday or Sunday (holiday) but working days. When the speaker said ***Yang gadih-gadih nyo pai karajo, pai sakolah'*** did not mean to inform but there was implicit meaning existed. That cooking is only done by the old (married women) but not the young or the girls. It was depicted during the research that there were no girls taking part in the cooking process.

Location: Padang

Event 8

Speaker: 53 years old woman

3. *Payah wak duduak. Paruik boncik.*

'It is hard for me to sit. My stomach is distended.'

Intention: **I cannot sit on a bench that is too low, and I need the high one.**

When cooking *rendang*, a woman kept standing. *Rendang* is traditional food of Minangkabau. It is made of small beef with coconut milk and various spices. *Rendang'* color is black because it proceeded for a long time. *Rendang* must be stirred during the process. Otherwise, it will be burnt. While cooking *rendang*, this woman did not sit. When others offered her to sit, she replied by saying that she was distended. Literally, what the speaker said was not in line with what she meant. She did not tell to refuse but intended to change the bench with the slim woman sitting on the higher bench. Because many women come to the host's house, the number of the bench is limited, and the party owners often make simple benches out of wood. The stool is small and short. People of normal body size can occupy the bench. The speaker did not directly ask for the higher bench but just informed her physical appearance. The implicature used by the speaker worked successfully because the slim woman gave the bench to the speaker.

Location: Padang Panjang

Event 5

Speaker: 69 years old woman

4. *Manggunjiangan awak?*

'Are you talking about me?'

Intention: **Feeling insulted and asked the hearers to stop gossiping**

The number of women with various backgrounds could cause misunderstanding. During the cooking process, the participants talked much. The topics are not only related to the wedding but also others, even politics. It is possible to gossip. It happened when a middle-aged woman asked two other women who were busily gossiping. These two women did not talk about the speakers. However, the speaker felt inconvenience because the two women had to stop speaking ill to other people in her understanding. The speaker was the oldest at that place.

Moreover, she was a respected person. The speaker's question did not mean to ask the information. She intended to remind the hearers not gossiping others. There was a process of reminding or educating the hearers whose ages were around 35 – 40.

Among 112 data, the speakers' intention when using implicature during the activity of the cooking process for the wedding party is presented in table 1.

Table 1. The Speakers' Intentions and the Occurrences

Speakers' Intention	Frequency	Percentage
Assertive	50	44,6 %
Directive	41	36,6%
Expressive	13	12%
Commissive	7	6%
Declaration	1	1%

Table 1 shows the overall frequency and the occurrence of speakers' intention in the use of implicature. Of the five kinds of speakers' intention, the highest percentage was assertive (44,6%), followed by the directive (36,6%), expressive (12%), commissive (6%), and declaration(1%). The result is a bit different from the assumption where the intention of the participants is most assertive. It is because the participants were those who are accustomed to cooking for the wedding party. Thus, they have already known what to do. The participants just informed what each of them was doing.

Declaration occurred only once in Padang Panjang when the wedding owner declared that her best friend would be the one to scoop out the side dishes. Once the side dishes are cooked in the cooking process, the scooper is usually a very respected woman or *Bundo Kanduang*. As a tribute, the presence of the wedding owner's best friend, a *Bundo Kanduang* but from a different clan and region, this wedding owner then used implicature for declaration.

Factors underlying the use of implicature

Several factors bring about the use of implicature. Leech (2014) and Oktavianus & Revita (2013) claimed that power, social distance, imposition rate, the speaker's character, and the norms of the society might influence the use of the implicature. These factors were used to identify the reasons for the speakers. Results are presented and discussed in reference to Table

2.

Table 2. Factors Underlying the Use of Implicature

Factors of Using Implicature	Frequency	Percentage
Social Distance	62	55%
Rate of Imposition	41	37%
The character of the speaker	9	8%

Leech (2013) claimed three factors, and Oktavianus and Revita (2013) declared four factors underlying a speaker's consideration to speak and choose the appropriate strategy in communication. In the cooking process for the wedding party, Minangkabau women rendered social distance (55%), rate of imposition (37%), and the character of the speaker (8%) for the judgment. The social distance became the most influential factor (62 times), followed by the rate of imposition (41 times) and the characters of the speaker (9 times). It is due to the participants in the event were from the various social background. Minangkabau people tend to speak carefully. The carefulness is reflected in Minangkabau proverb *mangango sabalum mangecek* 'Open the mouth before saying something.' It implies that a Minangkabaunese is supposed to think and rethink before speaking. They are not recommended to state spontaneously what in their mind is. This phenomenon is related to the use of implicature as the depiction of wisdom. A speaker will position himself in communication (Navies, 2017; Revita, Wekke, et al., 2017).

Moreover, a Minangkabau woman also considers the difficulties of others in fulfilling her requests. The implicature might become the strategy to save one's face (Alsulami, 2015; Dynel, 2015). Saving one's face is even being a habit when the speaker has the character of speaking carefully. She tries to avoid offending others by carefully choose the speech to use.

Pedagogical Implication

Implicature in cooking process under Minangkabau culture has performed values whose illocutionary forces appear in the speech acts defined by Searle (1969), and implies that politeness has been culturally inherent in the Minangkaubau cultural values. This study strongly devotes that pedagogically teaching implicature should serve the politeness and Minangkabau tradition will provide intercultural communicative competence in teaching a language. Conversation analysis to explore the cooking contexts where Minangkabau tradition applies variety of implicature needs more emphases in teaching pragmatic.

Conclusion

The current study investigated the implicature used by Indonesian (Minangkabau) women in communication at a particular event, namely the cooking process for the wedding party. There were five speakers' intentions when using the implicature: assertive, directive, commissive, expressive, and declaration. The findings of this study revealed that Minangkabau women preferred implicature to assert others. It is due to three main factors: social distance, imposition rate, and the character of the speakers. The variously social backgrounds of the speaker and the philosophy encouraged Minangkabaunese to speak carefully. Implicature is one way to carry out carefulness in speaking. The study recommends the researchers run the research of implicature in their language and explore local wisdom. Moreover, the functions and the values of using implicature can be the next research to be carried out.

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The Reformation Discourse of Internet-Based Learning of Madrasah Aliyah English Teachers in Kalimantan

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Abstract

This research is aimed to investigate the implementation of internet-based learning of Madrasah Aliyah (MA) in Kalimantan as well as barriers they face in making innovation and integration towards internet-based learning especially in English classrooms. The gaps this research identified include to improve variety of internet-based teaching platforms. However, the support systems of the internet platforms are not affordable for the full online internet learning, nor blended learning is allowed during the Covid-19 outbreak. The descriptive design and qualitative approach were applied in this research. Participants were selected from MA in several cities including Balikpapan, Bontang, Samarinda, and Banjarmasin. Data were collected through direct observation to classrooms and interview to the English teachers. Data were analyzed using the Flow Model Analysis from Miles and Hubberman. The findings

indicate that English learning at MA in Kalimantan needs internet to create fruitful teaching and learning process in the classrooms. However, limited access on internet facility provided by schools occur substantially, where students are not possible to afford the internet quota. Though English learning at MA has been integrated into internet platform, such as Edmodo, Google Classroom, Luiziz, Google translate, and other online social learning platforms, the core problems appear in that support system of the internet remains the threats of implementing internet learning system at MA in Kalimantan.

Keywords: Internet-based learning, English teaching and learning, learning innovation

Introduction

The 4.0 industrial revolution era proposes competition in various fields, especially economics. In this era, technology, information and communication are relied on all industrial chains, from the production process to marketing. The 4.0 industry creates a new digital-based business model to produce quality products. In addition, various sectors of human life can be carried out by the existence of internet such as economic world which has begun to develop online shopping, advances digital-based transportation, etc. Inevitably, the 4.0 industrial revolution also has an impact on the field of education (Solikhah & Wirawati, 2020). In this case, the education sector needs to be reformed to be able to keep abreast towards the developments in the era of the industrial revolution that has reached the fourth stage. Therefore, do not let all areas of human life turn to digital, while education remains on using conventional methods.

The reform of education, especially in Indonesia needs to meet the challenges in the 4.0 industrial revolution by advances the use of technology, information and communication resources as it is a vital tool among society (Hashemi, 2016). Educational reform can be carried out starting from the planning process, the implementation as well as the evaluation of education. Particularly, educational planning begins by presenting curriculum which is in accordance with the development of the 4.0 industrial revolution (Fauzan & Nadia, 2019). Therefore, it is very important to highlight that the curriculum should be designed to produce graduates who are able to compete with nowadays era where the competition level is very tight. Simple case is how school graduates such as in Madrasah level with the focus of religious education as the main priority will compete to the graduates who are from other educational institutions within Indonesian country and from abroad. In this case, Islamic teaching in various countries has used a learning-based approach inside and outside the classroom by the utilizing

online platform which can be conducted anytime and anywhere. This learning will certainly be more efficient in terms of time and energy. It is necessary to think about how to reform education at various level of education in Indonesia, starting from curriculum up to subject course such as English learning subject in Madrasah.

The reformation of English learning at Madrasah needs to get attention to make various changes and adjustments in planning process, its implementation as well as its learning evaluation. English learning reformation takes place continuously by following the development of every single existing era, starting from the use of Grammar-Translation method, Audiolingual method, Suggestopedia, Direct method which focused on teacher-centered, until it developed to Communicative Teaching method where it tends to focus on student-centered rather than teacher-centered. English learning reformation which was initially introduced into English learning classes tend to be done in the classroom, but this kind of paradigm needs to be changed in the 4.0 industrial revolution era where English learning can be done anytime and anywhere using internet-based learning.

Internet-based learning is a necessity in the current era where it uses internet access to all stages existed in learning process i.e. planning, implementation, and evaluation. In terms of planning, lesson plan should contain and state that the implementation of learning is integrated between inside and outside the classroom. Additionally, the materials prepared are not only based on textbooks but also from authentic and factual sources from internet e.g. online journal. Furthermore, media and learning evaluation which is planned by teachers also need to be converted to online platform. Nowadays, the media used to teach English is varied e.g. Edmodo, Kahoot, and social media such as WhatsApp, video conference such as Google Meet, Webex, Zoom, and TeamLink to have classroom discussion. Just like the teaching and learning process which can be done online, the evaluation such as giving assignment to students also can be established through online platform. Above learning process can be done by both students and teachers wherever they are and surely it will ease them to have fruitful teaching and learning process.

Several relevant studies were conducted by previous researchers, for example, Effendi (2013) found that internet-based learning can improve students' activeness and creativity. Factors which support the result of this research is the implementation of learning strategy, clarity of instruction, high students' motivation, and availability of learning facilities. However, the limitation of time, domination of clever students, and unreadiness of students to achieve new materials become some barriers found in this research.

The second previous study came from Purnawarman et al. (2016) who proved that Edmodo

is effective to be used in English writing class. In this case, it is proven that language pedagogy has significantly improve by the assistance of modern technology such as the concept of Computer-Assisted Language Learning (CALL) which has made language learning becomes more interactive (Almaktary & Al-Kadi, 2017). Not only in teaching English, Pulungan (2017) observed that the use of ICT in PAI subject such as the utilization of Power Point and digital sources such as Screen Cast Omatic (SOM) are effective to teach PAI subject especially to the materials of *Akidah Akhlak*. Not only Pulungan (2017), Suhirman (2015) also found that multimedia technology is very helpful for both teachers and students in PAI learning subject. Similar to Pulungan (2017) and Suhirman (2015) who have proven that internet-based learning is effective in teaching PAI, Mustofa (2016) also found that ICT is valuable to be used in teaching Science subject at school.

Another platform of internet-based learning is social media where it is considered to be one of effective media for students to learn. In this case, Annamalai (2017) proved that one of social media i.e. Facebook can be applied in formal learning context though it is usually utilized by students as an entertainment media in their daily lives. Alike with Annamalai (2017) who observed Facebook as an effective social media to be used in formal learning context, Styati (2016) investigated that YouTube also becomes one of social media platforms that can improve students' English writing performance.

Above highlight of previous studies indicate that it is very important for teachers to have positive attitude (Cahyani & Cahyono, 2012;Laabidi, 2017)and proficient ability in using technology in teaching in order to reach the learning objectives(Anas & Musdariah, 2018). Particularly, this research is proposed to investigate two research questions, especially to English learning as follows:

1. How is the implementation of internet-based learning important for English teachers of Madrasah Aliyah in Kalimantan?
2. What do challenges faced by English teachers of Madrasah Aliyah in Kalimantan to do innovation and integration of internet-based learning in classrooms?

Internet-Based Learning Paradigm in Information and Communication Technology

A decent interaction between teachers and students determine the successfulness of English language learning in classrooms. Well interaction becomes a must have qualification in language learning to indicate concept, ideas, and thought of teachers which are expected to be achieved by students (Krashen, 1981; Dulai & Krashen, 1982;Krashen, 1982a; Krashen,

1982b; Swain, 1993).In other words, smooth interaction will ease teachers in delivering materials and students in understanding the learning subject.

Interaction has evolved and changed in nowadays era of 4.0 industrial revolution where there are so many technological inventions which can be used in learning English. One of technologies that teachers can use is computer where they can use various games or other interactive applications to enhance students' English language capability. Basically, computer is functioned in two ways i.e. as a stand-alone computer and online computer as it is connected to internet devices. Internet becomes a huge link to all computers connected all over the world where millions of people use it continuously to communicate, access database, transfer files, etc (Alkamel & Chouthaiwale, 2018). To sum up, internet is not a brand new term since it has already used by people in their daily lives and even it becomes a requirement for this 21st century especially for education (Laabidi & Laabidi, 2016; Chouit, Nfissi, & Laabidi, 2017). Not only to daily activities, internet has reached to formal situation including educational context, especially to English language learning through virtual activities such as surfing, e-mail, chatting, audio-video streaming, and messaging.

Moreover, internet-based learning is conducted through various methods and models both inside and outside classrooms context in order to reach the learning objectives. It is a learning type which facilitate students to learn through the media of internet (Effendi, 2013). Despite students and teachers are in different places and time, they still can actively connected through internet (Craver, 1999).ICT including internet devices is the heart of education where it becomes a source that can support educational process (UNESCO, 2013). The existence of ICT has spread out to every element of life including in education through internet-based learning (Inayati & Emaliana, 2017). Higher institutions have assumed that computer technology plays a huge part in the successfulness of teaching and learning process. The existence of internet devices to the internet-based learning is considered to be an innovative tool that is very helpful for both teachers and students (Chouit et al., 2017; Laabidi, 2017b).

Due to the importance of ICT especially related to internet-based learning, the integration between these two elements become very crucial in order to help students to achieve learning objective especially towards the reform of curriculum where ICT literacy is included to be integrated to every learning subject (Laabidi, 2017b). In this case, the reformation is already applicable and change from blackboard and chalks to computers and smartphones at any formal educational institution (Laabidi, 2016). Therefore, in order to provide students a great chance to experience internet-based learning, it is very crucial for teachers to be the first who are well-literated towards the use of information and communication technology e.g. computer devices

which is integrated to internet as well as to the use of various online applications to support teaching and learning process (Khaloufi & Laabidi, 2017).

Research Methodology

This research uses qualitative approach with descriptive design. In this case, qualitative research is aimed to generate theory, pattern, or system on a certain field of study (Cresswell, 2005; Leavy, 2014; Patton, 2002), whereas descriptive study is a research whose aim is to describe particular happening phenomenon (Cresswell, 2003; Taylor, Bogdan, & DeVault, 2016).

The topic in this research is to investigate the implementation of technology and information advancement particularly regarding with internet-based learning in English classrooms in the context of Madrasah Aliyah in Kalimantan. Additionally, interview was used to find out the main data source in this research which is English teachers of Madrasah Aliyah in several cities in Kalimantan including Balikpapan, Bontang, Samarinda, and Banjarmasin. Additionally, the researcher also applied questionnaire to students at several schools in above cities in order to support the main data found in this research. The result of the study is confirmed to existing theories and related studies as well as to the government policy related to the 4.0 industrial revolution era. After collecting the data, the theory of Flow Model Data Analysis proposed by Miles, Huberman, & Saldana (2014) was used to analyse the data found including data collection, data reduction, data display, and data conclusion and verification.

Findings

In this part, the researcher displays data findings based on research objectives proposed on the beginning of this research previously i.e. the implementation of internet-based learning done by English teachers of Madrasah Aliyah in Kalimantan as well as the barriers that the teachers faced. Interview result is described as follows:

Q1: Does English learning require internet? Why?

"Even though internet is important in English learning, but as a teacher we need to be selective in choosing appropriate materials for students. However, internet cannot substitute the role of teacher in explaining the learning materials directly to the students".[1] (A, D, F)

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[1] "M", English Teacher, *Interview* onFebruary 27th, 2020

"Learning materials can be found easily and quickly by the use of internet. The students do not need to look for the answer of certain assignment on textbook but they can just directly type any keywords on internet browser related to the questions they need to answer. Even though internet offers various information, but it still cannot replace the position of a teacher as the function of a teacher is as a facilitator and an instructor in order for students to understand the internet content that they are accessing".[2] (A, B, C, F)

"English learning requires internet because internet affords various kinds of English learning. Additionally, internet can give quick information and add more learning sources".[3] (A, B)

"It is necessary to use internet in English learning especially for learning assessment as well as becomes one of learning sources both for teachers and students".[4] (A, G)

"Internet is needed in English learning because internet offers various English learning materials such as samples of English conversation".[5] (A, B, C)

"Internet is required in English learning to face nowadays era, especially to access learning materials and answer key in a very quick way. Though internet promotes quick access towards everything, but its existence cannot replace the role of teachers to facilitate students to recognize what content is appropriate or not for them. For example, for assignment of making a poster, students can browse from internet then modify it, but they may not copy and use the original version in order to train them to be more creative students".[6] (A, B, C, D, F)

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[2]"RS", English Teacher, *Interview* onFebruary 28th, 2020

[3]"MI", English Teacher, *Interview* onMarch 3rd, 2020

[4]"LF", English Teacher, *Interview* onMarch 4th, 2020

[5]"T", English Teacher, *Interview* onMarch 12th, 2020

[6]"R", English Teacher, *Interview* onMarch 3rd, 2020

"Internet affords materials which supports students' English learning. Additionally, those materials are very unique and interesting so that students are more curious in learning English".[7] (A, D)

Q2: Does the use of internet indicate that the school modern?

"Yes, it does. It is because nowadays era has developed so fast where learning is no longer conducting by traditional method and face to face interaction in classrooms. Therefore, the school which has utilized internet-based learning is considered to be a modern school".[8] (E, G)

"Yes, it does. The school which has applied internet as a basis of conducting learning is categorised as a developed school".[9] (E)

"It is not a guarantee that school who provide internet access for learning process is considered as a developed school, because the category to be labeled as a developed school is not merely seen from the internet used. Unfortunately, we realize that our school is not yet reaching the level of modern school because of limited access to internet and lack of computer devices".[10] (E)

Q3: What are obstacles in using internet-based learning in learning English?

"Internet access in our school is still limited and sometimes the electricity is off. In addition, several teaches are still not adequate with the use of online application to support English learning".[11] (C, E, G)

"In conducting online teaching and learning, we have enough laptop and computer devices. Sometimes, teachers in this school also use their phone to conduct the online learning, even though some teachers feel that old style phone becomes their obstacle in teaching the students because the application they want to use to teach via phone is unsupported to the capacity of

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[7]"SG", English Teacher, *Interview* onFebruary 28th, 2020

[8]"M", English Teacher, *Interview* onFebruary 27th, 2020

[9]"RS", English Teacher, *Interview* onFebruary 28th, 2020

[10]"R", English Teacher, *Interview* onMarch 3rd, 2020

[11]"M", English Teacher, *Interview* onFebruary 27th, 2020

their phone. We suggest that school has to add the access point and bandwidth in order for teachers and students to have smooth online learning. Additionally, we have to be aware of the students' online activities especially towards websites they are surfing to".[12] (A, G)

"Barriers faced by our English teachers in conducted internet-based learning is on the limited access of internet as well as we are afraid of the negative impacts towards the use of internet continuously both by teachers and students".[13] (C, F)

"In our school, the obstacle comes from the internet access. Although school provided wifi, but still cannot accommodate the needs of all elements in school. In terms of teachers who use internet-based learning platform, I am the one and only teacher who use internet to teach English".[14] (C, E)

"Lack of control towards negative internet content which can be accessed by students wherever and whenever they are. This point becomes what we as teachers and parents are worried about".[15] (F)

"Limited internet access becomes our biggest obstacle in conducting internet-based learning".[16] (C)

Q4: How is the facility of laptop or computer devices at school?
"We have adequate laptop and computer, so that we can use them to conduct an online learning".[17] (B, F, G)

"We have limited numbers of computer devices in our school. In addition, from the students' side, they feel difficult in online learning because they do not have any laptop to use and the

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[12]"RS", English Teacher, *Interview* onFebruary 28th, 2020

[13]"LF", English Teacher, *Interview* onMarch 4th, 2020

[14]"R", English Teacher, *Interview* onMarch 3rd, 2020

[15]"SG", English Teacher, *Interview* onFebruary 28th, 2020

[16]"T", English Teacher, *Interview* onMarch 12th, 2020

[17]"M", English Teacher, *Interview* onFebruary 27th, 2020

none of internet quota. In this case, we cannot push the students to buy a laptop for them to do online learning. This problem makes us sometimes still use manual or traditional method in teaching English to the students. In addition, school authority does not allow students to bring their mobile phone to school with expectation that the students will not browse for forbidden content which can destroy their morality".[18] (B, F, G)

Q5: What applications have been used in learning English?

"I use Edmodo, so that the students can directly submit their assignment before the time is up. I also use Vlog to have the students practice in English speaking. Meanwhile, in order to communicate with students, WhatsApp is my choice because it can save more internet quota. In terms of paid application, only some students who Ruang Guru to learn English. In addition, the use of social media such as Facebook is still limited".[19] (A, B, C, D, F, G)

"In terms of online application that I use in teaching English, I prefer to use Edmodo and WhatsApp".[20] (A, E)

"Before knowing Edmodo, I use Facebook to communicate and learn English with students, meanwhile now, I tend to use Edmodo more to teach English. In addition, I and other teachers use Ruang Guru and sometimes also use WhatsApp chatroom to inform assignment to students".[21] (A, B, C, F)

"I use several applications to teach English i.e. Kahoot, Google Classroom, Online Games, Busy Teacher, and Bristish Council".[22] (C, F, G)

"Currently, I use Google Classroom to give additional materials and assignment to students and they can directly give answers towards the assignment until the time is up. Fo the students who do not have laptop, they still collect the assignment with hard copy directly to me and

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[18]"R", English Teacher, *Interview* onMarch 3rd, 2020

[19]"M", English Teacher, *Interview* onFebruary 27th, 2020

[20]"MI", English Teacher, *Interview* onMarch 3rd, 2020

[21]"RS", English Teacher, *Interview* onFebruary 28th, 2020

[22]"LF", English Teacher, *Interview* onMarch 4th, 2020

sometimes they send the assignment via WhatsApp if the internet connection is limited. I also use several social media such as Facebook and YouTube".[23] (C, D, E, G)

"I only use Edmodo to teach English. Just for information, other teachers in this school use another application such as Luiziz".[24] (B, G)

"In teaching English, I prefer to use Google Classroom rather than another application".[25] (C)

Q6: How is the role of internet in preparing the lesson before teaching?
"The existence of internet connection is really helpful in collecting learning materials as well as finding more effective and creative methods in teaching English such as Writing, Listening, and Reading. Internet is also helpful for teachers in terms of finding test items for assignment, sample of lesson plan and syllabus".[26] (A, B, C, E, G)

"The benefit of using internet for me for preparing lesson is in terms of choosing appropriate learning method, collecting learning materials e.g. pictures, and give me references of question items for students' assignment".[27] (B, C, D, E)

"There are a lot of benefits that I can get from the use of internet, starting from making the syllabus, lesson plan, learning materials, learning methods, as well as learning media. In terms of media used for English learning, it is easy for me to find for music and video to download as a reference for students' learning. Additionally, for students' mid and final test, I usually find for samples of English task on the internet".[28] (A-G)

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[23]"R", English Teacher, *Interview* onMarch 3rd, 2020

[24]"SG", English Teacher, *Interview* onFebruary 28th, 2020

[25]"SG", English Teacher, *Interview* onFebruary 28th, 2020

[26]"M", English Teacher, *Interview* onFebruary 27th, 2020

[27]"MI", English Teacher, *Interview* onMarch 3rd, 2020

[28]"RS", English Teacher, *Interview* onFebruary 28th, 2020

"I feel that internet is really helpful in terms of collecting learning materials, supporting pictures for students' learning, sample of assignment e.g. summative test, and some more additional learning references such as video".[29] (B, C, D, E, F)

"Internet is beneficial in preparation of making the syllabus and lesson plan, as well as learning materials. It is also easy for me to find for pictures and video to support the learning process. For example, I provide students video or short movie in order for them to be able to analyse the plot and what message that the students can learn from it as well as train them problem solving. Additionally, in making assignment for students, I also have the internet as one of my references as long as the assignment materials are appropriate to the topic I am teaching".[30] (A, C, D, E)

"Through the present of internet, I can get so many benefits including finding for learning materials, learning methods, sample of syllabus, lesson plan, assignment, learning media such as pictures, video, and music for Speaking and Listening courses".[31] (A-F)

"For learning preparation, I usually use internet as a reference for getting appropriate method in teaching English especially in Speaking, Reading, and Writing".[32] (B, A, C)

Q7: How do you manage internet-based evaluation?
"When using an online platform such as Edmodo, the students can do the assignment also from Edmodo directly. In addition, the application of Edmodo is supported to be installed on students' mobile phone so that they do not need to bring their laptop to school".[33] (A, D)

"I usually ask my students to send assignments through Edmodo".[34] (A)

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[29]"LF", English Teacher, *Interview* onMarch 4th, 2020

[30]"R", English Teacher, *Interview* onMarch 3rd, 2020

[31]"SG", English Teacher, *Interview* onFebruary 28th, 2020

[32]"T", English Teacher, *Interview* onMarch 12th, 2020

[33]"M", English Teacher, *Interview* onFebruary 27th, 2020

[34]"M", English Teacher, *Interview* onFebruary 27th, 2020

"I tend to use Edmodo in terms online learning application including in students' assignment because it is easy for students to respond for any questions as well as sending their assignment directly through Edmodo".[35] (A)

"I usually use Google Classroom to provide assignment for my students".[36] (G)

"In managing students' assignment, I prefer to use Google Classroom rather than sending it through e-mail. I also use WhatsApp even sometimes the students also give the assignment directly to me. In this case, it depends on the condition. The main point is that I need my students to collect their assignment due the deadline so that I can directly give my response towards their working assignment".[37] (E, F)

"As I use Edmodo and Luizizas the application for learning English, I also manage students' assignment through those application".[38] (A, G)

"In managing stduents' assignment, I ask my students to send their assignment through e-mail".[39] (B)

Moreover, in order to gain supporting data for this research, the researcher distributed questionnaire to representative of students of Madrasah Aliyah which become the research settings in this research. Specifically, the items of questionnaire include the students' opinion regarding with whether internet is needed to support English language learning, the challenges in using internet-based learning in studying English, and kinds of applications which have been utilized in English learning.

Table 1: Percentage calculation gained from questionnaire

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[35]"RS", English Teacher, *Interview* onFebruary 28th, 2020

[36]"LF", English Teacher, *Interview* onMarch 4th, 2020

[37]"R", English Teacher, *Interview* onMarch 3rd, 2020

[38]"SG", English Teacher, *Interview* onFebruary 28th, 2020

[39]"T", English Teacher, *Interview* onMarch 12th, 2020

No.	Items of questions	F	%
Q1	**Is internet needed in English language learning?**		
A	Internet provides various kinds of English learning materials	**115**	76%
B	Internet presents quick information	**110**	72%
C	No need to memorize any theoretical concept, internet offers all answer	**37**	24%
D	Internet provides interesting materials of English learning	**33**	22%
E	The use of internet indicates a modern school	**26**	17%
F	Internet is potential to substitute teachers' position and role in delivering English learning materials	**35**	23%
G	(another option) ...	**0**	0%
Q2	**What are obstacles in using internet-based learning in learning English?**		
A	Limited computers provided by school	**39**	26%
B	None of laptop devices	**14**	9%
C	Limited internet access	**108**	71%
D	Age	**0**	0%
E	Lack of information on the use of internet-based learning	**8**	5%
F	Avoid the negative effects of the internet usage	**34**	22%
G	(another option)…	**0**	0%
Q3	**What applications have been used in learning English?**		
A	Edmodo	**57**	38%
B	Moddle	**0**	0%
C	Google Classroom	**31**	20%
D	Facebook	**16**	11%
E	WhatsApp	**36**	24%
F	Certain E-Learning App	**50**	33%
G	(another option) ...	**0**	0%

Q1: Is internet needed in English language learning?

From the first item of questionnaire, it is showed that the existence of internet is important for students in learning English where the highest percentage of 76% goes to option (a) i.e. because internet provides various materials in English learning. 72% students stated that internet offers quick information, whereas 24% mentioned that internet ease them in finding

every answer of their questions in learning English. Meanwhile, another option of students stated that internet-based learning is helpful for them in translating words or sentences, more practical and can accessible wherever and whenever they are.

Q2: What are obstacles in using internet-based learning in learning English?

Regarding with the second question, the highest percentage (71%) is on the second point i.e. obstacle in terms of limited internet access. Secondly, 26% students feel that computers provided by school still need to be maximized, whereas 22% students assume that they need to avoid negative effects of the internet usage. Out of those statements, another option by other students stated that the none of internet quota becomes the barrier for them to collect online assignments.

Q3: What applications have been used in learning English?

Related to this question, 38% stated that Edmodo is an application used in learning English, 33% students mentioned that E-learning media is used in learning English i.e. Kahoot, U-dictionary, Duolingo, Ruang Guru, and Quipper. Additionally, 24% students pointed out that they use chatroom of WhatsApp to have classroom discussion and 20% students use Google Classroom to learn English and send assignments. Another option mentioned by students is the use of other applications to learn English i.e. Google Translate, social media such as YouTube, Instagram, and Twitter.

Discussion

Above broad and detail description of findings come to several important points to be highlighted in this discussion part. The first point is that all teachers in every Madrasah in Kalimantan feel that internet gives them so many advantages including when finding for appropriate learning materials, learning media such as pictures, music, and video, reference of teaching method in English, preparation before teaching such as sample of syllabus and lesson plan, as well as sample for items of task that will be given to the students whether for mid term or final test. Additionally, the teachers also assume that they can use online application as a media of managing students' assignment, even though there are several teachers who are still accommodate students' assignment manually or the students can just directly give the print out of task given to the teachers. This finding point is in accordance with the function of information technology for education stated by the Center of Technology and Communication or what so called by PUSTEKKOM where information technology is aimed to advance skills

and competencies, as an educational infrastructure, learning sources, educational facility, and educational management (Sudibyo, 2011).

The second point which is important to be underlined is that all teachers are well-adequated to online applications for teaching such as Google Classroom, Edmodo, Luiziz, WhatsApp, Facebook, and Ruang Guru. In this case, the internet-based learning make the English teachers more develop especially in terms of five points i.e. teachers' competency on technology, well-literate on ICT tools, professional on the use of internet, skills on web-based, digital literacy, and development of materials used (Anas & Musdariah, 2018). Additionally, by giving chances to teachers to have advancement in terms of the use of internet, they will also have opportunities to make more dynamic curriculum and adjust to any changes in the era of next future (Siswandi, 2017). The utilization of information and technology i.e. internet in education is needed to reform in curriculum design as it influences three major steps in teaching and learning process i.e. learning preparation, learning process, and learning evaluation (Iman, 2015; Fauzan, Lubis & Kurniawan, 2020).

However, several schools in Indonesia still have limited usage of information technology especially to internet-based learning where the teachers are oftenly use Power Point presentation to teach. In addition, social media is not yet famous to be used in teaching English for some schools in Indonesia (Husain, 2014).Since classroom environment in this current era of 4.0 industrial revolution has much different from traditional to the period of modern technology (Alkamel & Chouthaiwale, 2018), teachers need to use internet as information technology more frequent when teaching as well as develop their pedagogical competencies in technology for education (Rouf & Mohamed, 2018). In this 21st century, internet as an information and technology tool has become very interactive, but unfortunately, sometimes still low in terms of its usage in classroom teaching including in language learning (Raval, 2014). This fact comes to a possibility i.e. the inequalities of teachers' competencies in technology and information tools literacy (Dlamini & Mbatha, 2018; Khaloufi & Laabidi, 2017). Proper training for teachers regarding with how to maximize the use of ICT for internet-based learning is suggested for this case (Laabidi & Laabidi, 2016).

Moreover, the third interesting fact is that barriers the teachers face during the teaching and learning process by the use of internet platform. In this case, most of the teachers said that limited internet access provided by school is the very first factor that influences the success of internet-based learning. Not only limited internet access, lack of laptop and computer devices also contribute to be one of the barriers faced by some teachers of Madrasah in Kalimantan. Those facts are in line with the research findings from Laabidi & Laabidi (2016) that there are

still many teachers who are lack of computer devices, internet access, and technical support. In addition, in implementing the successful internet-based learning, the cooperation between teachers and formal institution is vital as those two important aspects have positive correlation in this matter (Chouit et al., 2017).

Furthermore, the challenges in applying internet-based learning do not only come from teachers but also from students' side (Budiharso & Arbain, 2019). In this case, the condition where the students are lack of laptop or computer devices, none of modern mobile phone which can support to the online application that the teachers require, as well as none of internet quota become the biggest obstacles for students. Therefore, to respond for the students' limitation, the teachers also welcome for printed assignment given by the students directly to the teachers (Tarman, Baytak & Duman, 2015; Solikhah & Budiharso, 2020). Additionally, some teachers require WhatsApp as an online media for students to send their assignment in case they have limited internet access. It is obvious that facilities is the basic element that school must provide as it becomes one of the biggest factors that influence the development of a school (Priyanto, 2006). Therefore, it is suggested that big reform of educational paradigm especially to the curriculum used by schools to be done or even to rewrite for all courses and students' level in order to have the teaching and learning process in line with information and technology era as what our education is facing now (Vrasidas, 2015; Budiharso & Tarman, 2020).

Pedagogical Implication

The paradigm change on the orientation of teaching through internet-based platform has affected teaching model and design in ELT. Beside there are needs to perform IT literacy, teachers and students should be equipped with internet training that all affect the attitude, behavior and serving the instructional design. This implies that pedagogical use of ITC will change teaching models and features. Teachers should critically adjust the new era of promoting teaching materials, teaching methods and evaluation process in ELT so that students can be served the IT literacy very well. As support system of internet has been the core problem for students to afford, a strong policy is required to make the internet platform in teaching English available.

Conclusion

Above research findings conclude that teachers and students need internet access in English learning. Unfortunately, some barriers are still faced by both teachers and students i.e. the limitation of internet access facilitated by Madrasah and limited numbers of computer devices

for some Madrasah in Kalimantan. Additionally, obstacles in implementing internet-based learning is not only coming from the teachers and Madrasah, but also from the students' side. It is concluded that when students are already at home, it is difficult for them to follow the process of internet-based learning due to the none of internet quota, unsupported mobile phone for certain application for learning, as well as the none of laptop or computer devices at home. Nevertheless, English learning implemented by Madrasah Aliyah in East Kalimantan have already integrated to internet platform such as to the use of certain application to support English learning i.e. Edmodo, Google Classroom, Luiziz, and some social media.

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Factors Affecting the Speaking Ability of College Students

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Abstract

This study aims to determine the factors affecting the speaking ability of college students of Cotabato City State Polytechnic College and its possible effects on college students' speaking ability. The study sample consisted of 53 college students currently enrolled as freshmen students taking basic English communication subject for the first semester school year 2020-2021. The researcher used the descriptive method of research using the purposive sampling technique. A survey questionnaire was used as the principal instrument to gather necessary data for the study. The research instrument utilized by the researcher was a self-constructed questionnaire consisted of three(3) parts: part 1, the profile; part 2, the factors and; part 3, the possible effects. Generally, SPSS was used in processing the data and in computing

the desired statistical measures. Consequently, the profile of the respondents was analyzed using the frequency counts and percentage distribution, the factors affecting the speaking abilities of the college students were measured using frequency counts, percentage and rank distribution, while the possible effects of these factors were measured using the average weighted mean (AWM) applying the Likert scale. The study results revealed that so much exposure of the students on television and social media had a huge effect on their learning and problems on classroom oral activities. Admittedly, the usual class requirements students were exposed to, but becoming a guest in invitations were a threat to their confidence. This manifests that students' continuous speaking engagement can really help develop students' learning ability in the context.

Introduction

One of the essential aspects of someone's life is the embodiment of needed skills to attain success and long-term goals. Usually, learners are being sent to schools and study in order to acquire set of skills and competencies that can be a huge help with their chosen career. It is imperative to students irrespective of their differences to execute fundamental skills for mastery and holistic development.

For lifelong learning, students are indeed required to acquire language by firstly knowing its inherent use and purpose. More so, English language is generally taught, assessed, and expressed in four ways: reading, listening, writing, and speaking. Otherwise known as the Macro Skills, listening and reading are known as receptive skills while speaking and writing are known as productive skills.

Particularly, speaking is the second of the four language skills. Brook (2017) identified Philippines as one of the countries with the most English speakers in the world a little over 92% of the population and ranked second in Asia with an English Proficiency Index (EPI) of 60.14 (high proficiency) among twenty-five nations according to Human Resources Online (2019).

However, Fajrina and Hanifa (2015) cited by Hasibuan and Irzawati (2020) stated that speaking is considered as the hardest skill. Aragon (2012) cited by Santos, Paragas, and Perado (2018) claimed that people usually experienced speech anxiety, communication apprehension, communicative difficulty, fear of public speaking, or just plain fear; these can be experienced when speaking to a group of people in a formal setting. Furthermore, on the latest study of Jugo (2020) confirmed that speaking activity, error correction, and communicating with English speakers are sources of high anxiety of the Filipino learners.

Meanwhile, Department of Communication of the University of Pittsburgh affirmed that public speaking is many people's greatest fear. Notably, being an effective speaker can never be achieved for a short period of time. Czarnecki (2019) claimed that being a great speaker must be coupled with talent and confidence and indispensable factors to improve speaking skills. On the other hand, according to Leong and Ahmadi, learners with low self-esteem, higher anxiety, and low motivation affect their speaking ability, eventually making them less self-confident and less comfortable in their speaking classes.

Hence, this study deals with the factors and its possible effects on college students' speaking ability. In this academic work, there are numerous factors and its possible effects on the students' speaking ability, which can pose problems to be able to produce a desired citizen and a skilled person to face the challenges of the new millennium to have a greater and successful tomorrow.

Statement of the Problem

This study aimed to determine the effects of the factors that affect the speaking abilities of the college students and its relation to profile variables.

Specifically, this study sought answers to the following questions:

1. What is the profile of freshmen students taking basic English communication subject in terms of:

    a. age;

    b. sex;

    c. types of media exposure;

    d. GPA in English subject; and

    e. experiences in speaking?

2. What are the factors that may affect the speaking abilities of the freshmen students?

3. What are the possible effects of these factors in speaking abilities of the freshmen students?

4. Is there a significant relationship between the profiles and the possible effects of the identified factors?

Hypotheses

1. There is no significant relationship between the profiles the possible effects of the identified factors.

2. There is no significant relationship between the factors affecting the speaking ability and the effects of factors on respondents.

Significance of the Study

This academic text was conducted to investigate the factors affecting college students' speaking abilities aimed to have great value on school; administration, teachers, and learners. Initially, findings may serve as basis from which the school administrators and school heads may draw out and focus those activities they will undertake, which are relevant to improving the students' speaking ability. Even more, the results of this study will serve as a guide for teachers in improving teaching pedagogies and help them in innovating and creating new practices, methods and techniques to properly address some of speaking issues of students and somewhat improve their speaking ability.

Moreover, this study is also important to the learners to be guided and mindful of factors that greatly affect their speaking ability and develop their speaking abilities and avoid those that affect them. Lastly, it may also be beneficial to future researchers that help them generate similar research on a wider base but more intensive approach.

Scope and Delimitation of the Study

This study attempted to determine the factors that affect college students' speaking abilities and the possible effects of these factors in their speaking. It focused on the factors that affect their speaking and the possible effects of these factors in their speaking abilities. The subjects of the present study were the fifty-three (53) college students and yet chosen using purposive sampling. By then, the descriptive method of research was employed using the questionnaire as the main tool for gathering the data.

Research Design

In this study, the descriptive method of research was used. According to McCombes (2019), descriptive method of research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions and can be used a wide variety of research methods to investigate one or more variables.

Admittedly, this academic work was concerned with the prevailing condition of the speaking ability of the study subjects, the factors affecting their speaking abilities, and the possible effects of these factors.

Subjects of the Study

This academic text was conducted in Cotabato City State Polytechnic College, Cotabato City, Philippines. This study's respondents were the fifty-three (53) college students who are officially enrolled in all basic English courses for the first semester, school year 2020-2021.

By then, purposive sampling was used in this study. Also known as subjective sampling, it is a technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study. These students were chosen as data provider for they are religiously obliged to learn and eventually become a great speaker on their field of specialization. Since this study focuses on speaking ability, this study's findings would be beneficial for their communication skills.

Data Gathering Instrument

A survey questionnaire was used as the principal instrument to gather necessary data for the study. The researcher's research instrument was a self-constructed questionnaire that had been evaluated content validation of experts in terms of content and eventually tests its reliability. Thus, the questionnaire was consisted of three parts. For part 1, it elicited data on the Profile of the Respondents which include: age, sex, types of media exposure, GPA in English subjects, and experiences in speaking. Meanwhile, part 2 covered the factors affecting the respondents' speaking abilities and part 3 elicited data on the possible effects of the factors affecting the students' speaking ability.

Data Gathering Procedure

After identifying an existing problem, scientific investigation has been done through an orderly manner conduct of the present study in order to come up with stunning result.

Basically, the researcher asked the Campus Deans' permission to conduct such study that addresses speaking complexities. Then, the researchers administered the questionnaires and retrieved them, after which, the questionnaires were checked, tallied then analyzed and interpreted after treated of appropriate statistical tools.

Statistical Treatment of Data

To obtain valid and reliable results, appropriate statistical tools were utilized. The data were encoded in the MS Excel Program and transferred to the Statistical Procedure for Social Sciences (SPSS) using a particular code. Generally, SPSS was used in processing the data and

in computing the desired statistical measures. Hence, the researcher used the following statistical measures to analyze and interpret the data for each problem.

Sub. Problem Number 1. The profile of the respondents was analyzed using the frequency counts and percentage distribution. Consequently, profile in terms of exposure to media was described with the used of average weighted mean (AMW). The results were interpreted using the 5 Point Likert Scale:

SCALE	MEAN SCALE	DESCRIPTIVE RATING
5	4.21 – 5.00	Highly Exposed
4	3.41 – 4.20	Exposed
3	2.61 – 3.40	Moderately Exposed
2	1.81 – 2.60	Rarely Exposed
1	1.00 – 1.80	Not Exposed at A

Sub. Problem Number 2. The factors affecting the speaking abilities of the college students were measured using frequency counts, percentage and rank distribution.

Sub Problem Number 3. The possible effects of these factors were measured using the average weighted mean (AWM). The results were interpreted using the 5 Point Likert Scale:

SCALE	MEAN SCALE	DESCRIPTIVE RATING
5	4.21 – 5.00	Very High Effect
4	3.41 – 4.20	High Effect
3	2.61 – 3.40	Moderate Effect
2	1.81 – 2.60	Little Effect
1	1.00 – 1.80	No Effect at All

Sub Problem Number 4. The relationship between the profiles the possible effects of the identified factors, the researcher used Chi-Square.

Related Literature

Speaking. Nirmawati (2015) cited by Lestari (2018) defined that "Speaking is productive skill of language learning. It involves communicative performance, and other important, such as, pronunciation, intonation, grammar, vocabulary, and the like. They should be taught in any language learning to make the learners be able to use the target language to communicate.

Importance of Speaking. Efrizal (2012) and Pourhosein Gilakjani (2016) espoused that speaking is of great significance in people interaction because most of the communication that happens is through oral expression of ideas and thoughts.

Listening Comprehension. Lukitasari (2003) cited by Leong and Ahmadi (2016), carried out a study mother tongue use in their speaking classes affects learners' strategies in their speaking.

Vocabulary, Grammar, and Pronunciation. In addition to the above study result, learners did not have their better speaking skill because they had not learnt sub-skills in speaking such as Vocabulary, Grammar, and Pronunciation.

Self-Confidence. Urrutia and Vega (2010) found out that learners' oral performance is influenced by their lack of vocabulary, diffidence, and fear of being despised. It was further noted that learners' cooperation, self-confidence, vocabulary knowledge, and the class environment encouraged them to improve their speaking skills.

Motivation. According to Leong and Ahmadi (2016), Motivation can influence and be influenced by the components of language learning.

Fear of Speaking and Anxiety. Park and Lee (2005) cited by Leong and Ahmadi (2016), investigated the connection between second language learners' anxiety, self-confidence, and speaking performance. Based on the obtained result, students' anxiety level had a negative relationship to their oral performance.

Classroom Speaking Activity. As supported by Tornqvist (2008) cited by Lestari (2018), Classroom activity and students' participation during learning process affected students' speaking fluency.

Enthusiasm. Tornqvist (2008) Lestari (2018) students' enthusiasm can be a factor that influence students' speaking fluency.

Results and Discussion

This part includes the relevant and substantial data gathered, presented, analyzed, and interpreted in the specific problems posited in this study.

Table 1 shows the compiled results regarding the respondents' profile with respect to age, sex, GPA in English subject; and experiences in speaking.

Table 1

Age

(N=53)

Profile of the Respondents		
Age	**f**	**%**
15-16	2	3.8
17-18	36	67.9
19-20	14	26.4
21-above	1	1.9
Total	53	100
Sex	**f**	**%**
male	16	30.2
female	37	69.8
Total	53	100
Grade Point Average (GPA)	**f**	**%**
1.00-1.75 - very satisfactory	17	32.1
1.76-2.25 - satisfactory	24	45.3
2.26-2.75 - fair	12	22.6
2.76-3.00 - pass	0	0
3.01-5.00 - failed	0	0
Total	**53**	**100**

In terms of age, majority of the respondents belong to the age ranging to 17-18 years old strengthen with 36 or 67.9 percent. This implies that respondents are in the normal age to be in the tertiary level. Therefore, most of them didn't even stop and never wasted and compromise time in their studies.

In terms of sex, among 53 total of samples, 37 or 69.8 of them are female. It is therefore evident that there were a greater number of female respondents than male. This concludes that the female has a higher number in pursuing tertiary education

In terms of Grade Point Average (GPA), it is indicated that 24 or 45.3 percent of the respondents reached a GPA of 1.76-2.25 with the descriptive equivalent of satisfactory. This implied that most of them have met expectations and accomplished their requirements on time

on the said subject. It can be concluded that a certain acceptable performance in speaking can be obtained if students exert focus, and time to learn.

Table 2

Exposure to Media

(N=53)

Exposure to Media	WM	DE
A. Broadcast Media		
TV	4.21	*Highly Exposed*
Radio	3.73	*Exposed*
Digital Channel	2.83	*Moderately Exposed*
_____ Others/pls specify	-	-
Average Weighted Mean	**3.58**	***Exposed***
B. Print Media		
Books	4.00	*Exposed*
Newspaper	3.01	*Moderately Exposed*
Magazines	3.37	*Moderately Exposed*
Journals	2.54	*Rarely Exposed*
_____Others/pls specify	-	-
Average Weighted Mean	**3.23**	*Moderately Exposed*
C. Electronic/Social Media		
Facebook	4.33	*Highly Exposed*
Twitter	3.89	*Exposed*
Instagram	3.81	*Exposed*
Youtube	4.23	*Highly Exposed*
_____ Others/pls specify	-	-
Average Weighted Mean	**4.06**	***Exposed***

Table above reveals the types of media that the respondents have been exposed to. With respect to broadcast media, students are highly exposed to television with the weighted mean of 4.21. This indicates that college students are becoming more aware of some of the components that make a society by watching television. Meanwhile, students are being exposed on the use of books substantiated with the weighted mean 4.00. It can be noted that college prefer to use books as text-based source or reference. Lastly, there were high numbers of

students being highly exposed to social media in terms on the use of Facebook (4.33) and YouTube (4.23). It implies that Facebook and YouTube are the commonly used and visited social media today. Therefore, number reveals a huge part on many lives regardless of gender, age, and the like.

Table 3

Experiences in Speaking

(N=53)

Experiences in Speaking	f	%	Rank
1. I was a representative for a Debate Contest in our school.	25	47.2	4
2. I was a member of a choric speech and participated choral speaking.	26	49.1	3
3. I already tried to deliver a speech in front of many people.	11	20.8	10
4. I won in a speech contest.	24	45.3	5
5. I already tried to discuss some lessons in the class.	38	71.7	1
6. I attended Training in Speech Development.	19	35.8	7
7. I was the Master of Ceremony in some occasions.	18	34.0	8
8. I sometimes have a communication or a dialogue to some English Foreigners.	18	34.0	8.5
9. I already tried to be a Guest Speaker in an occasion.	9	17.0	12
10. I am active in participating recitation every class discussion.	29	54.7	2
11. I practiced to listen to some speeches of well-known speakers.	22	41.5	6
12. I do and creating content and uploading vlogs.	11	20.8	10.5

As explicated on table 3, respondents have had already discussed lessons in the class (71.7%). This indicator ranked first as the common experienced in speaking by the students. Findings implied that students at the tertiary level are given the opportunity to present and explain an assigned or chosen topic as one of their academic requirements. Result is readily supported by Marzuki (2017), that requiring students of oral reporting can develop speaking skill. Secondly, students are participating recitations every class discussion (54.7%) that makes the learning atmosphere lively and interesting. Tefertiller (2019) corroborates that recitation

develops good public speaking skills that should be embedded to any education program. On the third rank, most of them were members of choric speech and participated choral speaking (49.1%). Findings lean on the latest study published by Asian ESP Journal and Asian EFL Journal last 2020 that choric speech created an impact to sub-skills of speaking in terms of fluency and accuracy.

On the other hand, students already tried to deliver a speech in front of many people (20.8), creating content and uploading vlogs, (20.8). However, the said indicators ranked last as the least speaking experienced by the college students. The aforementioned findings clearly imply that people tend not to engage themselves speaking in public; meaning, some are scared to speak in front of different audience. Nevertheless, according to Tsaousides (2017), fear of public speaking is very common; approximately 25 percent of people report experiencing it. More so, some of the respondents are not into making video blogs, sometimes shortened to vlog (20.8%). The finding suggests that not everyone is camera-friendly, but some are camera conscious and unwilling to be photographed and filmed. It is common for people who are camera shy to fear public speaking. (Sathe, 2016)

Table 4

Factors Affecting Speaking Ability

(N=53)

Indicators	f	%	Rank
1. Environment	25	47.2	5
2. Listening Comprehension	28	52.8	3
3. English Proficiency	20	37.7	10
4. Mother Tongue	12	22.6	12
5. Speaking Sub-skills (Fluency, Vocabulary, Grammar, Pronunciation)	26	49.1	4
6. Self-Confidence	29	54.7	2
7. Motivation	21	39.6	8
8. Media	23	43.4	6
9. Fear of Speaking and Anxiety	13	24.5	11
10. Acquired Speaking Techniques and Methods	22	41.5	7
11. Interest of the Student, Enthusiasm	21	39.6	8.5
12. Classroom Oral Speaking Activities	31	58.5	1

Table 4 discloses the factors affecting on the speaking ability of respondents. With 31 or 58.5%, it could be gleaned that most students preferred classroom speaking activities as an essential factor affecting their speaking proficiency. This implies in attaining effective speaking requires lots of different kinds of speaking activities. The above-mentioned results support the study of Kumari (2014) cited by Hussain (2018) that the presence of several function-based activities and tasks can be used to develop speaking skills.

Moreover, being a great speaker comes from how a person is confident that handles pressure while speaking. Yet students claimed that one of the factors for developing skills in speaking is the confidence (54.7%), that is, it plays an essential role in public speaking. In order to gain and build self-confidence, experiences must key. Importantly, Arora (2019) affirmed that confidence allows the speaker to engage and build trust in your audience. Furthermore, listening comprehension can be a tool on the success of speaking journey (52.8%). It further implies that respondents are said to be a good and active listener. Skill in listening is fundamental to literacy and key to all effective communication. Thus, Steve (2020) stated that listening is the most important skill in language learning, speaking is next.

Table 5

Possible Effects of the Factors Affecting the Speaking Ability of the Student (N=53)

Qualifying Statement	WM	DE
1. It increases the performance of the students in any speaking engagement.	4.29	Very High Effect
2. It affects the interest and willingness of the students to learn some way on how to speak effectively.	3.71	High Effect
3. It declines self-concept of the students to speak properly in public.	3.99	High Effect
4. It develops speaking skills and unlocks their hidden potentials as good speaker.	4.07	High Effect
5. It makes the students to be more active, lively, and persuasive to speak.	3.77	High Effect
6. It encourages the student to recite, share his/her insights and opinion every discussion.	4.28	Very High Effect

7. It helps the student to be fluent and eloquent in any kind of speaking activities.	3.65	High Effect
8. It improves their self-confidence and increase the level of eagerness to learn.	4.22	Very High Effect
9. It develops social skills and can do peer teaching or coaching for speaking.	3.49	High Effect
10. It declines students become shy to speak and lessen attentiveness in improving their speaking ability.	4.05	High Effect
11. It makes student more conscious about his/her performance in speaking.	3.98	High Effect
12. It motivates students to engage themselves speaking activities in and out of the school.	3.92	High Effect
13. It initiates speaking activities that will help students experiencing speaking apprehension.	4.00	High Effect
14. It reverses students' perceptions towards speaking as strength.	3.69	High Effect
15. It easily builds harmonious relationships with classmates and friends.	3.73	High Effect
Average Weighted Mean AMW	**3.92**	**High Effect**

As depicted in table 5 on the previous page, it can be seen that students got a very high effect with the factors for it increases their ability to speak in any speaking engagement (4.29). It can be implied that the said factors can be huge help in improving one's ability to speak in any context. Meanwhile, aforesaid factors give also a very high effect on the students' speaking ability in a way that it encourages them to participate class recitations, sharing their insights, views, and opinion every discussion (4.28). The result indicates positive effect in terms that students know how to provide such ideas during discussion; meaning, they are decisive enough in giving definite answer and relevant information on the topic. Lastly, factors had a very high effect in improving themselves and be more confident that increases their willingness to learn (4.22). The finding evidently implies that confidence is considered to be a factor that influences on students' speaking performance. Overall, the table discloses that respondents have a high effect of all the factors with a weighted mean of 3.92. Therefore, the present study can be supported by Tuan and Mai (2015) study entitled "Factors Affecting Students' Speaking Performance at Le Thanh Hien High School." They found out that there have been various

factors that affect the students' speaking performance like confidence, motivation, and listening ability/comprehension.

Table 6

Relationship between the Effect of Factors to Speaking Ability and

And Profile Variables

(N=53)

Profile Variables	Chi-Square	p-value	Conclusion
a. age	6.1439	0.189	*Not significant*
b. sex	26.2128	0.754	*Not significant*
c. GPA in English Subject	32.2388	0.455	*Not significant*
d. Exposure to Media	19.2133	0.508	*Not significant*
e. Speaking Experiences	18.8176	0.534	*Not significant*

Table 6 on the previous page mirrors the relationship between the effect of factors to speaking ability and profile variables. It clearly shows that almost all of the profiles variables were not associated on the effect on the identified factors on the speaking ability of students.

With the p-value of 0.189, it can be inferred that age has nothing to do with the factors that effect on the speaking performance of college students. Thus, it is correct to infer that sex (0.754) doesn't affect the factors that affect students' speaking skills. Also, the Grade Point Average (0.455) can be construed not an influential factor on the said speaking proficiency. In addition, exposure to media (0.508) has no nexus with the effect of the factors; the respondents' speaking experiences (0.534) are not related to the factors that might affect students' speaking performance. Since the p-value is higher than on the set level of significance which is 0.05, the statement which says that there is no significant relationship between the effect of factors to speaking ability and profile variables is therefore accepted.

Conclusions

In view of the salient findings, conclusions were drawn that can be appended to body of knowledge. As to the respondents' profile, most of them were on the right age as college students. Even more, most of them have had met the institution's standard in relation to their performance in speaking subject. Further, most of them had already tried to discuss a certain topics in the class. Yet, they believed that numerous classroom oral speaking activities

positively affect their speaking ability. As a result, factors do increase the performance of the students in any speaking engagement. Moreover, profile of the respondents hasn't any association on the effects of factors in their speaking ability.

Recommendations

Based on the conclusions of the study, the researchers recommend the following:

1. Teachers should conduct more speaking activities to develop the students' speaking ability and enhance their self- confidence.

2. Teachers shall attend seminars, training, and workshops on Speaking Enhancement to update and enrich their teaching and speaking abilities.

3. Attending seminars, trainings and workshops about speaking development can be a great source of help for the students or learners to improve their speaking ability.

4. Replication of this study may be conducted with a wider scope using other factors and variables.

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Questionnaire for Factors Affecting the Speaking Ability of College Students

Part I. Profile of the Respondents

Directions: Please check (/) your appropriate answers correctly and honestly. Your response will be held strictly confidential.

Name (Optional):_____

a. age:

_____15-16

_____17-18

_____19-20

_____21- above

b. sex:

_____female   _____male

c. types of media exposure:

Directions: Please rate the types of mass media you are exposed to using the following rating scale.

Rating Scale	Descriptive Equivalent
5	Highly Exposed
4	Exposed
3	Moderately Exposed
2	Rarely Exposed
1	Not Exposed at All

A. Broadcast Media	5	4	3	2	1
• Television					
• Radio					
• Digital Channel					
_____ Others/pls specify					
B. Print Media	**5**	**4**	**3**	**2**	**1**
• Books					
• Newspapers					
• Magazines					
• Journals					
_____ Others/pls specify					
C. Social Media	**5**	**4**	**3**	**2**	**1**

• Facebook					
• Twitter					
• Instagram					
• Youtube					
_____ Others/pls specify					

d. GPA/ Rating in English Subjects:

_____ Modern Communication

e. Experiences in Speaking:

1. I was a representative for a Debate Contest in our school.	
2. I was a member of a Choric Speech group.	
3. I already tried to deliver a speech in front of many people.	
4. I won in a speech contest.	
5. I already tried to discuss some lessons in the class.	
6. I attended Training in Speech Development.	
7. I was the Master of Ceremony in some occasions.	
8. I sometimes have a communication or a dialogue to some English Foreigners.	
9. I already tried to be a Guest Speaker in an occasion.	
10. I am always reciting in the class.	
11. I practiced to listen to some speeches of well-known speakers.	
12. I do and creating blogs and eventually upload the video.	

Part II. Possible Factors that may Affect Students Speaking Ability

Directions: Kindly put a check mark (/) to the possible factor/s that may affect the speaking ability of the college students.

13. Environment	
14. Listening Comprehension	
15. English Proficiency	
16. Mother Tongue	
17. Pronunciation, Accent, Blending, Intonation	
18. Self-Confidence	
19. Motivation	

20. Media	
21. Fear of Speaking and Anxiety	
22. Acquired Speaking Techniques and Methods	
23. Interest of the Student, Enthusiasm	
24. School Activities	

Part III. Possible Effects of the Above Mentioned Factors of Speaking

Directions: Put a check mark (/) in the column that describes the possible effects of your chosen factor/s that affect the speaking ability of college students.

The following will guide you in your response:

Rating Scale	Descriptive Equivalent
5	Very High Effect
4	High Effect
3	Moderate Effects
2	Little Effects
1	No Effect at all

Possible Effects of the Factors Affecting the Speaking Ability of the Student	5	4	3	2	1
16. It increases the performance of the students in any speaking engagement.					
17. It affects the interest and willingness of the students to learn some way on how to speak effectively.					
18. It declines self-concept of the students to speak properly in public.					
19. It develops speaking skills and unlocks their hidden potentials as good speaker.					
20. It makes the students to be more active, lively, and persuasive to speak.					
21. It encourages the student to recite, share his/her insights and opinion every discussion.					

22. It helps the student to be fluent and eloquent in any kind of speaking activities.					
23. It improves their self-confidence and increase the level of eagerness to learn.					
24. It develops social skills and can do peer teaching or coaching for speaking.					
25. It refuses students become shy to speak and lessen attentiveness in improving their speaking ability.					
26. It makes student more conscious about his/her performance in speaking.					
27. It motivates students to engage themselves speaking activities in and out of the school.					
28. It initiates speaking activities that will help students experiencing speaking apprehension.					
29. It reverses students' perceptions towards speaking as strength.					
30. It easily builds harmonious relationships with classmates and friends.					

The Effect of Kagan`s PIES on Iraqi EFL Academic Students Achievement in Grammar Jigsaw

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Abstract

The purpose of the current research is to investigate the impact of cooperative learning elements upon Iraqi EFL Academic learners` Educational outcomes in Syntactic proficiency. The hypothesis of current research is that there are no statistically significant differences between the mean score of experimental groups that used Kagan's PIES (Positive reliance, Individual Accountability, equivalent cooperation, Simultaneous Interaction) and the control group that followed conventional method. In this study, the sample of the study is (30) university ESP learners were involved at college of Education. The control group (15) students were taught in conventional teaching whereas other (15) learners in experimental groups exposed to Kagan's PIES elements in type of tenses through Jigsaw technique. In the experimental group, the learners were divided into the three teams, five learners in each team to initiate the group work. A post-test study was implied. The statistical device used t-test method to analyze the results after the treatment scores of learners` achievement in sentences tense. T-tests were utilized to dissect the got information. The results showed considerable variation seen between control and experimental groups with respect to its knowledge of

syntactic skills by group work. element related to Jigsaw technique. The findings of the study suggested that cooperative learning had positive effects on Iraqi university ESP learners' in Syntactic proficiency.

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 (Alzeebaree & Yavuz, 2017, as cited in Alzeebaree & Hasan, 2020). Cooperative learning is a significant instructing technique by assisting learners with each other in a learning environment. Rather than the conventional learning methods concentrating on teacher-centre and the students are passive recipients of knowledge, the present patterns in learning have placed the student in the middle accepting they are answerable for their learning and should partake in the learning procedure effectively (Davis & Wilcock 2005). However as of late a more noteworthy accentuation has been put on the social improvement based on mental and behavioral approach, including in a person. Research discoveries show that social communication inside learning situations greatly affects cognitive development (Hill & Hill, 1990;).

What learners need depends on the substance that is educated, yet additionally on the technique for study hall structure chosen by the instructor. When perfect instruction is as Cole(2008:1)said "engaging, relevant, multicultural, and appealing to a variety of modalities and learning styles" that incorporated with exercise arrangement, the necessities to learners all gather in the learning environment. That such general academic instructional principle involves thorough lessons preparation can be incorporated with exercise arrangement, the necessities of all understudies can be met. in the classroom.

Utilizing the fundamental Kagan's components of cooperative learning a foundation in educating and learning English Language. Kagan and Kagan (2009) made many elements for helpful instruction, ordered upon pair branches: relational and scholarly capacities. The Collaborative systems can be grouped from the perceptive of objective: class building, teambuilding, cognitive intelligence, language abilities, judgment, knowledge building, process learning, information management, analytical thinking, and information presentation. For meetings, different systems are practical and invaluable.

The Kagan`s strategy based not just on constructive reliance and personal responsibility, but also on underlines equivalent cooperation, and simultaneous interaction (Kagan & Kagan, 2009). Positive reliance (P) can be seen in a gathering setting when colleagues rely upon one another and advantage from the connection in a positive way. At the point when this group dynamic happens, the outcome is a positive increase for every single colleague (Kagan, 2000). Individual responsibility(I) emerges when students perceive that in spite of the fact that they are an individual from a group, they are still by and by answerable for obtaining the substance that is being exhibited (Kagan, 2000). Each group member isn't just responsible for oneself however to different colleagues. To ensure equivalent cooperation (E) for each project manager, each Kagan design was needed to address a situation in which one person takes control or another chooses to never cooperate in any way. By using a switch assignment or by the sharing of resources, equivalent cooperation can be generated in the class. Assignment of switches makes a desire for investment —all students are given a chance to take an interest in the action and are required to include their insight during their turn. The distribution of labor puts the duty on every student for finishing a part of the undertaking. At long last, simultaneous interaction(S) shows the level of learners who are plainly dynamic at some random period of utilization in the framework (Kagan, 2001; Go Silk, et al., 2020; Laabidi, & Bousfiha, ,2020). In clear investment, eyewitnesses inside a study class do not much of a stretch decide the number of learners taking an interest at some random time.

The centre of the learning English is English syntactic competence, so this contributes a significant job within the progress. Modern instructional theorists believe that explicit awareness of syntactic proficiency is important in most other aspects of language learners. This type of knowledge of syntactic skills helps students the review their performance over a period of going to set off the important factor paying attention to new structures in their language input (Schmidt, 1990). The positive effects of explicit syntactic proficiency teaching largely depend on the education of syntactic proficiency Since its clear awareness makes it very possible to develop a second language. However, this research attempted to increase the proficiency of students in the English language by providing them with an accessible and consistent level of vocabulary syntactic proficiency.

In this study, Jigsaw technique is applied with the Kagan's PIES elements of cooperative learning. In Jigsaw technique, students are put in small groups in their classes, which were split into sections, to practice the specified material and the learners in teams reading the cognitive framework assigned to every other participant. Learners often meet to discuss the content in class teachers. Those who switch to each team after that to educate the group mates about the

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portion of material they learned in class teachers. Related to the explanation of material to some other team members, which is unknown only for foreign language, this is really useful for conversation in the second language. It is shown, as suggested through studies from Pica (1994), the collaboration increases the comprehension of students in the foreign language. It's also important, for the instructors to make sure that learners would read and understand the content provided.

So, the study is aimed to examine the Effect of Kagan's PIES on Iraqi ESP Academic Students Achievement in Syntactic proficiency. In addition, the result of delivering teaching content via Kagan's PIES will be contrasted to the control group obtaining this knowledge through the conventional method. This research tries in answering following question: Is there any effect of Kagan's PIES on Iraqi ESP Academic Students Achievement in Syntactic proficiency?

Theoretical Background and Research Studies on Cooperative Learning

Cooperative learning was defined as versatile and systematic by Sharan (2010); it integrates community cohesion and scientific research objectives. From the viewpoint of Sharan, but it is essential for learners to establish an individual feeling of connection inside a class, it is essential for socially inept learners.

The key objectives of cooperative learning are to enable learners to join in tasks that will be more difficult educationally from those they would perform through conventional lesson techniques, thus obtaining incentive to learn at greater tiers related to social-emotional engagement within lecture (Sharan, Hertz-Lazarowitz, & Ackerman, 1980). Cooperative learning, therefore, complements the teaching of the teacher by providing learners with the chance to learn together to consolidate own comprehension on the goals that are presented inside a class. The assumption is by engaging in communicative tasks, of both learners' socially and academically abilities become improved.

The purpose for every learner team will be to exchange knowledge with personal beliefs upon a given activity in an attempt to develop a finished result from using information obtained by all members of the group. Khalil(2019) said that the using of classroom cooperative learning methods is developed based on the constructivist approach, the theory of social learning and personal interconnectedness.

Cooperative learning methods integrate effective teaching, then according to Dotson (2001), and promote social engagement with friends to support learners while they develop their awareness of content with each encounter. Harris and Graham (1994) and Kivinen and

Ristela (2003) have proposed that the philosophies of educators and psychologists such as Dewey, Piaget and Vygostky are rooted in constructivism. The project-based learning, as stated by Sewell (2002), argued that learning was the product of learning with the modern knowledge which is provided from them in the class, what learners really do. This experience is produced from either previous information gained or individual interactions provided by the student, as emphasized from constructivists, it often happens if learners engage with to provide total consideration for our actual individual educating. The mental principle of Piaget places students at the core of their internal education and emphasizes in information creation inside (Agarwal & Nagar, 2011; Piaget & Inhelder, 2000). Piaget assumed that the instructor provided intrinsically motivated instead of extrinsically motivated only at the core of educating (Erneling, 2010). Vygotsky emphasized that studying is a collaborative activity so the interaction also in the education system with someone else is important for knowledge building. It can also be concluded that cooperation between teammates may lead to new instructional design, information that cannot be developed by collaborating through classmates.

Kagan and Kagan (2009) suggested that people, as well as those who have overcome common concerns, are probably to replicate those habits exhibited with friends that seem to be alike in gender and age. The theory of social learning explains people's activity though it responds for interaction, recognition and rewards with everyone. Johnson and Johnson (2005:292) state "the basic premise of social interdependence theory is that the structure of the goals of the people in the situation determines how participants interact and the interaction patterns determine the outcomes of the situation".

Kagan's PIES Elements in Jigsaw Cooperative Learning

Particularly in comparison to individualized teaching, co-operatively educating leads to the need for community-based tasks to build better learning and teaching atmosphere. In a class, interactive teaching strategies may work either together with individually training and combined tasks or individually of all other techniques. Working of Co-operative educating elements in Kagan point of views:

1. Positive reliance (p): Learners should depend on one another in a manner which can facilitate success and support each other rather than producing antagonism competitors)

2. Individual responsibility(I): Learners must instead play a social role in the performance of the assignment individually. Only when each participant succeeds can it be possible to accomplish the assignment.

3.equivalent cooperation (E): Learners also had positions that fairly distribute full involvement throughout community members.

4. Simultaneous Interaction(S): Participants still must be involved, though at the same period being fully interested.

   PIES can be very noticeable within the class when used properly. For instance, a puzzle would be a technique for academic cooperative learning. students are almost all able for understanding around one aspect of a task but instead returning to the community to put all the parts in one thing to shape entirely.at the same time following elements of cooperative learning: the positive reliance, individual account proficiency, equivalent cooperation and Simultaneous Interaction.

Table1

Using Kagan's PIES Elements in Jigsaw Cooperative Learning

Kagan's PIES Elements	Jigsaw Cooperative Learning
The Positive Reliance	•Each team consists of five learners, a manager, a taker -note, a holder of writing, Editor, and a contender. • two distinct literary devices are given to each participant to understand, that they can then demonstrate to the team overall.
Individually Account Proficiency	•Almost every leadership development plan does have a vital responsibility. •Manager: Remain concentrated on goal achievement and monitor the duties given (questionnaire) •a taker -note: Organize a finished submitted file for a class (Discussion Paper) • a holder of writing: Does have all the components through which the group needs to create illustrations. It is concerned for underlining the e.g., instances (Reference paper). • Editor: a leaner allowed to re-write the assigned tasks to the job. • contender: obtains components from given information as required and takes care of finishing date within a section of the project (work order)
Equivalent Cooperation	• All learners are encouraged to monitor the work allocated to their task. • Increasing participant is told to understand from two distinct language techniques to instruct the team.

Simultaneously Interactions	• a manager and a contender should serve at the same time to facilitate tactical usage resource in order to finish the task in the schedule. Which implies that in either step, learners will all be deeply involved.
	• illustrating to the two rhetorical devices
	•Scanning for sources of outlets, giving answers, monitoring time and the timetable

In the current study, the Jigsaw technique, one of the techniques of cooperative learning, is based on group dynamics and social interactions. It provides students with the chance to be personally engaged in the process of learning. Learners would easily trust in their assignments. Any form of cooperative learning analysis may enhance their usefulness by attaching report competence to each participant to team achievement. (Lucas, 2000)

A jigsaw classroom is highly structured and the interdependence is necessary required. it is a common significant system amongst learners, but that cooperation help learners to actively participate with academic studying. The increasing participant becomes a teacher, becomes a valuable resource for others and attempts to exceed the educational success of us instead of negatively impacting it like that generally true in certain productive, instructor classes. The instructor roles then become a supportive team working inside the partnership agreement, and to participate from the Rather than being the single tool, practice & interact only with learners. The instructor encourages their collaborative work instead of quizzing the learners, in how every participant is required to become actively involved though to be involved about what a student understands. (Aronson, 1978). Khalil (2018:375) said that the students begin to examine the list, looking for the best of the ideas. The idea that seems to have the widest appeal for creativity and uniqueness in Education. Instructional Strategy development is a differentiation tool used to understand a concept or idea and is a great tool to introduce generate.

Methodology and Procedures

Experimental Design

The study is experimental design to measure the independent variable, which is Kagan's PIES. The pre- test, post-test of the experimental group, control group was used. The experimental group is the one that is taught according to the suggested the purpose of this research is to investigate the effect of Kagan's PIES learning Cooperatively by Jigsaw technique (the predictor effect) on Iraqi ESP Academic Students Achievement in Syntactic proficiency (the dependent variables).

Table 2

The Experimental Design

The Groups	The Test	Independent Variable	The Test
The experimental group	Pre-test	Kagan's PIES	Post-test
The control group		Traditional	

Population

The study participants whom (N=30) participated in this research carried out during the first course of the 2019-020- Academic Semester. The learners were all in the MA candidate (30) have disrupted in Geography (5), Education management (10), Curriculum and Methods (7) and, Arabic Language (8) departments at college of Education (Ibn –Rushed) /Baghdad University. The first two fields under control group (15) students were taught in conventional style, as well as students in last two experiment groups (15) students were taught in Kagan's PIES elements were taught types tenses in Jigsaw technique.

Instrument

The study was indeed an experiment conducted so comparative community design was its design. An experimental and control formed part of the research. The achievement of pre and post-tests were applied to these groups. The sample of the study is chosen randomly. The pre-tests were identical for both classes and were comparable in terms of the outcome of their exams. Based on the coursebook they had been practicing, the post-test achievement extended to both classes. The test consists of three main sections: several choices for four options, fulfillment of the sentence and rounding the exact option depending on the resources and for Puzzle those who already learned. The researchers designed the test with a focus on the topics studied during the test. First in order to assess the competence of the test, a pilot study was conducted with 10 students from the Department of History. The correlation coefficient of uncertainty was found to be 0.78. Calculated with the help of the Cronbach Alfa test. Six Teachers who were taught at an educational institution tested the validity of the data.

Procedure

The candidates were taught by the instructor herself both for control and experiment classes. The Jigsaw concepts taught to the experimental community are related to certain procedures and depended on Kagan's PIES elements.

1. All study participants in two groups were given a pre-test focused on student understanding of English syntax abilities (types of tenses).

2. The researcher introduced the content in the classroom and discussed this for comprehension with ESP learners.

3. ESP learners, therefore, put into teams and collaborate through assignments provided by the researcher that were important to the types of tenses learned in the classroom. Each teammate served within groups who assisted others in acquiring knowledge and skills provided towards students according to the situation of positive reliance (P), in which one student's performance is positively vital to the overall of others in the classroom.

4. Next account proficiency procedures (I) implemented via devices Jigsaw, and requiring students to complete the sentences according to suitable verb tense on what the partner said. The individual responsibility(I) includes the process that verifies how every member provides a great deal to a shared purpose individually. This also assumes there is still a means of assessing the performance within each student's achievement.

5.Each student would then be provided same amount of time to give examples of tense forms. Equality opportunities (E) implies that those learners are given the same opportunities and rewards to engage in the classroom.

6. Finally, synchronized interactionally (S) ensures that all learners are actively participating in the classroom. Such instance will be five of learners all participating together in a three-team class, and contrasted with one participant outside from fifteen responding an instructor's request, whereas everything else is involved or are not involved.

7. Afterwards, the teacher was provided a post-test that they're doing regarding their former classmates providing no assistance. The marks obtained in the post-test were also used to assess the levels of enhancement by contrasting towards their pre –test achievement of each student. The time of the test was lasted for an hour.

Experiment Team

To formulate the experiment teams, the three teams were established with providing instructed a certain topic to be offered to everyone teams to develop the experiment treatment. These certain topics were spread even amongst the participants of every other class for the types of tenses.

The classes were established as A, B, and C. The participants of the teams became labeled in A1, A2, and A3 and per the post. The subject was split into three sub-titles, called 1, 2 and 3. There used to be a sub-theme: positive, negative. question forms in each tense.

The whole procedure lasted for 12 weeks in two hours in a week. All this program was introduced mostly by the establishment of teams, putting together participants with the same materials. Groups were created during the first lecture and they were told about how they'd learn and what forms and sub-forms of tenses in each group they had to teach. The resume attached certain partnerships as during the second session and instructed the participants all the details. The themes were spread among the students in such a way that participants of the similar code can have the similar material and discuss it (A1, B1, and C1). learners belonged to each team and instructed their group members after they had completed their learning and grasped the topics. Finally, the class, all sub-topics, depending on existing classroom experience, were tested.

Control Team

Types of tense units were introduced via the instructor instructional teaching technique. The researcher provided all the practical experience across all sub-topics via the text book and its activities, as already done in other classes. A similar achievement test was provided to the control team by the end including its study.

Results and Discussion

Results

The whole research is focused upon this post-test experimental study design with post-test experimental and control group to discover the impact of the effect of cooperative learning elements on Iraqi ESP Academic Students Achievement in Syntactic proficiency. To achieve the aim of the study, posttest has been regulated and exhibited to (15) students in each group. By utilizing two independent – t-test the achievement is observed to be appeared in table (3), test mean score of the experimental team is (24.1125) which is higher than control (18.0437), the SD in the experimental group is (4.54) though in charge amass is(4.60), for the t-test value which is (2.86), at level of significance. Of (0.05), at the degree of freedom (28). This indicates that there are statistically significant differences in cooperative learning elements between two groups.

Table 3

The Results of the Two Independent Samples T- Test between (Control/Experimental Groups)

Groups	N	Mean	S.D	T-value	Level of Significance
Experimental	15	24.1125	4.54	2.86	0.05
Control	15	18.0437	4.60		

Discussion

There is a statistically important difference between the control and experimental groups in academic performance, as shown in the results of the study. The learners actively interacted into the material after discussing the accountability and lesson stages. A much more productive educational system has also been developed by participating in cooperative learning.

That students throughout the Jigsaw team had better grades than in the control team can be related to the reason that by performing their duties, students in the cooperative group fully learn their subject topics, strive to make their friends understand the subject, have successful interactions with their classmates, and most are positively engaged in the implementation. These results are concurrent with other literature findings. (Wilson, Longueville et al., 2002; Johnson and Ward, 2001; Barrett, 2005)

It was seen that to be a much tutor and a learner had allowed learners to gain improved communication and engage more in the method. Motivational viewpoints on cooperative learning concentrate mainly on the incentive or target mechanisms in which learners work, according to Slavin (1996). Cooperative reward systems build an environment from the viewpoint of a motivation list when the only chance participants can accomplish their objectives though if the team is good. All learners thereby seem to rely on one another, creating an environment of practical systems in which students have to act as a community and team to establish independence among the members of the group. This approach should therefore be considered to be used for foreign language teaching from the start of class to improve learning by promoting team-work.

Conclusions and Recommendations

These discoveries got of the investigation showed a sample within specific cooperative teams, achievements exam results became significantly greater than those that were educated in a conventional process throughout the entire class. Subsequently, based upon results from research, these are highly advised to utilize Kagan`s PIES elements in Jigsaw technique from co-operative strategy to develop teaching syntactic proficiency of learner's skills in Educational settings.

There are numerous advantages to utilizing Kagan cooperative learning Educational positives: It encourages logical reasoning. This effectively consists of students in the course of study. Results from the class are obtained. It describes suitable methods of participant solving problems. It is possible to create personalized wide lessons. 'Deep learning' can be encouraged. It is particularly useful in promoting learners' curricula. It creates cultures of education. Behavioural Advantages: Student-centered training promotes self of learners. Cooperation decreases depression. This involves developing an optimistic school engagement.

In English language teaching, this is encouraged by educators to build such an educational atmosphere that individuals can participate as groups that support each other and also develop their skills at the same time.

In addition, educators who wish to utilize co-operative learning throughout their classes need to construct group workgroups work on the premise of cooperative frameworks. Learners get useful from discussing information as part of the team study, instead of practising individually. Students support one another so everyone can attain some amount of achievement. The high-proficiency learners throughout the groups attempted to assist their teammates' low-proficiency come from improved the performance. From the other side, low-proficiency learners did not easily recognize the instructor's lesson as they did not have adequate communication proficiency to manage it. So, they tend to learn the concepts from their highly proficiency team members. Positive dependence takes place through a mental workout, such that all teammates make progress when one participant produces the win. Positive attitude to care about one another in the same kind of collaboration and assist each other so that all members of the team understand.

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The Effectiveness of Implementing the Communicative Approach and its Techniques in Teaching English as a Foreign Language by EFL University Teachers in KSA

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Abstract

Teaching a foreign language in different Arab-African countries has substituted from form-focused instruction to communicative-focused instruction in recent decades. Some researchers have discovered a space between theory and practice of CLT and how to link foreign language teaching to the real context of use by implementing CLT techniques. This study tries to find out the effectiveness of implementing the communicative approach and its techniques in teaching EFL by EFL university teachers in Saudi Arabia. The researcher used a descriptive method. A questionnaire was administered to (11) EFL university teachers to evaluate whether they implement the techniques of CLT effectively during their normal classes or not. The results showed that EFL university teachers could implement the techniques of CLT effectively in the class because CLT is full of enormous and different techniques and activities that facilitate handling the procedure of teaching and learning the English language and improve all its four skills. CLT also creates significative and authentic communication, at all levels. Moreover, it has more stress on skills than systems, lessons are more student-centered, and the usage of real materials has a helpful consequence on the interaction of EFL university students with the techniques of CLT.

Keywords: *communicative approach, communicative competence, communicative language teaching, English language teaching, Teaching English as a foreign language*

Introduction

The increasingly growing necessity for useful English communication skills has shaped a loud call for the teaching of English all over the globe, as a lot of people nowadays willing to enhance their knowledge of English or guarantee that their sons and daughters get advantageous instruction of English. The international need for English has twisted a massive request for good quality of language teaching and materials (Richards, 2006, p. 01).

Internationally, the growing need for effective English language communication has boosted considerably the accountability of the English language teacher. The implementation of the Communicative Approach has confronted challenges in the English language field of foreign language (Ellis, 1996; Li, 1998; Liao, 2000). An efficacious linkage between communicative competence and strategies of language learning has been identified. This investigation aimed to explore the effectiveness of implementing the communicative approach and its techniques in teaching EFL for EFL university students in the Saudi setting where the Grammar Translation Method (GTM) has been utilized for a lengthy time. This attitude is creating unskilled utilizers of the English language in Saudi Arabia.

In the Saudi Arabia context, teaching English is really very puzzling. Regardless of numerous measures grasped by the Ministry of Education in Saudi Arabia to evolve the procedures of teaching and learning the English language, there are still abundant rooms for advance. Al- Nasser (2015) has indicated that the impact of mother tongue acts as the main blockage to learn English. In addition to unsatisfactory of exposure to English in everyday communication, absenteeism of English as of the early stage of basic schooling, prevent the learners to make valuable oral or written communication. Students don't expose to satisfactory English language doses as they commence learning English in the latest time of the basic stage (Al-Nofaie, 2010). Truthfully, the students are very conscious of the truth that if English was launched from the early initiating level, learning of the English language would have been simpler to be learned. Several investigators have stated alike drawbacks e.g. Nation, 2003; Al-Abdan, 1993.

English is an international language and it's a language of sciences and business as well. In Saudi Arabia situation, Arabic is used as the first and authorized language and it's the mode of instruction in schools, universities, and educational institutions, whereas EFL is taught as a compulsory subject at all educational stages. In Saudi Arabia, the situation regarding teaching and learning of English requires to be watered-down as of the root. In the Saudi university setting, English is educated as a required course in the majority of departments at Saudi universities such as Sciences, Business, and Management, and Computer Science. The kind of

English which is taught at some of these departments is English for specific purposes (ESP). Thus, students' English language skills are weak; therefore, English language skills need to be improved by the students before they enrolled in the university. (Fareh, 2010) has remarked that, there is a significant ratio of class duration which instructs in Arabic in addition to less duration of exposition to English, and therefore, the learning consequences will not be satisfactorily achieved". As per the schooling system, the learners study English as a required theme for only passing the exam. So some students complete school and join the university with a slight knowledge of English which is very challenging for them to understand even requisite prescripts. EFL learners enrolled at the university level with an inadequate amount of wordlist, language rules, the orderliness of thoughts, spelling, and referencing which influence their aptitude to participate in communicating effectively in writing and speaking (Al-Khasawneh, 2010). Therefore, EFL learners have repeated inaccuracies of sentence structure, morphology and pronunciation prevent them to communicate themselves easily and competently either as they deal with academic subjects or daily ordinary issues (Mukattash, 1983, P.169)

On the other side, the majority of EFL teachers use the traditional method of teaching which is very poor and ineffective to attract students and facilitate the lesson as well. There is one more problem EFL English language teachers give away using the native language so as to express their ideas or teach their students. Fareh (2010) has stated that, the insufficient teaching methods and approaches obstruct the teaching and learning process and their progress. A need is recommended for the EFL instructors of the school, college, and university to adopt and employ operative teaching strategies to sketch intentional consequence. Studying is a non-stop procedure and it requires to be styled due to the anticipations, necessities, and benefits of the EFL students. Also, avoid teaching an oversized class by using inadequate instrument need to be considered.

Literature Review

In the past three decades, there have been leading alterations in ELT specifically in teaching EFL. Firstly, these ups and downs have been invented from dissatisfaction with conventional methods focused on teaching FL throughout grammar and translation as a consequence of enhancements in psychology and linguistics in addition to socio-linguistics. Though, regardless of such an extended era of theorization and utilization of numerous methods, the matter has stayed unsettled as ever, specifically: how best, or possibly, how fittingly, EFL teaching and learning can be undertaken. Meanwhile, the language teachers are repetitively challenged with

the issue of what to educate and how to carry out it, they need to bear in mind that their domain is far away from being unreachable. It is steadily in the mainstream of up-to-date thinking (Kadha 2009; Lee 1996; Fredricks et al. 2004).

The highlighting is positioned on utilizing the target language to achieve some tasks like make a complaint, give advice, or question for information. More consideration is also paid to the social background in which this task or function takes place. For example, various languages will be consumed when making a complaint to a teacher compared to when complaining to a close friend (Peace Corps, 1989, 222 p.).

English language skills are taught systematically starting from speaking up to writing one as one of the most difficult skills. In speaking skills, the goal is to be comprehended, not to speak as same as the native speaker. In the sequencing of lessons, the main concern and consideration are donated to the interests and necessities of the leaner. This is in divergence to a grammar-focused method which may commence with verb tenses, and work throughout from the simple present tense to the conditional clauses. In CLT, if a learner wants to know how to give advice ("If I were you, I would ....") afterward the conditional clause is taught. Contact between speakers and listeners or readers and writers are at the core of all activities and actions. Learners frequently work in pairs or groups for role play, sharing information, or problem-solving (Peace Corps, 1989, 222 p.).

The nature of the communicative approach came from the term communication. Obviously, it focuses more on communication by enabling the students to speak using the language they have learned before. Besides, this is going to take place after they become communicatively competent. Freeman, (1986) illustrated that it concentrated more on learning structures and vocabulary, and from here they can form semantics and structures, and they have to be able to apply it in negotiating meaning through the interaction. As Byrne (1986) noticed, "it's a two ways process between speaker and listener or reader and writer and all have a positive function to perform". The same idea is raised by Spurt, Danger Field (1985), and Widdowson (1979) added to that, for communication to take place, there should be an information blank space, and the participants have to fill this space, so that by the end of interchange participants are equally in place of the overall amount of information.

Considering CLT origin, many opinions have been clarified by Richards, Rodgers, Savignon, and Sano in this respect. Sano (1984:171) states that CLT came as a product of dissatisfaction with the Audio-lingual and Grammar-translation methods in the context of foreign language instruction which had been raised by educationalists and linguists. In contrast, Richards and Rodgers (1986:93) state that the roots of CLT are to be originated from the

developments of the methods of the attitudinal language instruction through which the belief of British language instruction was affected in the 1960s. In the meantime, Savignon (1991:262) declares that the advent of CLT can be tracked to synchronize the growths on both boundaries of the Atlantic for example the European and American perspectives.

Candlin (1981, p. 121) and Widdowson (1978, p. 61) noted the necessity to give attention to language teaching of communicative proficiency rather than the mastering structures. They experienced that learners were not learning an adequate amount of genuine knowledge throughout those methods such as Situational Language Teaching, Audio-lingual, or Grammar-Translation method. Learners did not recognize how to converse by using up the suitable societal languages, signs, and terminologies; in short, they were a failure to get in touch using the principles of that learned language.

Correspondingly, Howatt declares that "the original motivation for implementing a communicative approach in the early seventies was corrective, an effort to overwhelmed the insufficiencies of prevailing, structural syllabuses, materials, and methods" (1984, p. 287). The British applied linguists started to call into query the theoretic molds triggering situational language teaching (Richards, J., & Rodgers, T. (2001).

Richards and Rodgers (2001) identified that the Communicative Approach is recognized as Communicative Language Teaching (CLT) which was burgeoned in the 1970s. Regardless of communal misinterpretation, CLT has modified enormous methods and techniques. It does not particularize a single text or style, which is largely accredited as a reliable one. It utilizes resources and approaches that are fitting to a particular learning situation.

Communicative language teaching is a comprehensive and contemporary method. It pictures language instruction as a channel of communication. Consequently, it rotates to demonstrate a system through processes of realistic resources and activities as well as expressive interactions in duplication of factual life circumstances (Celce-Murcia, 1991; Wang, 2020; Reyes, De Vera, & Medriano Jr, 2018.).

Communicative language teaching urged those who tried to find more humanistic approach sake education as it grants main concern to the collaborative procedures of communication. Moreover, the quick espousal and application of CLT brought about from the truth that it obtained esteem of circles of British language teaching and it was reinforced by language experts, textbooks writers, and foundations as the British Council (Richards, 1985). CLT helps and approves language teaching and learning, whereas considering the real feature of language teaching and learning as well. Besides, CLT assists students to improve worldwide competence via learning to get in touch, handling proper social language and expressions, 1988). Different

out-of-date approaches (comprising the last recent advanced methods; e.g. Cognitive Approach, Affective-humanistic Approach, and Comprehension Approach), the Communicative Approach does not service a structural curriculum. In language programs with a structural curriculum, students study a lot about sentence structure, but they are unable to converse successfully in the target language culture. Johnson and Morrow have stated the greater figures of students in customary grammar-based modules who are "structurally competent, but communicatively incompetent." (Johnson & Morrow, 1981, cited in Chastain).

Due to CLT, the aim of language acquirement is to foster learners' communicative competence. Communicative competence is the dominant theoretic conception in CLT. Hymes (1972) presented CLT and it was debated by other linguists. Anyway, if communicative competence and its modules expand first, the debate about CLT will be more unambiguous and revealing.

Previous studies

As we know that there was abundant discussion about the methods and approaches of instructing EFL and their techniques theoretically, but there were no sufficient studies that have been carried out to explore their validity, relevance, usage, and applicability in teaching EFL in Saudi Arabia, regardless of their significance and contribution to teaching and learning field. So, they were not provided considerable consideration.

Zekariya Ozsevik (2010) did a study in Turkey, to explore the understanding of EFL Turkish teachers in teaching English, besides, the barriers and encounters that they face in CLT application in the Turkish setting. This investigation aimed at exploring the effect of ESL versus EFL frameworks in CLT implementation. A mixture of methods research was employed. The participants were (61) EFL Turkish teachers teaching at primary and secondary levels. The researcher utilized a questionnaire, semi-structured, and unofficial meetings. So the findings exhibited that EFL Turkish instructors confront many obstacles in applying CLT during their classrooms. Furthermore, these difficulties mainly resulted in four directions e.g. the instructors, the learners, the learning scheme and, the CLT itself.

In Taiwan, Ming & Jaya (2011) conducted a study about aspects that foster the implementation of EFL teachers of CLT in handling English classes of the Taiwanese college. Some researchers have remarked that there is a space between policy and practice. There was a proposal from the teachers to incorporate the communicative approach in the curriculum as a means of instruction. With reference to the Taiwanese setting, the study found some issues that effect the application of CLT associated with teachers, students, the educational system,

and CLT appropriateness. Besides, some situational obstacles were discovered to obstruct the implementation of CTL. This study recommends that teachers, students, policymakers, and curriculum designers should receive professional training courses on the successful way of applying the CLT approach effectively.

In India, Pusuluri Sreehari1 (2012) conducted a paper to study the teaching of English for undergraduate students of colleges by providing a Retraining Program for lectures of English. The program aimed to update teachers' English teaching skills for undergraduate colleges. A program was designed to train teachers to embrace CLT principles to improve students' English language skills. The study tries to pinpoint the possibilities and obstacles by implementing CLT principles and techniques in these colleges. The findings revealed that teachers should track more learner-focused modes in teaching English.

In Pakistan, Saeed Ahmed (2013) carried out a study on the comparative effectiveness of the Grammar Translation Method and CLT in teaching English at the intermediate stage. The study examined the awareness the the Pakistani teachers about the CLT and their apparent barriers in CLT application at the high school stage. The results of the experimental method reveled that CLT is better than GTM because students can raise their communicative skill and motivation, whereas the results of the survey for the teachers showed that teachers should receive more training courses on how to employ or handle the CLT activities, students were very hesitant to use the target language, classrooms were over-crowded, grammar-focused exams, and the shortage of applicable resources.

In Iran, Gholam, Noor & Moretza (2013) conducted a study on the application of CLT to discover whether the Iranian EFL teachers of high school are at easiness when utilizing CLT during their schoolrooms or not. The findings showed that the chief glitches in the application of CLT affected by the teachers' perception and students' conception, drawbacks of the educational framework, and obstacles created by the CLT method itself.

In South Korea, Mansoura & Masoume (2013) aimed to assess the problems allied with the utility of CLT in EFL frameworks and various conceivable answers for these drawbacks. The results revealed that some problems associated with the nonexistence of compatibility of CLT with university entry examinations, the presence of cultural ethics in EFL settings and EFL learners' necessaries, and incentives. Besides that, CLT activities were very difficult to be designed and implemented and make a heavy load on EFL teachers.

In Indonesia, Jamaliah, Fauziah, and Farizawati (2017) did a study to find the information about the teachers' awareness of the CLT principles and the method of the teachers' enactment of those principles in teaching English domain. The participants were (18) English teachers.

The researcher used observation, questionnaires, and documents to collect data. The results revealed that (88, 8%) of English teachers have understood the principles of the Communicative Approach via the principles as of the 1994 Syllabus, associated volumes, professional training, and from the essays of tutoring. (77.7 %) of the respondents have implemented the principles of the Communicative during the teaching of English at High Schools by applying some techniques such as games, label and sketch, role play, interrogations and replies, easy discourses, and problem cracking. Also, (77.7%) of the respondents agree that CLT is still the appropriate method for teaching English and it also progresses the four language skills and language constituents e.g. the list of words, pronunciation, and language rules.

The Principles of Communicative Approach

There are some main principles that the communicative approach depends on:

1. To make students become communicatively competent.
2. The teacher is a facilitator, manager and co-communicator, while the students are communicators.
3. Teaching and learning can be achieved through the communicative intent.
4. The teacher is the initiator of the activities, while students act together with one another.
5. Students will be more motivated to study a foreign language.
6. Language is used for communication.
7. Language functions are stressed upon forms and students work on four skills too (Freeman, 1986).
8. Students have to know what they are doing, e.g., in listening it might be weather forecast on the radio.
9. The whole is more than the total of the parts, i.e., whether to involve students in learning forms individually and then practicing how to combine; or to introduce complete interaction of teats and focus, for learning purposes on the way these are constructed.
10. The procedures are as essential as the forms, which means, to practice the form of the targeted language can take place through a communicative framework and this is going to happen through:

10. a. Information gap: One student must be in a situation to inform another one something that the second one does not know.

10.b. Choice: Students have the choice of what they will say and how.

10.c. Feedback: What somebody says to another depends not only on what he (the first) has just said to the other, but also on what he wants to get out of the conversation.

11. A student has to learn what he has been taught.

12. Mistakes are not always a mistake, i.e., ignoring grammatical mistakes during communication.

13. Motivation is important.

14. Introducing vocabulary.

15. If the student's answer is incorrect, the teacher will select another student to provide the correct one or the teacher himself corrects it.

16. The teacher instructs the students to maintain the grammar rules.

17. Both of them, the teacher and the learner should use the target language.

18. The teacher uses both the spoken and pictures cues.

19. Dramatization is valuable.

20. Errors are to be tolerated.

21. Students work in pair or groups (Freeman, 1986), Henry Widdowson (1979) stated most of these principles, added to them, the communicative competence.

The techniques of the communicative approach

1. Role play.

2. Language can be used.

3. Scrambled sentences

   In scrambled sentences, students are asked to pat sentence which are in scramble order in unscramble way using a passage.

4. Picture story

   It helps learners to predict, moreover, it can be used for problem solving, it give them practice in negotiating meaning.

5. Authentic materials

   The teacher can use real or genuine materials, such as newspaper articles.

6. Create learning opportunities in class

   It can be done if it is not found in the syllabus or a prescribed textbook. It can be created by the teacher as well as the learner.

7. Utilize learning opportunities by the learners.

Procedures and Techniques

Here are some practical aspects of what the teacher and students can actually do in the class, it covers the following:

1. Visual materials.
2. Role play and simulations.
3. Drama.
4. Games and problem-solving.

(1) Visuals (Andrew Wright)

1. Visual used for listening comprehension

1.1. A Listen and Point

The students are asked to identify one picture, from amongst several others, which are related to a spoken commentary dialogue (teacher or tape). A short conversation might be performed out or played on the tape recorder.

The students specify which ones in a crowded picture are most likely to be the ones who are speaking. Of course, several separate pictures may be used instead of one large picture.

1.1. B Listen and do

Students can be asked to make, complete or unite one maps, plan diagrams, pictures, questionnaire, statistical tables, graphs, time tables, pages of diaries and appointment books, according to the information in their teat they hear.

1.1.C Listen and draw

The students draw the essentials of what they hear. The drawing might be a plan of route, or a sequence of pictures done with stickmen or a more detailed drawing.

2. Speaking

As per controlled practice of conversation in the last years, there have been many ideas developed for the usage of magazine pictures on behalf of controlled practice.

Example:

Four or six students have a pile of pictures, holding regions placed on a table. They take it in turns to ask and answer questions according to an example given to them. The answer may be true or false.

S.A.B: where are going for your holyday?

S.B: (picks up a picture, does not show it to the other, and decides whether to tell the truth or a lie) to Egypt.

S.A: (decides B is lying) I don't believe you.

S.B: (show his picture of Barbados and gives it to A who has the ruby own it).

Student A might have said, oh, that's nice. If B had taken a picture of Egypt he would in this case have given it to A.

3. Conversation, discussion and debate

Example:

Make a collection of a variety of objects and place them on a table. The objects should be of the type which could be found in some one's pockets and briefcase, e.g., bus tickets, museum tickets, notes, costs, directions, … etc, keys, photo.

Ask the students to work in pairs or groups of 6 to establish as much about the owner of the objects as possible. After, fifteen minutes approximately all the ideas can be put forward and discussed until the class as a whole has agreed. Then compare this with your own version. I think this activity is the most effective when the objects do all belong to a real person and the student knows they are not simply speculating.

(2) Role-playing and simulations (Gill Sturbridge)

They provide a reason for talking and allow the learner to talk meaningfully to other learners.

Example:

Borrowing some thing

Friends

A ask B to lend him something: Ask reason

Give reason: agree add condition.

Agree: give objects to a words or actions.

Thank B

End conversation: end conversation

(3) Drama (Susan Holden)

"Drama" is a convenient umbrella term for activities which involve element of "let us pretend" these can include role-playing and simulations and also some language games. In those activities students:

      a. Play them in an imaginary situation.

      b. An imaginary person in imaginary situation.

Example:

To illustrate how much can be conveyed without words. Ask the students to work in pair or small groups, at least, five students per each group. Each student takes it in turns to pick up an imaginary object from the ground without saying anything.

The other student can try to guess what the object is, and may ask any necessary questions: is it heavy? Do you like it? Have you one? It should however, be fairly easy it guess at least the type of object from the way it is picked up and held, while the facial expression will reveal something of the students attitude towards it.

(4) Games and problem-solving (Alan Maley)

Games activities have an obvious and important place and role in theory of language learning focused on the progress of "communicative competence" such activities facilitate the acquisition of the foreign language rather than its learning.

4.1 There are different types of games:

a. Based on observation and memory.

b. Based on interpretation and guessing.

c. Based on individual / group interaction.

d. Board games.

e. Card.

f. Pencil and paper game.

4.2 Problem-solving activities

a. Based on information transfer.

b. Based on decision making.

c. Based on logic.

Activities

a. Students are told why they will be witnessing an event, which they will subsequently have to remember and to report on in detail. A colour side is then projected for a very brief lapse of time, "e.g., 5 second" or it can be shown on a T.V. if both are available. Each student individually writes down what he remembers. Small groups are then formed to compare notes; finally it's shown again for comment comparison with reports and discussion.

b. The Name of Circle

Students sit in circles of about 10 people, one starts of OH by giving his first name an inverted profession "I'm Ahmed and I'm a teacher". The next person has to repeat this information (i.e., you are Ahmed and you are a teacher) and add in himself "I'm Ali and I'm a farmer".

The game hose on in a circle way until it comes back to Ahmed who has to repeat the whole sequence. The new information can be added by giving these examples such as "I like", "I hate" and "I come from".

A communication Game

This game is based mainly on the principle of information gap.

Describe and Draw

In this game, one student has an image, which his classmate cannot see. The second one should make a duplicate image as same as "in content, but not in design" by following his/her classmate's instructions.

Stage (1)

Students will work in pairs.

Stage (2)

Students in every pair are labeled

Stage (3)

Each one in "A" is provided with an image and he informed not to demonstrate it to another one in "B" till the end of the game.

Stage (4)

Students are informed that B" must sketch a typical picture as "A": "A" should provide instruction and "B" should inquire questions whenever required.

Stage (5)

When "B" feels that he has finalized the picture, he should judge his drawing with the genuine one to discover how fruitful the activity was.

Fluency writing

This activity intends to prepare the students to compose a written text as they can in a specific period.

The picture story

Series of pictures were given to the students in order to make oral composition within a given and limited time and they also told to write about the picture as much as they can.

Stage (1)

Students are informed that they are going to do some free writing, and that the objectives are to write as much as they can within a limited duration of time.

Stage (2)

Students are domenstrated a sequene of picture and asked to write about it.

Stage (3)

When the time finishes, the teacher should stop the students and collect the work.

The communicative approach possesses very substantial impact on the teachers and the learners who are dealing with EFL (Hery 2017). It also makes it possible for the teachers and the leaners to use its techniques and activities to communicate confidently and simply. The teaching process will be more usual and useful when CLT utilizes, in addition to that it creates positive attitudes within the classroom as well.

Materials and Methods

This study was conducted at the College of Business Administration, Prince Sattam bin Abdulaziz University in the Saudi situation. The aim of this study intended to identify whether EFL university teachers implement the techniques of CLT effectively during their normal classes or not as well as do EFL University students interact with the techniques of CLT during their classes? The researcher employed a descriptive method because of its validity in investigating methods of language teaching (as elaborated by Seliger and Shohamy 1989). So we only focused on the naturally occurring phenomena without experimental treatment.

Statement of the Problem

Teaching EFL is very challenging for researchers, teachers, learners, and curriculum designers. Therefore, researchers have stated a space between theory and practice (Littlewood, 2007; Nunan, 2003). Besides, the employment of communicative language teaching has faced some difficulties and opposition in EFL tutorial rooms (Ellis, 1996; Li, 1998; Liao, 2000; Yu, 2001). Different studies identified that till now; the mode of instruction in EFL tutorial rooms has been relying on the conventional teaching method (Littlewood, 2007; Nunan, 2003; Savignon and Wang, 2003). The notions of CLT are varied from the educational ethics and customs of several EFL contexts (Burnaby & Sun, 1989; Li, 1998). Moreover, attitudinal elements like the outsized classroom, test-adapted command, and students' incompetence also affected CLT implementation. Therefore, it is indispensable to study the teachers' opinions concerning the application of CLT.

In the local setting, researchers have found that situational restraints influence the success of the teachers in applying CLT. Many studies revealed that teachers frequently applied form-based instruction as they underwent a burden to assist students to succeed in examinations (Karim, 2004; Li, 1998; Liao, 2003; Liao, 2006; Menking, 2001; Pacek, 1996; Tsai, 2007; Yu,

2001). Besides, the results of the recommendations show that the teachers discover it hard to cope with group work for outsized classes (Tsai, 2007; Li, 1998; Liao, 2003; Liao, 2006; Yu, 2001; Karim, 2004). Additionally, some factors are caused by the instructors and the learners because some instructors are worried regarding their non-native English expertise. In the Chinese setting, some research papers indicated that teachers communicated complications in incorporating cultural facets into their classrooms as a lack of expertise in a country where English is spoken (Liao, 2003; Yu, 2001). On the other side, low-English proficiency and students' resistance also discourage teachers from employing CLT (Chang, 1999; Li, 1998; Liao, 2003; Liao, 2006; Tsai, 2007; Yu, 2001). These attitudinal aspects may make weaker the teachers' endeavors to make use of CLT. In EFL contexts, teachers encounter teething troubles in applying CLT. Therefore, it is very indispensable to consider the teachers' points of view in the discussion because investigating a study in the Taiwanese settings has been scared in particular. As a result, this study aims on filling that gap.

Research Questions

This research paper meant to explore the efficiency of implementing the techniques of CLT by EFL university teachers in the Saudi context. This study attempts to respond to these questions 1) whether EFL university teachers carry out the techniques of CLT effectually during their normal classes or not. 2) Do EFL university students interact with the techniques of CLT during their classes?

Participants

The participants of this paper were eleven male EFL university teachers who are teaching English at the College of Business Administration, Prince Sattam Ibn Abdulaziz University. They teach the same textbook "Skills for Success" as a required subject for the students of Business and Management. They were selected randomly from the department of English and they have different years of teaching experience, but the same qualifications and specializations. The ages of participants ranged between (32) to (45) and their teaching experience vary from (5) to (15) years.

Methodology

The researcher used a questionnaire for collecting data. The questionnaire was administered to the EFL university teachers during their implementation of CLT to evaluate whether they implement the techniques of the communicative approach effectively inside the classroom

during their normal classes or not and to see how they implemented the techniques of the Communicative Approach in teaching EFL.

Data Collection

A 16 -point questionnaire was circulated to EFL university teachers who were asked to implement the techniques of the communicative approach during their normal classes in teaching EFL at the College of Business Administration in the Saudi perspective. The information was collected to find out the teachers' effectiveness of implementing the techniques of the communicative approach in teaching EFL to understand how the teachers put these techniques into practice inside the classroom and measured students' reactions in implementing the techniques of CLT. The questionnaire's items concentrated on the basic traits of teaching and learning the English language. The questionnaire contained the following items; the lesson plan and lesson demonstration of the teaching resources, the intentions, and necessities of the students and their link to course and clearness of classes goals, classroom language, and organization, teacher competency, the students' motive, classroom activities and techniques, teachers' knowledge, students' language, and the domain of the subject, self-governing learning, appraisal apparatuses, teacher-student, and teacher-teacher in association together with students' insights and of the teacher as an individual. Participants were asked to label each point as *yes, no, or to some extent*.

Data Analysis

In researching social knowledge especially on social conditions, the data usually analyze and interpret more clearly centered on the situation (Maxwell224). In this investigation, after gathering the data, the researcher analyzed them systematically. Also, the data were grouped and classified on the basis of the problems of the study, the characteristics of the items, and the objectives. The table of frequency and percentage were employed. The data from the questionnaire were analyzed and scored based on the frequency of answers. The frequency of each item was then measured and put into a percentage. In this study, the table of frequency and percentage was also used. The researcher interpreted and described the collected data grounded on the finding of the questionnaire.

Data Analysis and Results Discussion

This section includes a presentation and discussion of the findings. The discussion is planned to outline an image about the results of the data collection in link with the questionnaire to evaluate EFL university teachers at the College of Business Administration and their performance during the implementation of CLT. Some EFL university teachers have lengthy years of experience in teaching EFL ranges from five years to more than fifteen years. Therefore; the researcher anticipates the teachers to be very conscious of using the techniques of the various methods and approaches of teaching with extreme emphasis and abundant attention to the techniques of the communicative approach.

Thus the researcher attempted to measure the results by finding out the effectiveness of implementing the techniques of the communicative approach in teaching EFL and see whether there is a substantial bond between teachers' performance and students' achievement. The questionnaire was analyzed statistically and linguistically.

The questionnaire results

EFL teachers should be taken into consideration when gathering information about the difficulties or problems that encounter teachers, learners, and accordingly affect both the teaching and learning procedure. As we know, teachers play a major role in the evaluation of the educational objectives, materials, and methodology. It would not be irrational if we take this role for granted and regarded teachers' contributions as vital, considering their general knowledge of the target language, qualifications, teaching experience, and training.

In this part, the obtained results from the questionnaire are discussed that were constructed, directed, and distributed to the EFL university teachers at the College of Business Administration, Prince Sattam Ibn Abdul-Aziz University in Saudi Arabia.

The following is a conclusion of the results that are obtained from the questionnaire, so the following tables show the teachers' actual response regarding the questions of the questionnaire.

Table (1) question (1)

Q /Options	Yes	No	To some extent	Total
Frequency	9	0	2	11
Percentage	81.81%	0%	18.19%	100%

Regarding table (1) the result shows that (9) teachers said 'yes' which represents 81.81%. This means that the greater number of the teachers prefer to use the techniques of the communicative approach inside the classroom for the reason that the communicative techniques are the most effective, helpful, suitable, and appropriate ones for teaching EFL as it grows all the four skills of the language which are very essential to be developed, whereas (2) teacher said 'to some extent' which represents 18.19%. This indicates that they like to use these techniques from time to time, because, they use a variety and mixture of different techniques of other different methods and approaches besides the communicative techniques. (Eclectic Approach). (0) the teacher said 'No' which represents 0%. This means that they never like to use the communicative techniques, but they use the techniques of the other methods and approaches such as the Grammar-translation Method and Traditional Approach…etc.

Table (2) question (2)

Q /Options	Yes	No	To some extent	Total
Frequency	7	1	3	11
Percentage	63.63%	9.10%	27.27%	100%

According to the above table (2), the result demonstrates that (7) teachers said 'yes' which represents 63.63%. The positive response dominated this question that the majority of the teachers discovered that different techniques and activities of the communicative approach facilitate and improve the process of teaching because they believed that it will never be useful if you teach without using certain techniques and activities of certain method and approach, for example, you cannot develop students' communicative skills and abilities without letting them communicate with each other freely. While (3) teachers said 'to some extent' which represents 27.27%. This means that they discovered from time to time different techniques and activities are the backbones of the teaching process and they have great value and significance because they save time, effort, and money and without them, we cannot able to convey our messages easily and fast. (1) The teacher said 'No' which represents 9.10%. Here the same analysis of those who said 'to some extent' can be given to the response of those who said 'No'.

Table (3) question (3)

Q /Options	Yes	No	To some extent	Total
Frequency	5	2	4	11
Percentage	45.45%	18.20%	36.35%	100%

Considering the above table (3) the result reflects that (5) teachers said 'yes' which represents 45.45%. The respondents agree that the communicative approach is the most effective one for teaching EFL since language is defined as the channel of communication. Additionally, the communicative approach relays chiefly on communication through which communication between students can take place smoothly. Therefore, the major reason for stating that the communicative approach is the most effective one because it's very rich and full of different techniques and activities which help to facilitate the teaching and learning procedure of the English language and improve its four skills altogether, thus, foreign English can be taught through an interactive and communicative manner.

The researcher also finds that (4) teachers said 'to some extent' which represents 36.35%. This reveals that they agree that it is applicable not all the time, but from time to time, because, the teaching of EFL may need to use a variety of techniques or may need to use a restricted pedagogical techniques. For instance, Eclectic and Traditional approach. While (2) teachers said 'No' which represents 18.20% as those teachers know that there are some various methods and approaches for the teaching of EFL such as the Direct Method and Total Physical Response.

Table (4) question (4)

Q /Options	Yes	No	To some extent	Total
Frequency	5	1	5	11
Percentage	45.46%	9.09%	45.45%	100%

Due to the above table (4), the result reveals that (5) teachers said 'yes' which represents 45.46%. This illustrates that half number of the teachers like to interpret various gestures of the facial expressions to their students for the important fact that by applying the theoretical and experimental analysis of linguistics and psycholinguistics we find that interpreting various gestures of facial expressions or anybody signs motivate and attract the students to learn and to understand and lead them to the ongoing process of learning, while the teacher performs this dramatization the learners enjoy the action and the process of understanding will be easier to the learners. Such dramatization inside the classroom is known widely as the most effective pedagogical technique that belongs to the communicative techniques; also it will be useful in increasing students' linguistic competence. While (5) teachers said 'to some extent' which represents 45.45%. This means that they use the technique from time to time, because, the

researcher finds that when they agree with those who said 'yes' when they never use it they agree with those who said 'No'.

Here we have a negative response because (1) teachers said 'No' which represents 9.09%. Because those teachers believe that their main concern is to interpret the verbal communication not non-verbal one, because, non-verbal communication has nothing to do with the exam and it's a language of deaf people.

Table (5) question (5)

Q /Options	Yes	No	To some extent	Total
Frequency	7	1	3	11
Percentage	63.64%	9.09%	27.27%	100%

The result of the above table shows that (7) said 'yes' which represents 63.64%. This means that most of the teachers make their students complete a dialogue orally to emphasize the interaction between teachers and learners through completing a dialogue orally. Such a technique like this will improve and develop students' speaking, reading, comprehensive, interactive, and communicative skills and fluid command of the language. It also prepares them for real communication inside and outside the classroom as well as increases their fluency and performance. While (3) teachers said 'to some extent' which represents 27.27%. This means that they use this technique according to its availability throughout the book not in every period of teaching a lesson.

Here we have a negative response because (1) the teacher said 'No' which represents 9.09%. This means that such teachers have a lack of competence and performance used to avoid entering in a direct conversation or dialogue or communication.

Table (6) question (6)

Q /Options	Yes	No	To some extent	Total
Frequency	3	3	5	11
Percentage	27.27%	27.27%	45.46%	100%

The response of the above table (6) reflects that (5) teachers said 'to some extent' which represents 45.46%. This proves that half number like to use pictures and cartoons to narrate stories when they teach their student not always, but from time to time, because, they say that the materials which are used for practicing this technique are not available because they are expensive and require a lot of time to be prepared. Moreover, this technique costs much time, much money, and effort in order to be used. While (3) teachers said 'yes' which represents 27.27%. In the response of those teachers, the researcher finds that most of the teachers who

used this technique are teachers of Private Schools where materials, money are available for this purpose. However, those teachers prefer to use this technique because they believe that this technique attracts and raises students' motivation, attention, and interest. While (3) teachers said 'No' which represents 27.27%. Because they say that this technique is not of great value and has nothing to do with university students and university examinations.

Table (7) question (7)

Q /Options	Yes	No	To some extent	Total
Frequency	6	1	4	11
Percentage	54.55%	9.09%	36.36%	100%

The result of the above table (7) reveals that (6) teachers said 'yes' which represents 54.55%. This means that the majority of the teachers let their students discuss an advertisement because the advertisement is brief and contains few words which carry idiomatic and metaphorical meaning through which students can increase and improve their thinking, assimilation, and understanding. It also helps them how to summarize in a very concise and precise way and how to understand the meaning of the abstract and concrete context. While (4) teachers said 'to some extent' which represents 36.36%. Because they use this technique from time for the reason that they always find it at the beginning of each unit in the textbook which means that they never like to use this technique because they believe that its complicated and very difficult in order to be easily understood as well as it has no great value and nothing to do with exams.

Here we have a negative response because (1) the teacher said 'No' which represents 9.09%. This means that such teachers don't prefer to use this technique at all because it's very complicated and waste time and has nothing to do with exams.

Table (8) question (8)

Q /Options	Yes	No	To some extent	Total
Frequency	4	3	4	11
Percentage	36.36%	27.28%	36.36%	100%

Considering the above table (8) the result reflects that (4) teachers said 'yes' which represents 36.36%. This means that those teachers make their students sing a song which they prefer and memorize for enjoying them. Therefore, singing a song is the effective pedagogical tool because it is multimodal, communicative, and also spotlights on the sounds of language, vocabulary and help students to memorize new words, phrases, and structure. Then all these advantages help students to communicate well. While (4) teachers said 'to some extent' which

represents 36.36%. This means that they like to use this technique from time to time not always because it's not included throughout the syllabus or the textbook that students study. (3) Teachers said 'No' which represents 27.28% because those teachers believe that using this technique is considered a wasting of time and against the Saudi cultural background.

Table (9) question (9)

Q /Options	Yes	No	To some extent	Total
Frequency	7	1	3	11
Percentage	63.64%	9.09%	27.27%	100%

The result of the above table (9) reflects that (7) teachers said 'yes' which represents 63.64%. This means that the majority of the teachers make their students read maps, time tables and lists to develop their reading skills which need to be developed to promote students' confidence and fluency. Moreover, reading maps, time tables, and lists learn the students how to guess, describe and interpret the map, learn them how to list things, teach them how to organize their time and how to table it. So, by acquiring all these techniques students will be ready to foster their reading and comprehension skills. While (3) teachers said 'to some extent' which represents 27.27%. Because, they believe that reading in this way may take much time which may delay and spend much time on real everything in addition to that developing reading skills is the role that is divided between teachers and students, however, students should develop reading skills through guidance and advice of teachers' instructions. While (1) teachers said 'No' which represents 9.09%. This means that developing reading skills depend mainly on students themselves and then the teacher corrects their error after they finish it.

Table (10) question (10)

Q /Options	Yes	No	To some extent	Total
Frequency	8	0	3	11
Percentage	72.5%	0	27.5%	100%

Concerning the above table (10) the result shows that (8) teachers said 'yes' which represents that 72.5%. This demonstrates that most of the teachers prefer to present a topic, conversation, discussion, and debate to their students, because, using these techniques help students to improve speaking and communicative skills as well as exchanging ideas, concepts, thoughts, suggestions, and points of view. Moreover, it motivates students to provoke their interests and directs them to a more active contribution. It also increases students' competence and performance. While (3) teachers said' to some extent' which represents 27.5%. Because, they don't always prefer to use this technique, but from time to time, because they suggest that

it should be applied and used during the free or leisure time or at the time of the break. While (0) the teacher said 'No' which represents 0%.So, it's an irrelevant response because using these techniques have great value and significance not only for academic purposes but also for the social one.

Table (11) question (11)

Q /Options	Yes	No	To some extent	Total
Frequency	2	4	5	11
Percentage	18.19%	36.36%	45.45%	100%

Indicating the above table (11) the results clarifies that (5) teachers said 'to some extent' which represents 45.45%. This means that most of the teachers make and encourage their students to read newspaper and then report it from time to time not always, because, they suggest that this technique can be done every month not every lesson and week for the reason that newspaper cost much money in order to be bought, so, university's students have limited budget also reading it inside the classroom takes much time and efforts. While (4) teachers said 'No' which represents 36.36%. This means that using this technique is considered as wasting of time, because, we have been given a limited time in order to teach the lesson, so, it should be read in leisure and free time at home. While (2) teachers said 'yes' which represents 18.19%. Because those teachers believe that using this technique develops the reading and comprehension skills and also teaches the students how to make a report and how to summarize.

Table (12) question (12)

Q /Options	Yes	No	To some extent	Total
Frequency	5	2	4	11
Percentage	45.45%	18.19%	36.36%	100%

With reference to the above table (12), the result reflects that (5) teachers said 'yes' which represents 45.45%. This indicates that half number of the teachers prefer to make language games to their students which enjoy and make them lean, understand, and like the language. Moreover, it raises students' motivation and interest. While (4) teachers said 'to some extent' which represents 36.36%. This means that they use this technique from time to time because they make a language that is available and depends mainly on the book. After all, other language games may require instruments and equipment which are not always available at university. While (2) teachers said 'No' which represents 18.18%. Because those teachers prefer to use the principles of the Traditional School of Teaching which teach restricted

pedagogical techniques that are enclosed in teaching the syllabus as it's in which language game is not included and has nothing to do with exam.

Table (13) question (13)

Q /Options	Yes	No	To some extent	Total
Frequency	6	2	3	11
Percentage	54.55%	18.18%	27.27%	100%

Considering the above table (13) the result presents that (6) teachers said 'yes' which represents 54.55%. This means that the greater number of the teachers agree to make their students fill in a form of an application, because, this technique gives the students a chance to know how to fill in an application form and how to give the kind of specific information that required from you. It also improves reading, writing, and comprehensive skills. While (3) teachers said 'to some extent' which represents 27.27%. Because those teachers suggest that the main aim of filling in a form of an application is to develop reading, writing, and comprehension skills. So, the form of an application is available and included in the textbook which the students study, but sometimes teachers try to design it alone. Then, there are other techniques for developing reading, writing and comprehensive skills such as reading comprehension and writing composition. While (2) teachers said 'No' which represents 18.18%. This means that they never like to use these techniques but their response was irrelevant because this technique has great value and always has to do with the exam for filling instructions which must be followed in the exam.

Table (14) question (14)

Q /Options	Yes	No	To some extent	Total
Frequency	9	1	1	11
Percentage	81.81%	9.09%	9.09%	100%

According to the above table (14), the result illustrates that (9) teachers said 'yes' which represents 81.18%. This means that most of the teachers prefer to let their students communicate with each other freely, however, this technique is highly recommended by experts in English language teaching in the sense that it leads to building up students' confidence and increases their fluency in using English. Therefore, to get in touch in English encompasses not only producing correct language, but also benefiting language for certain objectives such as how to give advice, how to make forecasts and suggestions, how to portray people and places, so all these functions label as communicative functions of the language. This technique also develops and improves listening and speaking skills. While (1) teachers

said 'to some extent' which represents 9.09%. This means that using this technique must happen from time to time not always teachers let their student communicate with each other because the communication process is accompanied between teachers and students, so, the role of the teacher is to speak first then prepare and guide students to speak with each other for better communication. While we have (1) teachers said 'No' which represents 9.09%. Because they believe that when the teacher let students communicate with each other they may chatter and chat their social affairs which far those from academic purposes that they want to achieve and to gain, so, the role of the teacher is to control them and then lend them to communicate with each other freely.

Table (15) question (15)

Q /Options	Yes	No	To some extent	Total
Frequency	8	1	1	11
Percentage	81.82%	9.09%	9.09%	100%

The positive response of the above table (15) shows that (8) teachers said 'yes' which represents 81.82%. This illustrates that most of the teachers work hard to solve students' problems to prepare them for better understanding which will automatically reflect on the students' achievement. So, in this case students are physically, mentally and spiritually present compared to those who have problems which are not solved. While (1) teachers said 'to some extent' which represents 9.09%. Because those teachers like to solve problems from time to time or they try to solve the most complicated one. While (1) teacher said 'No' which represents 9.09%. Because he believes that solving students' problem is not his/her concern and duty because it needs sociologists, but he/she is responsible to solve the academic one.

Table (16) question (16)

Q /Options	Yes	No	To some extent	Total
Frequency	6	3	2	11
Percentage	54.54%	27.28%	18.18%	100%

Due to the above table (16) the result shows that (6) teachers said 'yes' which represents 54.54%. This means that the majority of the teachers agree to give their students instructions for operating something such as a tape recorder, because this technique teaches students to know what was required from them to do and to follow. Moreover, it reflects naturalistic language acquisition. It also improves and develops listening and comprehensive skills. While (3) teachers said 'to some extent' which represents 27.28%. Because they say that this technique is not found and practiced in the period of every lesson but some times. While (2)

teachers said 'No' which represents 18.18%. Those teachers never use this technique in developing all the skills like reading, writing, and teaching grammar and vocabulary, but it's only applicable for improving listening skills.

Results and Discussion

This study attempted to look into the effectiveness of the communicative approach and its techniques and activities in teaching EFL inside the classroom in the Saudi setting. Also, it was provided by prior studies that highlighted the implementation of various techniques of the communicative approach in different contexts. This section comprises the conclusion and the results which were found throughout the investigation that took place and it also presents the recommendations and suggestions for further studies.

As per the above results' discussion and data analysis of this study, the questionnaire's results showed that EFL university teachers could implement the techniques of the communicative approach efficiently during their normal classes when they teach English to their students at the university level in the Saudi context, because CLT generates a significative and genuine communication, at all levels. Furthermore, it has more stress on abilities than structures, classes are more student-centered, and the utility of authenticated resources which has a valuable influence on the interaction of EFL university students with the techniques of CLT as a student-centered approach is thought to be capable to support the teachers to improve their comprehension to interact more with the students by applying the techniques of CLT.

The study's findings found out that CLT is the most suitable, effective, and appropriate teaching method used for the teaching of EFL at the university level for the reason that it helps EFL university teachers to overcome all the difficulties and implement CLT techniques effectively. On the other side, it encourages and motivates the students to learn, understand, and then like the language. Moreover, it improves and develops students' communicative skills and abilities through which they can express themselves freely and prepare them for better communication in the future.

This study inferred that the communicative approach is the most efficacious method for teaching EFL at the university level in the Saudi context because it's very rich and full of diverse techniques and activities which smooth the progress of the teaching and learning procedure of the English language and improve all its four skills, thus, foreign English can be taught through an interactive and communicative mode. Moreover, the questionnaire's results pointed out that if CLT boosted with appropriate conditions, EFL university teachers would have easily implemented its techniques effectively in the class when they educate English as a

foreign language to their students. CLT also increases learners' communicative skills and abilities. Also, the utilization of the communicative approach has been exposed to raise motivation for the learning process. The responded teachers exposed their readiness to integrate communicative performances in classes. They own an expert awareness of the usage of the CLT approach. On the other hand, teachers were very enthusiastic to implement the techniques of the communicative approach in the class as they appeared very positive to overcome all the problems connected with the application of the CLT approach in the Saudi context.

Recommendations

The results of the research reflect that most of the EFL university teachers could able to implement the techniques and activities of the communicative approach effectively in their classes, because, they have long years of experience in TEFL, they have high studies in post-graduate studies (MA and Phd). The researcher recommends that more emphasis should be paid to the communicative approach used to teach interactive and communicative language and builds language communicative competence through use. Also, visual aids should be used besides the different techniques of methods and approaches, because both they simplify the educational process and make it simpler and faster. Besides, teachers should raise students' motivation across teaching language suitable to a scope of pertinent themes and situations (e.g. hobbies, shopping, sports ….etc).

Suggestions for Further Studies

The researcher suggests that there is a demand and need to do more studies to investigate thoroughly the possibility of using visual aids besides the different techniques of the communicative approach and their effect on teaching the English language in addition to that, it's important to make a study investigating the effect of providing teachers with adequate training in using different techniques and activities and its influence on their performance.

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An Error Analysis of L2 Writing of O-Level Students in Pakistan

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Abstract

The current study is aimed to find the English language errors committed by the O level students at Multan district. An English language proficiency test was administered to the O level students of Bloomfield Hall School System, Garrison Academy Multan, Jinnah Highs School and Lahore Grammar School. All these private schools are registered with Cambridge Board UK. After the collection of data, a multi-stage model was applied to trace errors in their writing. The researcher collected 150 tests from 5 O level schools and out of 150 tests 30 tests were selected for in-depth analysis through random sampling that was every even number. The researcher found almost all types of errors which amounted to 1370 from the sample of study i.e. 30 tests. The frequency of errors of verbs was found maximum followed by the errors of spellings, incomplete sentences, capitalization and many others. The O level students made errors due to L1 interference, literal translation, inappropriate teaching methodology and wrong treatment to errors. The study has implications for the language teachers, course designers, policymakers and test administration. The study suggested that the proper treatment of errors after their recognition help enhance the potential of O level students.

Keywords: *Error Analysis, L2, O-level , Writing Skills, Mistakes*

Introduction

English language has become unavoidable for its being a universal lingua fanca. This has become more acute due to to the modern technology that has brought people of different cultures and countries closer to one another with mostly used language of English (Alzeebaree & Yavuz, 2017, as cited in Alzeebaree & Hasan, 2020). Though the O level students study English as a subject since their Montessori yet they make mistakes in their written English. Mostly, the English medium schools in Multan focus speaking skills and it is observed that the writing skill does not get due importance required for the O level. The current study may help reduce the rate of errors committed by O-level learners. The teachers of English may benefit generally and the teachers of O-Level can specially equip them from the study. They can revise their teaching techniques from this study. Furthermore, error analysis of L2 is very useful for the evaluators, policymakers, course designers, teachers, researchers and students and the stakeholders of this study. Finally, the study may raise the written competence of O-level students. Writing is a complex and complicated skill to be learned and mastered because this skill requires both cognitive and mental abilities.

All learners make mistakes at different levels in learning English as a second or foreign language. The O level students also commit errors during learning writing skill in English. The errors committed and perpetrated by the learners of English hinge their progress in all the four skills of language. The types and nature of errors made by the L1 and L2 learners are different. Moreover, L2 learners of English language commit different types and of errors at different levels of learning English. The experts of testing and evaluation, linguists and language scholars in Pakistan have tried to work out the reasons, types, nature and causes of errors in Pakistan in public sector education systems (Hussain et. al 2013). The ESL learners in Pakistan study in both Urdu and English medium. The learners of Urdu medium study all subjects in Urdu except English. But the students and learners of English medium in Pakistan study all subjects in English except Urdu. However, the learners of both categories make mistakes in the use of English. Furthermore, ESL learners also commit mistakes due to difference in L1 and L2 writing. The teachers especially in the Pakistani context are considered less trained to address and handle the errors of L2 writing. That is why the errors are usually common in the L2 O level students.

O level (General Certificate of Education) is a subject-based academic qualification introduced in 1951 as an addition to Matriculation in Pakistan. Students from around 200 countries appear in O level examination every year. This system of education acts a pathway to the new and in-depth studies and the students who qualify O level in average grades are considered for better in comparison of matriculation examination system due to its unique curriculum and advanced teaching methodologies. It not only enhances the students' creative ability but also boosts up the worldwide exposure and confidence. Due to worldwide acceptance of this certificate, the students are keen to admit in this system of education to secure their professional career. Therefore, the rapid enrolled number of students is the result of its significance in the region of Pakistan. Pakistan is one of those countries which appreciated well this system as the known institutions in the major cities are the centres of Cambridge Board of Examination System. To become the Cambridge Exams centre is a continuous process and the institutions which follow the entire English medium set up can apply as its centre. Though the importance and solid foundation of this type educational system have vital importance in Pakistan, however, the number of students who appear in English as a second language are unable to score well due to certain grammatical errors made by them.

Statement of the Problem

All ESL learners make mistakes and error during learning writing skills. The O level students have also been observed with different types of errors in their English writing. The current study aims to find the types of English language errors committed by the O level students in district Multan.

Literature Review

Second language acquisition has many angles to be researched through a linguistic inquiry. Boar (1889) was the first linguist who traced the patterns of sounds among L2 learners. The studies related to L1 interferences (Fries & Pike, 1949; Weinreich, 1953) were some early researches conducted in the field of L2 learning. Lado (1957) did research on Contrastive Analysis popularly known as CA. Contrastive Analysis remained in vogue in the field of L2 learning till 1970s. Within a Behaviorist framework, Lado's Contrastive Analysis Hypothesis (CAH) was both a theory and a method, was highly influential in the 60s and early 70s leading to the development of language teaching and research. It was Corder (1967) who established the field of error analysis while working on different styles and strategies of L1 and L2 learning. Corder's research on error analysis gained much importance and significance in 1960s and 1970s. However, many other linguists also worked on different aspects of L2 learning namely Streven (1969) treated errors in the process of L2 learning as potential problems for the learners. He suggested that these problems should be dealt with and overcome for the better and smooth process of L2 learning. Nemser (1971) preferred an empirical treatment to different types of errors made by L1 and L2 learners in their language.

It was Corder (1967) who gave the technical terms of error analysis such as L1 interference, inter-language, idiosyncratic dialects, lapses, mistakes and errors. Richards, & Sampson, (1972) worked on the dimensions of first and second language acquisition. Dullay and Burt (1972) gave a historical account of contrastive analysis. George (1971) found L1 transference as one of the major causes in the errors of L2 learners. The same findings were endorsed by Lance (1969). Richards (1970) came ahead with another cause of error in L2 learners i.e. interlanguage. Richards enlarged Corder's theory, adding to interlanguage/interference errors a new category that can be identified in the learning activity of a foreign language, that is, intralingual and developmental errors belonging to the acquisition process. Chen (2006) investigated that consistent occurring of linguistic errors in the use of English articles.

The study ponders done by Eun-Pyo (2002) on the Korean ESL learners regarding their written work ability found lack of motivation behind the increasing rate of errors among the L2 learners. Yang and Huang (2004) studied the specific difficulties of Chinese learners in acquiring English as a second language. An automatic method for the classification and interpretation of errors was evolved to justify the fact that "human error classification is a difficult and time-consuming task (Popović, 2011; Reyes, De Vera, & Medriano, 2018; Chowdhury, 2020). Pakistani students are bilinguals and the study in both, Urdu and English medium of study. English is taught additionally in Urdu medium school while other subjects are taught are the native language but all subjects are taught in English medium schools, therefore, the students of both institutions make mistakes in the use of English, mostly in written language in different kinds of classroom activities (Hussain et al., 2013; Medriano Jr & Bautista, 2020).

Sultan (2015) obtained 88 students as a sample in her study, she analyzed the corpus for discovering syntactic errors, to determine their frequency, types and reasons. Verb phrase, run-on sentences, semantically and syntactically wrong clauses were identified as flawed errors of L2 language learners, these errors were made due to the accurate transfer from parental language and the flawed language used.

Rizwan (2017) focused particularly on a few text and talks, linguistic features, such as the unity of a paragraph, coherence, lexical choices and grammatical precision. The results of the work revealed that intersentential and intra- sentential coherence and exactness appeared to be more difficult in their writing skill to the learners than those of cohesion and lexical diversity as the rate of error frequency was found to be greater in coherence and grammatical accuracy. Entirely, the presentation of the learners discovered that they stumbled upon all the features under investigation Vassilova (1998) has identified many kinds of mistakes in the writings of L2 learners such as an expected set of these mistakes. The inquiry shows that repeated types of errors the students made were: no beginning of a sentence, an incorrect use of tenses , an incorrect use of articles , which are secret into the sort of grammar errors.

Amiri (2017) has examined the different types of written errors performed by 16 International higher-level students' enterprise a thorough English course at a public institute in Malaysia. It was necessary for International postgraduate students who got less than IELTS Band 6 to assume an Intensive English Course (IEC) offered by the University, previous to entering their respective faculties' academic programs. Imaniar (2018) has concluded his work on the result of the investigation and the conversation provided in his work, he has concluded

that the most repeated errors occurred in students are omission errors. The parts of language having omission errors are considered as an important point to pay attention.

Writing skill is extraordinarily composite, complex and relatively considered a tough one contrasted with other skills i.e. reading, writing and speaking. It needs more focus, extra effort, attention and practice for consummation in writing. L1 writing is quite different from L2 writing. The ESL learners in L1 writing perform with quite ease with the least possibilities and probabilities of mistakes and errors however the nature of L2 writing is quite different. The ESL learners are not as much enthusiastic as L1 writers. During the process of writing, the ESL learners face many challenges and problems. L2 writing is considered to have control over certain mechanical skills along with grammatical principles of the target language. There are many differences between L1 and L2 writing which may range from the mechanics of writing skill to certain social linguistic factors of L2 writing (Hussain, et al., 2013).

There are many theories and practices put forward by the researchers and linguists. It is said that L2 writers have the following five types of aspects while composing something in L2 writing. These are as follows: first, knowledge of context tells about concepts and ideas. Second, knowledge of system describes the rules of lexis, syntax or other acceptable concordance. Third, knowledge of the process tells how to carry out L2 writing tasks. Fourth, knowledge of genre describes the purpose of communication in a particular context. Lastly, knowledge of context tells the L2 writers about culture, expectations and other sociological preferences.

Research Design

The current study is quantitative in design. The researcher conducted this study at O level in Multan. An English language proficiency test was administered to the O level students of private schools registered with Cambridge Board UK. The researcher collected 150 tests from 5 O level schools and out of these 150 tests 30 tests were selected for in-depth analysis through random sampling of even number.

The population of the Study

The target population of the study comprised the O level students in Multan district studying in different English medium schools. The ratio of boys and girls at O level in private schools of district Multan was almost equal and mostly they studied in co-education. The students had previously got formal English education round about 9 to 10 years in the renowned English medium schools of Multan. All the learners had almost equal exposure to English as a

second language in their schools respectively. Following schools of Multan region are included in the study:

Table 1: Population of the Study

Sr. No	School	No of Participants
1	Bloomfield Hall School System	30
2	Beacon House School system	30
3	Lahore Grammar School System	30
4	Garrison Academy Multan	30
5	Jinnah High School system	30

Data Collection Tool: Test

The data was collected from the O-level students through an English language proficiency test. A test is considered one of the reliable and viable tools to collect data from the research participants. Heaten (1979) give the significance of a good test in the following:

A good classroom test will also help to locate the precise areas of difficulties encountered by the class or by the individual students. Just as it is necessary for the doctor first to diagnose his patient's illness, so it is equally necessary for the teacher to diagnose his students' weakness and difficulties unless the teachers can identify and analyze the errors a student makes in handling the target language. (p.321)

The researcher assigned the following topic to the O level students for creative writing:

Describe a Cricket match between India and Pakistan.

Test Administration

Since the researcher could not access and approach all the participants of the study, round about 300 research participants were contacted. Out of 200 research participants, 150 research participants were agreed to write a test on the given topic. The researcher went to the participants of research to collect data after getting formal consent from the Principal of each school. The research participants were contacted during English classes through the help of their English teachers respectively. They took their tests voluntarily and all students who participated in the test submitted their answer sheets to the researcher. The researcher

conducted the test in a congenial atmosphere and almost every student of O-level was given equal time of 40 minutes time period for about 350 to 500 words.

Validity and Reliability of the Test

The test administered to the students of O level in district Multan was adopted from the previous year papers especially designed by the Cambridge International Examination Board. Therefore, the test administered to the students of O level had face validity and construct validity. Furthermore, the researcher did a pilot study to check the reliability of the test.

Sample of the Study

After collecting data from the students of O level, the next important step was the sampling of the data. The researcher used random sampling for the said purpose because it gives an equal opportunity to every research participant to be selected for the analysis. The researcher selected 30 tests after random sampling for in-depth analysis. The following table gives the detail of the sampling of data.

Table 2 : Sample of the Study

Sr. No	School	No of Students
1	Bloomfield Hall School System	30
2	Beacon House School system	30
3	Lahore Grammar School System	30
4	Garrison Academy Multan	30
5	Jinnah High School system	30
Total		150

Data Analysis

Data analysis is the most important stage in any type of research, especially in quantitative research. It is through this that the researcher found out the truth and mentioned facts about the phenomenon under consideration. The researcher of this study analyzed the data after undergoing a process of rigorous quantification. The researcher selected 30 analyses. The sample of data went through the five-stage process of analysis. The errors according to the research design mentioned in the first chapter were labelled, counted and finally, their frequency among the whole sample of analysis was established through statistical measurement. Error rate and ratio were also mentioned with the help of error category table

and graphs. The data has been analyzed in a general table, 'Error Category Table' that encompassed the whole study under analysis. All the 30 tests under analysis were given fictitious numbers from 101 to 130. The tests were analyzed individually with the help of error category tables and graphs. The researcher found 685 errors in the 30 analyses with an average error rate of 13.6%. The errors of the verb were on the top having a frequency of 167 errors, with an error rate of 3.18. The errors found in this analysis have been explained and discussed in the final chapter 'Findings and Suggestions and Recommendations'. The researcher after collecting and tabulating the data analyzed it in terms of percentage. The researcher analysed the data after going through many stages. Following are the stages used by the researcher:

Table3 : Overall Analysis

Sr. No.	Error Category	Analysis No. 101 No. of Errors	Analysis No. 102 No. of Errors	Analysis No. 103 No. of Errors	Analysis No. 104 No. of Erro2rs	Analysis No. 105 No. of Errors	Analysis No. 106 No. of Errors	Analysis No. 107 No. of Errors	Analysis No. 108 No. of Errors	Analysis No. 109 No. of Errors	Analysis No. 110 No. of Errors	Analysis No. 111 No. of Errors	Analysis No. 112 No. of Errors	Analysis No. 113 No. of Errors	Analysis No. 114 No. of Errors	Analysis No. 115 No. of Errors
1	Punctuation	10	10	4	10	4	4	6	12	-	8	12	10	8	10	6
2	Capitalization	24	-	2	12	18	2	-	2	-	4	8	-	6	4	-
3	Spelling	8	6	6	2	38	8	4	-	-	10	8	-	10	2	14
4	Verb	8	4	2	30	18	4	12	6	10	12	52	8	12	14	4

#	Category															
5	Word Choice	2	10	2	10	6	2	-	4		2	8	2	-	-	4
6	Preposition	2	6	4	-	-	-	2	4	4	2	10	2	-	4	4
7	Subject. Omission	-	-	-	2	-	-	-	-	-	-	-	2	-	-	-
8	Nouns	-	-	-	6	-	-	-	2	-	-	-	6	2	-	-
9	Pronouns	-	4	4	2	-	-	2	-	2	2	2	-	2	-	-
10	Conjunction	-	-	-	-	-	-	-	-	2	-	2	2	-	2	-
11	Syntax	4	4	14	18	14	8	4	2	-	12	2	-	6	4	8
12	Adjective	-	-	-	-	-	-	2	2	-	-	4	-	-	-	-
13	Adverb	-	2	6	2	-	4	-	4	-	4	-	4	-	-	8
14	Article	2	-	6	-	2		2	2	4	4	4	2	-	2	16
15	Passive Case	-	-	-	-	4	2	-	-	-	-	-	-	-	-	-
16	Redundancy	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-
17	Translation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	Lapse	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-

Sr. No.																
19	Negation	-	-	-	2	4	4	-	-	-	-	-	-	-	-	-
	Total Errors	60	46	50	96	110	38	36	40	22	60	112	38	46	42	64

Sr. No.	Error Category	Analysis No. 116 No. of Errors	Analysis No. 117 No. of Errors	Analysis No. 118 No. of Errors	Analysis No. 119 No. of Errors	Analysis No. 120 No. of Errors	Analysis No. 121 No. of Errors	Analysis No. 122 No. of Errors	Analysis No. 123 No. of Errors	Analysis No. 124 No. of Errors	Analysis No. 125 No. of Errors	Analysis No. 126 No. of Errors	Analysis No. 127 No. of Errors	Analysis No. 128 No. of Errors	Analysis No. 129 No. of Errors	Analysis No. 130 No. of Errors
1	Punctuation	2	-	2	2	-	-	-	2	-	-	-	8	2	6	6
2	Capitalization	-	4	4	8	-	6	4	-	-	10	-	8	4	6	6
3	Spelling	-	6	8	4	-	2	2	-	4	2	-	10	4	12	2
4	Verb	4	14	8	6	2	8	18	14	16	8	2	6	12	12	8
5	Word Choice	-	2	-	2	-	10	2	-	-	-	2	2	-	-	8
6	Preposition	-	6	2	2	-	4	2	-	-	-	6	4	-	-	4
7	Subject.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

#	Category															
	Omission															
8	Nouns	-	6	-	2	-	10	-	-	-	2	4	2	-	4	8
9	Pronouns	-	-	-	4	-	-	4	-	-	-	-	4	-	-	-
10	Conjunction	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-
11	Syntax	2	-	10	8	-	-	-	2	6	-	-	8	6	6	-
12	Adjective	-	-	-	-	-	-	2	-	-	2	-	2	-	-	-
13	Adverb	-	-	-	6	-	-	-	-	2	-	-	4	-	2	-
14	Article	-	-	-	-	2	4	-	-	6	-	2	6	-	4	4
15	Passive Case	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-
16	Redundancy	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	Translation	-	2	2	-	-	-	2	-	2	-	-	-	-	-	-
18	Lapse	-	-	-	2	-	2	-	-	-	-	-	-	4	-	-
19	Negation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Errors	**10**	**40**	**36**	**46**	**4**	**46**	**36**	**18**	**36**	**24**	**16**	**66**	**32**	**54**	**46**

The researchers found the following categories of errors in the Analysis No. 101: punctuation, capitalization, spellings, verbs, word choice, preposition syntax and article. The learner committed maximum errors of capitalization and minimum errors of the article. The

Analysis No. 102 had errors of punctuation, capitalization, spellings, verbs, word choice preposition. pronoun, syntax and adverbs respectively. The participant of study made maximum errors of punctuation and word choice and minimum errors of adverbs. The researcher traced out following errors in Analysis 103: Syntax, spellings, adverb, article, punctuation, preposition, pronouns, capitalization, verb and word choice. The Analysis 104 had the following errors, verb, syntax, capitalization, punctuation, word choice, nouns, spellings, pronouns and adverb. There were maximum errors of verb and minimum of adverb. The Analysis 105 had errors of spellings, capitalization, verb, syntax, word choice, punctuation, passive case, article, lapse and Negation. There were maximum errors of spellings and minimum is negation. The Analysis 106 had errors of spellings, syntax, punctuation, verb, adverb, capitalization, word choice, passive case and negation. .. The Analysis 107 had the following errors: Verb, Punctuation, Syntax, Spellings, Preposition, Pronouns, Adjective, Article and Redundancy.

The researcher Analysis 108 had the following errors: Punctuation, verb, words choice, preposition, adverb, capitalization, nouns and article. There were maximum errors of punctuation and minimum were article. The errors of punctuation were followed by verb, words choice, preposition, adverb, capitalization, nouns and article. Analysis 109 had the following categories of errors: verb, preposition, pronouns, conjunction and article. Analysis 110 showed the following errors: verb, syntax, punctuation, spelling, capitalization, adverb, article, pronouns and word choice. There were maximum errors of verb and syntax and a minimum of the article. . The Analysis 111 had the following errors: verb, punctuation, spelling, capitalization, adverb, article, pronouns and word choice. The participants of the study made maximum errors of verb and syntax and minimum were article. The analysis 112 was found with the following categories of errors: punctuation, verb, syntax, spelling, capitalization, adverb, article, pronouns and word choice and passive case. There were maximum errors of punctuation and minimum of passive case. The researcher traced out following errors in Analysis 113: verb, spelling, punctuation, capitalization syntax, pronouns and nouns. The Analysis 114 was traced with the following categories of errors: , verb, ,punctuation, capitalization syntax, preposition, spellings ,conjunction and article.

The Analysis 115 was found with the following categories of errors: spellings, conjunction, adjective, adverb, verb, word choice and preposition. There were maximum errors of spellings and minimum were preposition. The Analysis 116 had the following errors: verb, conjunction, punctuation and article. The participants of study made maximum errors of verb and minimum were article. The Analysis 117 was traced with the following errors: verb, nouns,

preposition, spellings, capitalization, word choice and translation. The Analysis 118 had the following types of errors: syntax, verb, spellings, capitalization, punctuation, preposition and translation. There were maximum errors of Syntax and minimum of translation. The errors of syntax were followed by verb, spellings, capitalization, punctuation, preposition and translation. The researcher traced out following errors in Analysis 119: syntax, verb, spellings, capitalization, punctuation, preposition and lapse. The participants of study made maximum errors of Syntax and minimum were lapse. The errors of syntax were followed by verb, spellings, capitalization, punctuation, preposition and lapse. The analysis of 120 had the following errors: ,verb, and article. The participants of study made maximum errors of verb and minimum of article. The errors of verb were followed by article. The researcher found the following errors in Analysis 121: verb, spellings, capitalization, punctuation, preposition and lapse. There were maximum errors of Syntax and minimum of lapse.

The researcher traced out following errors in Analysis 122: verb, spellings, pronouns, capitalization, punctuation, preposition and translation. There were maximum errors of verb and minimum of translation. The analysis 123 had the following categories of errors: verb, syntax and punctuation. There were maximum errors of verb and minimum of syntax and punctuation. The errors of the verb were followed by verb, syntax and punctuation. The researcher got the following errors in Analysis 124: verb, spellings, syntax, article, adverb and translation. There were maximum errors of verb and minimum of translation. The researcher found following errors in Analysis 125: capitalization, verb, spellings, nouns and article. There were maximum errors of capitalization and minimum of the article. The errors of capitalization were followed by verb, spellings, noun and article. The researcher had the following errors in Analysis 126: preposition, noun, article, verb and word choice. Analysis 127 had the following types of error categories: spellings, punctuation, capitalization, syntax, verb, article, adverb, preposition, pronouns, words choice, nouns, conjunction, and adjective. There were maximum errors of spellings and minimum of the adjective. The researcher traced out following errors in Analysis 128: verb, syntax, spellings, capitalization, punctuation and lapse. The participants of the study made maximum errors of verb and minimum were Lapse. The errors of the verb were followed by syntax, spellings, capitalization, punctuation and lapse. The Analysis 129 was traced with the following errors: verb, spellings, capitalization, punctuation, syntax, nouns, article, adverb and passive case. Analysis 130 had the following categories of errors: verb, word choice, nouns, capitalization, punctuation, syntax, nouns article, adverb and passive case. There were maximum errors of verb and minimum of Passive case. The errors of the verb were

followed by spellings, capitalization, punctuation, syntax, nouns article, adverb and passive case.

Findings

The researcher found many errors due to mother tongue interference along with overgeneralization and faulty teaching methods. Further, there were errors caused by inadequate application of rules of English as the target language. Following are the reasons.

Interference

As mentioned above, many errors were due to mother tongue interference. Following are the examples:

- The players of were agree. (117) similarly, another example of L1 interference was:
- The audience are come to stadium. (119)

Errors of Literal Translation

Many categories of errors were caused due to literal translation. The researcher found many examples of errors caused by literal translation and some of them are given below:

i   The players ashamed us (126)

ii   We saw on television. (122)

iii   The great happiness drowned. (118)

iv   I must necessary say (113)

Overgeneralization

The researcher traced many errors caused by overgeneralization for example (1) blacked (124) (2) These people say (122), the wicket failed (111). The researcher also found a few errors of redundancy too i.e. repeat again (116).

Incomplete Application of Rules

The researcher found many errors caused by the incomplete application of rules as the ESL learners knew only principles and parameter of target language partially. The researcher found almost half of the errors caused by the incomplete application of rules. Following are the examples.

- Why (did) we (come) came in stadium?

The ESL learner did know the rules to make question from the statement.

- India (was) to (won) the match (125)

In the above-stated example. The ESL learner could not have the required knowledge to have bring concordance between verbs. Furthermore, the ESL learners did not rule of to-infinitive that mostly required the first form of verb. The above mentioned examples revealed that ESL learners just a simple statement SPCA and nothing more than it.

Ignorance of Rules Restriction

Another cause behind the ESL learner was the ignorance of rules restriction or technically speaking parameters of language. The ESL learners used inappropriate collocation for instance at on place the ESL learner used the collocation can 'fatal understanding' (101). Usually, the collocation goes such as 'fatal disease or fatal attach' and not used as fatal misunderstanding'.

Miscellaneous Causes

Apart from the causes of errors categories mentioned before, there were some other causes too. The faulty teaching method was also another cause of these errors. And in exams the negative attitude of ESL learners towards errors and the ESL learners who try to write themselves get low grades and the ESL learners do rote' learning and cramming. Consequently, their errors are fossilized.

Suggestions

In Pakistani, L2 writing skill is ignored one along with other language skills. The ESL learners are least exposed to the native standard written texts in order to improve their efficiency and competence in L2 writing. Along with other causes behind the ESL learners' errors, there are errors due to both ignorance of principles of language and incomplete application of rules. Consequently, there appeared many errors. The ESL teachers do not exploit modern teaching strategies and methods of L2 writing. Mostly, the ESL teachers used out-date and content-based writing. Following are the suggestions:

Examination System

The significance of testing cannot be ignored in L2 writing though this ESL testing is complete one. In usual testing, the ESL learners are not trained enough to apply the latest ESL testing rather they are used summative testing for O level learners. Sometimes, the teachers use

dictation as a method to improve ESL writing and by doing so they control both skills and thought of O -level learning. In Pakistani context at O level, only a few ESL learners provide an opportunity for free writing.

Need for trained Teachers

In teaching L2 writing, there is a dire need not skilled and trained teachers. But mostly the ESL teachers in Pakistani context at O level are not trained enough to hard teaching L2 writing. They usually teach L2 writing in out of context situation and do not provide feedback to the ESL learners. The ESL O-level learners are not motivated and encouraged in real life like contexts and situations.

Need for Futuristic Research

In our context, we do not have proper futuristic research. The ESL learners are among and detached from the current researches and emerging trends in L2 writing enough to tackle issues in L2 writing at O level. As Pakistani English teachers and learners do not read and apply modern researches and sometimes, the school administration also fear the application of latest L2 writing techniques.

Need for New Policies

Other reasons behind the errors made by the ESL learner were the policies of the institution. As the policymakers and administration feared that the current and new teaching techniques may disturb their well -established teaching practices. That is why the problems of L2 writing are usually fossilized as they were not diagnosed on time. Teaching principles of grammar is isolation may not help the ESL learners to become good L2 writers.

Recommendation for ESL Teachers and Learner

Following are some practical and practicable suggestions for the ESL learners and teachers to improve their L2 writing potential. These are as follows:

- Firstly, grammatical competence is the foundation for better L2 writing ability. Therefore, understanding the ESL learners' problems and teaching them grammar may minimize the ESL learners' rate of committing mistakes.
- Secondly, as revealed by the finding many O level learners make mistakes due to literal translation. The ESL teachers should explicitly mention the types of errors caused due

to literal translation and should teach their students the difference between two constructions (I am agree) and (I agree)

- Further, many errors were due to L1 interference and the errors made by the ESL learners due to L1 interference may be minimized through on time and corrective feedback by the teachers.

- Needs analysis for the ESL teachers should be conducted in order to know the need for training teachers and workshops. On monthly basis, the ESL teachers should be trained to teach L2 writing.

- The patience to errors should be developed with a continuous writing practice and L2 writing should be developed as a process than a product. Consequently, the rate of errors among the ESL learners at O level may be minimized.

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Impact of Digital Games on Incidental Vocabulary Acquisition of Pakistani High School Students

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Abstract

Extramural English (EE) activities that involve learner-initiated activities in a non-instructional setting outside the classroom with or without an intension to learn the language such as playing digital games (Sundqvist, 2009) have been found to have a positive impact on vocabulary size and English language proficiency test scores of the learners (Sundqvist & Sylvén, 2012). The study maps out the gaming habits, experiences, and perceptions of Pakistani high school students regarding incidental English vocabulary acquisition through online multiplayer video-games. The data collection tools consist of an online questionnaire and semi-structured interviews with selected participants. 88 Pakistani high school students responded to the online survey while 23 students volunteered to take part in the interview out of which five students were selected based on their responses to the survey. The survey data has been quantitatively analyzed and supplemented by thematic narrative analysis of the interview data. The findings show a consensus on the positive role of video games in incidental vocabulary acquisition due to the pressure-free context, increased attention and engagement, and transition from incidental learning to incidental self-directed learning. The interview students reported

the expansion of vocabulary, real-life interactions in English, and increased awareness of teenage culture and vocabulary as the most effective English language learning outcomes of their involvement in the games. Future research can employ vocabulary tests to further explore the conclusions drawn from this study.

Keywords: *Extramural English, Incidental Vocabulary Acquisition, Perceptions, Experiences, Motivation, Young Language Learners, Gaming Habits, Multi-player Digital Games*

Introduction

Nowadays, English has become a globalized language spoken by people from different cultural and linguistic background particularly after the tremendous advances in technology (Alzeebaree & Yavuz, 2017, as cited in Alzeebaree & Hasan, 2020). Too many Pakistani, most of their English is learnt in both informal settings and classroom environment. English is the major medium of entertainment and world media, which implies that Pakistanis have direct accessibility to a wide variety of music, films, television channels, social media and news in English.

Since the practice of dubbing TV and films in Urdu is almost nonexistent, most Pakistanis have been exposed to prevalent English input. Furthermore, everybody has convenient access to the internet these days and English media is always available to people wherever they go with their mobile devices. Such receptive and productive prevalence of English inevitably results in informal language acquisition. The prevalence of electronic devices offers a wide variety of other opportunities for informal English learning including video games. For this paper, I use the word "extramural English" (EE), coined by Sundquist (2009), as "English that learners come in contact with or are involved in outside the walls of the classroom(p. 24).

Usage of video games varies from other EE practices as they provide greater incentives for effective use of languages and result in more adaptive learning than any other application. Sundqvist states that successful activities (games, internet, and blogging) such as listening to music, watching TV and reading news, are superior to receptive behaviours (Sundqvist, 2009). Video games allow the users to select the language or to even add written or oral content, in addition to the textual or audio input. Enhanced online access and playing video games are often combined to create multiplayer situations in which players use shared (usually English)

languages to negotiate during playing a game   in order to solve challenges or simply   for the sake of social interactions posed by a game.

This study contributes to the investigation into the scope of video games for fostering second language vocabulary acquisition. This investigation is limited to the online dual or multiplayer role-playing games (MMORPG) targeting its multiplayer mode and multilingual dependency, which allow gamers multiple opportunities for interaction during playing these games. Many MMORPGs, such as World of Warcraft, Second Life, Blade and Soul, Guild Wars, and PUBG have thousands of participants from diverse age groups, social and linguistic backgrounds. What unifies all these people is the need to use English to communicate during playing. These gamers generally play MMORPG for the benefit of having stress-free social interactions and in most cases; they do not realize their involvement in MMORPGs with their language learning advancement. In other words, the gamers are not consciously aware of the language learning side benefit of playing. Nevertheless, their linguistic ability may be — involuntarily — influenced by numerous linguistic elements in the games they are engaged in, such as game orientation and storyline, instant messaging with other gamers, and game instructions and quest logs.

Research studies on the merits of using video games to promote L2 vocabulary acquisition have rendered interesting findings. One study, for example, found a positive impact of videogames on learner affect and vocabulary retention, and learners' ability to recall new in-game vocabulary was supported (Hitosugi, Schmidt, & Hayashi, 2014). The impact of involvement in simulation games, furthermore, has been found to promote long-term retention of target language vocabulary (Franciosi, Yagi, Tomoshige, & Ye, 2016). A study by Maior (2016) targeting incidental vocabulary acquisition, for example, found that initially receptive vocabulary items by playing MMORPG World of Warcraft can occur unintentionally within a short period of time (2-4 hours), and that acquisition was found to be highly encouraged by the in-game abundance of word frequency exposure, visual representations of individuals, in-game monsters, and locations (Maior, 2016). However, most of these studies investigated L2 learning at large; a limited number of studies targeted vocabulary acquisition in particular (Saragi, Nation, & Meister, 1978; Schrader & McCreery, 2008; Steinkuehler, 2010; Bischoff, & Gilliland, 2015). In addition, researchers mostly examined video-games in an L2 educational program, where the setting can be quite formal and acquisition far from incidental (Zheng, Bischoff, & Gilliland, 2015). This is unlike the present study which aimed to explore incidental vocabulary acquisition in a non-academic setting. Furthermore, no substantial or notable

research has been carried out on the attitudes and experiences of the users in the Egyptian context. The focus of this study is on extramural English and its impact on students' English proficiency particularly the relationship between gaming and vocabulary, hence, the study builds on the knowledge gained from previous studies in different contexts and forms an overview of an informal process of English vocabulary learning in Egypt. This research aims to investigate young adult, Egyptian gamers' perceptions of second language learning at large and vocabulary acquisition in specific in MMORPGs utilizing an online survey, and by conducting informal interviews with a few Egyptian MMORPG gamers.

To investigate the effect of involvement and interaction in MMORPG on incidental vocabulary acquisition the present research is intended to answer the following questions:

1. What are young adult gamers' perceptions of vocabulary acquisition in MMORPGs?

2. How does playing digital games in English impact English vocabulary of high school students?

3. What is the relationship between the times spent playing digital games and English vocabulary?

Inspired by earlier research by Sundqvist and Sylvén (2016), the study combines qualitative and quantitative research approaches. The researcher could extend the data resources and accentuate the validity of findings (Johnson & Christensen, 2009; Onwuegbuzie & Johnson, 2006) by implementing this mixed-methods design. To have both the qualitative and quantitative methods represented in my research I chose to use the following methods:

1. Questionnaires – for all student participants. (*Quantitative*)

2. Vocabulary test – for all the student participants. (*Quantitative*)

3. Interviews with five participants (*Qualitative*)

The scope of this study is thus limited to game-enhanced investigation. In addition, the study aims to explore incidental vocabulary acquisition in non-instructional settings in an attempt to fill the gap in the existing literature which majorly investigated incidental vocabulary acquisition in formal educational settings (Ghanbaran & Ketabi, 2014; Bytheway, 2015; Zheng et al., 2015; Sundqvist et al., 2015; Chen & Lee, 2018)

Literature Review

Incidental vocabulary acquisition has enjoyed a great deal of attention by scholars in linguistic and educational disciplines with the rise of modern communication media. Defined by most linguists as an efficient method of learning vocabulary from context, incidental

vocabulary acquisition is achieved when learners have no intention of learning vocabulary (Day, Omura, &Hiramatsu, 1991; Jenkins, Stein, &Wysocki, 1984; Nagy, Herman, & Anderson, 1985; Saragi, Nation, & Meister, 1978; Zemni & Alrefaee, 2020; Medriano & Bautista, 2020). From an interactionist viewpoint (Vygotsky, 1978), online video games provide a proper setting for social interaction which has been found to play an influential role in learning and acquisition.

Extramural English

In the present day, there are plenty of opportunities to come across English outside of school and hence many extramural English activities learners can engage in. Sundqvist and Sylvén (2016) define numerous types of extramural English activities, some of which are: reading, watching TV, browsing the web and playing games. This study explores the connection between the habits of students for playing digital games, the effect of their conversation in English language and vocabulary development process.

Gaming as a medium for EE learning

According to Sylvén and Sundqvist (2012), gaming is an activity that is most commonly associated with teenagers, but in reality, people of all ages play games. Internet access has become common and Henry (2013) claims that in 2010, 61 percent of 9 to 16-year-olds have a computer in their bedroom, meaning that even younger children have opportunities to be online and/or play games. Sylvén and Sundqvist (2012) point out that the default language of interaction in many games is English, which can be challenging to anyone who does not have English as their L1. As a result, they form a hypothesis: "…those successful and frequent players of such games who do not have English as their mother tongue acquire some of their English L2 proficiency in the activity of gaming" (Sylvén & Sundqvist, 2012, p. 3). The results of their research co-relate with this hypothesis, since both Sundqvist (2009) and Sylvén and Sundqvist (2012) found a clear connection between playing games in English and the development of English vocabulary. In her study, Sundqvist (2009) observed that the two most influent EE activities on a learner's vocabulary were playing video games and surfing the internet.

Incidental vocabulary acquisition through games

Incidental learning is defined as the process of fetching new information without conscious efforts; it refers to the unintended adaptation while attempting to focus on another (Richards & Schmidt, 2002). Regarding vocabulary acquisition, incidental vocabulary acquisition is taken to be an effective method of new vocabulary items learning out of a specific context (Day, Omura, &Hiramatsu, 1991; Jenkins, Stein, &Wysocki, 1984; Nagy, Herman, & Anderson, 1985; Saragi, Nation, & Meister, 1978).

A quick review of the literature shows that entertaining and fun approaches of learning have been majorly limited and affiliated to the learning of children. Hromek and Roffey (2009) promote using games for teaching children by explaining that there is a "natural affiliation between children, play, and the desire to have fun which makes games an ideal vehicle for teaching" (p. 626). The investigation of vocabulary learning from online video games proposed indispensable explorations to the ways MMORPGs render themselves as language teaching environments (Prensky, 2001), and suggested socio-cultural and psycholinguistic dimensions of MMOs (Peterson, 2010). They also emphasized the entertaining, learner-centred quality of online games and their merit in stimulating motivation (Gee, 2003). Moreover, vocabulary retention through online games in an instructional setting has been found to be more effective when compared to retention of vocabulary acquired through textbooks (Hitosugi, Schmidt, & Hayashi, 2014). Therefore, it is hoped that the findings of the subject research will help us to seal the gaps in literature by offering insight into how online games are perceived as language learning environments in Egypt, and the potential benefits of involvement in MMORPGs in non-instructional settings. It is also hoped that the study will offer new findings on young-adult age group involved in online gaming.

Methodology

Qualitative and quantitative research designs have been employed in this study. All results and conclusions drawn from the research are based on a methodical data collection and all the data has been correctly examined to access its validity. The questionnaire has been designed by taking Dörnyei (2007) methodology as a research framework. I designed the questionnaire in English by taking a lead from several studies that deal with the learning of English language from the video games (Kirppu 2014; Sundqvist 2009; Uuskoski 2011; Chen, 2015). The final questionnaire had three sections: In the first one deals with the contextual statistics of participants, such as age, gender, and whether and for how long they have lived

abroad; the second and the largest section, questions 1- 10, was about the perception of the participant in video gaming, such as; habits, and the resulting learning of English vocabulary. The last section contained a small vocabulary test of ten words. The questionnaire was done by all the 88 students participating in the study. The vocabulary test was designed to test whether the students knew common gaming words. These words are commonly used in different types of games and usually not taught in school. Game-specific words were deliberately chosen as they do not reflect the students' overall English vocabulary knowledge. This small vocabulary test was meant to indicate some parallels between the times spent gaming and vocabulary proficiency.

The qualitative part of the research consists of semi-structured interviews with 5 participants out of 23 volunteers who remarked in the questionnaire that they are habitual of playing English computer games, and they think it is helpful for them in English learning. I contacted the interviewees through social media or email to arrange the interviews with them individually. Interviews were conducted in English. The interviews with the participants took around ten minutes and consisted of eight questions. The interviews were recorded on phone. The interview recordings were complemented with the Google forms document since it provided with the opportunity to make notes directly during the interview and have these available online for later reviewing.

The present study is an intrinsic case study, An intrinsic case study is defined as Croker and Heigham (2009) reported . as a study that is intended to get an understanding of a particular phenomenon under consideration (i.e. the study of the students' video gaming perceptions and habits). Such studies are not an attempt to mark generalizations or associations to other studies (Croker & Heigham 2009, pp. 69–70).

Research participants

The informants of the present study are secondary school (SS) students from Egypt. I chose SS students for some practical reasons. The first and foremost reason is that they are more likely to capable to identify their follow-up with cognitive learning of English language comparable to that of younger ESL learners – how they have acquired it, how they use it and how they see English as a language. Secondly, it was convenient and frank to deal the young learners to gather online data for the present study. The sample for the present study was conveniently selected from the general public. Participants' selection criteria were to be Egyptian, to use English as their L2, and their age range should be between 14 and 18 since the

study is targeting secondary school gamers. This could be achieved by contacting local friends who were MMORPG gamers and whose age and nationality were known. The sampling process conformed to snowballing; the researcher first approached acquaintances that fit the criteria, and then they were asked to invite their circle of connections who match the selection criteria of the research. Overall, participants were preferably active video games, with preference for MMOs.

Results

The survey results are being presented fewer than two different titles. The first title covers the results connected to the perceptions and gaming habits of the students. The second one contains results from the ten words vocabulary test. For the first research question, data collected from the questionnaire and the interview would provide insight into its answer since it investigates perceptions of gamers regarding language acquisition in MMOs. Secondly, the online survey rendered young adult gamers responses about the impact of online games on their vocabulary through a vocabulary test. Thirdly, the questionnaire and semi-structured interviews data elaborates gamers' perceptions of their L2 vocabulary acquisition in relation to the time spent playing online games.

Questionnaire results

A total of 88 participants responded to the survey. The participants fell in the 16 to 18 age group who represented 64.5% of respondents, while 35.5%of participants' ages were between 14 and 16. All the participants of the study were male for several anticipated reasons such as males' preference for action-based games and the first-person shooter genre of MMOs unlike the majority of female gamers who prefer MMOs that simulate social activities - such as Second Life or The Sims - as has been reported earlier by Sundqvist and Sylvén (2012, 2014).

Participants preference

When participants were asked to select their most favourite MMORPG, all participants selected PUBG as one of their favourite online role-playing games, and 36.4% of participants listed Fortnite as another favorite MMORPG, whereas League of Legends had only 27.4% of respondents choose it. This supports the participants' preference for MMORPGs that have an online interactive mode, unlike Fortnite that can be played offline. Surprisingly, World of

Warcraft had only 9% of participants listing it as one of their favorite MMORPG (only 8 respondents) despite reaching around 5 million players worldwide in 2019 (Statista, 2019). This can be due to many factors. For one, WoW is only available for computers and laptops and cannot be played on mobile phones. PUBG -on the other hand- gained its huge fame because of its availability on mobile phones as well as other devices.

How long participants have been playing MMOs

Regarding the time they had been playing an online game, 46.5% of respondents said they have been playing the game for less than a year, while 12.5% indicated having been engaged in these games for 5 years or more, and 41% of participants stated playing these games for 1 to 2 years. This provides insight into the MMORPG gamers' dedication as they continue to play the same game for an extended period. For the number of hours spent per week playing online games, 24.5% of respondents stated playing for 10 hours or less, while 52.5% said they played for 10 to 20 hours per week, and only 23% of participants indicated playing online games for 30 to 40 hours per week.

English Language Level

When participants were asked about their English language level, 33% of them said they were at an intermediate level, whereas 47% stated being at an advanced level, and only 20% (18 participants) indicated being at a beginner's level of English. However, participants had more in common when they were asked about using English in non-instructional settings; 42% of participants stated that they use English in social media platforms like Face book, Twitter, Instagram. etc., while 45% of respondents said they use English in video games, and only 13% of participants indicated using English in family gatherings.

Dependence on English

A little more than half of the participants (54%) believed that it is possible to level up (advance from one level in the game to the next) in online games without using English, while 22% agreed that it is not possible to go through advance levels without using English, 11% of participants strongly disagreed that English was necessary to make progress in the game, and 13% of respondents strongly agreed that it was not possible to go through the games without English. When participants were asked about understanding the game instructions, 62% of them said that they understand all given instructions, whereas 17% of respondents stated that

sometimes they need to look up unfamiliar words, and only 21% said that at first, they did not understand everything in the game instructions, but that they later on did. None of the participants indicated that they asked other gamers about things that they did not understand. As for the questionnaire item stating, 'I think that playing online games has improved my English', 42% of participants disagreed with this statement, and 9% strongly disagreed. On the other hand, it was significant to find that around 39% of participants generally agreed that playing online games has improved their English language where 10% of respondents agreed with this statement, and none of them strongly agreed with it.

Incidental Vocabulary Acquisition

A total of 56% of respondents stated that there are some words in English that they did not know their meaning before they started playing PUBG, while 44% of participants disagreed with this statement. More interestingly, 59% of participants said that they learned some expressions in English from interacting with other native English speakers (Americans, English, Australians, and Canadians) who played the game with them, while 41% of respondents stated they had not had such an experience.

When participants were asked if they used many of the words that they had learned through playing online games in their day-to-day lives, 48% of respondents confirmed that they sometimes used words from online games. Only 34% said that they always used words they learned in games. On the other hand, 18% of the participants stated that they never used the words that they have learned in the games in their real-life interactions. As for the frequency of visiting external websites (like Face book pages) or discussion forums, 40% of participants confirmed visiting external websites; where 19% stated that they sometimes visited these websites, while 13% said they visited these pages very often, and 18% confirmed that they rarely visited such pages. Only 10% of respondents negated visiting any external pages whatsoever.

The majority of participants (87%) preferred team playing mode over solo mode, while only 13 % said they preferred to play in single mode. This is an interesting finding since predictions about teamwork and collaboration among gamers can be made. It also supports the merit of MMORPG in promoting effective collaborative environments for learning (Voulgari&Komis, 2011). Related to this questionnaire item, participants were asked about their perceptions of using online games in an instructional setting, 45% of respondents said that they would be very pleased and interested if their teacher asked them to play an online game

as part of a course assignment, while 16% of participants believed that it would be okay to use online games in a course assignment, 10% said they were not sure about how they felt in such scenario, and 29% stated that they do not think using games can be helpful for their course grade or education. When participants were asked about how they felt regarding using English in online games, 60% of respondents indicated that they felt relaxed about using English in the games, 24% said they felt confident about using English in the games, and 16% stated that they felt challenged using English in the games. The last item on the second section of the questionnaire asked participants if playing online games made them consider learning other languages, 76% of them acknowledged that playing online games made them think about learning languages, while 24% stated that playing online games did not make them consider learning other languages, however, it made them want to improve their English language.

Vocabulary Test

The last questionnaire section aimed to assess the participants' acquisition of specific vocabulary items that are quite abundant in the game. The participants were asked to define or explain the meaning of a list of 10 words that the researcher posed. The words that were included in the questionnaire were: twitch, uncharted, ping, loot, overwatch, watchdog, travel, flipping, mode, n00b. Out of these 10 words, only three words had less those 80% correct answers. These three words are twitch, loot, and n00b. The word with the fewest correct answers was loot with an accuracy rate of 72%. In second place was twitch with 75% correct answers. In third place is the word n00b with an accuracy rate of 78%. The answers to the other 6 words had an average accuracy rate of 88%, the word that had the most correct answers was continue with 90% of the students choosing the appropriate answer.

Digital Games and vocabulary proficiency

The purpose of the questionnaire was not only to examine the playing habits of students but also to see if there is any relationship between the time spent on an EE activity – gaming and the vocabulary proficiency level. Therefore, possible connections between the time that the students spent on digital games and the number of correct answers on the vocabulary test were examined by dividing the percentage of the correct answer to the vocabulary test by how many hours the students play English games.

The results show that the least amounts of mistakes were made by the students who played English games for 30 or 40 hours a week. Best scores belong to the student who played

10 hours or less and the least correct answers came from the students who played 10-20 hours. It is interesting to observe that the students who spent 10 hours or less playing online games outperform these who spent more than 10-40 hours. Out of the 10 words tested, the answers from students who played 10 or fewer hours weekly had 10 words with staggering 100% correct answers. In comparison students who played 10-20 hours only had 9 words with an accuracy rate of 100%. A possible explanation can be that there are only 24.5% of students claimed to play 10 hours or fewer a week while 52.5% of students claimed to play games for 10-20 hours. The increased number of students who play for 10-20 hours might give more room for typos and mistakes, in case some of the students were in a hurry and did not take the time to read the questions. Even though the results of this observation are not conclusive; as it is done on such a small scale, there is a clear tendency that the students who play digital games more are inclined to have better vocabulary understanding.

Interviews

Findings from the interviews conducted with five participants who also took part in the online questionnaire provide more insight into the different learning strategies employed by the gamers; their perceptions of their language usage in the online games are in line with that of the questionnaire. When the interviewees were asked about the length of the period during which they had been involved in the online games, their timelines averaged between 6 months as a minimum and 2 years as a maximum. Moreover, the majority of interviewees confirmed that they had encountered non-Arabic speakers in the game matches. The nationalities of these gamers included American, British, Indian, Russian, and Japanese gamers.

Interestingly, interviewee no.2 clarified that head not encountered any non-Arabic speakers in the game because of using the auto-match option. He further elaborated that this option enabled him to match with other gamers based on his language preference. So, if – for instances- he selected Arabic as his preferred language, then the game system will automatically match him only with other gamers who have selected Arabic as their preferred language. Therefore, exposure to L2 is highly possible in these matches where gamers will either be exposed to L2 by other non-Arabic speaking gamers, or they are situated in a game circumstance that would oblige them to use L2 in order to communicate. The presence of the auto-matching option is a possible implication that will be further discussed in the discussion section.

When the interviewees were asked about the servers which they chose to access the game, they all confirmed choosing the Europe server as the best or most favorite server, followed by North America. Their reasons varied however; for interviewee no.1, he stated that he used the Europe server because it was the first server to play on by default. As for interviewee no.2 and no.3, they explained that they did not actively select the Europe server, but that they joined it since all their friends were already on that server. On the other hand, interviewee no.4 had an interesting justification for preferring to play on the Europe server. He emphasized that he actively selected to play on either Europe or the North America servers because of the potential of making new friends, finding other gamers who speak English, and because he was disturbed by acts of verbal harassment that were usually done by other native speakers of Arabic.

In conclusion, the findings and analysis of data collected through the questionnaire and interviews could provide answers to the research questions to a significant extent. Survey data shows that majority of participants had positive perceptions about their L2 development utilizing an online game. Analyzing interviews further illustrated how young-adult video-gamers in Egypt perceived their linguistic interactions and assisted in gaining insight into their methods of acquisition and the level of accuracy of their in-game acquired vocabulary items.

Discussion

This study attempted to answer the research questions inquiring about the perceptions of secondary school gamers of their vocabulary acquisition in MMORPG. The study mainly targeted incidental mode of vocabulary acquisition given the nature of online video-games where individuals are essentially gamers pursuing entertainment without intending to learn new vocabulary items in the process of gaming.

The responses of the gamers participating in this study showed an overarching consensus on the merit of MMORPG in L2 vocabulary acquisition. According to their responses to the online survey, a substantial number of them had a positive perception of their L2 usage in the game. This particular finding parallels the findings of Reinders and Wattana (2014) who found a statistical decreased sense of anxiety and increased confidence in using English in an online game activity played in an instructional setting (classroom). Relevant to this, the small percentage of participants, a skeptic about utilizing games in formal education (10%), can encourage educators and researchers to venture into including this advanced genre of gameplay in curricular activities. In addition, considering the number of hours that gamers

spend per week playing digital games ranging from 10 hours to 40 hours, as a teacher and a researcher, one can only wonder about the potentials of having language learners who - willingly- spend these valuable hours being exposed to and using a target language without intending to do so.

Some of the participants pointed out during the interviews that it is so hard to specify what they had learnt in a specific situation. They felt that they had accumulated the vocabulary from multiple EE activities. For example, from the computer games, they most often come across with contextual or jargon based vocabulary and they learned specific terms, codes and nouns used in spoken interaction. Learning vocabulary from watching television is strongly signified   in   the   findings. Whereas the advancement of other language skill indicators is more difficult to link to specifi c EE activities. One of the most useful EE activities is the interactive nature of several online computer games that allow gamers to communicate with other players. Taking into account e arlier studies, the participants of the present study emphasize the importance of interaction an d actively use games to effectively informal English learning. Hence we can say that playing computer games is more expedient EE activity than many others, and it is because of the interactive nature of the games.

With an elevated percentage of participants (60%) acknowledging that they felt relaxed and confident about using English in online games, the significance of employing games in L2 development is asserted given how MMORPG offer young adult individuals a relaxed, friendly environment where they are not apprehended by making linguistic errors nor they feel threatened by possible negative feedback from a teacher, a finding that successfully resounds the affective filter hypothesis (Krashen, 1982). The findings of this study also underline the significance of online interaction in the use of L2, and this further emphasizes the potentials of trending technologies in providing tools for exposure to L2 or what I would call 'virtual immersion,' inspired by the new methods that the researchers at Rensselaer Polytechnic Institute and IBM are currently innovating to teach Mandarin utilizing immersive scenes, and artificial intelligence that resembles the realms already established in MMORPG("Virtual Immersion: Using AI to teach Mandarin*", 2018*).

The analysis of some interview data revealed another crucial feature of the online game -which is the auto-matching. Given that one of the gamers stated that he actively selects his L1 (Arabic) as the language of preference for the auto-matching option in order for him to play with gamers who only speak Arabic, researchers, language teachers, and language learners can

benefit from this option by opting for English or any other target language through the auto-matching. This way, users will guarantee encountering speakers of their target language and opportunities of exposure to L2 or the target language are maximized.

Since it is an inherent case study (Stake, 1995), the main aim was to investigate and not so much equate a concept with other works, making generalizations based on this research unfounded. Even if I wished, the sample size and the fact that all participants are less than 100 high school pupils make these regional findings negligible. It would be important to see exhaustive research on informal English learning in Egypt, if not strictly pedagogically useful. The use of casual instruction in schools will be important from the viewpoint of an English teacher.Such programs would be particularly useful if high school English were to be important and meaningful for advanced students.

Conclusion

Language and technology are essential and ever-evolving tools of communication between individuals and societies, and our duty as linguistic researchers is to continue with investigations that would further promote, facilitate and modernize the ways by which individuals can better communicate. In this study, the perceptions of an unexplored age group on their linguistic acquisition have been investigated through different instruments and it was concluded that young adult gamers in Egypt – and possibly in South Asia – seem to agree on the beneficial outcome of playing a popular online role-playing game on their L2 vocabulary acquisition. By being actively involved in the game's plotline, missions and matches, gamers have unintentionally learnt vocabulary items which they might not have otherwise encountered or learnt through formal instructional settings.

It is hoped that the findings of this study would encourage educators to take online video gaming as a learning tool more seriously and not lend it a blind eye merely because of the more commonly known medically-based drawbacks of playing video games. Advocating involvement in video-games is not the target of this research; the question to ask is why do educators spend a lot of time and effort in trying to gamify their educational content when they can instead, and by means of collaborating with game developers, transform the content of already existing, popular, and extremely entertaining games to an educational one or one that matches the curriculum? This study does not undermine the importance of instructional setting in teaching language, but rather it aims to explore ways that can complement the learning process outside the classroom. Imagine if teachers were to assign in-game missions for their

students or learners to accomplish at home, would there be any doubts about their motivation to work on their assignment? Would they perform poorly were they given a quiz or a test in the following class that aims to assess their understanding of vocabulary items that were part of their video-game?

Recently, educators all around the world are in support of going paperless in our education, but somehow it seems that papers are simply being replaced with virtual, on display papers or Word Document. Perhaps going paperless is needed on a deeper sense of the world where content is delivered through vivid, reality-simulating, virtual representation and not electronically mirrored and magnified paper-based content on a classroom board.

More modern approaches to language learning and tools/media that can be used should therefore be introduced in the teacher training program and courses on how to improve the English teaching in a classroom should be available for the professional development of active teachers.

In the future, I hope there will be more research on how EE activities impact students in lower grades. Further research in this field should be of great importance for students, active teachers and the board of education, as I believe both lesson plans/contents and the curriculum has to room for improvement.

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A Linguistic Analysis of Robert Browning's "The Grammarian's Funeral: Exploring the Language of Literature through the Formulaic Style

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Abstract

The main purpose of this paper is to investigate linguistic analysis particularly the formulaic style embedded in Robert Browning's dramatic monologue "The Grammarian's Funeral". The nicety of linguistic exploration is explicated by applying the technique of stylistics, sentimental analysis, and systemic functional linguistics. The conceptual model was developed based on an analytical study of the formulaic style in this poem, which encompasses the inventive exposition of the human psyche, referential intertextuality of deictic words, and exquisite imagery. The major findings of the present study are summarized as follows: the poem is replete with sentimental foregrounding, eclectic standpoints, the contrast between illiterate villagers and their engagement with fields, animals, and the intellectual life of the protagonist passionately devoted to the deep study of ancient classics. On an aesthetic and linguistic level, the poem can be called a literary triumph. The present study was undertaken

with a view to extending the limits of this seismic shift in the application of the formulaic style. The concept that begun with Parry-Lord theory as a scientific hypothesis, needs to be reinvented and applied, further for the generalization of poetry language, imagination, and human psychology. This paper pores over the unexplored linguistic analysis, particularly formulaic style. The study of Robert Browning's "The Grammarian's Funeral" may be taken for granted through the Formulaic Style as an effective tool, working through the scientific method in literature analysis. The originality of this scientific method lies in the fact that can be used as an exciting and powerful tool for understanding and analyzing poetry.

Introduction

Many scholars and researchers of the humanities believe that the scientific method may not be appropriate in the analysis of literature. The basis of this understanding is that people took literature for 'art for art sake'. The researcher, however, analyses here Robert Browning's "The Grammarian's Funeral", through one of the most effective scientific methods, using formulaic poetic theory and exploring the obscure corners of humanities.

Robert Browning: A representative face of Victorian Age

Born in Walworth, London, the United Kingdom, on 7 May 1812, Robert Browning was a representative Victorian poet and dramatist. He earned a reputation and status as a great literary figure because of his ability in dramatic monologue. His important literary collections are "Men and Women", "The Ring and the Book", "Dramatis Personae", "Dramatic Lyrics", "Dramatic Romances and Lyrics".

Robert Browning's poetry reflects one of the prevailing themes in Victorian Poetry, most certainly because the novelty of the time is more evident, which may be the need for critique and social criticism (Kumar, 2020). It is the most important ideology to be explored. Browning's art is absolutely pervaded by scientific curiosity and fully transformed into a systematic search for the truth. Only secondary motives separate it from what is relevant in pure science. The poet interprets poetry taking a cue from his knowledge about this generation. However, Browning's interpretation was not similar to that of Tennyson, who was known not only for his simplistic and more sentimental genius but also for his deep desire for reality through spiritual faith in life.

Browning continued with the profound embrace of the emotional forces. Shelley was a spiritual example for him. But very soon, a new vitality has been given to the ardor of imagination and feeling, the strong self-awareness that becomes intense, insistent, and complex psychological contemplation, and eventually becomes a theory, a simple examination of the functioning of the mind not as it is seen in its realistic nature, much like Wordsworth, but whittled down to an interplay of thoughts.

The monologue is the traditional creation and creativity of Browning's poetry, on which all the other styles converge and it is here that the essence of his art remains. His main idea is to shed light on the nature of consciousness, and he is free to do so from all the difficulties that hinder psychological analysis, whether linked to behavior and explanation or rules of material potential and from various occasions when the outer world obstructs or obscures that of the mind in actual life. The psychologist gains full freedom only in the clear and natural voice of each being. The degree of consistency indispensable in this term is accomplished only by the actual influence that each personality has on his or her inner life. As a philosopher's curiosity is boundless, Browning leaves his imagination free to commute through time and space and chooses it, in any case by his basic normality or by virtue of the beauty of its meaning, by experience, and by absolute possibilities of existence.

Dramatic Monologue and "The Grammarian's Funeral"

With amazing expertise, insight, and success Robert Browning uses the Dramatic Monologue in his literary works. The Dramatic Monologue is dramatic, because it is the expression of the imaginary characters and not of the poet himself and because the character is developed by a struggle between the opposite thought and emotional nature of the individual poet not by a description of the poet. It is a 'monologue' because the speaker speaks with a single person (mono means 'one' and logue means 'conversation'). The form is also called a monodrama. This is a sort of complete soliloquy, absorbed in its substance by the keenly-observed view of the speakers, by the surrounding landscape, and by the spectators, and brought in all that is relevant to the selected time by the channels of memory, argument, curiosity, and association.

The dramatic monologue, also known as a persona poem, is a literary construct of speech of an individual persona (the spokesperson) that explores the distinctive devotion of a scholarly protagonist - the Grammarian. To put the poetic theme in a nutshell, an erudite Grammarian passes away and his disciples determine to bury him in an extraordinary place that exists at the peak of a mountain beyond the reach of illiterate villagers. The persona narrates

the quenchless quest of the grammarian for mastering infinite knowledge in Greek grammar at the cost of deterioration of health. 'Exposition' is a clear and wholesome interpretation of ideas or salient standpoints. Various concepts, feelings, thoughts, activities are appraised by exposition. Exposition as a significant, creative tool of inventive writing entails defining, sequencing, categorizing, contrasting, arguing, visualizing, and elaboration of thought process.

Formulaic Style: An overview

Formulaic Style is the analysis and interpretation of literature through the scientific method. It is also known as the Parry-Lord theory of oral composition-in-performance or Oral-formulaic theory. It is an approach to oral and oral-derived texts. Milman Parry and his pupil Albert Lord initially collaborated on this hypothesis. The trend contributed to an insight into the Greek poet Homer's epic poetry, which is now seen as the product of the same compositional style. Parry and Lord's work is one of the best and most detailed examples of humanities' scientific approach. Oral composition theory was developed in the second quarter of the twenties and derived from the academic study of epic poetry. Two issues related to this are clarified. The process allows oral poets to improvise poetry and why the characteristics of orally improvised poetry are it's own. The theory's core premise is that poets store formulas that are used for more artistic writing.

Formulaic Style is basically concerned with the use of language in poetry. There are various phenomena of formulaic language: common features, repetitive (half) lines of poetry, regular use of pairs words, double-clause models, clause patterns, clause parallelism, the tradition of literature, and others.

Normal speech is made up of words that both the speaker and the listener have in common. The main elements of words, phrases, and paragraphs, etc., are the original language creations of each speaker, which the listener can easily understand. Oral-formulaic theory, on the other hand, proposes a customized range of more complex and difficult domains, collected over a century of oral composition. In contrast to fairy-tale traditions such as 'Once upon a time', or 'In a galaxy far, far away' is one of these components is the formulation. The composition, however, is almost exclusively on the formula, not on the level of the individual words in the true oral-formulaic traditions. Almost every word is part of a formula in true oral-formulaic work.

Research Objectives

These are the research objectives of this research:

- Evaluate, analyze, and explore the poetic realm of the dramatic monologue "The Grammarian's Funeral".
- Offer insight into the implicit meanings and literary tools used by the poet and examine and appreciate them.
- Study and analyze Robert Browning's "The Grammarian's Funeral" in the light of the formulaic style to establish authenticity of this approach

Literature Review

Language and literature are inseparable. They are mutually complementary. Teachers should teach language through literary text. Academic writings, short stories, fictions, and others offer a rich linguistic insight, encourages students to express themselves, and give students a great deal of encouragement (Ajmal et al., 2020). Various other researches have been done on the strategies use of literary text in the language class. Simultaneously, language and linguistic features are of great help in learning and understanding literature. Various stylistics features have been researched and applied to the study of literature. However, research on the application of Formulaic Style to literature is very limited. This research paper thus aptly chosen the dynamics of the use of Formulaic Style in literature

According to Parry (1971) and Lord (1960), Formulaic Style, which began as an oral tradition in the 1920s, was basically intended to justify the hypothesis on the oral nature to explain great epics such as the Iliad and the Odyssey and to explain how these Homeric epics may have passed over several centuries through a well-defined formula. Parry (1971) defined Formulaic Style as "an expression regularly used, under the same metrical conditions, to express an essential idea (p. 13)". This approach transformed the study of ancient and medieval poetry in the hands of Milman Parry and Albert Lord, and oral poetry in general. John Miles Foley was the primary exponent of their methods. Oral epic singers write long, complex poems by innovating their composition as they perform (Parry, 1971; Lord, 1960).

Lord (1960) describes this technique as the mastery of formulae, setting phrases commonly used under certain metrical and conceptual circumstances (e.g. "swift footed Achilles," "he/she spoke forth winged words") and themes, traditional scenes that organize the plot (e.g. assembly, fight, message). For oral poetry, the formulaic syntax is equivalent to spoken language idiomaticity. This needs the mastering of communicative skills. Related to this, the usage-based approach to language and cognition identified another approach (Tomasello 2005; Reyes, De Vera, & Medriano Jr, 2018; Wang, 2020).

Later on, many researchers such as Hoekstra (1965), Holoka (1991), Sale (1996), Foley (1997), and Bakker (1999) found that there are many discrepancies in Milman Parry model and is far from homogeneous. This standpoint about this theory brought many sea changes and revolutionized the field of oral poetics.

Nagler (1974) brought modernizing methodologies to Oral-Formulaic Theory. He proposed "to abandon the word 'formula,' which means different things to different people, in favor of an entirely new concept" (p.11). This latest idea was that of a "preverbal Gestalt" , or a deep structure, as revised in the spoken language surface designs (Nagler 1967; p.282-83). For the first time, oral poetry began to apply grammatical construction to formulaic structures. A further criterion, a sound-like approach, was followed by a generative approach and the wording was transformed into "a highly suggestive associative pattern of sound and sense" or, "the nexus of rhythmic, phonic, and thematic associations" (Edwards, 1988; p.25).

According to Bakker (1999), Nagler's concept of Homeric formulas was common in the 1970s and 1980s. In the latter years of the 1980s and 1990s, Visser (1971) and Bakker (1999), who first interpreted Homeric language as a powerful source of communication as "knowledge that can be checked by a singer", moved the oral-formulaic theory in a different direction.

Goldberg (2006), Fillmore et al. (1988), Lakoff (1987), and Fillmore (1982) have studied constructions and frames and have found that discourses are assimilated as pairs of meanings depending on their frequency and their evolving characteristics in form or function. Oral formulations, to be accurate to logical terms, they must be studied, interpreted, and produced in an analog manner, so that they can be reported as easily and quickly as grammar and lexicon. The complete significance of the formula depends on how it blends semantics with its role as a building block in the conventional story, while at the same time fitting a metric slot into the album.

Foley (2002) points out that by applying inherent syntax concepts in a 'generativistic' manner, a person can acquire language but can't necessarily generate his or her work based on a number of predefined formal rules. When this happens, a person utters all phrases. It's not true, sadly. Just one person repeats small or larger fragments of a very fixed type and the grammar of previously used language structures. Human invention comes from recombining and changing formal structures, not from creating outstanding but unusual terms. Around the same time, as the cognitive burden in the negotiations is much higher in the production of oral composition than in the everyday language, the language is reinforced, thereby revealing all buildings and structures. Composition-in-performance, guided over the centuries by high

cognitive achievement demands, is use-based communication in a larger version than existence.

Methodology

The study was completely qualitative in nature. It basically applied the content analysis method. Qualitative data for the research was collected through reviewing other literature related to the concerned study and the analysis of the poem through the scientific method. The researchers focus on two major trends, both of which are the generative approach that arises from the application of contemporary linguistic theories to the homer phenomenon.

Discussion and Interpretation

Deictic Expressions

There is an abundance of deictic words in this poem. In connection with the analysis of narration, Abrams (2005) elucidates that, "One focus of such analysis is the special play of deictics, also known as indexicals or shifters-that is, words and phrases such as, 'now', 'then', 'here', 'there', 'today', 'last week', as well as personal pronouns ('I', 'you') and some tenses of verbs—whose reference depends on the particular speaker and his or her position in place and time (p.181)." The word deictic is derived from the Greek word 'deities' which means 'able to show'. A related word is termed 'deixis' which is used in pragmatics and linguistics. Evolved in the late 1970s, pragmatics is a subfield of linguistics that explores how people interpret and convey a speech act in concrete circumstances. As a matter of fact, pragmatics analyses the intertextuality of deictic words in the context of their situational, temporal, spatial, and social perspectives (Bacha et al., 2020). Levinson (1995) points out that,
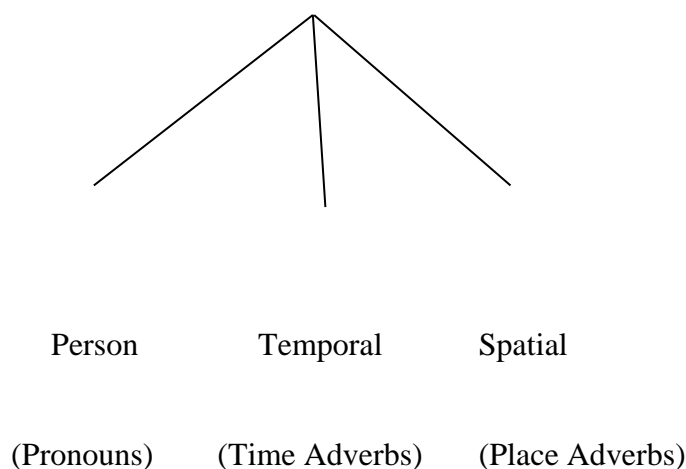
> "Deixis is an important field studied in pragmatics, semantics, and linguistics.
> Deixis refers to the phenomenon wherein understanding the meaning of certain
> words and phrases in an utterance requires contextual information. Words or
> phrases that require contextual information to convey any meaning are deictic
> (p. 10)".

Three categories of deixis pointed by Buhler (2011) are as under:

1. *Person deixis*—to showcase people (he, them, those, him) and objects (it, these, those books);

2. *Spatial deixis*—to point out location (here, there);

3. *Temporal deixis*—to point out time (now, then, next week)

<div align="right">(p. 67)</div>

D E I X I S

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        /|\
       / | \
      /  |  \
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Person   Temporal   Spatial

(Pronouns)   (Time Adverbs)   (Place Adverbs)

Repetitions of Deictic Words

It is noteworthy that deictic words scattered here and there in abundance in the poem not only define the characteristic qualities of the grammarian, his matchless, scholarly achievements but differentiate him from the detestable living of illiterate villagers, and emphasize the significance of the unique place earmarked by the disciples for the burial of the protagonist. The deictic words functioning as referents are enumerated here to justify the poetic purpose:

Table1: Repetition of Deictic words

S .N.	Deictic words	Repetitions	Referential purport
1	*He/his/him*	22 times	Sentimental expression of illustrious qualities of the grammarian
2	*They/their/them*	04 times	Description of the rustic living of illiterate villagers
3	*Here*	07 times	Emphatic description of the exquisite beauty of top mountain peak selected by disciples to bury the grammarian
4	*There*	03 times	Exposition of rough and indecent soil-centric living of the villagers.
5	*This*	08 times	Display of noble mindset as well as erudite pursuits of the grammarian

| 6 | *That* | 06 times | Show of villagers' rough living focused on animal and field care |
| 7 | *We/us* | 08 times | Refers to the notions of disciples |

The specific meaning of the deixis is interpreted based on the context of the speaker. Huddleston (2006) explains thus:

"Deixis is the most basic distinction being between near the speaker (*proximal*) and away from the speaker (*distal*). Proximal deictic expressions include *this, here, and now.* Distal deictic expressions include *that, there, and then.* It is noticeable that the poem is enriched with proximal and distal deictic expressions (p. 21)".

The term deictic refers to a word that shows the time or location held by the speaker or a listener with regard to the circumstances in which the communication occurs.

The poem teems with sentimental outpourings of the persona, so it is to be appraised by carrying out sentimental analysis. It is important to determine the polarity of words and classify sentiments into positive, negative, or neutral aspects for the cause of sentimental analysis. Thus to establish the ideational implications in the poem, deictic words stand out as distinctive sentimental lexicons that are interpreted in a thematic context.

Systemic Functional Linguistics

In the 1960s, the British linguist M.A.K. Halliday, inspired by the work of the Prague School and the British linguist J.R Firth, developed system-based functional linguistics. This language school is related to an in-depth study of the link between language and its interaction with social contexts. SFL encompasses three strata linguistic systems, namely*: meaning* (semantics), *sound* (phonology), and *wording* or *lexicogrammar* (syntax, morphology, lexis). Ideational and interpersonal schemata textualized in the poem are appraised in view of Systemic Functional Linguistics.

Interpretation of the Poem

The chief spokesperson or persona in this poem directs his companions to carry the dead body of their master by singing a mourning song. The deictic phrase –'this corpse' refers to the dead body of the scholarly grammarian: *'Let us begin and carry this corpse,/ singing together'* (Browning, 1855, lines: 1-2)*.* It is presupposed in the first line that the disciples of

the grammarian are not gripped with grief on the death of their great master in that he had reached the rare peak of fame and he survives in the esteem of scholars. The great grammarian deserves singing eulogy.

In the next stanza, the poet portrays the rustic and rough living of the illiterate villagers by employing the trope of *anthropomorphism* known as the poetic device personification: "*Leave we the common crofts, the vulgar thorpes / each in its tether/sleeping safe on the bosom of plain/cared for till cockcrow*" (lines:3-6). The uncommon word *'crofts'* signifies fields and another odd word 'thorpes' connotes villagers. The alliterative deictic temporal phrase 'till cock crow' connotes that the crowing of cocks wakes the illiterate villagers and they live a carefree life. The poet exposes the diverse aspects of the rustic life of rough villagers by using different deictic words and lexical foregrounding as illustrated in this line:

'Leave we the unlettered plain its herds and crops;' ((Browning, 1855; line: 13)

Lexical deviation or lexical foregrounding is noteworthy in the above line. The unusual collocation of words violates the semantic rules of selection restrictions causing lexical deviation in that the attributive adjective 'unlettered' should be collocated with 'person' not 'plain'. Illiterate villagers have serious concerns with animals and harvest only. The disciples and the grammarian dislike the rustic villagers. The poet satirizes the illiterate life of the villagers in figurative language in these lines: *"Sleep, crop and herd! sleep, darkling thorpe, and croft,/ Safe from the weather"* (Browning, 1855; lines: 29-30). The beautiful association of repetitions, connotation, and parallelism emphasize the arrant ignorance of the villagers who are not least aware of political as well as social upheavals *(darkling thorpe)* in as much as they are bereft of education and tied to the manual activities of cultivation and tending animals.

Grammarian's Elaborate Erudition

Contrastively, the elaborate description of grammarian's unprecedented devotion to learning and his matchless erudition eclipses the entity of illiterate villagers in the poem. In the comprehensive dramatic monologue consisting of 148 lines, the grammarian happens to be a representative of the Renaissance period who consigns his life to the pursuits of ancient knowledge to the extent of eschewing all the pleasures and comforts of life. The grammarian is held in great esteem by the disciples and they choose an exquisite sepulture to bury the dead body of their great master: "*Seek we sepulture/ on a tall mountain, citied to the top,/ crowded with culture" (Browning, 1855;* lines:14-16). A few lines are cited here to show how the grammarian made unremitting efforts to acquire infinite knowledge although calculus (stone in the bladder) and tussis (bronchial cough) racked his youthfulness:

> *"Calculus racked him:*
>
> *leaden before, his eyes grew dross of lead:*
>
> *tussis attacked him"*   (Browning, 1855; lines:86-88)

Browning's Philosophy

Grammarian's diverse standpoints available in the poem underlie the philosophy of Browning. The famous poet of the Victorian era, Robert Browning was an optimistic and philosophic poet. His philosophy mirrors his firm faith in God, the immortality of the soul, and strenuous endeavor to acquire great learning in classics. He stressed the pragmatic approach to life and prioritized the mastery of innovative knowledge rather than unrestrained enjoyment of worldly pleasures. These lines are tinged with his philosophy:

> *"What's time? Leave Now for dogs and apes*
>
> *Man has Forever....."*

> (Browning, 1855; lines: 84-85)

The poet prefers common nouns, pronouns, adverbs of time and place in capital letters to emphasize their significance in the text.

The grammarian is endowed with an unprecedented mindset. The established set of attitudes held by an individual constitutes a mindset. Sagacious study of Browning's dramatic monologues induces us to perceive that he was a past-master of peeling out the multilayered feelings of his protagonists as expertise in psychoanalysis. Psyche and anima are inter-related in as much as the psyche refers to mindset and anima as an impetus goads the psyche until the defined goal is achieved. The dramatic monologue – "The Grammarian's Funeral" surpasses other poems in connection with the exposition of unparalleled devotion of the protagonist to persevere scholarly pursuits even when some fatal diseases racked his youth. The exemplary resolve of the grammarian is portrayed with an intensive emotive spell in that he clarified the correct use of Greek particles, such as Hoti (*because*), oun (*therefore*), and De (*prefix*) when death was strangling him:

> *"So, with the throttling hands of death at strife,*
>
> *ground he at grammar;*
>
> *Still, thro' the rattle, parts of speech were rife*
>
> *While he could stammer*
>
> *He settled **Hoti's** business—let it be!—*
>
> *Properly based **Oun**---*
>
> *Gave us the doctrine of the enclitic **De,***

Dead from the waist down."

Picturesque Symbolic Imagery

The last two stanzas are about the poet's vivid use of symbolic imagery 'the significance of sepulture' that embarked for the burial of the grammarian. There are frequent uses of diverse deictic words dotted with symbolic sentiments and picturesque imagery, which makes this poem worth reading. The poet has used spatial deixis 'here' seven times to heighten the importance of sepulture. Further to enlarge the significance of the sepulture, the poet attracts the gorgeous scene of the migratory birds (swallows and curlews) that come back oftentimes in flocks to go to the sepulture.

The poem is full of a multilayered structure. Phonological foregrounding is obvious as there is the recurring use of different consonant phonemes: glottal phoneme /h/ reoccurs 7 times; plosive phoneme /p/ 6 times and lateral phoneme /l/ is reiterated 13 times. Semantic foregrounding also occurs. They are used as symbols of lexical items and lexical foregrounding finds its place in the abundance of deictic words. The last two stanzas are thus used excellent literal way to analyze language.

"*Well, here's the platform, here's the proper place:*
Hail to your purlieus,
All ye highfliers of the feathered race,
Swallows and curlews!
Here's the top-peak; multitude below
Live, for they can, there:
This man decided not to Live but Know—
Bury this man there?

Here—here's his place, where meteors shoot, clouds form,
Lightning are loosened,
Stars come and go! Let joy break with the storm,
Peace let the dew send!
Lofty designs must close in like effects
Loftily lying,
Leave him—still loftier than the world suspects,
Living and dying."

(Browning, 1855; lines:132-47)

The last two stanzas of the poem outshine others on account of having remarkable literariness. The Czech theorist, Jan Mukarovsky (1964) holds that the literary nature of work consists of 'the maximum foregrounding of utterance'. Foregrounding reflects the remarkable fusion of concrete and abstract ideational objects which grip the attention of readers and propel them to read the foregrounded objects again and again. To put it simply, foregrounding is familiarization or deautomatization of ordinary expression. Mukarovsky (1964) observes: "In poetic language, foregrounding achieves maximum intensity to the extent of pushing communication into the background as the objective of expression and for its own sake; it is not used in the services of communication but in order to place in the foreground the act of expression, the act of speech itself (cited in Freeman, 1970; p.43-44)."

In connection with linguistic inventiveness, a poet applies analogy and perceives certain similarities between dissimilar things. An analogy takes shape in a distinctive symbol. The symbol is the soul of poetry. Symbolism comes to the fore when the literal meaning of a word is interpreted in connection with its figurative sense. G.N. Leech (1987) points out the construct of symbols in these words: "The most interesting symbols, poetically, are metaphorical—i.e. X (the symbol) stands for Y because X resembles Y—but many of the more conventional ones are metonymic: for example, 'coffin' and 'skull' as the symbol of death" (p. 162). It is noteworthy that the last two stanzas have teemed with metonymic symbols. The nuances of metonymic symbols that underlie common words are interpreted here to understand the contextual perspectives of those symbols.

Table 2: symbolic use of words and phrases

Common words	**Contextual interpretations**
Swallows, Curlews	Alike high flying birds, the grammarian soared high into realms of knowledge, so he deserves to be buried at the abode of these birds;
Lightenings	It connotes the enlightenment;
Meteors shoot	This metaphoric phrase signifies new thoughts that flash into the mind of grammarian;
Lofty designs	This metonymic symbol corresponds to the grammarian's learned thinking;
Like effects	This metonymic symbol alludes to grammarian's burial at the top peak.

| *Loftily lying* | It connotes glorious obsequies of the grammarian. |

Conclusion

It is apparent that the dramatic monologue "The Grammarian's Funeral" is rich in intertextuality. M.H. Abrams (2008) explains the importance of literary device intertextuality in these words: "The term intertextuality,   popularized especially by Julia Kristeva, is used to signify the multiple ways in which anyone literary text is in fact made up of other texts, by means of its open or covert citations and allusions, its repetitions, and transformations of the formal and substantive features of earlier texts, simply its unavoidable participation in the common stock of literary conventions and procedures…" (p.325). It is noteworthy that the significant roles of deictic expressions were never studied in earlier research papers to interpret the nuanced references of social setting and distinctive mindset.

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ASIAN EFL JOURNAL

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A Comparative Analysis of Discourse Intonation
in Political and Religious Speech

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Abstract

This study presents a discourse perspective on the intonation of political and religious speech. It aims to compare specifically between the speech of Barack Obama and Shaykh Khalid Yasin in investigating the types of the information tones in relation to the dominant and non-dominant role of the speaker based on discourse intonation of Brazil's model (1997). This study is a qualitative study that concerns the American political and religious interviews. A mixed-method approach is used to analyze the collected data, which are analyzed first acoustically using the software Praat programme based on Brazil's model (1997), and they are

analyzed quantitatively. The major findings show that referring of high level is the most common tone used by Obama's speech as he took the dominant role which conveys his superiority as a president using either criticizing or reacting an irony or ridicule responses in order to assert on things as being true. By contrast, the proclaiming of low level is the most common tone used in the speech of Yasin as he took the non-dominant role which conveys his humility and respect as a preacher as he talked reliably and honestly in discussing issues concerning Islam and Christianity. It is hoped that this study is beneficial for those who are interested in phonology and pragmatics since it showed how the function of intonation plays an important role as it ensures the understanding of intention in political and religious speech.

Keywords: Discourse intonation, referring and proclaiming tones, dominance, non-dominance, political and religious speech

Introduction

The term intonation has been described and defined within the term pitch, but the most common definition reflects the intonation as the music or melody of speech which refers to the height of the pitch human voice movement (Palmer, 1922; O'Connor & Arnold, 1961; Halliday, 1967, 1970, 2004; Tench, 1996; Brazil, 1997).

The pragmatic approach to intonation plays an essential contribution to discourse because the intonational cues can be used to connect the information to the context where the hearer can make sense of (Bode, 1980). Discourse intonation is one of the research that concerns the studying of the form, meaning, and function of the intonation within the level of the sentence (Vilches, 2015). Besides, this approach started with the British Isles which is developed then by Brazil (1975, 1978, 1985, 1997), and gradually he made a connection between the intonation and discourse analysis to study its function and communicative values in terms of the user. At first, many textbooks for the teachers have adopted this approach in their teaching the materials in the class and discourse intonation has been used in the classroom to improve the teaching materials and techniques to be beneficial for the learners (Brazil, 1997). The emphasis in discourse intonation lies on the most prominent element in tone units by which the movement in the pitch contour can affect the grammatical and linguistic information.

Generally, various approaches describe the movement of pitch contour. On the one hand, O'Connor and Arnold (1961) classified the tones depending on speakers' attitudes as they developed six pattern categories (low-fall, high-fall, low-rise, high-rise, and fall-rise) by connecting between the rise and fall movement with a high and low pitch. On the other hand,

Halliday and Greaves's (2008) approach is based on the grammatical contrasts as they group the tones into five phonological intonation patterns which involved fall and rise movements. As for discourse intonation, Brazil (1975) is one of those pioneers in discourse intonation who rejected the ideas of intonation based on grammatical functions and attitudinal notions. What is important for Brazil as Chun (2002: p.32) states is " the continuous assessment of discourse by the speaker and a choice of one intonation pattern over another for achievement coherence and cohesion in the discourse – in other words, the interactional significance of intonation". Therefore, the same utterance can show not only the linguistic information in the context, but also it can reflect other factors like psychological state, gender, sociolinguistic membership, and age (Mennen, 2007).

This study applied Brazil's model of discourse intonation in investigating the use of discourse intonation in political and religious speech. it focuses mainly on differences and similarities between the speech of the politician and preacher in using the components of discourse intonation, particularly the types of information tones and the role of dominance/ non-dominance. This in turn will reveal the role of intonation in clarifying the context, specifically Barack Obama and Khalid Yasin in their interviews with the interviewer to identify their roles of the interaction in the discourse.

Theoretical Background

Previous research

Discourse intonation has been given little attention to the studies that investigate the pragmatic function in the discourse, particularly in a political and religious context. This is because much attention is devoted to investigating the pedagogical aspects of the study of the communicative role of the intonation in the classroom.

One research is done by Herczeg-Deli (2006) who concentrated on the elicitation of BBC radio interviews which show that prominence and tone are essential in achieving the communicative role of the utterance. In the same line, Selting (1987) investigated the intonation in natural conversations and his results indicate the importance of the intonation lies in analyzing its location in the various utterances of the conversation. Another research on the role of the intonation in radio and television advertisements has been achieved by Odeyemi (2017), which revealed that the variation in the prominence of the tone is based on the context of the advertisements where the function of the referring tones is used to attract the attention of the listener.

Accordingly, many studies applied discourse intonation in examining the role of intonation in teaching intonation for EFL learners to recognize the communicative value of the intonation features base on discourse intonation. Goh (2005) conducted a study to examine the different and social backgrounds of four speakers from Singapore and the findings revealed that those speakers' tones are influenced by their linguistic environment where they acquired the English language. Hadley (1996) applied discourse intonation in teaching the textbooks taught in the classroom. The results show that the components in Brazil's model are the best features for teaching EFL learners since these components encouraged them to well communicate rather than depending only on the form of the correct pronunciation in the textbooks. In addition, Brazil's model involved a wide range of various tones while the textbooks involved only specific tone types only. In the same respect, Kumaki (2003) investigated how the intonational features are tacked in the high textbooks in Japan and the findings reflect that most of the intonation features in textbooks taught are based on grammatical approach rather than the attitudinal or discourse. Likewise, Hitotuzi (2007) focused on whether discourse intonation is applicable for beginners teachers and his results convey that teaching the components in Brazil's model need long-term experiments of the teachers specifically non-native ones. In 2014, research focused on how Thai students can grasp the intonation in the samples of cartoon story and the findings revealed that EFL learners used commonly the level tones and less rising tones because of the target language influence on acquiring the English language (Boonyakan, Srisakorn, & Poonpon, 2014). In 2018, Sadoune used discourse intonation on how to acquire intonation by EFL learners and the results find out the students faced problems in identifying prominence placement and that intonation requires more training in teaching intonation. Similarly, Kumar (2019) applied discourse intonation on an entertainment show to see the various aspect of the intonational function and the findings indicate that the pragmatic function is based on the perception of interactions and understanding of intonation and grammar.

It is important to mention that this study has not been tackled before as it provides a comparative analysis of discourse intonation of Brazil's model in political and religious speech, particularly Obama and Yasin to reveal the function of the information tones in relation to the dominance/non-dominance factor.

Discourse intonation in terms of Brazil's model

Discourse intonation is one area of linguistics that is concerned with studying the form, meaning, and function of intonation at the sentence level and larger stretches of speech

(Vilches, 2015). This approach began with the British Isles and then it was developed by David Brazil (1975, 1978, 1985, 1997) and others who combined the discourse analysis with intonation (Yule 1980, Sinclair & Brazil 1982, Brown & Yule, 1987). It is worth to mention that Brazil (1975) adopted only the phonological typology of Halliday (1963), particularly the five tones rather than his grammatical forms.

The meaning of intonation in terms of discourse intonation is based on the interaction between the listener and speaker, shared and unshared knowledge, and conversational control (Brazil, 1997). Brazil's model is based on the choice of the speakers in the intonation system where they select one intonation rather than the other. Therefore, the speakers can determine the intonational choices as they share the common knowledge with their interlocutors which in turn this can form a context of interaction, or they can present new information to achieve the social relationship between themselves and listeners (Hewings, 1995).

Furthermore, Bode (1980) indicates that there is no absolute agreement upon the division of the piece of spoken language since the speakers disagree on where exactly every tone unit boundary will happen in a piece of text. This is because of many factors like the speed of delivery and the individual perceptions of the organization of the information. It is important to distinguish between the prominence and lexical stress in which the first refers to the stress of the utterance or sentence and the second one refers to the word stress. It is commonly known that lexical words own more prominence than the content words (conjunctions, articles, pronouns, etc.) (O'Connor, 1980). Generally, all lexical words (nouns, verbs, adjectives, and adverbs) are stressed, for example, the noun 'women' includes two syllables and the first syllable is lexically stressed (Roach, 2010). Below are two examples in which the first example shows how the words in the utterance are spoken by the speaker in citation form, i.e, as they found in the dictionary while the second one shows that some syllables in the words are prominent than others since they are marked by the speaker (the prominent syllables are capitalized):

1. //WHAT I WANna DO toDAY IS GIVE YOU AN Overview OF Women AND WORK//
2. //What I wanna do toDAY // is give you an Overview of WOmen and WORK//

This means that the syllables at the level of the words do not receive the same prominence at the level of the utterance since the speaker did not give equal importance to all the words (Bode,1980). Generally, the important information in the tone unit is based on the specific context which is emphasized by the speaker and the prominence occurs on the

information as the speaker thinks that this is important for the hearer to understand the meaning and intention of the utterance (Bode,1980.).

The major concept of Brazil's framework is the tone unit and it includes four key intonations, which are: prominence, tone, key, and termination (Brazil, 1997). The tone unit is analysed according to the pitch movement and each tone unit is composed of one or two prominent syllables which are emphasized by the speaker and can be noticed by the hearer. Concerning prominence, key, and termination, the tone unit includes two prominent syllables where the first prominent syllable is called the onset syllable while the second prominent syllable is called the tonic syllable, and the tone unit sometimes contains only one prominent syllable which represents the tonic syllable. The onset syllable represents the key which denotes the first prominent syllable in the tone unit and the tonic syllable represents the termination which denotes the final prominent syllable in the tone unit. (Brazil, 1997).

According to Brazil (1997), five-tone choices are identified in the discourse: fall, rise-fall, rise, fall-rise, and level. The fall and rise-fall tones end with a falling tone, which is called proclaiming tones and they refer to the new and unshared information, i.e., the divergence between participants. As for the tones of rising and fall-rise, they are called referring tones which end with a rising tone and they refer to known and shared information, i.e., convergence between participants (Sadoune, 2018). As for the level tone, it is used for routine function and formulaic situations (Hitotuzi, 2007) which is very rarely happened in discourse. Shared and unshared knowledge are given in examples (3) and (4) respectively where the first example denotes the togetherness of the speaker-hearer using the fall-rise tone and the second example denotes separateness of the speaker-hearer using falling tone (Brazil, 1997):

3. // ↘ ↗ DO you drink TEA // (Am I right in thinking you do?)

4. // ↘ DO you drink TEA // (I don't know the answer, please tell me)

In the same respect, Brazil (1997) states two important factors that are determined by social rules and they relate to the aforementioned tones. These factors show the speaker's assertion of dominance and control and non-dominance within specific discourse modes. The dominance indicates the conversation sequence and there is no equality in the distribution of speaking rights like when doctors talk to patients or teachers to students. Besides, the dominant speaker is the person who controlled the discourse using either the proclaiming (rise-fall) or the referring plus (rise) tones while the non-dominant speaker is the person who did not take the controlled role in the discourse using either the proclaiming tone (fall) or the referring tone

(fall-rise) tones (Vilches, 2015). Below are two examples where the rising tone is used for the dominant speaker who asked about information in (5) and the fall-rise tone is used for the non-dominant speaker who asked about information in a more polite request in (6):

5. // r+ got a LIGHT //

6. // r   got a LIGHT //   Brazil (1997)

Furthermore, Sinclair & Brazil (1982) state that the speakers can select three tones choices of the key and termination when the pitch starts with the first prominent syllable and ends with the tonic syllable. The levels of tones are high, mid, and low, whereby the high key tone indicates contrastive information, mid key tone indicates additive information, and the low key tone refers to the equated information. Concerning the termination, the high tone denotes the meaning **"will surprise you"** and the mid termination meaning denotes "will not surprise you", while the low tone indicates no constraint on the next "turn taker". Example (7) below shows how the high termination is used by the speaker expecting a (yes/no) contrastive answer and the hearer uses the high key, which looks like a plea or threat:

7. A: // P will you ↑GO //   B: // P ↑YES//

This study follows Brazil's conventions in analyzing the data. The components are illustrated briefly in Table 1 below in terms of Brazil's conventions:

Table 1 Discourse intonation Components of Brazil's model

Components	Brazil's transcription conventions
Tone unit	Each tone unit is closed with oblique lines //
Prominence	All the prominent syllables are capitalized The tonic syllable is capitalized and underlined
Tone	Proclaiming (p) fall ↘ (Unshared information &non-dominant)
	Proclaiming plus tone (P+) rise-fall ↗ ↘ (separateness & dominant)
	Referring (r) fall-rise ↘ ↗ (Shared information & non-dominant)
	Referring plus tone (r+)

	rise ↗ (togetherness & dominant)
	Level
	0 → (formulaic situations)
Key & termination	High key &termination ↑
	Mid key & termination →
	Low key & termination ↓
	(The arrows of the key &termination are placed before the prominent syllables of the key and termination)

Research Questions

Two research questions are addressed to achieve the objectives of this study:

1. What are the information tone types that are used by political and preacher in their speech?

2. What is the pragmatic function of the information tones used by political and preachers in their speech in relation to the dominance and non-dominance factor?

Methodology

Data Collection

In this study, two online video interviews on YouTube are collected qualitatively. The first one is a political interview with Barack Obama, who was the 44th president of the United States. He was interviewed by the interviewer Charles Rose on CBS News channel. It is held on June 16, 2013, which is lasted for approximately 47 minutes. The interview happens after the failure of Obama's Democratic Party in the mid-term election. The interview includes many topics like the Islamic State of Iraq and Syria, the National Security Agency leaks, china, and the Foreign Intelligence Surveillance Act court. The second interview is a religious one which is entitled "the decline of Christianity and the rise of Islam". This interview was with Shaykh Khalid Yasin who is the director of the Islamic broadcasting center and it was interviewed by Shaykh Ahmed Shehab. It is held on August 2, 2014, which is lasted for approximately 27 minutes. This interview covers topics about the importance of Islam's position in the lives of the Muslims and how it corrects the corruption and immorality in society in comparison to the position of Christianity.

It is worth to mention that the selection of the spoken language of both the politician (Barack Obama) and preacher (Kahild Yasin) is an American language to obtain valid values

of the pitch movement. This is because this study focuses on investigating the pitch values of the prominent and tonic syllable in the word which in turn this can determine the type of information in the discourse. Five independent raters in the areas of linguistics particularly specialized in pragmatics and phonology are selected to ensure the validity of the selected speech excerpts and to determine whether they meet the four criteria that are chosen in this study. The researcher has prepared a table that lists all the collected tone units of both Obama's speech and Yasin's speech against the involved criteria to identify which excerpt includes and meet all four criteria. The four criteria are submitted separately to all the raters who agreed upon all the involved criteria in the table, in addition to the comments which are taken into consideration.

The collected data of both interviews have included different issues concerning the discussed topics which are important to obtain a variation in the pitch level of Obama's and Yasin's speech as far as the termination component is concerned by which it can be determined the components of discourse intonation in terms of Brazil's model.

In this study, the selected data is issue-driven. Table 2 shows the criteria of data selection where they are arranged from the more general to the more specific:

Table 2. criteria of data selection

No.	Criteria
1.	The selected interviews are different in which the first one is political and the second one is religious. This is important to obtain a difference in the type of information tones in relation to the factor of dominance and non-dominance.
2.	The data include challenging issues in both interviews in which the first Interview includes issues like conflicts and wars in Iraq, Syria, etc while in the second interview, there are issues like Islam and Christian. These are important to obtain the reaction and response of the politician and preacher towards the interviewer's questions.
3.	different kinds of utterances are used like minimal speech segment (single word or short utterances) and extended speech segment (long utterances) in order to obtain variations in the results
4.	The selected data show a variation in the pitch movement level which can be high, mid, low in order to determine the prominent syllable of the

	termination which in turn it can be determined the type of information in the discourse

Data Analysis

The researcher has used a mixed-method approach to analyze the collected data in both interviews. Twenty excerpts are collected from Obama's and Yasin's speech respectively, in which the first ten excerpts of Obama's speech include 46 units and the second ten excerpts of Yasin's speech include 54 units. The collected data are analyzed acoustically using the software Praat programme to investigate the pitch values of the prominent syllables in the key and termination by which we can determine the type of information tones and their meanings about the dominant and non-dominant role of the speaker.

It is important to mention that this study centres on identifying the termination more than the key because it determines the whole nature of the tone unit, which, in turn, will identify the type and the function of the information tones in relation to the role of the speaker. In addition, the termination is clearly concerned with the relationship between the speaker and hearer in respect to the key (Burgree, 2012). In this regard, Roach (2010) assures that the termination is the most important and obligatory component in the tone unit because it represents the tonic syllable.

Furthermore, two raters are asked to ensure the acoustic analysis of each excerpt in this study, who are specialists in phonetics and phonology. Eighty-two percent of the items are selected in order to obtain the confidence reliability in the rater and the percentage of agreement (Mackey & Gass, 2005; Medriano Jr & De Vera, 2020; Al-Mahfedi, 2020; AlTameemy, Alrefaee & Alalwi, 2020). The selected excerpts are then analyzed qualitatively according to Brazil's model of discourse intonation. This study is also quantitative since it provides the percentages of the information tones in relation to the dominance/non-dominance factor. This is important to verify the qualitative results and provide a comprehensive picture of the findings in both interviews.

Obama's speech

This section is concerned specifically with analyzing a selected extract from the political interview, particularly Obama's speech based on Brazil's discourse intonation model. Below is a selected sample of an authentic excerpt from Obama's speech:

Barack Obama: "well, I think it says that the Iranian people want to move in a different direction and, you know, if you contrast this with the violence and suppression that happened in the last presidential elections, obviously you have a much more positive atmosphere this time".

Accordingly, this excerpt includes 7 tone units according to discourse intonation. Table 3 below shows an analysis of 7 tone units of Obama's speech based on Brazil's model of discourse intonation using the Praat programme:

Table 3 Discourse Analysis of 7 tone units in the selected excerpt from Obama's speech

No. of TU	TU	Pitch level of the termination	Function & type of tone	Role of the speaker
1	// ↘ ↗ well i THINK it says ↑THAT //	High	r+ (fall-rise)	Non-dominant
2	// ↗ the Iranian PEOple want to move in a different ↑DIrection//	High	r+ (rise)	dominant
3	// → ↓ AND //	Low	O (level)	
4	// ↘ ↗ you know If you CONtrast this ↑WITH//	High	r+ (fall-rise)	Non-dominant
5	// → the VIOlence and ↓SUppresion that happened//	Low	O (level)	
6	// ↗ ↘ IN the last presidential election, ↑OBviously //	High	P+ (rise-fall)	dominant
7	// ↗ you have a much more positive ATmosphere ↑THIS time//	Low	r+ (rise)	Non-dominant

As indicated in Table 2 above, all the tone units have a high termination except for units (3&5) that have low termination. This excerpt conveys Obama's response to the elections of Iranian people who have voted 75% of them. Obama starts his speech using a referring tone (fall-rise) to catch the attention of the Rose's (interviewer) to the next information which showed an important event in tone unit 2. Gradually, Obama used a rising tone to show his disagreement with Rose's view when the latter regards a large number of Iranian voters reflect negatively that they are against the United States. The high termination is employed to show

that Obama is sure about Iranian's decision of changing their direction for a better future because of the long period of their rigid framework.

After that, Obama continues in his speech using the level tone with a lengthening of the first vowel in the conjunction (and) in Tone unit 3. This lengthening in the speech is a means of taking enough time in thinking about the next information and to attract the attention of Rose to the Iranian elections and the atmosphere in Iran. Therefore, Obama's speech in TU4 indicates that he tries to remind Rose about the last presidential elections which are known to everyone and they included violence and suppression. Gradually, Obama was a diplomat in his speech as he used a level tone in Tone unit 5 in comparing between the elections of the present and past to make Rose convincing about his opinion. Diplomatic language is important in obtaining the results the speaker hopes to carry out from the listener.

Later on, a proclaiming (rise-fall) tone is employed in Tone unit 6 to show that Obama continued in his talking about the same matter as he used the more emphatic and assertive tone to reflect his dominance of the situation. Thus, Obama used the rising tone with referring type in Tone unit 7 to reflect he assures that present Iranian elections would a good future than the previous one.

In brief, although Obama takes the dominant role in the situation, he tries to share the information with the interviewer as he talks about the Iranian elections positively with a high termination to emphasize the significance of the information. It is noted that there is a contradiction between his response and the expectations of the interviewer about the Iranian voters. Besides, most of the tone units have a high termination, which reflects Obama's dominance of the situation, while the use of low and mid-tones to make his style politer and franker during the interview.

Figure 1 below shows the analysis of two selected tone units where the curvy blue line shows the measurements of the pitch height in Hz (hertz) of the two prominent syllables in the words (think, that) and (people, direction) in tone units (1&2) "well I think it says that" and "the Iranian people want to move in a different direction" respectively. Two tiers are shown where the first tier refers to the phonetic transcription of the words in order to show the stressed syllable in words in each tone unit, whereas the second one indicates the words of each tone unit (K refers to the key and T refers to the termination)
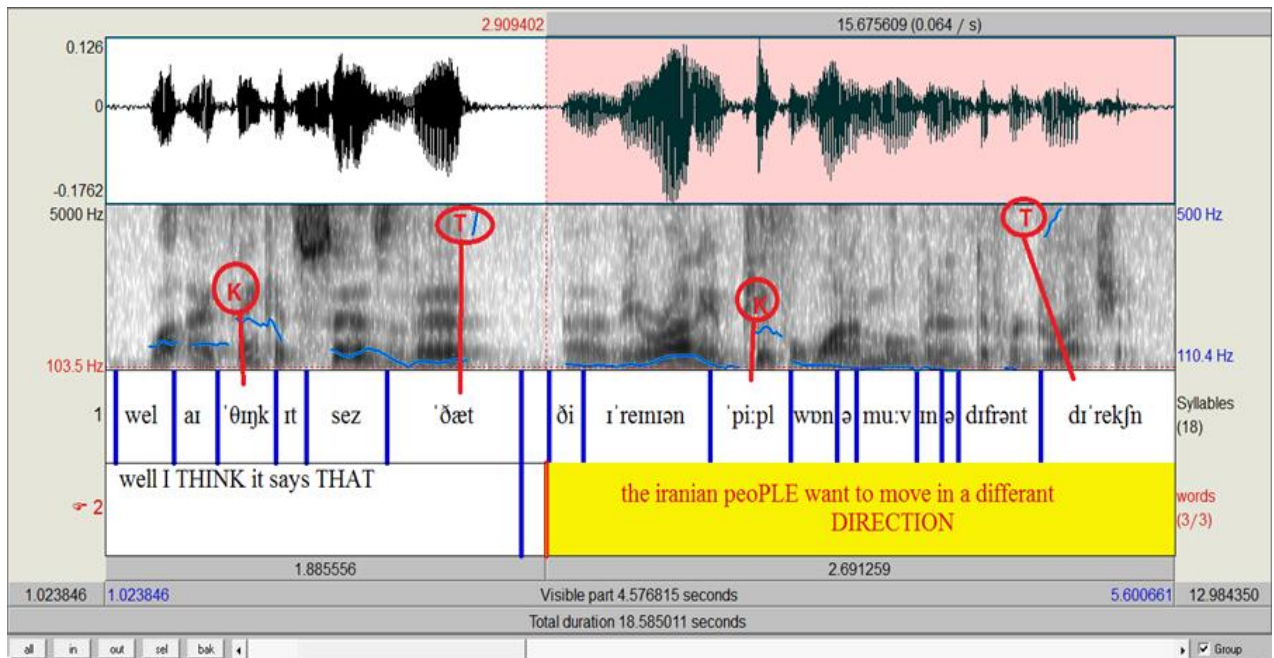
Figure 1 Praat analysis of TUs 1 & 2

Yasin's speech

This section is concerned specifically with analyzing a selected extract from the religious interview, particularly Yasin's speech based on Brazil's discourse intonation model. Below is a selected sample of an authentic excerpt from Yasin's speech:

Khaled Yasin: "Islam has shown that it is comprehensive in its approach it is therapeutic in its approach Islam has shown that it is not just a religion of rituals it is not just the issue of people become being Muslims and belonging to the church or the mosque it is that people accept Islam as a covenant between themselves and God".

Accordingly, this excerpt includes 7 tone units according to discourse intonation. Table 4 below shows an analysis of 7 tone units of Yasin's speech based on Brazil's model of discourse intonation using the Praat programme.

Table **Error! No text of specified style in document.** Discourse Analysis of 7 tone units in the selected excerpt from Yasin's speech

No. of TU	TU	Pitch level of the termination	Function & type of tone	Role of the speaker
1	// ↗ ↘ IS Islam has <u>SHOWN</u>//	low	P+(rise-all)	dominant
2	// ↗ ↘ that it is compreHENsive in its ↑a<u>PPROACH</u>//	high	P+(rise-fall)	dominant
3	// ↗ ↘ it is theraPEUtic in its ↑a<u>PPROACH</u>//	high	P+(rise-fall)	dominant
4	// ↗ ↘ Islam has SHOWN that it is not just a religion of ↑<u>RIT</u>uals //	high	P+(rise-fall)	dominant
5	// ↘ it is not just the ISSue of <u>PEO</u>ple become being ↓Muslims//	low	P(fall)	Non-dominant
6	// ↘ And beLONging to the ↓ <u>CHURCH</u> of the mosque//	low	P(fall)	Non-dominant
7	// ↗ ↘ it is that PEOple accept Islam as a ↓<u>COV</u>enant between themselves and God //	low	P+(rise-fall)	dominant

As shown in Table 3 above, This excerpt conveys Yasin's response about the importance of the Islam phenomenon in comparison to the Christian phenomenon. Yasin starts his speech using a proclaiming tone in Tone unit 1 as the pitch movement rises and then falls which reflects his insistence to get the agreement on a certain point on the next information. Besides, the low termination indicates that he wants to start with a style more polite and gentle in Tone units (2,3,4), Yasin continued his talking in the same proclaiming tone with a high termination to add important information about the importance of Islam as the latter plays an essential role in correcting the corruption and immorality in the society. This is because Islam carried many important reformed characteristics when he said it is comprehensive and

therapeutic. Therefore, Yasin continued his talking using again the low termination in Tone units (5,6,7) to say calmly that the matter does not mean whether the person belongs to Muslim or church, it is a pact between God and the person. This is because this pact has an impact upon the individual which leads to the reformation of the individuals themselves and this, therefore, it can reform their families and gradually this will lead to reform the community.

On one hand, Yasin controlled the situation particularly in Tone units (1,2,3,4,7) by giving new information regarding Islam when he emphasized upon that Islam is an approach for correcting the corruption and immorality in the lives of people and it is a pact between God and people themselves. On the other hand, it seems that he tries to talk in a low tone calmly and he took the non-dominant role in order to convey that the importance is not in espousing the issue of Islam or Christian, but in what is truly believes inside one's him/herself that this can reform mainly the immorality in the society.

Figure 2 below shows the analysis of two selected tone units (1&2) of the two prominent syllables in the words (is, shown) and (comprehensive, approach) "is Islam has shown" and "that it is comprehensive in its approach" respectively.
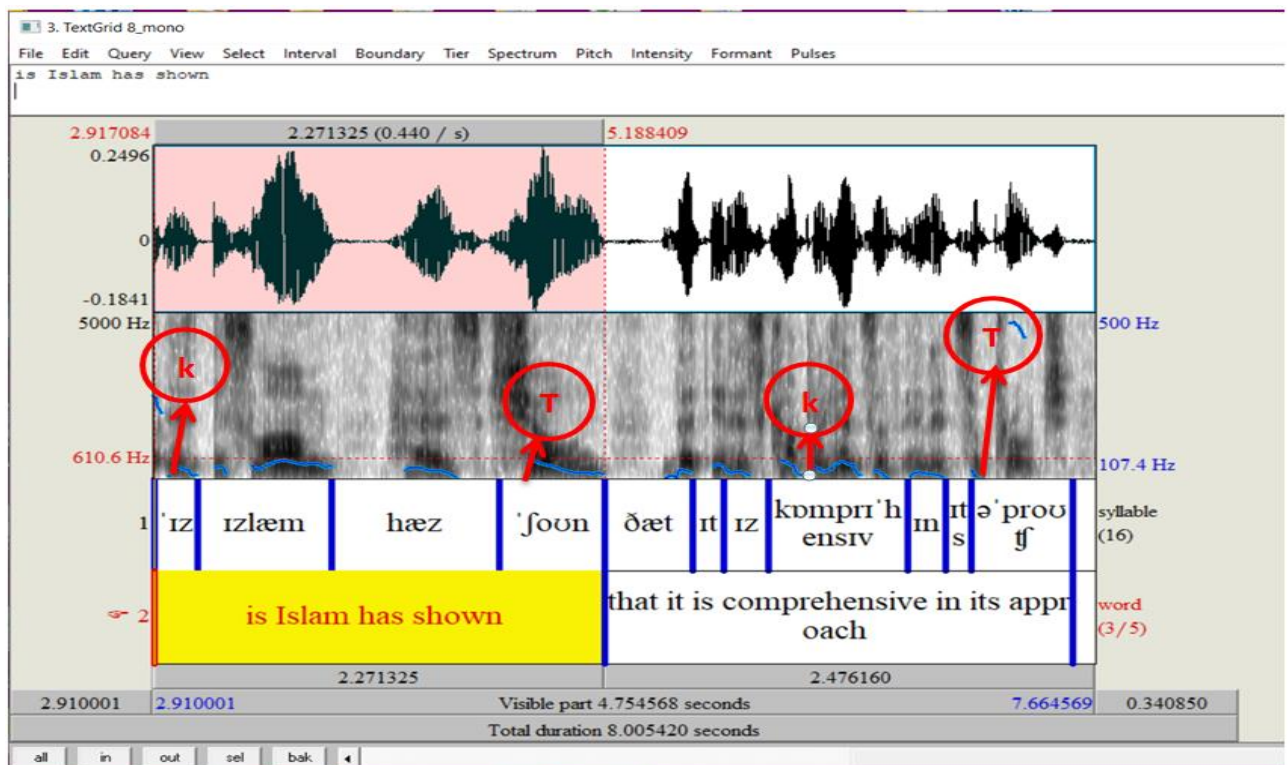

Figure 2 Praat analysis of TUs 1 & 2

Results and Discussion

2.1. Summary of the findings of the information tone types in relation to the termination
component in the speech of the political and preacher

Table 5 summarizes the percentages of the information tone types used in the speech
of the political and preacher in relation to the termination component in detail as follows:

Table 5 The percentages of the information tone types used in the speech of the political and
preacher in relation to the termination component

	Type of information tones	Percentages of information tones %	Pitch level of termination %		
			high	mid	low
Obama's speech	Proclaiming	49.25	27.74	8.88	12.63
	Referring	50.64	37.24	11.11	2.29
	Level	2.85	0	0	2.29
Yasin's speech	Proclaiming	98.14	37.03	0	62.96
	Level	1.85	0	0	1.85

Based on Table 3 above, it seems that Obama used all the three types of information
tones which are proclaiming (rise-fall, fall), referring (fall-rise, rise), and level tone while
Yasin's speech used only one type of information tone which is proclaiming tone ((rise-fall,
fall). This means that Obama used new and known information whereas Yasin used only new
information. This is due to the nature of the questions of the interviewer in the interview as the
politician interview focuses on discussing conflicts and wars in Iraq, Syria, etc and Obama tries
either to respond, contradict, deny or justify the information. By contrast, the focus in the
religious interview is on the increase of Islam as many Christian converts to Islam in
comparison to the decline of Christianity. Therefore, Yasin tries to add and provide more
information about the importance of Islam in the lives of the people particularly those who
converted from Christianity to Islam. This shows that the new information is regarded as
important rather than the given information even when the latter is mentioned does not mean
that it is known by the speaker and listener or it is mentioned previously, rather it means not
important when the new information is supplied as important information.

Gradually, it is noted that in Obama's speech, the values of the proclaiming tones with high termination are higher than the mid and low since the percentage of the former is (27.74%) and in the latter, it is (8.88%, 12.63%) respectively. Also, the values of the referring tones with high termination are higher than the mid and low since the percentage of the former is (37.24%) and in the latter, it is (11.11%, 2.29%) respectively. The results of the referring tones in comparison to the results of proclaiming tones reflect that the referring tones are the most common information used in Obama's response which means that is known by the speaker and listener. Obama's speech reflects many meanings which belong to either to justify, react to something, that is part of common knowledge, or to attract the attention of the interviewer for important information, and sometimes he tries to switch to another aspect of the same topic if he could not provide an accurate justification response for the question.

By contrast, the values of the proclaiming information tones with a low termination in Yasin's speech are higher than the high and mid since the percentage of the low termination is (62.96%) and it is in the latter (37.03%, 0%) respectively. This means that Yasin as a preacher has used a low tone to talk in a simple and calm style about the Islam phenomenon. Generally, Yasin used the tones which end with a falling with meanings like the starting of his speech in the interview, the insistence to ensure agreement on a certain point, saying something with a surprise, continuity to add more information. More particular, Yasin used the rise-fall tone when he emphasized certain points or events to capture very well the attraction of the interviewer.

Table 6 below summarizes the major meanings of the information tones types used in the speech of Obama and Yasin

Table 6 The major meanings of the information tones types used in the speech of Obama and Yasin

Obama's speech	Yasin's speech	meaning
Proclaiming tone		
1.// p FIRST→ OF all //	1.// p FIRST of all I'd like to ↑exPRESS my gratitude for this invitation//	Starting the speech
2. //p but HERE's ↓WHAT happens, Charlie//	2. // p I don't want that ↓STATEment//	Increasing the pressure upon the listener
3. //p you know WE are ↓SO scared from Iraq//		Providing unexpected information
4. //P+ so we HAVE to have a debate ↑aBOUT it//		Refraining to do something
5. //P+ THAT shouldn't just be → MY concern //	3.// p+ and WHY I make that diSTINCtion is because//	The insistence to ensure agreement on a certain point
6. //p+ we had a very blunt converSAtion about cyber ↑SEcurity //		The implication of unsaid things
7. // p+ IN the last presidential election, ↑OBVIOUSLY //	4.//p+ AMnesty International if they will check the World Health Organization if they will ↓ CHECK the //	Recreation of a cumulative experience
8. //p then WHAT ↓ENDS up happening is//	5.// p I want to be very ↓CLEAR that //	Continuity to add more information

9. //p but HERE'S ↓<u>WHAT</u> happens, Charlie//	6.//P WE will sit with them and we ↓ <u>MUST</u>//	Saying something with surprise or horror
Referring		
1. //r+ it's NEVer going to be ↑<u>ENOUGH</u>//		retain the role of speakers/ non-finality
2. //r+ MY general view <u>IS</u>//		Indication/capturing the listener's attention to the significance of information in the following utterances
3. //r+ beCAUSE ↑<u>un</u>TIL//		Justification
4. //r and we RECognize that you're not going to solve ↓<u>PRO</u>blems//		Adding undesirable information
5. // r+ you have a much more positive ATmosphere ↑<u>THIS</u> time//		Enthusiasm
6. //r+ NUMber↑ <u>TWO</u> //		Enumeration
7. //r+in THIS↑ VIEW //		Attracting the listener's attention
Level tone		

1. //o↓AND// 2. // o the VIOlence and ↓SUppresion that happened//.	// o ↓the …//o ↓<u>RISE</u> of Islam //	Formulaic routine pause fillers for incomplete sentence

It is worth to mention that the level information tone is used in the speech of both Obama and Yasin and it is less than the other types where its percentage in the former is (2.29%) and in the latter is (1.85%) respectively. The level tones used in both interview have different functions wherein Obama's speech conveys the meaning of formulaic routine and diplomatic use to create a good impression and encourage action to be taken by the listener while in Yasin's speech it is used for pause fillers in order the speaker to get ready for the next information. This finding agrees with Brazil's model of discourse intonation (1997:133-140) who states that the level tone is used for formulaic routine and pause fillers because the speaker sometimes faced difficulties in arranging their utterances.

2.2. Summary of findings of information tone types used in the speech of the political and preacher in relation to the dominance and non/dominance factor

The percentages of the information tone types used in the speech of the political and preacher about the dominance and non/dominance factor are shown in Table 7 below::

Table 7: The percentages of the information tone types used in the speech of the political and preacher about the dominance and non/dominance factor

	Dominance		Non-dominance	
	Proclaiming plus Tone (rise-fall)	Referring plus Tone (rise)	Proclaiming tone (fall)	Referring Tone (fall-rise)
Obama's speech	29.96	26.11	23.93	14.51
Total %	56.07		38.44	
Yasin's speech	44.44	0	64.81	0
Total %	44.44		64.81	

The results in Table 7 above show that the percentage of dominance factor for the proclaiming plus and referring plus tones in Obama's speech is higher than in Yasin's

speech since the percentage of the dominance in Obama's speech is (56.07%) while it is (44.44%) in Yasin's speech. This indicates that Obama was the dominant speaker of the discourse when he talked with the interviewer as a way to attract his attention to add more information, justify the same subject, or sometimes make a comparison between two experiences as a strategy to convince the interviewer. Besides, most of Obamas' responses contrast the expectations of the interviewer which reflect that there is a contradiction between the views of Obama and Rose as he tries to impose his information on Rose, particularly when he talked about events that may not happen. This is part of his character as a president, especially when he talked with a high tone.

By contrast, the percentage of the non-dominance factor for the proclaiming and referring tones in Yasin's speech is (64.81%), which is higher than the percentage of the non-dominance factor for proclaiming and referring tones (38.44%). This shows that Yasin took his role as non-dominant in most of his speech and this is clearly noted in the interaction between him and the interviewer. Yasin used falling information tones with a low tone in most of his speech and this is a part of his character as a preacher whose job is to advise and guide the people in the right way. Therefore, most of Yasin's responses were with the expectation of the interviewer whose questions focus on Yasin as a teacher for the Islamic community since the latter attracted thousands of people to Islam. Actually, Yasin could convince the interviewer about his opinions and that Islam is mainly attractive for regular people and social reform and it can achieve the happiness of humanity but at the same time he did not reduce respect of Christian values or any monotheistic faith. He believed that this as a part of his duty to point out the defect of the Christian religion as he said that the problem is not in the Christian values, but in the church, as it has no longer in touch with the social-political psychological issues of the people, while Islam, on the other hand, can reinstate the lives of the people.

In brief, the information tones used in the speech of Obama and Yasin reflect the way of talking of politicians and preachers. On the one hand, Obama tries to persuade the interviewer by playing the status game as he boost his sense of superiority as a president and this shows there is a difference in the social position between the speaker and listener. This is achieved either by criticizing or reacting to an irony or ridicule responses to assert things as being true. This is very clear when he used the high termination to make others

that they are wrong and sometimes, he is not honest as he insists on some issues which are not true. On the other hand, Yasin tries to persuade the interview by talking nicely and honestly and this is very clear through using a low tone which reflects his humility as a preacher, he is reliable in discussing issues concerning Islam and Christian religion since he is one of the Christians, who converted to Islam which in turn this shows that both of Yasin and interview have an equal social position.

Conclusion

This study has concluded the following**:**

1. Discourse intonation proved that the intonation can support the meaning of the context since it can reflect the pragmatic sense of discourse, particularly the meaning in political speech, i.e., Barack Obama and religious speech, i.e., Khalid Yasin.

2. The findings show that all the information ton types (proclaiming, referring, level tone) are used in Obama's speech, whereas only the proclaiming and level information tones are used in Yasin's speech. Besides, referring to the high types are the most common information tones used by Obama while the proclaiming of the low types is the most common information tones used by Yasin in their speech. This leads to say that Obama employed commonly known information by the speaker and listener and they reflect many meanings that belong to either to justify, react to something, etc. By Contrast, Yasin as a preacher has used the low tone to talk in a simple and calm style about the Islam phenomenon which reflects meanings like insistence to ensure agreement on a certain point, saying something with a surprise, etc. as the important information is regarded not important when the new information is provided.

3. The level tone is less than other types, which are used in both Obama's and Yasin's speech. It conveys different meanings like formulaic routine and encouraging in Obama's speech and pause fillers in Yasin's speech.

4. This study shows the difference in the role and social position between the speaker and listener. On the one hand, Obama took the dominant role in his talking with the interviewer which reflects his superiority as a president using either criticizing or reacting an ironic or ridicule response in order to assert things as being true. On the other hand, Yasin took the non-dominant role in his talking with the interviewer which

reflects his humility and respect as a preacher as he talked reliably and honestly in discussing issues concerning Islam and the Christian religion.

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"Garden": A Social Semiotic Stylistic Analysis
of Rossana Warren's Poem

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Abstract

The study is to investigate the social semiotics of the images, symbols, words, and clues and how stylistically employed by Rossana Warren in her first poem "Garden" in her first collection "***Each leaf Shines Separate (1984)***" through which her painter personality is reflected. This happens by depicting the social-semiotic analytical reading strategies which depend on decoding the poetic symbols found in the poem. This is to show how the painter uses her tools to draw a picture of life in "Garden" through the

poetic techniques. That is achieved through following an eclectic model by Niazi and Gautam and Kress and Van Leeuwen. This is to approach a reading of the poem through not only a poet's eye but a painter's. It was concluded that Warren was successful in employing her tools to launch her first poem announcing her as a brilliant poet. In addition, the eclectic model was found to be strongly applicable in analyzing such data.

Introduction

Semiotics is a science that interprets the signs, whether they are verbal or not. Such interpretations are not fixed; at the contrary, they are arbitrary. Each society interprets the signs according to its culture, interest, and even ideology. So, social semiotics appears to explain meaning-making in the social context. The purpose of this paper is to conduct a social-semiotic-stylistic analysis of the signs and gestures through the words and lexes in Rossana Warren's "Garden" from her first collection ***Each leaf Shines Separate*** (Warren, 1984). As a result, the researchers try to conduct different reading strategies based on decoding the poetic symbols in a way that reveals how the poet reflects her painter's personality. In other words, there is a try to match the stylistics of the poem with the social semiotics to come up with the portrait made by the poet. Rosanna Warren, born in 1953, is a painter and a poet. She studied painting at Yale University. Her poems, even when they are not dealing with works of art, are enriched with words that are related, in one way or another, to art. They are "highly finished, meticulously detailed, [and] intricately composed". Most of her poems are dealing with her travels in the different cities around the Mediterranean and her everyday life in America. As a poet, she used to put "a work of art" in the middle of "a human situation" (Ellmann & O'Clair, 1988; Batang, Dayag–Vecaldo & Medriano Jr, 2018), acting as a guide for "spiritual dignity" (Shaw, 1994).

Warren is a university graduate who is capable of controlling her writings to be introduced in a formal manner and a well-polished tone, "matter of fact tone" (Orr, 2004). This desire, to be realistic, derived her to search for common topics that can be introduced in a new way (Wilson, 1994). Her power and tools of writing were present from her early

childhood in a family of writers. As a child, Warren tried to practice both writing and painting. She believed that both fields are connected because they "involved the hand", "translating seeing into some sort of form". The "visual inventiveness" is the main feature in her poetry reflecting the beauty and simplicity of the natural surroundings. Nevertheless, this attraction leads to a more complex attitude that is digging deep in the real nature of man himself and the natural surroundings seeking to explore the strange exotic areas (Chiasson, 2006).

This study develops an eclectic model based on the published works of Niazi and Gautam (2010) and Kress and Van Leeuwen (2006). This is done via relating the poetic symbols of each word found within the poem with the poet's employment of the painting equipment to produce a picture reflecting her life to introduce her to the world of poetry. The significance of this study is to shed light on the dexterity of the poet to merge her poetic and painting tools to come up with a fabulous poem introducing her to the community as a brilliant poet. Another significance is that in this study and to the best of the researchers' knowledge, it is the first time that Kress & Van Leeuwen's model is applied to poetry since it applies to other genre as pictures, advertisements, etc.

What is Stylistics?

Mcrae and Clark (2004) define stylistics as a way of explaining how from various linguistic choices, the appropriate meaning conveyed by the writer is formed. Crystal (2003) states a more elaborated definition of stylistics in which it is viewed as a subfield of linguistics which deals with the uses of items in the language fitting specific situations .In addition, this field tries to find the bases that suit the specific choices made by the person or the community while using the language.

Taylor (1981) emphasizes the expressive as well as the interactive of language and thought. Since language blends thought and feeling , a writer can give the personal ideas a linguistic frame that matches reality. Therefore, stylistics deals with elements of language by a mutual approach, through expressing the emotions by language and the effect of language on emotions as well. Hickey (1992) affirms that "linguistic style is that part of language, which is used to impart to the message certain expressive evaluative emotional features". Widdowson (1975) proposes that stylistics studies and analyzes the

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literary genre linguistically. By doing so, it is considered as two faces for the same coin. With poetry, Sharma (1985) views that the linguistic study provides the poet's essential portrait of his life ,identity, psychological propensities, and the poem's orientations. The best way for the poet to express what is going on in his mind is through the use of some stylistic devices as simile, personification, metaphor, contrast, repetition, etc.

What is Social Semiotics?

Beebe (2004) considers it as an investigation domain which looks at signs' function and nature .Furthermore; it contains the systems and processes behind representation, expression, signification, and communication. Eco (1976) pinpoints the dealing of semiotics as a science with the sign as a whole. The sign can stand for something unconditional, i.e. the sign refers to something, which may not exist somewhere at the moment of reference.

Ferdinand de Saussure considered the sign as a coin consisting of a signifier and a signified (Barthes, 1972). The signifier is a chain of sounds while the signified is the associated abstract of the mental concept of particular sound chain turning the word itself a sign. The relation between the two is purely a matter of social convention; it is an arbitrary but a fixed relation. Signs are studied with the focus on their potential communicative function. For Saussure, signs include objects, images, symbols, words, and gestures that are "intentionally" created and used to "share information in human society". The role of sign is found in the social life. For a semiotician, a shirt, a haircut, a television, an image, anything at all, can be considered as a sign, a message to be analyzed, and a meaning to be discovered (Chandler, 2007).

Social semiotics enlarges on Saussure's establishment visions by traveling across the suggestions that social processes form language and communication codes. The turning point here is that meanings and semiotic systems have an arbitrary relation with the power of society. Since power alters according to society, the language , other combinations of meanings ,and their social acceptance can alter too (Barthes, 1972).

Social semiotics is to study how people establish and understand meaning. It deals with studying texts , how semiotic systems are shaped by ideologies and social orientations, and how they are changed as society changes (Hodge & Kress, 1988). It can

be used to refer to a family of approaches, which combine the semiotic range with social dimensions, and apply these to analyze the full range of signifying systems and practices that establish all forms of culture. Thus, social semiotics is possible to theoretically and analytically deal with meaning in society.

Social semiotics sheds light on the social dimensions of meaning and human ability to signify and interpret people and communities. Social semiotics translates all kinds of signs. The diverse channels are realized as semiotic modes. Communication enjoys various verbal, visual, gestural, musical, and written modes to express meaning (Van Leeuwen & Jewitt, 2001).

The theoretical part of social semiotics found its bases in linguistics. It includes three constructions. The first is with the idea that discourse is multimodal. It is through which an interior semiotic scheme can be made   (Scollon & Scollon, 2003). The second reflects the powerful relation between the signifier and the signified to trigger the sign (Tomlin et al., 1997). To formulate a text is to make use of the triggered options as to which the signifieds are presented by specific signifiers. The third construction motivates the options to match the intended meaning. Such a match is a result of social, cultural, and contextual factors (Kress & Van Leeuwen, 1996).

Social semioticians go hand in hand with Halliday (1978)'s assumption that the associations are not rigid rules but meaning-making resources. They include actions and reactions made whether with our bodies or with the aid of technology (Van Leeuwen, 2005).

Methodology

This study follows a qualitative analysis concerning the signs, the symbols, and the images in addition to the stylistic tools and devices employed in this poem. The qualitative research method focuses on descriptive and explanatory results obtained from the collected data.

The Model

The followed model is an eclectic one based on both Niazi and Gautam (2010) **How to Study Literature: Stylistic and Pragmatic Approaches** and Kress and Van Leeuwen (2006) **Reading Images: The Grammar of Visual Design**.

Niazi and Gautam (2010) look at literature from stylistics and pragmatic perspective. The first of which deals with some selected works like poems, novels, and short stories. Through analyzing such a genre, metaphor, word structure, plot, characterization, themes, and imagery, along with the stylistic devices are analyzed too. In this study, the stylistic approach of analyzing poems is followed through linking the stylistic devices and the linguistic choices with interpretation regardless of the pragmatic part.

The visual analysis is based on Kress and Van Leeuwen (2006) in handling social semiotics. According to Kress (2009), "social semiotics is concerned with the social meanings constructed through the full range of semiotic forms, through semiotic texts and semiotic practices, in all kinds of anthropological society".

Jewitt and Oyama (2001) believe that studies of social semiotics of visual communication include the semiotic resources' description, what images say and do, and how people interpret them. "Social semiotics is capable of saying something about the function of the modes (writing, image, color, and facial expression) in the multimodal text; about the relation of these modes to each other; and about the main entities" (Kress, 2009). According to him, "the focus on sign-making rather than sign use is one of the several features, which distinguish social-semiotic theory from other forms of semiotics". The model includes only three main elements of social semiotics: image, word and color.

Image

Image is only one type of sing, a signifier, which contains words, sounds, color, and other visual communications. The meanings attached to images are culturally specific associations, in spite of the fact that culture cannot entirely determine the exact linkage (Potts, 2003). Dyer (1982) states that regardless of the image kind being used, a specific meaning is understood even beyond the literal meaning. Since it is not neutral, it is set within the society to generate new meanings.

Among some of the controversial topics are moving image and color. The field of moving images is associated with visual communication. Accordingly, the moving image has concentrated on 'words' i.e. 'lexis'- rather than 'grammar', and the semantics of words whether 'denotative', 'connotative', 'iconographical', or 'iconological' significance of the elements in images. The individual people, places and things (including abstract 'things') are depicted there (Kress & Van Leeuwen, 2006).

Within all the developed sciences, images play an important role in presenting the core content. In addition to other functions in the humanistic sciences, images' role is ranking between decoration, information, and illustration. There are subtypes for image. These are:

Placement of Signs

It is one type of image in which the space plays a crucial role in determining the information value according to the placement between the participants. So, the participants' direction positions influence the meaning delivered by them i.e. the placement of the image plays a major role in carrying the 'information load'(Kress, 2009). This may put various impacts on the reader. It occurs by placing an iconic sign and a linguistic sign next to each other.

Given and New

Based on the work of Kress and Van Leeuwen (2006), in any sequential structure, the element which is about to be said or shown is always new, not yet known. By difference, what has (just) been understood, gotten, discovered is, by comparison, now known as given.

Framing

It is defined by Kress and Van Leeuwen (2006) as the "elements of the layout" that are "disconnected". It happened through, for example, the frame lines, discontinuities of color, shape or by the absence of color. In contrast, "the absence of framing stresses group identity". There is no influence of framing on the separation absence between information units. The more the principles of the space are connectedly arranged, the more they are linked to each other as single unified information.

Social Distance

It is related to the distance between the represented signs and the receivers. Distance selection reveals various relations between participants and viewers (Kress and Van Leeuwen (2006) ."Close individual distance" refers to the distance at which one can hold or grasp the other person and; therefore, the distance between people who have an intimate relation with each other. This leads to a close observation between the image and the observer. The visual system of frame size is derived from the "proxemics" of everyday face-to-face interaction (Kress & Van Leeuwen, 2006). Viewed by Halliday (1985), the image is "an 'offer' in a sense that, it offers the represented participants to the viewer as items of information, and objects of contemplation"(Kress & Van Leeuwen, 2006).

Word

It is one device of visual communication related to the signifier of the sign. From Hodge and Kress (1988) perspective, social semiotic description depends on an account of the "logonomic" system; in other words, "the social messages which rule the normal manufacture and reaction of the text". As a result, the context must be theorized and understood as another set of texts. For example, colors and their various grades or compositional structures can reflect an affective role equal to that when reflected by words, word classes, or even clause structures. Visual structures relate visual elements to each other; these visual elements, however, may themselves be heterogeneous – a word as a visual element is a block of written text as-contexts. For example, the text is written in formal or informal language. Choosing the style of wording depends on the kind of the message and to whom it is delivered through the context. Some groupings of words, as 'male power' or 'nature's cycles', have various evaluative interpretations in various social contexts. Such groupings of words and their derived meaning happened selectively to gain the common qualities sought.

Color

Kress and Van Leeuwen (2006) assume that color is a carrier of the interpersonal meaning. Even beyond that, colors are capable to have a denotative meaning referring to places, things, and people or even to show the product's identity.

According to Kress (2009), "most of us [...] have quite a strong sense of the meanings of color; which is to say that we could easily articulate what such meanings are". He argues that colors are able to express the fashioned world among what is hidden or less important. According to Scollon and Scollon (2003), visual images can convey cultural values and stereotypes as the same as language. One of the non-verbal signs is color. Colors have symbolism and color meanings. As Bellizzi et al. (1983) state "choosing a particular color (or colors) is a difficult and subjective task, as there is little that can be classified as solid fact".

Analysis

From the early beginning, Warren used a special title "Garden" to announce her first collection, ***Each leaf Shines Separate*** (Warren, 1984), and at the same time to state her as a poet. Through this poem, she refers metaphorically to her life, i.e. her life is just as a garden filled with vividness and details such as flowers, rocks, trees, etc. The word "Garden" means nature and purity, i.e. openness to the sky. This garden (her life) is rich with destinations and directions; it reflects the east and the west, the ups and downs, the transaction between the present and the past, as well as memory and dream. The poet delivers the idea of transformation in her life just as what happened to the garden in the four seasons. Therefore, the poet wrote the poem in four sections.

The title indicates indefiniteness to provide a sense of universality to her experience. The poem is written in simple formal language showing real-life by telling two stories about two different places belonging to two different continents and linked by one plant, the gardenia. Crete and New York, a contrast standing for the east and west, are mentioned immediately after the title as a dedication to those important places in history and Warren's life. Crete is standing for the greatness and glory of the past, while New York manifests the present in all the different aspects of development and practicality.

In the first section, the white color, in general, represents innocence, purity, wholeness, and completion but, here, the white color, contrastively, refers to death. The opening lines are full of sadness and pain for the death of roses in the middle of the garden together with the dead bodies that are quiet and cold; this is clear through the employment

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of personification (petals/remorseless). Even "snow", via simile, refers to death as sky, that is to say, Warren assimilates the falling petals as the layers of death (sleep) collected as if the sky, through personification, embraced what remains from her as the hands embracing to catch not to let death take the souls to the sky but return "down" to life, to the garden. These hands are unfolding the note in this unique fabric to cover the entire picture below. The sense of freedom is important in providing life and activity to different elements.

One distinctive component is the gardenia. Flowers, in general, symbolize something much deeper and more meaningful. In ancient cultures, flowers are to express the importance of certain events and things that are happening in their lives. Flowers can endure every difficult living condition. The flower is representative of both the climate and nature of that area. The gardenia, here, is to reveal how much love and respect you can have for others. In addition, because of the whiteness and the gentle petals of the gardenia, it means that the person knows more about something. Gardenia also shows the message of the renewal idea, i.e. to begin something new, new life in a romantic way. Gardenia, with its white color -with the contrastive meaning from the white in the first section -purity, clarity, and innocence sense, gives hope believing in a new day leaving the entire negative past. That was clear through the nostalgia for the beautiful past in the "real gardenia" which is used to be present in its clumsy vase. The word "cumbrous", indicating personification, expresses the desire of the poet to get rid of the chains, to live, to feel life, and to be free from tightness. She is full of hope and joy when remembering the past. It seems that the glory of the past is blessing all the elements there, as the "sleeping cat" and the old woman. Both are inactive and moving slowly. Paradoxical contrast is found in "dangerous sweetness" with the explosion of the gardenia. This section opens with the white color of death, but closed by the old women-in contrast to the young poet-laughing.

In the second section, sleep is repeated though differently from the first. Sleep, here, shows the intimate with her companion, sleeping in a "room"; this room personifies the garden, i.e. though short, the intimate relation is found in the span of life. Because it is short, the corolla of winter, death –like limbs, gives the sense of sleep, coldness, and immobility of such moments. In nature, corolla assists in the circle of life as a transport

stage; it is a symbol for the new life (metaphorically womb-like). It represents the essence of life. However, human beings are united with the elements of nature in being sleepy, cold, and motionless. Sleep continues covering the room due to the "sense of white" coming from the window (climbing as the climbing plant). The partner follows closely as he gets up slowly from his bed picking his clothes announcing, sorrowfully, the end of these erotic/romantic moments; every dream comes to an end. These lines are introduced in a cinematic way shifting the camera from humans to nature and vice versa.

From the first line of the third section, there is a back reference to the first section by linking it to the first gardenia which is a repetition here. This section is nostalgic from the very beginning for it went back to the past, "the gardenia", as the center of culture and civilization. Just as the poet assimilates the falling petals to death in the first section, she repeats the idea of the division of the gardenia into pieces "shattered" because of a "sea-wind" which is an illusion for the past glory of Crete. Crete is an island in the east that experienced the taste of war more than once just as the memory of "the first gardenia" with an evocation of centuries of warfare and violence: The poet is alluding to the battle of Crete in the Second World War. It started on the morning of 20 May 1941, where the Nazi German used the first airborne invasion in history. The civilians fought with the Allied Forces which after few days withdraw leaving the population alone in the face of this invasion. The resistance continues for four years until the end of the War.

Another reference is to the Turkish War upon this island; it happened "long ago". The writer is alluding to the Ottoman War in 1646 when they turned the island into a province following the Ottoman Empire. Also, there was another War older than this one, Mycenae in 1580 made an old invasion of this land. The weapons were mentioned chronologically starting with "spearheads", "cannonballs", and "the first invasion" from the sky. The "sky" must indicate the sense of hope but their dreams did not come true, in contrast; a war was waiting for them. Now the garden is specific, the "Cretan garden" through the "jasmine". Jasmine, as a flower, refers symbolically to love and affection we feel towards someone; it is clear through exploring the private erotic experience in the previous section compromised by the deep, violent past of human nature. With the jasmine's floral aroma, innocence, purity and virginity, it sends a secret message to cherish love and the ones you love because you never know how much time you have. So

the poet feels the necessity, through jasmine, to tell this story and to listen to her advice. The flowers are just like stars upon the wall. The place is like a painting from the golden ages containing contractively both the soft and harsh parts "thistle and olive tangle". The rock here is not only an intimate thing, but it is used symbolically and metaphorically as a flag raised high in the sky (and here sky is the dreams, the future) to celebrate the greatness of the place and enforce the dream of liberty through the insistence of the villagers to hide and metaphorically, through "island's grantie mind", resists the air force troops that invaded the island for ten days through combining the elements together to make art galleries "cavemed galleries".

Section four is a back shift to present, to the west, New York City. The poet here gets her own personified gardenia from "the Seventh Avenue carrying it home in the Ninth Street". In other words, after what she suffered, she is eager to have a new start, a new life in this place. Nature is so powerful even in the city acting as a linking component that is giving life and solidity to the buildings enriching her demands for the renewal of life full of hopes and dreams. This is true through the use of the green color. Green is the color of stability and growth. It means self-dependence as a positive energy that enables us to take care of ourselves and others unconditionally. It is the color of spring, the renewal and rebirth; it renews and charges the reduced energy. Green refers to life after death, which is in contrast to white, the symbol of death. This is clear through having the leaves full of life and activity represented by the green color moving as the hands of small children who ask for love and tenderness. Contrast is shown here twisting green to yellow because despite the fact that those flowers are aging and changing in color," mild butter yellow", the "new buds" are contractively growing and twisting "as pale green torches in the fists of many liberties". Yellow is the color of optimism, the color of sunshine to up lift and illuminate. It is thought that this color triggers the left side of the brain, stimulating clear thinking and quick decision making. Light (as sunshine enriched with yellow color) is a metaphor and personification for change and liberation; it is moving slowly and lazily from the window –which is repeated, the first in the second section and the second here- (the outlet of hope and life) to free the room from darkness and sleep. The gardenia is seen ironically as the "statue Libert touches in the fist/of many liberties". At this point, the speaker leaves the bed through personification of the light drawls in from the window,

the desire to have a new start – to live reality- removing all the signs of sleep and watering the gardenia, to give the hope of life. The speaker does imagine a personal liberty for mediating on all this history, and rises from her sheets, from sleep symbolically by "shaking off my petals", and repeatedly emphasizing via "begin" her life. That is clear through the morning time which symbolizes the birth of the new day and beginning a new life experience –which is in a sense the book that follows. The personal pronoun "I" is used heavily in the fourth part of the poem for it turns to be more personal and intimate. Gardenia is the segment that is linking past, present, and future. The poem is a journey in history showing the power of the free will in deciding the destiny of man.

Results and Discussions

There are many contrasts employed stylistically, along with metaphor, and simile, personification, and assimilation, in "Garden", to give universality for the poet's experience. Day and night, sleep and waking up, white and dark, action and inaction, coldness and warmth, freedom and imprisonment, male and female, youth and old age, hands and small hands, snow and green, sand and rock, Cretan gardenia and New York gardenia, pale green and shining green, and finally the shattered gardenia and the granite mind of the island.

In addition to what is mentioned earlier about the semiotic stylistic words, there is a portrait, a picture drowned by a brilliant painter through which the poet tried to talk to the society delivering a message about herself. Concerning the image of the picture, the *placement of sign* exists in the second line (from east, Crete, to the west, New York representing the memory (past) and the dream of a good life (present). There is another kind of placement between ups (top of the picture) and downs (bottom of the picture) i.e. between the "sky", "stars", the "garden", as a dream and down in "down", "rock", "stone", granite", and cavemed galleries". Finally, and surprisingly, a focus is to the center of the picture /the core of the picture, the self (in the last section).

The image of the poem's picture contains the *given and new* concepts in different perspectives, i.e. between the past in the first section and the third one (given), and the second and the last ones (new) on one hand. On the other, it is possible to consider the

past with the present in the poet's life to be given and the symbolism of the garden with the gardenia, the jasmine, and the corolla to be new.

Regarding *framing*, it is clear that despite the fact that the poet wrote the poem in four sections, there is a unified identity reflecting the ups and downs, the past and present, and fluctuations in the chain of life .So, her life is presented as belonging together, as a single unit.

With the *social distance*, the poet took the reader through different shifting destinations in place and time. It starts with the past, which is far, shifting to the very close, to the intimate, then throwing to the very past, with Crete's history, and to the near to the present self. Even in time, the four seasons are fluctuating starting with the past to the present then the past then the present between day and night.

Concerning *word*, the poet is keen enough to use the simple formal language by choosing the formal linguistic words to match reality to tell the reader that this poem reflects the real-life and the vivid perspective of the poet.

Finally, the *color* plays an important role to give the sense of expressions to the painting. The poet gives degrees of whiteness to resemble death, sadness and despair but with the sense of purity moving to green grading between dark and light – to rise, to live, to hope, then to yellow –ageing but still weaponized with the desire to live – and at last, try to survive with a new start through writing more poetry.

Conclusions

The following conclusions can be drawn from this study:

1. Any symbol in a poem must not be investigated in isolation from its context for this requires a textual relationship which endows it with some connotations, especially when it is found in a poetic text.

2. Symbols and signs work together on the same norms where a signifier must hit to the specific signified. What is more, it is important when relating the symbol with the sign, the signifier with the signified, there appears a need to depend on the social signification, i.e. to relate the semiotics of signs with the social-semiotics.

3. Poetry is a rich genre for the social semiotic stylistic merge because the poet tries to employ his equipment to achieve his goals. That was clear in what Warren did in using

her poetic and painting tools to produce a picture, a reflection of a state, a life, i.e. the self.

4. It is possible to apply a model that was not applicable before since it meets all the qualifications for the applicability. This is so because the model proves to be suitable. For in addition to the stylistic analysis through enabling the reader to achieve a meaning of the poem based on the close reading and stylistic investigations by the elegant use of the stylistic devices, Kress and van Leeuwan's social semiotics provides social readings to the *images* via the ***placement of the sign, the social distance, given and new, and framing***. The reading and investigation of ***color*** help to transfer the meaning desired by the poet. ***Word*** is important through the poet's writing in the formal language reflecting reality.

5. Finally, the poet is a sensitive creative person for he is innovative in using the linguistic tools as well as other tools to polish the poetry he is introducing. Rossana Warren was keen enough to introduce herself as a new promising poet to the community by her first poem in her first collection. This is done via introducing herself, by recalling her painting abilities, in a portrait filled with the contrasts as the life of any person with a passionate and strong desire to go on and write more, to be a great poet.

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EFL Students' Perceptions of Transferable Writing Skills and Knowledge for Undergraduate Thesis Writing from an EAP Research Writing Course

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Abstract

In an attempt to understand student perceptions of writing transfer in an EFL context, this qualitative case study used semi-structured interviews to investigate Japanese students' perceptions of the transferability of writing knowledge and skills from an English language research paper composition course to a graduation thesis writing seminar course. Six

participants from a women's university in Japan of intermediate English proficiency participated in this study. Findings generated from grounded theory analysis of the interview data collected showed that all participants conceptualized the skills and processes for research writing in English as transferable across the two writing contexts. However, similarity of the type of interaction for feedback students received from their teachers across the two contexts also appeared to affect their rhetorical awareness development. In addition, the curriculum designed to teach writing transfer explicitly in the writing course seemed to be effective in eliminating the influence of context dissimilarity on students' negative perception regarding writing transfer from a writing course to writing in their own discipline.

Introduction

Despite the reality that students are often not equipped with the necessary English writing knowledge and skills for research writing, it has long been a common practice in Japan for undergraduate English majors to write an English thesis paper as a partial requirement for graduation. For this reason, it has also been a common practice that English majors in Japan learn the skills for writing English academic research papers in a compulsory writing course in their junior year. At a glance, this curricular set up sounds logical. However, previous research has made clear the danger of assuming writing transfer – the transfer of writing skills and knowledge from one writing context to the other – would happen without fail (Bergmann & Zepernick, 2007; Driscoll, 2011; Gambell, 1991; McCarthy, 1987; Russell, 1995; Smit, 2004). Thus, without adequate investigation, whether writing transfer happens with what these students have learned about research written in English across two contexts remains a question to be answered. Unfortunately the number of English as a Foreign Language (EFL) writing

transfer studies that specifically examined the transfer of writing skills and knowledge is still limited. In reality, research conducted in EFL contexts since the 1980s has mainly been concerned with identifying unique rhetorical discourse features in the writing that EFL students produce in different languages through the lens of contrastive rhetoric (Doushaq, 1986; Eskstein & Ferris, 2018; Matsuda, 1997; Petrić, 2005; Xing, Wang, & Spencer, 2008).

Given that EFL students write in English, transfer of their L1 writing skills and knowledge to writing in English, is indeed worth investigating. Yet this line of research neglects the role of student perception in the transfer process. Student perception is crucial to understanding writing transfer because bilingual writers' perception of what is valued and socially authorized in their writing contexts highly influences how and to what degree they transfer genre knowledge (Gentil, 2011; Kobayashi & Rinnert, 2013). In this article, I seek to expand the scope of EFL writing transfer research to include the neglected genre of undergraduate research writing of fourth year students, with a focus on examining the impact of task (James, 2008) and context similarity (McCarthy, 1987) on students' perception of writing transfer.

I do so by means of a qualitative study of six students at a mid-size private women's college in central Tokyo, Japan. Six is a legitimate sample size for this study as careful sampling procedures based on self-reported data and classroom conversations were applied to select participants with possess an intermediate level of English proficiency equivalent to a TOEFL test score of 500 or higher with a high degree of investment in the course work related to research writing. Because both effort and proficiency level have been demonstrated to be variables influential to students' motivation level in carrying out any task (Vollmeyer & Rheinberg, 2006), the choice of using criterion-based sampling to control these two variables is in line with Geisler's (2004) guiding principle for qualitative analysis that the selection of sampling should best support the trustworthiness of a study's eventual analysis. The six participants were chosen from a total population of 40. Consequently, the sample size is between 1% and 10% of the population – a size that is generally acknowledged as adequate for

survey research (Dörnyei, 2003).

I interviewed these students throughout a one-year period, from when they were mid-way through their junior year of study in a research writing course up to when they finished writing their graduation thesis in their senior year. In this study, I seek to use students' own perceptions of their research processes to understand what such students think of the connection between seemingly similar contexts in which they have to produce research writing in English, and changes in their perceptions as they engaged in the task.

Related Research

Transfer of knowledge in general is understood as applying in the future something that was learned in the past, with an emphasis on what enables what was learned to influence the outcome of what is done in the future (Salomon & Perkins, 1989; Royer, Mestre & Dufresne, 2005). When this definition is applied to describing writing transfer, it implies that successful writing transfer at school depends on whether students are capable of gaining awareness of the similarities and differences of the academic conventions they ought to comply with. According to Johns (1988), these similarities and differences concern students' writing environment, audience and discipline of study. However, much is yet to be uncovered about how students acquire this awareness for specific conventions of academic discourse usually emphasized by their discipline (Harushimana, 2014). Our lack of understanding about how students acquire this awareness could be attributed to the fact that researchers for long did not see the need to understand the process of and factors influencing writing transfer; many mandatory undergraduate writing courses have been created based on the assumption that what students learn in one writing context would automatically transfer across "critical transitions" to another context (Moore, 2017). One example of such programs is first-year composition (FYC), a course commonly required of all freshman students in the United States, on the assumption that General Writing Skills Instruction (GWSI) would prepare freshman students to write

successfully in their own disciplines. But as Russell (1995) has pointed out, this assumption is flawed because general writing skills are not sufficient for preparing students to write in contexts where they have to fulfill specific audience and disciplinary expectations.

Russell's finding was one of the early attempts in North America to investigate whether FYC does enable undergraduates to write in their disciplinary courses (see also Driscoll, 2011; Johnson & Krase, 2012; Russell, 1995; Smit, 2004). In general, findings from this line of research indicated that undergraduates tend to see GWSI in FYC to be disconnected from their future writing contexts in disciplinary courses. As an example, Driscoll (2011) found that L1 students' negative attitudes and beliefs of GWSI has a negative influence on their ability to transfer writing knowledge learned in FYC to new contexts because they found what they have learned in their writing class to be irrelevant for their future writing needs in their own disciplines. This disconnectedness represents non-transfer of research writing skills learned through GWSI in FYC to writing in a specific discipline in the L1 context.

In the EFL context, however, in consideration of EFL undergraduates' requirements for research writing and their lack of English proficiency, the situation is quite different from that of L1. Specifically in Japan, this difference is three-fold. First, although research writing in the form of *writing from sources* (Nelson & Hayes, 1988) is required in FYC in the L1 context such as in the United States, undergraduate English majors in Japanese universities commonly enroll in a research writing course early in their sophomore year, with the majority taking it in their junior year. Second, except those who are engaged in privileged research internship opportunities, liberal arts majors in the L1 context are only required to produce research writing in the form of *writing from sources*. However, depending on graduation requirements, some English majors in their senior year in Japan are required to write a *modernist research paper* (Davis & Shadle, 2000) that values the creation of new knowledge which at times require the use of first hand sources involving data collection and analysis. Third, Japanese students' English writing proficiency is much lower than that of native speakers of English (Ferris, 2009;

Matsuda, 2012). These three reasons make undergraduate EFL research writing transfer in Japan a complicated phenomenon to understand.

Early attempts to try to understand EFL research writing transfer in Japan could be dated back to the 1980s. Using the theory of negative L1 transfer, such research efforts focused on examining L1 influence through the theoretical lens of contrastive rhetoric which according to Grabe and Kaplan (1989) is based on the supposition that each language and culture has its unique rhetorical discourse features. Specifically, Japanese scholars working from this premise have identified unique rhetorical patterns between English and Japanese writing to provide Japanese learners of English with strategies to transfer their L1 writing knowledge to writing in English (Kobayashi, 1984; Oi, 1986). However, their confirmation of negative L1 writing transfer turned out to be inconclusive as studies conducted later on in the 1990s indicated either the absence of such transfer or even positive L1 transfer. For example, Hirose and Sasaki (1994) and Sasaki and Hirose's (1996) studies found a causal relationship between Japanese students' L1 writing skills and English proficiency on their English writing skills. In addition, but to a lesser degree, Kubota (1998) found negative L1 transfer to be nonexistent, and instead identified a positive relationship between Japanese students' use of organization patterns between their writing produced in Japanese and English. Similarly, Duppenthaler (2004) concluded from his study that rather than a difference in discourse patterns between Japanese and English, the lack of positive L1 transfer was due to the fact that students did not have enough time to write and the genre dissimilarity of the two texts they were required to produce. Moreover, similar to Driscoll's (2011) study, Kobayashi and Rinnert (2007) found students' attitudes to be important factors in whether or not transfer occurs across languages. In their study, they found some constituent elements of introductions and conclusions differed between Japanese and English essays written by the same writers. Even with the same overall L1 and L2 essay structures, what features writers chose to include in the introduction and conclusion of each essay apparently depended upon their perceptions of L1 and L2 writing, and also the

contexts where the writers were situated while acquiring their instruction or writing experience.

As these Japan-based studies show, the extent to which negative L1 transfer is inevitable in the case of Japanese students writing in English remains controversial. Uncertainty of the existence of negative L1 transfer in the case EFL students write in English in turn suggests the need to explore other possible correlating factors to explain the phenomenon. From my examination of recent undergraduate L1 transfer research, in fact it is easy to notice a developing trend for investigating factors concerning the role of the individual student writer in the transfer process. This is no surprise as Slomp (2012) reminds us: "failure to consider the role that intrapersonal factors play in the transfer process can cloud our ability to assess underlying barriers to transfer" (p. 84).

Is the same trend apparent in EFL writing transfer studies? Although not from a Japanese context, a number of EFL studies on the influence of the intrapersonal factor known as writing reluctance (Asadifard & Koosha, 2013) can be found. More specifically, such studies seek to explain the phenomenon of students experiencing different levels of anxiety and its relationship with their varying levels of writing performance. The influence of writing reluctance as a form of foreign language anxiety (MacIntyre & Gardner, 1994) on writing transfer is worth investigating, especially when studies of anxiety from the 1980s have indicated its negative influence on foreign language learning in general (MacIntyre, Noels & Clément, 1997; Steinberg & Horwitz, 1986). Yet, recent research on undergraduate research writing has started to show counter evidence against anxiety as a barrier to writing transfer (Brent, 2017). Therefore, rather than the influence of anxiety, we should not forget that undergraduate EFL research writing in accordance with the field of Rhetorical Genre Studies (Miller, 1984) is a form of situated social practice. More specifically, it is defined as a genre of writing that articulates an argument based on others' texts in a way that distinguishes itself from an opinion essay or a lab report, created using a unique set of rhetorical actions (Brent, 2013). In addition, this form of writing requires students to acquire awareness of researcher responsibilities in

scholarly writing practices (Guo, 2014). This requirement is worth noticing because with the context-specific nature of writing in a particular genre, the bilingual student writer's perception of what is valued and socially authorized in their writing contexts is a crucial factor influencing the transfer of genre knowledge (Gentil, 2011; Kobayashi & Rinnert, 2013). Unfortunately, although the influence of student perceptions has been empirically verified to be true in the case of L1 and L2 writing transfer, its applicability to the EFL context of undergraduate research writing in Japan has yet to be confirmed. For this reason, the current study aims to fill this gap in the existing writing transfer literature.

When I teach English majors to write research in English in Japan, I often notice that the students by the end of the year tend to fall into one of the following two groups: those who show gradual improvements to their writing knowledge and skills, and those who are constantly struggling. For this struggling group of students, the use of writing portfolios on top of oral conferencing and written feedback on multiple drafts of their writing did not seem to be effective in raising their planning and revising skills, against findings in many studies that indicate portfolios to be effective even in EFL writing contexts (Chen, 2017). What is the reason behind this phenomenon?

In an attempt to provide an answer to this question, and as noted earlier, to recognize the crucial role of student perceptions in understanding writing transfer, I decided to investigate Japanese students' perceptions of the transferability of writing knowledge and skills from an English language research paper writing course to a graduation thesis writing content course in the EFL context. In addition, because the genre of research writing remains the same for the students across two writing contexts, it is also important to examine if task and context similarity impact their perceptions of writing transfer. Such examination is necessary because previous studies indicated that task and context similarity (James, 2008; McCarthy, 1987) does not necessarily lead to positive transfer although the common belief of near transfer as defined by Salomon and Perkins (1989) suggests positive transfer of prior knowledge or skill across

similar contexts.

Methodology

This inquiry uses the Vygotskian construct of the zone of proximal development (ZPD) (Aljaafreh & Lantolf, 1994; Lantolf, 2006) as an epistemological lens to examine EFL undergraduates' perception of discipline-specific writing skills and knowledge transfer for research writing. In particular, Downs and Wardle (2007) defined writing skills as composing strategies such as brainstorming, outlining, and evaluating a draft in light of assignment requirements. In contrast, writing knowledge is defined as knowledge about writing, for instance an explicit understanding of how genres function. Tardy (2009) later refined their definition of writing knowledge and conceptualized it as consisting of four overlapping kinds of knowledge: knowledge of text form, rhetorical concerns, process, and subject matter. Using the above definitions for writing skills and knowledge as an analysis framework, I used semi-structured interviews as a way of understanding what perceptions EFL undergraduate students have of writing transfer in regard to task similarity and difference in writing contexts as they went through the drafting process and received teacher feedback on their research writing in English. They first wrote in a research writing course taught by me, and then in a seminar course taught by their graduation thesis supervisor. I decided to ask students to report on their own processes and understandings because it is in line with the goals of this study, which is less concerned with what students can be observed doing and more with how they themselves perceive and understand their learning experiences.

My call for volunteers by selection yielded six participants from two third-year writing courses for English majors at a private women-only liberal arts university in central Tokyo. By involving only female participants, the sample might seem biased. However, this need not be a problem, because research suggests that men and women differ very little in terms of literature and language skills as well as personal initiatives when writing research (Bauer & Bennett,

2003; Russell, Hancock & McCullough, 2007).

All students in the English department at the research site are required to take a research writing course in preparation for writing their graduate thesis during the fall semester of their junior year. This course meets 90 minutes once a week for a total of 15 weeks.

Class time in my writing classrooms was used for built-in conferencing and practices of writing skills (such as drafting and revising) and knowledge (such as topic generation, researching, evaluation of academic sources, and referencing) involved in the research writing process. Because EFL students new to research writing cannot be expected to possess advanced English writing ability, I did not indicate any grammatical and syntactic inaccuracies I observed that did not interfere with understanding the idea being expressed in the texts produced by students at conferencing sessions and in my written feedback. At the end of the writing course students submitted a mini research paper of about 1000 words that had substantial weight toward their final grade for the course.

Each of the six participants was interviewed three times for this study: the first time in January 2018 after they submitted the final draft of their research paper for the writing course, the second time in August 2018 toward the end of the first half of the school year as they finished writing at least the outline or Chapter 1 of their graduation paper in their senior year seminar course, and the third time in December 2018 after they submitted their graduation thesis for evaluation.

Semi-structured questions were used at the three interviews to probe students' perceptions about writing transfer. All questions asked in the first interview aimed at understanding students' perceptions of writing skills and knowledge for research written in English thus far as a basis for comparison with their perceptions as expressed in the following two interviews. Consequently, at the second interview, guiding questions adapted from Driscoll (2011) and James (2008) were used to ask the students to think comparatively in terms of the writing skills, knowledge, task similarity and teacher feedback applicable to writing in a research writing

course and a graduation thesis seminar course. After students had submitted their graduation thesis for evaluation by their Department at the end of their senior year seminar course, the third interview was conducted using almost the same questions as in the second interview to investigate whether changes happened to their perceptions throughout their graduation thesis writing process. The list of guiding questions for all three interviews can be found in the Appendix.

I allotted approximately 40 minutes to each audio-recorded interview. All interviews were conducted mostly in Japanese, the students' mother tongue, with occasional use of English to express technical terms specific to research writing skills and knowledge as stated in the writing course textbook.

In keeping with my goals of making explicit students' perceptions of transfer across two different writing contexts using as far as possible their own words, I used a grounded approach to analysis following well-established coding procedures (Corbin & Strauss, 2008). More specifically, first, I gathered together text segments from multiple transcripts in accordance with a unit of analysis that consisted of responses to a guiding question and to all the follow-up questions related to the guiding question. Sometimes a student would respond to a follow-up question with additional detail on a quite different question as frequently happens when participants are prompted to recall their experiences. I included such segments with those that more explicitly answered a particular question. As a result, the segments take the form of multi-sentence units. Then I coded the segments with codes derived from the types of writing skills and knowledge identified by Downs and Wardle (2007) and Tardy (2009) for all three interviews. For segments that could not be coded with the pre-derived codes, I let them suggest to me appropriate categories to describe what was happening with the phenomenon of interest. In other words, I performed open coding on them by looking at what participants described themselves as doing, feeling and being. More specifically, I labeled the segments using gerunds, that is, the verb form that functions as a noun, for example, wanting or trying (Corbin & Strauss,

2008). For the raw data from the second and third interviews, I also coded for perceptions of task and process similarity and differences across writing contexts. During coding, I wrote reflective memos (Corbin & Strauss, 2008; Glaser, 2014) regarding my coding analysis to help compare the codes identified for theory building. In particular, I looked for causal relationships of writing process/experience on participants' perceptions of writing transfer.

Findings

Two Vignettes

I begin the discussion of this study's findings with an account of two representative examples, selected because they provide a detailed description of a student at each end of a continuum of what students perceived to be transferable writing skills and knowledge across two writing contexts. One, whom I call Sachiyo (pseudonym), was the sort of student most instructors would love to work with—bright, highly engaged, and with a relatively clear sense of who she was and who she might want to be. The other, Hinako (pseudonym), was the opposite—willing to do research if asked and having a sense of how to get it done, but would not put in her best effort. Having provided these two portraits in some detail, I identified some common patterns out of the whole data set and articulate on their implications. Due to space limitations, only the English translation of the interview excerpts are shown below. The original excerpts in Japanese are available upon reasonable request through e-mail correspondence with the author.

Sachiyo. Like many students who major in English literature in Japan, Sachiyo liked to study English. In fact, she transferred from another school in her sophomore year in order to major in English. Her self-reported English proficiency level was Pre-1 on the Eiken test (a standardized test of all four skills administered at test centers in major cities all over Japan three times a year by the Eiken Foundation of Japan), which is equivalent to high intermediate or a score of 550 on the TOEFL test (Eiken foundation of Japan, 2019). Because she did not

receive any English training during her freshman year studying at a different school, she was not confident about her English writing ability in general. Nevertheless, she had a genuine interest of the topic she wrote for her undergraduate thesis. Also she had a clear vision of becoming an English teacher upon graduation, and even a desire to go to graduate school to learn about English teaching in the future. To her, writing her graduation thesis was not just a requirement for graduation but a valuable experience:

> *When giving opinions, not only saying what one thinks, it's better to be able to say other people said this by researching it, and I learned to do this by writing my graduation thesis. Also, after trying to conduct an experiment for my research, I came to want to learn more about second language acquisition, and writing my thesis was actually quite easy toward the end for me, which made me realize I should keep studying English even after graduation.*

To Sachiyo, writing a graduation thesis allowed her to realize what she ought to do in the future regarding English study. It was meaningful to her as she had already set her career path on becoming a professional educator of the English language. She was determined to research about the relationship between vocabulary teaching and student output, the same topic that she wrote about in the writing course, as she was preparing the outline for her graduation thesis. However, after seeing other students' outline presentations in class, she realized there was one other student who planned to write on the same topic as she did herself. Instead of consulting with her thesis supervisor about the situation, immediately she decided to change her topic to investigating the effect of noticing on student written output. Then she started reading on this new topic and found an experimental study that she could refer to in carrying out her own study. In conducting her study she needed to collect data, which she had had no experience doing in the writing course. Collecting data turned out to be the only difference she conceptualized when asked to compare her graduation thesis to what she wrote in the research writing course:

> *In 3rd year I only wrote my research paper by citing a list of previous research.*

> *But this time I conducted an experiment and analyzed data collected to come up*
>
> *with the results. This, to me, is probably the biggest difference.*

As to the process for research writing, she found herself referring to what she had learned in the writing course as soon as she started writing her thesis:

> *I learned about what a research paper looks like in the writing course, except*
>
> *for the part about data collection, everything else's the same for writing my*
>
> *graduation thesis.*

Because she did not learn how to report collected data in the writing course, it was logical for her to think she would have to consult with her supervisor to write about that. Regardless of data collection, however, she was able to see the task of writing her research paper in the writing course as the same as writing her thesis.

When I asked her about the type of feedback she received from her graduation thesis supervisor, her perception seemed to be the same as what she had received from me in the writing course. Regarding feedback on her graduation thesis, she said:

> *My thesis supervisor didn't fix what I wrote much. It was more like I was*
>
> *thinking about something but couldn't put my thoughts together well in*
>
> *words, so my supervisor helped me. During our discussion, my*
>
> *supervisor didn't ask me questions like "You meant to say this, right?"*
>
> *But more like she helped me to organize my thoughts into words as we*
>
> *thought about it together.*

In addition, the way she described the feedback she received from her thesis supervisor resembled what she said about feedback she received from me on her writing course research paper:

> *During individual conferencing, I was able to ask what I wanted to ask*
>
> *you. Although I still am not confident about my ability to write research*
>
> *in English, I was able to ask you everything that I worried about in my*

> *paper…places that I thought I definitely should revise, I was able to ask*
>
> *you about them. And talking to you helped me improve my writing.*

Sachiyo's supervisor seemed to provide oral feedback in a similar manner as to how I did it in my writing course. The fact that Sachiyo was used to oral conferencing in the writing course helped her to utilize her opportunities to talk with her thesis supervisor. Also, instead of focusing on grammar, she was more concerned about improving the content of her thesis as her supervisor was not too concerned about fixing her grammar.

In regard to the style of referencing, in the beginning she was told by her supervisor that she would need to write in a style different from what she learned in the writing course. Yet, she was confident about writing in a different style for her thesis because she had learned to write in a particular referencing style in the writing course:

> *I'm not sure how different it is from what I've learned in the writing course,*
>
> *but now I feel like I can write in the new style. I'm not too worried about it.*
>
> *Probably only change in order or year, etc. But I have a feeling I can manage*
>
> *to do it.*

Although Sachiyo had not started including references in her graduation thesis when she began her writing process, she had confidence in adapting what she had learned in the writing course to engage in a new style of referencing. Her confidence in writing in a new style is a sign of transfer of writing knowledge learned in the writing course.

Midway through her writing process, an unexpected turn of events happened with the designated style of referencing she was told to use by her supervisor, and as a result she ended up using the same style she had learned in the writing course:

> *Some samples of referencing in the style designated by the Department only*
>
> *indicated the first name, and some even have the full name spelled out. Even*
>
> *my supervisor pointed it out about the style of referencing designated by our*
>
> *Department like, "Look, something seems to be missing here", and everyone in*

class was confused. Then we were told we could use any style as long as it's

used consistently throughout the whole paper. But I was able to use the style I

learned in the writing course to finish writing my thesis. As to the content, I

wrote about the background information on my chosen topic in Chapter 1 and

the introduction the same way I wrote my mini paper in the writing course. The

content's different, but I wrote it the same way I did in 3ʳᵈ year.

Sachiyo was able to identify what skills and knowledge learned in a writing course might be applicable to writing her graduation thesis in a seminar course. When the situation called for her to make a choice of whether to use a referencing style different from what she had learned, she evaluated the appropriateness of the new style for writing an academic research paper, and determined it to be a problematic style unsuitable for the purpose of academic knowledge representation. As a result, she used the referencing style she had learned before, as she knew it was a commonly used style appropriate for academic work. This shows her possession of rhetorical knowledge.

In addition, Sachiyo seemed to have gained awareness of the purpose of research writing upon completion of writing her graduation thesis. When asked what she perceived she had learned in the research writing course to be useful in writing her graduation thesis, she said:

In third year I used to think writing references in a particular style was

something very troublesome and difficult to do. But having written my

graduation thesis I came to realize it was something very important for

writing research in English. The booklet everyone received from school says

it's morally necessary when conducting research, and I have even heard

rumors that those who submit their thesis with the list of references written

correctly would be guaranteed a passing grade, and those who don't, no

matter how well-written content-wise, would not pass.

Sachiyo was aware of audience expectations, not only thinking about her imaginary academic

audience in the academia, but also specifically to those in her Department who would be evaluating her graduation thesis. Instead of thinking about them as troublesome, she changed her perception about the rules she had to follow in writing her references in a particular style. In a sense, she showed her awareness of audience expectations in the context of thesis writing.

Hinako. Like Sachiyo, Hinako liked to study English. As to her English ability, she reported passing Level 2 of the Eiken test and can be assumed to possess an intermediate level of English proficiency, equivalent to a score of 500 on the TOEFL test (Eiken Foundation of Japan, 2019). However, she also admitted to not being confident about writing with grammatical accuracy in English. To her, it was important to write in English with correct grammar. Unlike Sachiyo, writing her graduation thesis was a step she had to take in order to get on with her life after graduation. When asked how she felt while waiting to be notified whether her graduation thesis received a passing grade after having submitted it to her Department, she said:

> *As I have already turned it in, there's nothing more I can do about it. So I knew I*
> *shouldn't think about it and I didn't think about it then. Besides, I had to study for a*
> *number of qualification exams for my new job after graduation, I didn't have time*
> *to think about my thesis after anyway.*

For Hinako, as for a few other students in my study, they believed their graduation thesis only needed to be shaped like a research paper in order for it to pass:

> *I'm not sure how strict evaluation is for graduation thesis at my Department. Even*
> *those who got scolded a lot by the supervisor passed, though I'm not sure how*
> *badly they wrote. I guess it's just an undergraduate thesis, so just making it look*
> *like a research paper is good enough for it to be accepted.*

The fact that students like Hinako saw the shape of their graduation thesis as being important for it to pass the evaluation by faculty members in the Department indicated their emphasis on producing a research paper that contains all the necessary parts in the traditional sense. This is

important in understanding how they conceptualized the transferability of writing skills and knowledge between research writing in a writing course and in a seminar course. Since no writing instruction was given in their seminar course in which they wrote their graduation thesis, they seemed to be aware that they had acquired the skills and knowledge for research writing in their research writing course:

> *In the writing course, not essays, I learned the research paper writing format. I wrote as I searched thinking "I want to say this so I need to find evidence to support it". I found myself referring to what I had learned in the writing course writing my graduation thesis.*

Although at the third interview Hinako articulated her perception of having learned both writing skills and knowledge for English research writing in the writing course, in the first interview, she only mentioned learning outlining and drafting skills and writing processes, text forms as in translation from Japanese to English, and learning subject matter by searching sources about her research topic. It is interesting to note that she did not mention gaining any kind of rhetorical awareness for research writing as Sachiyo did. On the contrary, she showed her lack of rhetorical awareness regarding the purpose of research writing. When asked what sources she included in her research paper, she responded saying:

> *I'm not sure about that. I think…using one article...whenever I perform a search tons of sources come up, and I wonder how I can include all the information in my paper. I don't know…I mean, if I included a lot of information it would be difficult for me to summarize at the end of the paper, right? So I'm not sure how much detail I should write about my topic.*

Hinako's uncertainty of how much information from sources she should include in her paper shows her inability to choose appropriate sources for research writing. If she were aware of the purpose for the genre of research writing, she would have understood that she should select only a number of sources that best support the argument she intended to make in her paper

instead of trying to include all the sources she had found on her research topic. She perceived including many sources as inappropriate, but only because it would make it difficult for her to summarize them in the conclusion of her paper. This is a sign of her lack of writing knowledge regarding the purpose of research writing.

Despite Hinako's inability to gain rhetorical awareness, her perception of the writing process for her thesis being the same as in the writing course did not change over time as she reflected upon completing writing her graduation thesis:

I think the writing procedure is the same. First I came up with the outline, then

I confirmed if there are sources for writing what I wanted to write in my

outline. Then I started writing Chapter 1. I felt the process was the same.

Other than the writing process, she also added that the style of referencing she had learned in her writing course was transferrable:

The handout I got from my seminar teacher on how to write references was a

bit different from the information about referencing stated in the writing course

textbook. But my seminar teacher's explanation on how to write citations and

quotations was the same as the textbook, so I did all that for my graduation

thesis the same way as I wrote my mini research paper in the writing course.

Surprisingly, this perception of being able to apply what she had learned in the writing course in writing her graduation thesis did not emerge after she had submitted her graduation thesis, but rather was present from the beginning of her thesis writing process. Like Hinako, a few students tried to recycle part of the mini research paper they had written in their research writing course in writing their graduation thesis. In so doing, they purposefully chose a very similar topic focus for their graduation thesis as what they had written for their mini research paper in the writing course. Hinako at the second interview revealed her desire to include in her graduation thesis what she had written in her writing course research paper:

In the third year writing course I wrote about "despite the fact that

> *globalization continues in Japan, female participation in the workforce*
>
> *remains marginal". I explained in my paper why female participation isn't*
>
> *increasing, and this I think overlaps with my graduation thesis. I put in the*
>
> *effort to research on this topic when I wrote about it in third year, so I think it*
>
> *would be great if I could use what I had written then in writing my*
>
> *graduation thesis.*

Not only writing skills and knowledge were seen as transferrable for Hinako, she even thought about using the exact texts which she had created in a previous research paper in writing her graduation thesis. However, her perception of it not being problematic to partially recycle a previously submitted course assignment shows her lack of understanding of a kind of behavior that goes against the principles of academic honesty.

After I reviewed Hinako's perception of teacher feedback on her writing, it seemed likely that this lack of understanding could have been triggered also by the focus her graduation thesis supervisor put on grammatical correctness. When asked how well she thought she had written her graduation thesis, she said:

> *I checked my paper for mistakes with others in class before submitting it at*
>
> *the Department office, and I think I did an okay job. But probably it still*
>
> *needed some revising... there were probably still grammar mistakes in my*
>
> *paper by the time I submitted it, although I didn't really know the evaluation*
>
> *criteria for graduation thesis at my Department. But I think we shouldn't*
>
> *make grammatical mistakes. My thesis supervisor corrected my grammar on*
>
> *the drafts of my thesis I submitted to her.*

Moreover, Hinako compared her thesis supervisor's focus on giving her grammar feedback to the feedback I gave her in my writing course:

> *In third year you taught me, but in fourth year my teacher changed. I mean I*
>
> *think the way you gave me feedback is not the same as the type of feedback I*

got from my fourth year teacher. I think your feedback was more concrete and

easy to understand.

The kind of feedback I gave students in my writing course was both written and oral. The fact that Hinako felt my feedback was more concrete and easy to understand shows that she perceived her thesis supervisor's corrective feedback to be mainly written feedback on grammar than oral feedback in the form of individual conferencing that allow students to engage in teacher-student conversations of particular concerns regarding their writing.

Conclusion and Implications

There are a number of lessons we can learn from these students' experiences that tell us what they perceive themselves as doing. This study demonstrates that EFL liberal arts students are sufficiently capable of learning the basics of research writing in English in a research writing course, as long as the course explicitly teaches both writing skills and knowledge for research writing. However, caution has to be paid to the fact that EFL intermediate students usually vary greatly in what Tardy (2009) refers to as rhetorical concerns for audience expectations and research purpose. Given that most EFL students were brought up in a product-oriented teaching and learning environment where they are not expected to be active learners of English academic writing (Lam, 2013; Lee, 2011), effective use of teacher feedback for helping them develop such awareness need to be incorporated into classroom practice.

In addition, no matter the motivation level, task similarity (James, 2008) was perceived by the participants across two different contexts of research writing in this study. Even though all participants believed their research writing course to be different from their thesis writing seminar course, they saw similarity in the process for writing research in both courses, and in turn this knowledge helped them to adopt, such as in the case of Hinako, or adapt, in the case of Sachiyo, the writing process they had learned in the writing course to writing their graduation thesis. This finding contradicts Driscoll's (2011) finding that undergraduate students tend to

view research writing in composition courses as disconnected from research writing for content courses in own discipline. Evidently, it also shows that writing curricula designed to teach for transfer explicitly is effective in eliminating the influence of context dissimilarity on students' negative perception regarding writing transfer from a writing course to writing in their own discipline in an EFL context.

Another prominent finding is that the role of teachers as experts in facilitating writing improvement through interacting with students is crucial in allowing them to gain rhetorical awareness. The premise of the construct of ZDP (Vygotsky, 1978) and of this article is that student perception of what skills and knowledge it takes to produce research written in English depends on the more knowledgeable writing expert's interaction with the novice learner. Even though grammatical mistakes did not call for student attention in the writing course except for instances when incorrect grammar usage interfered with the intelligibility of the texts they created, the fact that some graduation thesis supervisors provided written feedback on every single grammatical mistake on student drafts contradicted the kind of content-focused student-teacher interaction these students had previously in their writing course. This is not an astonishing revelation, but it does confirm that contradicting interactions engaged in by teachers across writing contexts could prevent the transfer of particular writing knowledge. Thus, in order to facilitate positive writing transfer for undergraduate EFL research writing across different writing contexts, it is key that teachers in both contexts have the same understanding about their own role in the transfer process.

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Appendix

Guiding Questions for the First Interview

1. *What kind of challenges or difficulties in research writing did you have in writing your research paper?*
2. *How did the experiences of giving feedback/receiving feedback and revising your paper affect your writing?*
3. *Do you think the 3rd year writing course helps prepare you for writing your graduation thesis? If so, how?*

Guiding Questions for the Second Interview

1. *In your opinion, how does third year research writing compare to writing a graduation thesis?*
   I. *In what ways does the subject you are writing about now compare to the subject you wrote for your third year research paper?*
   II. *How much of what you have learned in third year writing do you find yourself using or will be used in writing your graduation thesis?*
2. *What influence did third year writing have in preparing you to write your graduation thesis?*
3. *How confident are you in your ability to write your graduation thesis?*

Guiding Questions for the Third Interview

1. *What do you recall learning in third year research writing which helped you write your graduation paper?*
2. *In your opinion, how does third year research writing compare to writing a graduation paper? What kind of process did you go through writing your graduation paper? Was the same process used in writing your 3rd year research paper?*
   I. *In what ways does the subject you wrote for your graduation thesis compare to the subject you wrote for your 3rd year research paper?*
   II. *How much of what you learned in third year writing have you used for writing your graduation thesis?*
3. *How would you describe your writing experience for writing your graduation paper? Did it ever happened to you that writing a graduation thesis was too difficult a task?*
4. *Now that you have finished writing your graduation paper, how confident are you in your ability to write a research paper in English?*

ASIAN EFL JOURNAL — The EFL Professional's Written Forum

Exploring L2 University Students' Assignment Genre Knowledge and Writing Challenges

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Abstract

Undergraduate students typically engage with a wide range of writing assignment genres in their English for Academic Purposes, general education and disciplinary courses. It is expected that students develop awareness and knowledge of common academic writing genres throughout their studies. This paper explores the relationship between the educational

background of undergraduate students and their actual genre knowledge. Undergraduate students (n=106) at a Hong Kong university were asked to indicate their score level on the Hong Kong Diploma of Education English exam and their familiarity and experience with some common genres. Subsequently, their knowledge of the respective genres was tested, including purpose of writing, organisational patterns, language features and layout. Information about the challenges students face in writing was also requested. The findings suggested that students' public exam results, year of study and familiarity with a genre are related to their genre knowledge, but such relationships appeared to be complex and genre-specific. Students also revealed their difficulties with planning assignments and other well-documented problems, such as referencing. The paper concludes with some practical suggestions for writing instruction, including ways to enhance measures of writing across the curriculum for writing teachers, subject experts and students.

Keywords: *English for Academic Purposes, Genre Knowledge, Writing in the Disciplines, Writing Across the Curriculum, University assignments, Writing Instructions, ESL*

Introduction

Since 2012, Hong Kong tertiary education system was restructured from a three-year to a four-year undergraduate degree system. With an additional year in university, more general education subjects were introduced to the university curricula and this resulted in an expansion of subjects with various academic writing genres required of students across the disciplines . To address the diversity of academic assignment genres required of students, various university initiatives to support student writing and academic literacy have been implemented by deploying genre pedagogy (Lughmani, Gardner, Chen, Wong & Chan, 2016; Mahboob, 2014). Nevertheless, academic writing is multi-faceted and complex and still presents many challenges to students. While EAP teachers found it challenging to "capture and conceptualize" the knowledge construction process in disciplines (Li & Gong, 2019, p. 122), L2 learners are known to struggle with planning and writing academic texts due to unfamiliar academic genres and referencing requirements (Evans & Morrison, 2010) and the range of unknown vocabulary (Morrison & Evans, 2018). Issues related to genre and academic style and tone are reported as most difficult for university students (Morrison & Evans, 2018). As they progress through their studies, difficulty in managing the writing process persists, and the structuring of information and intertextuality become key challenges (Morrison, 2014). Given that university subject teachers generally focus on the delivery of content, students lack access

to writing support materials in specialized content (Morgan & Alfehaidand, 2019) and must ascertain assignment- and genre-specific knowledge on their own or with help from language teachers. Therefore, it is important for language teachers to understand students' writing challenges to provide effective support. This study aims to contribute to the understanding of L2 students' knowledge and challenges related to writing various university assignment genres by investigating two research questions. The first is whether there is a relationship between students' educational background (e.g. public exam performance, perceived familiarity with the genre and university writing experience) and their knowledge of a particular assignment genre. The second question asks which aspects of university writing students report to be the most challenging.

By exploring the relationships between genre knowledge and factors such as writing experience, familiarity with genres and student background, this paper contributes to the existing knowledge in tertiary English language teaching in Hong Kong and Asia. Students in Asia probably speak a mother tongue in their daily life and use English as a second language in university. These English learners may face similar writing challenges when completing university assignments. This paper can provide useful suggestions for writing teachers, genre experts and discipline teachers in Hong Kong and Asia. Together with other established initiatives in writing in the disciplines and English across the curriculum, this paper aims to provide insights for helping students write more effectively in their academic disciplines.

Literature Review

The transition from secondary school to university is often a steep step for second-language learners. Research shows that Hong Kong students are no different and face the "considerable challenge" of studying in a second language (Evans & Morrison, 2010, p. 387). They not only need to familiarise themselves with the wide range of genres across the various subjects that they study but also face the problems of finding the right source materials to learn about those genres and honing an appropriate writing style. This finding is also supported by Bruce and Hamp-Lyons (2015) who have identified a lack of academic literacy skills in secondary school curriculum launched in 2012 as a result of educational reform encompassing higher secondary and tertiary levels. Bruce and Hamp-Lyons (2015) state that even though the Curriculum and Assessment Guide (2007) mapped the academic skills of using sources and paraphrasing, students were not exposed to academic practices such as citations and had less than satisfactory academic attribution skills. This, according to secondary school teachers was

due to a majority of students being exposed to less formal genres rather that formal academic ones.. The ability to write at university depends on several factors that need to be identified. Evans and Morrison (2010) have identified four major sources of student difficulties in writing: (1) lack of understanding of their professors' expectations; (2) unawareness of genres within the disciplines of their study; (3) inability to plan and execute writing at the university level; and (4) difficulty in writing in an academic register. These struggles may be attributed to a lack of appropriate and adequate training in secondary school. In Hong Kong, where the curriculum and teaching practices in secondary schools often focus on preparation for the university entrance exams or the Hong Kong Diploma of Secondary Education (HKDSE) due to the 'exam culture' and socio-political environment, students are ill-prepared for university writing beyond an awareness of the need for grammatical accuracy (Lee, 2008). In other words, they were trained to prepare grammatically correct compositions, not pieces of academic writing. Swales (2011, p.83) has a different perspective with regards to L1 and L2 writing pedagogy, however. He believes that L2 students, who are taught the basic linguistic building blocks such as modal verbs and tenses along with "intertextuality" and register may be better equipped at analysing genres at university due to an exposure to the metalanguage of discourse and grammar. Therefore, the question of whether the students' secondary school writing experience prepares them for university writing remains unresolved.

University professors require students to base their writing on disciplinary epistemology and relevant evidence. Writing instruction in secondary schools, however, is seldom evidence-based or authentic to any discipline (Sommers & Saltz, 2004). This shortfall may explain why, according to research, first-year students struggle with various new skills at university, such as becoming aware of academic writing conventions, considering questions for which they do not have clear answers, writing for readers who may not agree with their values and trusting their own perspectives as they read and synthesise material and formulate their own judgements about complex issues (Sommers & Saltz, 2004). Simultaneously, as they read to write, students need to develop disciplinary expertise by unravelling the mysteries of new subject methodologies and protocols (p. 132). University-level writing tasks require students to generate their own topics, refer to experts' work as evidence for their own ideas, situate their ideas within the broader scholarly debate and ultimately establish themselves as experts in areas that they have only just begun to explore (Sommers & Saltz, 2004). Thus, students must adapt to the demands of research and disciplinary reading mostly independently, unlike in school, where they are provided with the texts that they need to read and are guided

through them in class. Difficulties of non-native students also included managing the writing process, organising texts and embedding sources (Evans & Morrison, 2010). Both native and non-native students experience difficulties in developing academic argument due to "(1) the text being situated within a genre that is new to them, (2) insufficient instruction, (3) insufficient advice and feedback and (4) a limited range of resources (e.g., guidebooks) that focus on argumentation." (Bitchener, 2017, p. 86).

Writing in the academy is a complex process. Secondary school graduates have not had the opportunity to develop arguments independently. Bruce and Hamp-Lyons (2015) report that Hong Kong's secondary school graduates are prone to "broad generalizations, sweeping statements and personal details as supporting details rather than rational, grounded ideas" (p. 68). According to Brook, Monbec and Tilakaratna (2019), to be able to traverse multiple genres and their social and disciplinary contexts within the academic world, students need critical abilities to acquire knowledge across various fields. Brook et al emphasise the crucial role of honing students' critical vision through applying 'dimensions of specialisation' that allow them to determine the principles of practice in a field to understand the practices that favour epistemology over the agents' dispositions. Students must be able to apply appropriate critical lenses to analyse the disciplinary texts that they encounter. It is evident, then, that the shift from frequent high-stakes writing assessments in secondary school to the broader demands of academic literacy require a significant adjustment.

Owing to these differences in use of English writing, this paper aims to answer two research questions: (1) Is there a relationship between students' educational background (from high school to university, e.g. public exam performance, perceived familiarity with the genre and university writing experience and their knowledge of some common university assignment genres)? And (2), which aspects of university writing students report to be the most challenging.

Methodology

A cross-sectional design was adopted to answer the two research questions: (1) Is there a relationship between students' educational background and perceived famliarity with genre; and (2) what are the aspects of university writing that students report to be the most challenging? A group of undergraduate students were asked to complete a genre knowledge test (discrete item test) and a questionnaire on writing challenges. While past literature attempted to examine the genre knowledge of students by interviewing them (e.g. Johns 2015), this study adopted a

more direct approach to measure the genre knowledge of students on specific genres in a discrete item test which is useful for testing single point of knowledge (McNamara, 2000). This design allowed the research team to understand the genre knowledge level attained and writing challenges faced by the participants in the study at a certain point in time. From a practical perspective, the genre knowledge test results can provide useful information for the authors (as teachers) to design support materials for these genres.

Participants

Undergraduates from a university in Hong Kong (n=106) in different years of study were recruited for this research. One-third of them (32.4%) were third-year students, while around a quarter of them were second-year (21.9%) and fourth-year students (25.7%). Others (first-year and fifth-year [for nursing students]) accounted for one-fifth of all participants. Forty-seven per cent of the participants reported attaining Level 4 in the DSE English Exam (equivalent to IELTS ~6.31–6.51; the majority of students in the university in question were being admitted with this level of proficiency), with another 28% attaining Level 3 (IELTS ~5.48–5.68) and 24% attaining Level 5 or above (IELTS ~6.81–7.77). 84.3% of the participants had completed at least one English for Academic Purposes course at the university.

These undergraduate students in Hong Kong received writing instructions throughout their primary and secondary education. In senior secondary school, the school English writing curriculum was developed based on the secondary school exit examination, the Diploma of Secondary Education examination. According to the Curriculum Development Council and the Hong Kong Examinations and Assessment Authority (2007), students are exposed to a range of formal and informal texts (e.g. editorials, essays, feature articles, and novels, etc.) Students are expected to be able to "present information, ideas, views, attitudes, and feelings clearly, coherently and appropriately in a variety of written texts" (p. 25). As a result, students were trained to write for a variety of contexts and text types in their secondary school.

Procedures

Participants were invited through email to make an appointment to meet the research team. When the participants met the research team, they first completed the genre knowledge test to measure their genre knowledge as baseline data. They also completed a questionnaire on their educational background. This study is based on the data collected through these processes.

Instruments

Students responded to two instruments in this study: a genre knowledge test and a questionnaire. Common general education assignment text genres were included in this study, e.g. academic essay, project report and analytical film review. Each knowledge test consisted of three common questions and three genre-specific questions and was designed based on the framework proposed by Johns (2015). Assignment genre was tested with open-ended and close-ended questions on the purpose of the assignment genre, organization patterns and writing and planning strategies. A sample of the test can be found in Appendix 1. Other than the test of genre knowledge, students were also asked to complete a questionnaire on their educational background, their familiarity with the assignment genre and their experience with writing in the genre. Finally, they responded to open-ended questions about the challenges they face when writing university assignments.

Data Analysis

The genre knowledge test was analysed with the demographic information in a quantitative manner. The bivariant Pearson correlation was used to explore the relationships between the knowledge test scores and various other factors, such as performance on public exams.

Other than this correlation analysis, a round of independent t-tests was conducted to compare the knowledge scores of various groups of students, including (1) those familiar / not familiar with the genre and (2) those having / not having experience in writing the genre. Four outliers were removed after an examination of the boxplot of genre test scores. The normality was checked and confirmed by visually inspecting the histogram of the genre test scores.

The open-ended questions were analysed through a deductive thematic analysis based on the framework suggested by Evans and Morrison (2010). A sample of the questionnaire can be found in Appendix 2. Two research team members discussed the framework and attempted to achieve a common understanding of it. After that, each team member examined the responses of the participants independently, determining whether the responses belonged to a category described in Evans and Morrison's study (2010). The agreement rate of two coders was 79%, and the disagreement was resolved through discussion of the results with the third team member.

Findings

This section describes the results of the Genre Knowledge test in general, followed by the demographic information of the participations. The section also presents the qualitative findings obtained from an open-ended question on writing challenges faced by students.

Genre Knowledge in General

Participants performed poorly on the genre knowledge test in general. However, they appeared to be more knowledgeable in some areas than in others. Table 1 presents all scores on the test. The overall mean score was 5.65 (out of 10), which is not high. Among all the areas of knowledge tested, participants were most well-versed in the layout of an assignment genre and the least well-versed in the purpose of the writing. The other sub-scores were not high, averaging around 6.0. These results can, to a certain extent, reveal what students know well about an assignment genre and what they do not.

Table 1

Mean score achieved in genre knowledge test

Genre Knowledge	*Score (out of 10)*
Purpose of Writing	*4.39*
Organizational Patterns	*5.87*
Paragraph Moves	*5.79*
Language Features (e.g. tense)	*5.75*
Layout (e.g. headings)	*7.26*
Total	*5.65*

Educational Background and Genre Knowledge

Correlation analysis was conducted to determine any relationship between students' year of study and public exam results and their knowledge of a common university assignment genre. A weak but significant relationship between the year of study and knowledge of the project report genre was found (r=0.42, p<0.05). Analytical film review genre knowledge had a positively moderate correlation with the score attained on the listening section of the HKDSE (r=0.59).

In addition to study year and HKDSE score, perceived genre familiarity, writing experience and the actual genre knowledge were analysed as well. All participants (100%) reported that they had written essays, while fewer noted that they had experience in writing project reports (45.90%) or film reviews (5.90%). The perceived familiarity with these genres showed a similar trend (71.40%, 36.80% and 8.80%, respectively). To explore the possibility of a significant difference between those who were familiar with or experienced in a genre and those who were not, an independent sample test was conducted. The results suggested that the difference between those who were familiar with a genre (mean=6.20) and those who were not (mean=5.35) was marginally significant ($p=0.05$). However, there was no statistically significant difference between those who were experienced (mean=5.95) and those who were not (mean=5.45).

Writing Challenges

To answer the second research question, the responses from students on their challenges in writing university assignments were coded and analysed using the framework suggested by Evans and Morrison (2010). The following are the four categories they defined:

1. uncertainty over their professors' requirements and expectations for written assignments,
2. unfamiliarity with disciplinary genres and referencing conventions,
3. inexperience in planning and writing extended texts requiring the synthesis of information and ideas from multiple sources, and
4. apparent inability to communicate their understanding of the subject matter in stylistically appropriate academic prose.

A total of 77 responses were received from participants (representing 72% of responses out of the 106 participants). The most common challenge reported, at 62% of responses, related to Category 3, planning and writing assignments and incorporating sources. Among the responses in Category 3, participants described two major areas of difficulty: 'structuring' the assignment and 'finding useful sources'. It is interesting to note that very few participants described 'operational' challenges, such as summarising. Nearly a quarter of the participants reported communication and language difficulties (Category 4), while 13% of the responses indicated an unfamiliarity with disciplinary conventions (Category 2). Three major themes emerging from the Category 4 responses included grammar, academic style and vocabulary, while responses from Category 2 were mainly about technical issues of referencing. No

response was related to Category 1, professors' requirements. Among all responses, interestingly there was no mention of 'professor's expectations' or 'professor's requirements'.

Discussion

Knowledge of university genres is crucial for success and the challenges that students face while writing at university very often stem from a lack of genre awareness. Students' background and prior experiences have a bearing on their understanding of new genres. The issues that emerged out of the study need to be explained and the rather surprising finding of students not finding professors requirements difficult is heartening. Something is being done right by the professors. The finding that use of references is a challenge for university students, although common, needs to be discussed based on the preliminary findings on the genre test results, demographic information of students, and writing challenges reported by students.

RQ1: Complex Relationship Between Students' Background and Genre Knowledge

While some of the results reported above may seem obvious (e.g. relationship between study year and genre knowledge), the research team believe that the results unveiled complex relationships between student background and need for learning different genres.

Some genres may be presented to students under the umbrella of a single genre when they are different genres indeed, which is why study year or prior writing experience may not help students acquire genre knowledge. An essay is a good example. Even if students had completed an essay as part of a subject in the past, any two essays may be very different in purpose and nature. At least six types of essays have been identified in a large-scale research across various disciplines (Nesi & Gardner, 2012, p. 97-104). Exposition and discussion essays, for instance, are very different from exposition and consequential or factorial essays. Essays in the social sciences, business and management and medical sciences may contain reflection but the nature of the reflections may vary greatly for each. Students may have written essays in the past, but when faced with an essay beyond their main area of study, such as in general education courses, students may feel lost. Therefore, even if students write more essays as they progress in their academic studies over the years of their university careers, due to the differences in requirements, students may not know how to nor do well in organising essays. The above argument may also explain why no significant difference was found in the study results between those who have experience in writing in an assignment genre and those who have not.

Other genres, such as project reports, may also be required by courses across disciplines but may generally require similar stages and sections regardless of discipline, and so students may have experience writing these in a very similar manner for different areas of study. Therefore, the more students write over the years, the clearer their knowledge about such genres. The structure of project reports may also help explain the high genre test scores. Flowerdew (2000) found a straightforward 'problem-solution' pattern in various sections of project reports. With more experience in writing project reports over their university careers, it is reasonable to believe that students tend to remember the purpose, organisational pattern and language features of project reports, i.e. genre knowledge, and that may be the reason for the higher scores on the genre knowledge test.

Some genres, such as film reviews, may require an array of language skills. The film review is identified by Nesi and Gardner (2012) as belonging to the *critique* genre family, which requires students to move beyond the personal and relate the content to what they have learnt in their lectures (p. 96-97). This is not a common assignment genre, and thus it is not surprising to see no correlation between students' knowledge of it and their study year. However, the correlation found between its genre knowledge and DSE listening scores confirmed the complex relationship between genre knowledge and student background. The outcome descriptors of the listening section of the DSEinclude a range of genre-related items, such as register, tone, style and coherent organisation (Hong Kong Examinations and Assessment Authority, n.d.). Students who scored well on this section demonstrated their ability in organising their writing and using an appropriate register, tone and style for the genre. Bruce and Hamp-Lyons (2015) further revealed that teachers in the Hong Kong secondary context tend to use informal genres, such as film reviews, in their teaching. Therefore, students who demonstrated stronger genre awareness for film reviews in this study may have well been exposed to this genre in the past.

With the evidence from three different genres, the results of this study appear to suggest that students' genre knowledge level depends on the nature of individual genre. Students may fail to acquire the genre knowledge for some complex genres, while the knowledge of other genres may have been acquired incidentally in secondary school. This interesting pattern will have significant implications for writing instruction.

RQ2: Problems Faced by Students

Participating students reported difficulties in managing the writing process, including structuring, planning, organising data and incorporating sources, as well as issues with language and disciplinary writing conventions, such as referencing. While the current study revealed some problems that have been discussed thoroughly in other studies (e.g. referencing problems), some problems reported in previous studies were not found to be problematic in this one (e.g. meeting professor's expectations). However, some other problems, structuring and finding useful sources, emerged as worth being explored from various perspectives.

Meeting professor's requirements – no longer a problem.

Participants in the current study did not report any problems in understanding the requirements of subject-area teachers. Despite the context of this study being very similar to that of Evans and Morrison (2010), students in this study did not believe that meeting such requirements to be a challenge. This appears to be a positive sign for language teachers, subject-area teachers and students, as subject-area teachers and students can now focus thoroughly on the subject matter as the focal point of their classes. This positive change can be attributed to numerous measures implemented in recent years, which appear to be helping discipline teachers and students clarify the requirements of an assignment. Lughmani, Gardner, Chen, Wong and Chan (2016) introduced some the possible measures, including (1) the English Writing Requirement Programme: having language teachers to provide a liaison between subject teachers and students; (2) the Literacy in the Discipline project: introducing online assignment generators developed by genre experts for discipline teachers; and (3) staff development in English Across the Curriculum: providing support and training to discipline teachers to improve the teaching and learning processes in discipline courses. These close collaborations between English teachers (as genre experts) and discipline teachers may have helped narrow the gap between discipline teachers and students on assignment expectations, leading to participants' confidence in their understanding of assignment requirements.

Referencing problems – an old issue.

Understanding referencing conventions has been identified as a problem in many previous studies, such as Evans and Morrison (2010), Breen and Maassen (2005), Gullifer and Tyson (2010) and Hutchings (2014). However, it should be noted that many of the students in the current study had already taken the first-year academic writing courses (as reported in the results), which should have introduced the referencing style normally required in their

academic discipline. Therefore, their confusion may not be caused by instructional problems. It is quite possible that participants ~~in the current study~~ have taken classes beyond their core ones, such as general education or elective courses, in which they are required to use different referencing styles. (Refer to this programme structure of a typical student: https://www.polyu.edu.hk/ogur/student/4yr.) For example, an engineering student may use Institute for Electrical and Electronics Engineers (IEEE) style in his or her core classes but then be required to use APA in a psychology elective class and Chicago citation style in a film class in the general education curriculum. With only a limited and rather mechanical understanding of the various referencing styles, students may find them challenging and thus fail to use them properly for the various classes they take. Such differences in expectations have been briefly discussed in Brimble and Stevenson-Clarke (2005) and Power (2009). This problem is perhaps more common when students are taking courses across a variety of disciplines.

Researching and structuring – issues to be tackled.

While the issues of structuring and research have been identified in many studies as major concern, the current study attempts to provide further insights into this matter. How to structure an assignment and how to search for useful sources for assignments were two major challenges identified by participants, and not knowing the purposes of genres was found to be a major issue in the genre knowledge test in this study. It seems reasonable to argue that students do not fully understand the purpose of a genre and that this lack of understanding makes it difficult for them to look for appropriate sources and structure their work. Students may simply begin with an aspect of the assignment that they know they must do and not know how to plan after they have completed these 'known' tasks. For example, students may know, in general, that a film review requires them to briefly describe or summarise a film, but they may not know other purposes of a film review, such as to connect the film to theories and ideas learned in class. Without understanding these aspects, students may simply summarise the film, without knowing what to do next. They may not know that they need to make use of the film terminologies or theories presented in class or in the course readings. They do not know what to research (or how) to strengthen their review or what else to include in the structure of their film review. This may be the reason that they report that they do not know how to plan for assignments or find useful sources.

Implications for Writing Instruction

The discussion of genre knowledge and writing challenges students face has important implications for practitioners to support disciplinary writing instruction in university.

Awareness of the Variations of the Same Genre Across Disciplines

This study reveals that that the various measures and support for writing in the disciplines and across the curriculumneed to be enhanced. Students' awareness of the disciplinary and contextual variations within even the same genre, such as essays, across various disciplines needs to be developed. Students may believe that all essays are the same based on their prior experience of writing . Each assignment may be different and require features unique to its discipline.

Support measures for staff should help discipline experts develop clear writing instructions in collaboration with language and genre professionals. These should include a clear statement of the basic requirements for fulfilling a writing task. This may have implications for aspects of the genre such as purpose, structure and format. Genre-based structure within paragraphs and its formatting, therefore, should be included.

When writing teachers guide students in developing assignments, they should not only focus on the features of a genre at a general level but identify features of the various genres within their respective disciplines. Ideally, support measures could be customised for students completing an assignment of a discipline other than their own (e.g. helping engineering students with personal or literary essays) but this may not always be possible due to resource constraints. However, useful discipline-specific advice on various genre guidelines may be provided to avoid common problems faced by students writing a similar assignment.

Identifying the Purpose of Writing

Writing teachers need to specify the purpose of writing in any type of support activity. While the purpose of writing may seem obvious, this study revealed that the purpose of writing is not always clear to students and that this uncertainty has a significant impact on the writing process. It is therefore necessary for students to establish the purpose of writing and then explore the topic from different perspectives. Ideally, writing teachers should discuss the purpose of writing with students and share with students how such a purpose may have

implications for their research process, which may facilitate a deeper understanding of the research process itself.

Limitations

While this paper attempted to answer the research questions in a valid and reliable manner, there are still several limitations. Firstly, the number of students joining this study is limited. Although we may not be able to generalise the results to a larger population, the study provides a snapshot of students' knowledge of some genres in our context and paves the way for developing genre-based writing instruction for undergraduate students. Second, the current study only covers four genres as being common general education genres in the researchers' host university. Other universities or institutions may have different commonly assigned genres that students need to learn. In those contexts, the levels of genre knowledge and the needs of specific types of support may be different. Third, the current study recruited students at different years of study. Years 4 and 5 students may have better exposure to genres than those year one students. This may affect the generalizability of this study.

Conclusions

This paper has attempted to explore the relationship between students' educational background and level of genre knowledge using three common university genres. It also identified a range of writing challenges faced by students. The findings revealed a complex relationship between students' genre knowledge, educational background and writing experience. We found that although ome assignment genres may appear familiar to students, they may have approached them differently in the past. Therefore, some factors such as educational background and year of study, were found to be correlated with knowledge of some genres but not others. This may result in difficulties for some students in acquiring relevant knowledge for some university genres. When attempting to understand the challenges faced by students, we learnt that students appeared to know the expectations of their discipline teachers but were still contending with issues of planning and referencing in our context testifying to the notion that context and language are intertwined and genres are a product of social situations (Halliday, 2007, 2009; Paltridge, 2017).

With these problems surrounding genres and writing, this paper argues that measures for writing in the disciplines and English across the curriculum need to be enhanced, with the goal of helping students distinguish the differences and features of genres across disciplines.

Students also need a deeper understanding of the purpose of a genre so that they can plan and structure their assignment appropriately. Hyland (2017, p. 28) explains how specificity in writing is important and how "rhetorical choices vary enormously across disciplines because they express very different epistemological and social practices." Students are required to write in several genres througout their university years and this study has indicated that writing cannot be taught out of its context. Devitt (2009) has recommended that students be coached in genre awareness early on in their university studies. We also support genre-based instruction at tertiary level to provide a scaffolding to students to understand how knowledge is constructed in their chosen fields of study.

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Appendix 1

English Writing Requirement Open Platform Piloting (Project Report)

Part One – Genre Knowledge Test (6 questions)

1. Which of the following are likely to be the two **MAIN** purposes of a Project Report?

    a. To develop ideas, and to demonstrate the abilities to make coherent connections between arguments and evidence

    b. To connect the topic to theories and ideas learned in class

    c. To demonstrate skills in interpreting and describing the topic

    d. To present an investigation into a topic through undertaking a comprehensive literature search, data collection, application of methods, tests and experiments and data analysis

    e. To build research skills for higher-level of study

    f. To develop an understanding of the topic

2. How often do you have headings / subheadings in a Project Report? (*You can choose ONE option*)

    a. Not at all

    b. Rarely

    c. Often

    d. Always

3. Which of the following should be included in a Project Report? (*You can choose multiple options*)

    a. Discussion

    b. Analysis

    c. Introduction

    d. Action Plan

    e. Synopsis

    f. Methodology

    g. References

4. What kinds of academic sources should you look for when writing a Project Report?

Relevant sources on….*(This is an open-ended question)*

5. What tense should be used when describing established knowledge and existing situations? *(This is an open-ended question)*

Appendix 2

Part Two – Your Personal Information *(please circle and provide more information when required)*

1. Your gender: MALE   /   FEMALE

2. Your study programme (e.g. Social Work): _____

3. Which year are you in now? Year 1 / 2 / 3 / 4 / Others: _____

4. Have you taken an ELC LCR English course? 1007 / 1011 / 1012 / 1013 / 1014 / 2011 / 2012 / 2013

5. Have you taken other academic writing courses? YES (Please specify:_____) /   NO

6. Have you taken an ELC DSR course?   YES (Please specify:_____)   /   NO

7. Have you completed (or are you currently taking) a CAR course with the English Writing Requirement Component?

    YES   (Please specify:_____) /   NO

8. Have you written a Project Report for your studies?   YES / NO

9. Do you think you are familiar with the genre, Project Report?   YES / NO

10. Your DSE English OVERALL Score: _____

        Reading: _____ Writing: _____   Listening and Integrated Skills: _____ Speaking: _____

11. If you HAVE NOT TAKEN HKDSE, please provide us your English exam scores from another exam:

        Name of the Exam (e.g. IELTS): _____

        Overall: _____ Reading: _____ Writing: _____   Listening: _____ Speaking: _____

Mobile Learning Perception in the Context of COVID-19: An Empirical Study of Saudi EFL Majors

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Abstract

The outbreak of COVID-19 pandemic has resulted in a complete closure of face-to-face instruction in Saudi Arabia as well as in many parts of the world. This closure has augmented the focus on online learning and imposes a shift from traditional instruction to digital learning. In light of this context, this article attempts to explore the perception of Saudi students of mobile learning as one main form of digital learning that arises amid COVID-19 crisis. The rationale beyond selecting mobile learning in particular is due to the fact that mobile telephony has deeply been penetrating the whole world to the extent that it interferingly touches every aspect of life; education is no exception. This paper, therefore, investigates the extent to which mobile learning is effective in the process of learning English as a foreign language during COVID-19 pandemic, and within the Saudi EFL context. Two overarching research questions are addressed here. First, to what extent is mobile learning an effective substitution for traditional instruction? Second, what are the benefits and/or challenges of using mobile learning in the Saudi EFL context amid COVID-19 pandemic? Results reveal positive attitudinal perception of the use and application of mobile learning in the process of learning EFL courses, which, in turn, serves to accentuate the effective role of applying modern technologies in learning, particularly in time of emergencies, and is further anticipated to foreground for a complete shift towards a dominant digital learning.

Keywords: *mobile learning, EFL majors, COVID-19, Saudi universities*

1. Introduction

The use of wireless mobile technology in learning English as a foreign language offers students the opportunity to access different types of learning materials as well as information everywhere and anytime. Such a digital learning platform provides learners with both spatial and temporal control over the process of learning. Therefore, learners, through mobile technology, can decide whenever and wherever they desire to learn. This in turn has emphasized the necessity of using and applying technology, particularly in time of emergencies. COVID-19 pandemic has forced both students and teachers to use technology in order to guarantee a proper continuation of the teaching and learning process. The pandemic

throws its severe effects on all areas of life, including education. It enforces a complete closure to all activities in the educational institutions. The Saudi educational institutions are a case in point; virtual classes are announced to continue the process of learning safely and securely. This shift towards digital learning constitutes all Saudi educational institutions in all educational stages, including universities. Here arises the significance of using different technologies in learning. Mobile learning is one digital platform that is perceived as an appropriate substitution for traditional learning, since it guarantees a safe and secure environment of learning for both teachers and students.

Mobile learning, for Pieri and Diamantini (2009, p.184), refers to "a modality of distribution of any learning content with portable devices such as the Personal Digital Assistant (PDA), Tablet PC, e-book, and mobile phones." The term 'mobile learning' can generally be used to constitute any form of learning conducted by means of small devices, independent from the electrical supply, and can be accompanied anytime and anywhere (Roschelle, 2003; Trifonova & Ronchetti, 2003).The exponential and ubiquitous affordability of handheld devices, such as smartphones, Ipad, and tablet facilitates a comprehensive incorporation of modern technologies in teaching and learning, and open the door for a wireless society extensively featured with what is termed mobile (digital/distance/E-) learning. Such mobile intelligent terminals serve to enhance the expediency of not only learning, but also the users' learning enthusiasm (Yunfei, 2015). Obviously, the increasing availability of mobile phones affects the shift from traditional learning to digital one.

Crucially, there is a close connection nowadays between learning and technology. Such a reciprocal relationship has recently been emphasized, particularly within the context of COVID-19 pandemic, which greatly narrows the degree of dependency on traditional face-to-face instruction, and necessitates a complete shift towards an online learning. Mobile learning, being one form of e-learning, according to Finkelstein (2006), offers both synchronous and asynchronous types of digital education. Synchronously, it allows learners to participate in live interaction sessions, collaborative activities, audio and video conferencing and reciprocal interactive discussions. Asynchronously, mobile learning provides learning regardless of time and place, and offers a wide variety of instructional interactions, including e-mail exchanges among participants, online discussion boards, and course-management systems that organize educational materials and communication, among many other possible and doable variations.

According to Hashemi, Azizinezhad, Najafi and Nesari (2011, p. 2479), mobile learning has some main benefits in the process of learning and teaching. These include (i) the ability of learners to interact with each other and with the practitioner instead of hiding behind large

monitors; (ii) learners can share assignments and work collaboratively; learners and practitioners can e-mail, cut, copy and paste text, pass the device around a group; (iii) mobile devices can be used anywhere, anytime, including at home, in hotels; this is invaluable for work-based training; and (iv) mobile learning may contribute to combating the digital divide, as many mobile phone devices are generally cheaper than desktop computers. However, Hashimi et al. (2011) list some disadvantages pertaining to mobile phones. These include (i) small mobile screens limit the amount and type of information that can be displayed; (ii) there are limited storage capacities for mobiles devices; (iii) batteries have to be charged regularly, and data can be lost if this is not done correctly; and (iv) bandwidth may degrade with a larger number of users when using wireless networks. They maintain that mobile devices are used to access documents or document libraries, access quizzes and self-assessment as question or games, participate in lessons and tutorials, receive lectures archived or broadcasted live, access to video clip or audio libraries, read asynchronous postings, exhibit student work, and participate in virtual learning communities on the go.

1.1. Research Objectives

This study attempts to achieve the following research objectives:

1. To explore, quantitatively and qualitatively, the effectiveness of using mobile technologies in the process of learning EFL courses amid COVID-19 and within Saudi EFL context.

2. To show the extent to which Saudi EFL majors/teachers perceived mobile learning technologies amid COVID-19 pandemic as interactive, integrated and self-independent learning tool.

1.2. Research Questions

Based on the above research objectives, an overarching research question is formulated in this study:

1. To what extent is mobile learning perceived as an effective digital learning platform amid COVID-19 pandemic and within Saudi EFL context?

Such a comprehensive research question comprises a number of subsidiary questions as follows:

a. How was the usage of mobile devices as a digital learning tool before and after COVID-19?

b. What are the advantages and/or disadvantages of using mobile devices in the learning and teaching process?

c. Does mobile learning fulfill in part the role of face-to-face learning?

The answer of the aforementioned research questions constitutes the main objective of this article: to investigate mobile learning perception in the context of COVID-19 among Saudi EFL majors/teachers. The study attempts to explore the (in)effectiveness of using and applying mobile technologies to create virtual classes in the Saudi EFL context. In doing so, the paper moves around the effectiveness, advantages, disadvantages, and recommendations of mobile learning in four Saudi universities.

The remainder of this article is structured as follows. Section 2 presents the literature review of the study, wherein some previous studies relevant to the topic under investigation have been reviewed. Section 3 offers the methodology of the study, in which the design of the study, the adopted analytical instruments, participants, and procedures of data collection and description are provided. Section 4 demonstrates the results of the study. Section 5 is dedicated to the discussion of the obtained results. Section 6 concludes the article and offers some recommendations for future research.

2. Literature Review

Conducting a research in order to test the satisfactory and/or dissatisfactory of mobile learning contributes significantly not only to the learning process, but also to the user's attitudinal behavior in learning. The rapid development in technology, the different technological applications in learning and teaching, together with what the whole world witnesses today of the crisis of COVID-19 pandemic, necessitate the complete dependence on distance learning throughout the world, mobile learning is certainly one digital form of e-learning (distance learning). Much of the literature focuses on the analysis of current situation, service mode, and technical implementation of mobile learning, whereas, few studies approached the perception of mobile learning among EFL learners in general, and, to the knowledge of this paper, very few studies have discussed learners' perception of mobile learning in the context of COVID-19 pandemic. However, some studies discussed the status and effectiveness of online teaching and learning on the performance of higher EFL majors, as well as the extent to which COVID-19 shapes and/or reshapes the academic atmosphere at the educational institutions, as is the case for Ajmal, Alrasheedi, Keezhatta and Yasir (2020), who explored the responses and feedback of students in terms of the benefits, challenges, and limitations of online learning among Pakistani university students during COVID-19.

Literature on mobile learning has been increasing more and more every day. Many researchers approached this new learning methodology from different perspectives, and it is anticipated that more and different dimensions tackling the same topic are on the way. For

Shepherd (2001), mobile learning is perceived as different from e-learning, since it is not just electronic, it is mobile. This digital learning platform is seen as the natural evolution of e-learning (Pieri & Diamantini, 2009, p. 184). For Roschelle (2003), mobile learning is a type of e-learning that uses a mobile device and wireless transmission. In Rekkedal and Dye's (2001, p. 62) words, mobile learning "is the point at which mobile computing and e-learning intersect to produce an anytime, anywhere learning experience."

Mobile learning research is always on the rise. This fact is not confined to the very recent years or to time of emergencies, as is the case for COVID-19 pandemic. However, using mobile technologies in the process of learning and teaching is deeply rooted since the emergence of modern technology. Thus, much effort has been dedicated to understanding the way through which mobile technologies are connected with the traditional ways of teaching and learning. Some contributions provided evidence for the effective ways mobile learning is applicable to the process of teaching and learning across a broad continuum of activities (Naismith, Lonsdale, Vavoula & Sharples, 2004; Kukulska-Hulme & Traxler, 2007); others highlighted the recent and emerging issues in the field such as learners' behavior (Sharples, 2006); and a third party provided detailed accounts of the extent to which mobile learning is effective in shifting the educational wheel from the traditional face-to-face learning to the technologically digital platforms (Beetham & Sharpe, 2007).

Concerning learning behavior, mobile learning, according to Sonal and Yin (2013), significantly improves the users' ability to understand and solve problems, promoting users' learning initiative. For them, this digital platform offers learners the opportunity to enhance their academic performance. Lee (2015) argued that learning by means of smartphones proved more useful and helpful than the use of computer, as it motivates students towards a better learning process. Lee maintained that mobile learning serves to promote students' learning motivation as it develops the frequency of interactive study, as well as enhances the competence of preparation before class. Bullock, Dimond, Webb, Lovatt, Hardyman and Stacey (2015) also postulated that mobile learning helps learners to access various types of information and learning materials anywhere and anytime; however, they accentuated the fact that students still need the supportive consultancy of their teachers. This in turn reflects the fact that technology does not always fulfill the part played by interactive communication and discussion.

In an EFL context, some studies approached the effectiveness of e-learning in general and mobile assisted learning in particular on the performance of EFL majors. For example, Lin and Suwanthep (2011) investigated the role of e-learning in enhancing the skill of speaking

among Chinese EFL students in a number of Chinese universities; Amaluddin, Sapri and Syaripuddin (2019) also discussed the effectiveness of using mobile devices on learning English as a foreign language; and Sintya Dewi, Santosa and Suta (2020) further offered a study in which they explored the extent to which mobile learning contributes to the mastery of vocabulary among higher EFL students. Furthermore, Soleimani, Ismail and Mustaffa (2014) investigated the attitudinal behavior of Malaysian graduate students towards the acceptance of mobile language learning; their study revealed that such a technological type of learning contributes effectively to the improvement of the level of language learning on the different linguistic levels, particularly vocabulary level. In a similar vein, Azar and Nasiri (2014) studied the effectiveness of using cellphones in the Iranian EFL context; their study showed that cellphones prove useful, interesting and creative to learn English since it offers more opportunities to learn and helps students to listen to their selected topic wherever and whenever they want. This study concluded that learning via cellphones is an effective way that improves the skill of listening comprehension among Iranian EFL majors. A similar study by Rahimi and Miri (2014) further demonstrated that the use of cellphones is not confined to students; however, it can be employed by teachers and curriculum designers to provide extracurricular independent interactive learning. This study tests the effectiveness of mobile learning through holding a comparison between the use of mobile electronic dictionaries and the use of printed dictionaries. Results clarified that users' performance is linguistically improved when they use electronic dictionaries than is the case when they use the printed ones.

Alghammas (2020) investigated the effectiveness of using blackboard collaborate in the process of assessment among faculty members of a number of Saudi universities. The study discussed the perception of the selected university members of online assessment during COVID-19 pandemic. It revealed that participants of both genders demonstrated positive perception concerning the use of blackboard collaborate as a digital platform in the teaching process in general and in the online assessment process in particular. Participants expressed different attitudes with regard to specific dimensions related to online assessment, including validity, practicality, reliability, and security. Results of this study further reported that there is some sort of discrepancy among participants in terms of the type of questions employed in the process of assessment, that is, whether to use objective or subjective types of questions, which has been related to automaticity in correction and immediacy in feedback. From a psychological perspective, Alahdal, Aldhali and Bahari (2020) discussed the influence of COVID-19 pandemic on the mental health of EFL students at Qassim University. The participants in this study constitute a number of undergraduate EFL students at Qassim

University. Alahdal et al's study concludes that COVID-19 has caused students to be more stressed and more worried about their future, as well as their academics, which, in turn, mirrors the extent to which Coronavirus throws its shadows not only on the academic and educational process, but also on the mental health of students. The study recommends Saudi educational institutions to support further studies that address the psychological impact of COVID-19 on the performance of students.

Mouza and Barrett-Greenly (2015) argued that the technological development of mobile phones provides users further opportunities to lead a high quality type of education. Mobile learning, for them, serves to bridge inequities around access and uses of technology for academic growth and personal empowerment. Mobile learning, according to Hetrick (2015), not only develops the learning interest of students, but also improves their grades. This, in light of Hetrick's study, is realized through activating the students' motivation, as well as encouraging them to access information from various sources, which allows them to go beyond their prescribed courses and, thus, enhances their linguistic competence and performance alike. In another study conducted on a number of Indonesian teachers, Yusri, Goodwin and Mooney (2015) postulated that teachers had a positive attitude towards the use and application of mobile learning, as they express enthusiasm to participate in this type of digital learning. Further, Foti and Mendez (2014) investigated the perception of mobile learning among EFL students within classrooms. The study was analytically based on quantitative methods to attain useful insights and tangible results concerning the perception of mobile technologies in learning. The results demonstrated that learners were significantly using their mobile devices in order to enhance learning and interact with their instructors.

For Rekkedal and Dye (2009, p. 53), there are two main challenges that encounter the use of mobile devices. The first is constitutes the possibility of finding relevant solutions adapted to the small screen. The small screens of mobile devices make it difficult for students to display all the information they want, which they can find on a traditional web page. The second problem comprises the "limited data transfer rate and processing power found in mobile devices." They maintained that "when people use a mobile device with Internet connectivity, the connection speed is traditionally lower than, for instance, that of a traditional mobile phone." Rekkedal and Dye (2009) also emphasized the importance of designing the academic courses in a way that guarantees the familiarity and availability on the part of students so as to be able to manage the process of learning with their teachers. Obviously, previous studies have come to terms that mobile learning bring students more practice chances, more access to

different types of knowledge, to establish contact with future career, and to foster collaborative work among students and teachers.

3. Methodology

3.1. Design of the Study

The design of this study constitutes a specific choice of one digital platform that provides online learning/teaching during COVID-19 pandemic, namely, mobile learning. Four Saudi universities were selected to be the field of the study. These are: (i) Prince Sattam Bin Abdulaziz University, (ii) Bisha University (iii) North Borders University, and (iv) Hail University. The selection criteria of these universities in particular among other Saudi universities were due to (i) whether or not the circulation of the electronic questionnaire is available and (ii) the participants' acceptance to voluntarily participate in both the questionnaire and the personal interviews. Importantly, the designed questionnaire was circulated electronically through directing specific links to the target population. The interviews were also conducted via personal phone contacts with the participant.

3.2. Research Instruments

Two research instruments were adopted in this paper. The first was an electronic questionnaire, which was designed and directed only to the participants in the selected universities. The second instrument was interviews. A number of interviews were conducted only with teachers affiliated to the four selected universities. Each participant was interviewed individually. Significantly, the application of the quantitative and the qualitative methods enabled the researcher to arrive at tangible results and meticulous understanding of the extent to which participants perceive mobile learning amid COVID-19 pandemic.

3.3. Participants

To report ample and sufficient results on the perception of mobile learning by Saudi EFL majors in the selected universities, the researchers found it necessary for the study not to be confined to students. However, involving both parties of the learning process, i.e., students and teachers to participate in the study was anticipated to come out with more wide-ranging results than is the case with only one type of participants. Moreover, students' attitudes towards mobile learning amid COVID-19, as alluded before, were tested by means of an electronic questionnaire, whereas teachers' attitudes were tested by means of interviews. Respondents were all mobile learning/teaching users who have experienced mobile learning/teaching amid COVID-19. The study covered the period from August to December 2020, the first semester in Saudi universities.

3.4. Data Collection, Procedures and Measures

Data was collected electronically by means of electronic questionnaire and also by direct phone contacts with the participants. Both instruments were electronically-based due to COVID-19 precautionary measures that banned face-to-face interaction. The questionnaire was designed for students, and the interviews were conducted with teachers. The procedures adopted for data analysis comprised four phases: designation stage, delivery and distribution stage, gathering results stage, and analyzing results and discussion stage. The designation stage was concerned with writing down the statements of the students' questionnaire, as well as determining the questions intended to be asked in the teachers' interviews. In the delivery and distribution stage, and to guarantee the participation of only EFL students in the selected universities, the questionnaire was sent electronically via e-mails to some colleagues affiliated to the selected four universities. They were kindly asked to circulate them among their students, who are learning English courses in the departments of English. The circularity process was basically conducted via WhatsApp groups that were activated during COVID-19 pandemic to guarantee fast teachers-to-students communication. As for teachers' interviews, they were accomplished by personal phone contacts, during which notes and remarks were written down in order to be used in data analysis. In the third stage, results were gathered to start the last procedural stage, which was dedicated to analyzing the obtained results, offering discussion, and highlighting some pedagogical implications. The online questionnaire instrument was used for empirical study and every variable was measured by multiple indicators. All items used five-point scale (1= strongly disagree (SD), 2= disagree (D), 3= agree (A), 4= neutral (N), 5= strongly agree (SA)).

4. Results

This part exhibits the results obtained from the students' questionnaire and the teachers' interview concerning the perception of mobile learning amid COVID-19 in the four selected Saudi universities under investigation.

4.1. Respondents' Demographic Data

Table 1. Demographic information of respondent students

University	Gender	No. of participants	Academic Level	Nationality	Total
Prince Sattam Bin Abdelaziz University	male	19	3 to 8	Saudi	57
	female	38	2 to 8		
Bisha University	male	26	1 to 8	Saudi	42
	female	16	6 to 8		
North Borders University	male	32	2, 4 to 8	Saudi	43
	female	11	6 to 8		

Hail University		male	52	3 to 8	Saudi	79
		female	27	1 to 8		
(4) universities		(129) male participants			(92) female participants	221

As indicated from Table 1, the total number of respondent students is 221; among them are 129 male participants and 92 female participants, with a percentage of 58.37% and 41.63%, respectively. Both male and female participants are from different academic levels; ranging from level 1 to level 8. All respondent students are Saudi majoring English as a foreign language. All participants were also dedicated to undergo an online education system due to the emergent situation enforced by COVID-19 pandemic.

The second group of participants constitutes 23 teachers affiliated to four Saudi universities; 7 respondent teachers are females and 16 are males, with a percentage of 30.43% and 69.56%, respectively. Tables (2a-2c) below offer the demographical information of respondent teachers.

Table 2a. Demographic information of respondent teachers

University	No.	Gender	No.	Education	No.
Prince Sattam Bin Abdulaziz University	8	male	5	PhD	5
		female	3	MA	3
BishaUniversity	3	male	2	PhD	1
		female	1	MA	2
North Borders University	6	male	5	PhD	3
		female	1	MA	3
Hail University	6	male	4	PhD	5
		female	2	MA	1

Table 2b. Demographic information of respondent teachers

Academic Position	No	Teaching Experiences	No	No. of Courses Taught online	No
Lecturer	9	1-3 year	4	5	9
Assistant Professor	11	3-5 years	7	4	12
Associate Professor	2	5-10 years	9	4	1
Professor	1	More than 10 years	3	4	1

Table 2c. Demographic information of respondent teachers

Nationality	No.
Egypt	7
Sudan	4
Saudi Arabia	3
Pakistan	3
India	2
Jordan	2
Tunisia	1
Yemen	1

Tables 2a, 2b and 2c show the detailed demographic information of the respondent teachers. As demonstrated from the above tables, the participants have different cultural backgrounds, carry different nationalities, held various academic positions, and enjoyed a variety of teaching experiences. All of them have experienced mobile technologies as one digital platform to teach various courses at the departments of English during COVID-19 pandemic.

4.2. Students' Questionnaire

The questionnaire of the students displays the results indicated in Table 3 below.

Table 3. Students' perception of mobile learning amid COVID-19

No.	Statement	SA	A	N	D	SD	M
		Percent %					
1	I use my smartphone to attend my courses amid COVID-19 crisis.	25	53.1	6.3	12.5	3.1	3.84
2	I find no difficulty to access my virtual classes via mobile devices.	18.8	26.5	18.8	22	13	4.12
3	I used mobile technologies in learning before COVID-19.	15.6	56.3	3.1	19	6	4.84
4	Mobile technologies as educational tools improve my learning performance.	21.9	59.4	15.1	3.6	0	4.00
5	Mobile learning helps me overcome my fears concerning COVID-19 pandemic.	9.4	71.9	9.4	9.4	0	3.81
6	Smartphones allow a flexible delivery of the different courses during COVID-19.	12.5	78.1	9.4	0	0	4.03
7	I can use mobile technologies anytime and anywhere.	14.5	54.2	30.3	1	0	3.84
8	Mobile technologies provide an attractive learning environment .	3.1	24.5	43.8	4.2	28.1	3.00
9	I can easily do my assignment, download it and receive a feedback from my teachers via my smartphone.	3.12	35.5	14.5	6.3	4.6	2.9
10	I can manage my online tests through my mobile phone.	21.5	9.37	4.6	12.5	15.6	2.75
11	I can overcome technical problems encounter me while using mobile technologies.	6.2	68.7	21.8	3.2	0	3.77
12	Mobile learning enhances my understanding as it enables me to listen to the same lesson more than one time.	4.1	36.5	49	10.4	0	3.33
13	Mobile learning helps me overcome my shyness when I participate with my teachers in discussions.	11.5	35.4	34.4	12.5	6.3	3.43
14	Using mobile technologies offer me the opportunity to experience new trends in learning.	12.6	4.4	18.7	27	1.1	3.73
15	I intend to take more courses using mobile learning in the future.	9.3	50	34.4	6.3	0	3.62

Note: SA (Strongly agree)- A (Agree)- N (Neutral)- D (Disagree)- SD (Strongly disagree)- M (Mean)

Table 3 demonstrates positive attitude towards the use of mobile technologies amid COVID-19. The respondents show very high attitudinal proclivity towards the use of mobile technologies during the crisis. This positive tendency is manifested in the highest mean of almost all the statements listed in the questionnaire, wherein students express their contention that they can manage their virtual classes without any difficulties. Students also express positive attitude towards the use of mobile technology, as it enables them to listen to the same lecture more than one time and, therefore, increases the understanding and the positive

perception of the presented ideas in the course. They further maintain that mobile learning helps them overcome shyness they often encounter in face-to-face instruction. The above table also displays that students have positive tendency towards the ability to solve any technical problems they may face, and to communicate easily with their teachers during the learning process.

4.3. Teachers' Interview

The interviews revolved around 7 main questions as follows:

1. How can you evaluate the use of mobile technologies in teaching and learning English as a foreign language amid COVID-19?

2. What are the advantages of using mobile technologies in teaching your courses?

3. What are the challenges you encounter in the process of teaching via mobile devices?

4. How can you evaluate the performance of your students before and after the application of mobile learning?

5. Did you use mobile technologies in teaching EFL courses before COVID-19?

6. Do you have the desire to continue using mobile technologies in teaching when COVID-19 crisis ends?

7. Do you think that e-learning via the application of mobile technologies will totally replace face-to-face instruction?

Results obtained from the teachers' interview exhibit a number of facts in terms of the use and application of mobile technologies amid COVID-19. These are reflected in Table 4.

Table 4. Teachers' response to the interview

	Interview question	Positive attitude	Neutral	Negative attitude	Total
1	How can you evaluate the use of mobile technologies in learning English as a foreign language amid COVID-19?	19	2	2	23
2	What are the advantages of using mobile technologies in teaching your courses?	21	0	2	23
3	What are the challenges you encounter in the process of teaching via mobile devices?	18	0	5	23
4	How can you evaluate the performance of your students before and after the use and application of mobile learning?	20	1	2	23
5	Did you use mobile technologies in teaching EFL courses before COVID-19?	15	2	6	23
6	Do you have the desire to continue using mobile technologies in teaching when COVID-19 crisis ends?	21	0	2	23
7	Do you think that e-learning via the application of mobile technologies will totally replace face-to-face instruction?	18	0	5	23

Table 4 displays the results of the teachers' interview which show a positive attitude towards the use of mobile learning during COVID-19. In terms of question No. 1, the interviewees emphasized that using mobile technologies amid COVID-19 is completely useful and relevant to continue the process of teaching and learning, as well as to meet the emergent crisis of the pandemic. They highlighted the essential role of modern technologies in learning, which guarantees a safe and continuous process of learning in a time when face-to-face instruction was totally banned. Regarding question No. 2, the majority of teachers acknowledged that mobile learning has many advantages as it facilitates an easy teaching and learning process with all its components, including courses delivery, examinations, discussions, and participation. In question No. 3, some teachers confirmed that they faced some problems when they came to apply mobile technologies. However, they maintained that they managed to solve all problems without any technical, administrative or academic assistance. Other respondent teachers have emphasized that they faced some difficulties in using and applying mobile technologies, and, therefore, they sought some sort of assistance from a third party, particularly the technical one. As for question No. 4, teachers expressed their satisfaction concerning their students' performance during the crisis; however, they accentuated their fear that there was no credibility in examinations on the part of students. Concerning question No. 5, 15 teachers, on the one hand, stated that they utilized mobile technologies in the process of teaching before COVID-19, arguing that the application of this technology helps them develop their teaching methods by introducing them to new trends in learning. 6 teachers, on the other hand, acknowledged that they did not use mobile technologies before COVID-19, and only 2 participants expressed neutrality concerning the same question. With regard to question No. 6, the majority of teachers (21 out of 23) expressed their desire to continue using mobile technologies in teaching after COVID-19. As for question No. 7, 18 teachers thought that e-learning in general and mobile learning in particular will dominate the academic atmosphere in the near future. They expected that educational institutions in Saudi Arabia as well as in many parts of the world will witness a total shift towards e-learning, particularly by means of mobile technologies. This generally reflects the positive attitudinal perception of the use and application of mobile learning amid COVID-19 crisis.

5. Discussion

Based on the above results, mobile learning, being one manifestation of e-learning, provides an educational interactive environment that serves to attract both students and teachers, and to create an effective teaching-learning environment. During COVID-19 crisis,

mobile learning proves useful in offering a rich learning atmosphere that serves all aspects of the educational process and modeling education. This type of e-learning allows the exchange, transmission and classification of ideas beyond the limits of place and time. Mobile learning also serves to facilitate a collaborative and flexible channel of learning and teaching. Such a collaborative context has previously been emphasized by studies that highlighted the effective contribution of e-learning in activating and fostering a collaboratively educational atmosphere among participants (Blake, 2005; Malikowski, Thompson & Theis, 2007; Alelaiwi & Hossain, 2015).

Results further indicate a positive pedagogical perception of mobile learning on the part of EFL teachers. The majority of respondent teachers perceive mobile learning, within Saudi EFL context, as a structured e-learning platform that serves to improve the relationship between teachers and students, as well as to facilitate the continuation of the process of teaching and learning amid the pandemic. This positive perception reflects a successful experiment in e-learning and predicts a complete shift towards a comprehensive digital learning in the near future. This seems to correlate with Hauck and Stickler (2006) and Comas-Quinn (2011), who accentuated that the instructors' technological and pedagogical understanding of e-learning functions to implement a well-structured web-based teaching/learning activities.

Furthermore, many respondent students emphasized that mobile learning improves their language and communicative competencies. Respondent students were found enthusiastic to use mobile technologies for academic purposes more than the traditional way of learning. Results also indicate mobile learning proves useful, as it offers students faster and more efficient access to their online materials. Students expressed their ability to use the different mobile technologies to access their prescribed courses and beyond. The dependence on e-learning via mobile technologies helps them enhance their linguistic skills, particularly listening and speaking. Mobile learning allows them much time to access information, which in turn serves to develop their exposure to language via group conferencing and chatting, which also proves useful in developing their communicative English.

The positive perception of students towards the use of mobile technologies indicates the importance of integrating and applying modern technologies in the learning process. This reconciles with Mathew and Alidmat (2013) and also chimes with Mohsen and Shafeeq (2014), who emphasized the effective role e-learning play in teaching and learning process, which foregrounds for a total dependence on digital platforms as educational channels. The positive attitude of students towards mobile learning reflects a possible continuation of this digital

platform of learning even after the end of COVID-19. It also predicts a revolutionary change in the system of education, not only within the Saudi EFL context, but also universally.

Additionally, students perceive mobile devices as a tool that fosters an independent learning process. Mobile learning allows learners to go beyond the courses prescribed to them. Thanks to mobile technology, internet availability and devices movability, students can easily access supplementary learning materials, which in turn serve to improve their academic performance. This goes in conformity with both Larsen's (2012) and Demirer and Sahin's (2013) arguments that e-learning facilitates the concept of learning independence and helps students overcome their shyness during the process of learning. Students' positive attitude further accentuates the existence of an interactive environment with their teachers during the pandemic, which also reconciles with Banditvilai's (2016) contention that e-learning serves to guarantee a healthy educational context on the part of students.

As for the challenges encountered by teachers and students when they apply mobile learning amid COVID-19, they are represented in two things: technological problems and credibility in online examinations. In terms of the challenges pertaining to technology, the majority of the participants acknowledged that these problems manifest themselves in the internet connection services, the quality of sound during virtual sessions, the inability of accessing material and/or participating in discussion, particularly on the part of students, absence of sound on the part of teachers, discontinuous session access, and students' inability to join the session in time. Concerning credibility of online tests, teachers expressed their fears that students' evaluation process lacks the credibility found in face-to-face instruction. Also, students reported their dissatisfaction with regard to the limited time allowed for the test, as well as their incapability to resume the test when their internet connection is weak or shuts down. Despite the fact that the results of the current study pertaining to the challenges of online tests contradict with the results approached by Hamad (2017) and Albataineh, Banikalef and Albashtaw (2019), who stated that students favour online tests for the quick process of tests' corrections and the fast way they receive their grades in the different courses. A part of these results also correlates with Ja'ashan (2020), who emphasized the insufficiency of time allocated for online tests.

Significantly, it is analytically clarified from the students' questionnaire and the teachers' interview that both types of participants perceive mobile learning as a method that serves to improve the self-learning process, enhance confidence on the part of the students, and motivate students' participation. Mobile learning then can said to contribute effectively to the process of learning and teaching in the Saudi EFL context amid COVID-19. Mobile learning opens new

insights into the application of emerging technologies in learning, which in turn serves to support interactive communication between teachers and students and among students themselves.

6. Conclusion

This study explored EFL majors/teachers' perception of mobile learning in some four selected Saudi universities amid COVID-19 pandemic. It is evident from the analysis that the rapid development of the wireless network technology and intelligent terminals, mobile learning has become a beneficial supplement of formal learning. The study revealed that both students and teachers have shown positive attitudes towards the use and application of mobile learning. It is analytically evidenced through the students' questionnaires as well as teachers' interview that participants find it useful and relevant to integrate modern technology into the teaching and learning process during COVID-19 pandemic. The majority of the participants have also endorsed the view that mobile learning reinforces an interactive learning and teaching environment, by providing a reciprocal interactive relationship between teachers and students regardless of time and place. The respondents of the interview emphasized the benefits of mobile learning in managing the teaching-learning process amid COVID-19. The analysis further clarified that very few challenges face participants when they come to use smart phones. These problems manifest themselves in technical factors, lack of training and lack of credibility in examinations. However, the general attitudinal perception reflects a positive proclivity of both teachers and learners towards not only the use of mobile learning amid COVID-19, but also a strong inclination towards the application and integration of the same digital platform after the pandemic.

This study recommends further research to answer the following questions: first, does a comparative study of the expected learning outcomes between face-to-face instruction and mobile learning reveal further results in the context of integrating modern technologies in learning? Second, are there any discrepancies in the expected learning outcomes when applying to the English courses with their different academic natures? Approaching these questions further could reveal similar and/or different results than those approached in this paper.

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