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## **Foreword**

Welcome to the first issue of Asian ESP Journal this 2021. In this issue, we present 15 papers from different parts of the world that discuss trends and issues in ESL and EFL pedagogy especially in the area of English for Specific Purposes.

In the first paper, Imam Yuwono, Dzul Rachman, Arbain, Andi Tenri Sempa and M. Najeri Al Syahrin investigated the effects of the integration of augmented reality in the extensive reading courses in Indonesia and found that it brought more fun in the learning process. Also, it was found that student reception of AR is related to their familiarity of the platform.

The paper, Model of enhancing reflexive competence of the pre-service FL teachers in universities analyzed the component of the reflexive competence of pre-service foreign language teachers. Altynay Zhaitapova, Ulserik Orynbayeva, Aida Ussenova, Aiman Kamzina, Gulsan Mamyrbekova, Ayat Rakymbayev and Ardak Sembayeva further suggested the introduction of the presented model in the pedagogical processes for these teachers.

The third paper on Using the Triple E Framework as an Instructional Design Tool for the Assessment of Technology Integration in a Variety of TESOL Contexts, Iman Al-Khalidi investigated how teachers assess instructional practices using the Triple E framework of Kolb. It was further revealed the value of the framework as a reliable instrument in evaluating technology integration practices of teachers in the TESOL classroom.

The paper on Positive Discourse Analysis of the Prophet's Sayings (Hadith): From the Ecolinguistics Perspectives, Hussein Abdo Rababah studied samples of Hadiths to undergo Positive Discourse Analysis from the ecolinguistics perspectives. It was revealed that these sayings promote positive behavior and indirectly encourage people to have positive behavior towards the environment.

Due to rapid globalization, teachers need to introduce concepts and theories that can help students adapt to these changes. In the research done by Mahdi R. Aben Ahmed, professional communication should always include local cultural traditions and religious instructions as they are vital in successful communication in a multicultural environment.

In the Rhetorical Approaches in Sir Winston Churchill's Address to Joint Session of US Congress, Yongming Luo analyzed the rhetorical approaches used in this specific speech and found that Churchill observed power and ideology in his speech and his being a statesman is obvious in the language on strategies of war and governance.

Pronunciation mastery is one of the challenges in a foreign language classroom and there are numerous studies pertaining to the best practices in teaching pronunciation. Mimouna Zitouni, Hamad Al-Traif, Bahia Zemni, Othman Saleh Mohammed and Mashael Aljasser in their paper investigated how YouTube can be a tool in the development of pronunciation in translation classes.

In the paper of Mian Shah Bacha, Tribhuwan Kumar, Bakht Sheema Bibi and Mehrunnisa M. Yunus entitled, Using English as a Lingua Franca in Pakistan: Influences and Implications in English Language Teaching (ELT), they explored how Pakistan uses English as its Lingua Franca and it was revealed that English is still being taught from a traditional perspective.

Mohanad Al Firas in his paper, Investigation on EFL Students' Engagement through Poll Everywhere Application during COVID-19 Phase in Gulf University, investigated the impact of Poll Everywhere on student engagement. It was revealed that students are more inclined to open questions and that the response system has the potential to engage students in higher education learning.

In Rasib Mahmood, Akhter Habib Shah and Iftikhar Alam's paper entitled, Effect of Literary Discourse on Academic Writing Skills: An Overview of ESL Classroom, they investigated the role of literary discourse in developing the writing skills of ESL students. It was further revealed that literary discourse develops use of dramatic devices in academic writing and enhances literary taste in language use.

The paper, *Analysis of Jordanian EFL Students' Expression of Disagreement via Speech Acts* explored how Jordanian students use the different types of disagreement strategies in their EFL classroom. Sakher Alazzam, Tengku Sepora and Debbita Tan found out that Jordanian students likely to use aggravating and mitigating tactics to express disagreement.

Ismat Jabeen, Ansa Hameed and Akhtar Habib Shah mentioned that writing is regarded as the most intricate skill to acquire when learning a second or foreign language. In their investigation, they found out that if appropriate scaffolding is being provided to students, writing skills can be developed better.

In the paper, *The Factors behind Studying English for Academic Purposes*, Mohamed Benhima, Shouket Ahmad Tilwani, Muhammad Asif and Ayesha Aslam explored the status of English for Academic Purposes among Moroccan ELLs and they found that students study English due to extrinsic motivational factors and most would like to study English because they want to go abroad.

In the paper, *Multimodal Critical Discourse Analysis of Woman Representation in Iraqi Social Media Platforms*, Qasim Abbas Dhayef and Rasha Tareq Awad Al-Zubaidi studied how Iraqi women are represented in social media platforms. It was found out that there is negative representation of women in the areas of beauty, commodity and women antagonism.

In the last paper, *The Impact of Written Peer Feedback on the Writing Skills of EFL University Students in Yemen*, Haifa Mohammad Nassar and Farooq A. AlTameemy investigated the effect of written peer feedback on students' writing skills and they found out that it is indeed a tool that EFL teachers need to consider in their writing subjects.



## Integration of Augmented Reality on Extensive Reading Courses

Imam Yuwono<sup>1</sup> Dzul Rachman<sup>2</sup>, Arbain<sup>3</sup>, Andi Tenri Sompa<sup>4</sup>, M. Najeri Al Syahrin<sup>5</sup>

<sup>1,4,5</sup>Universitas Lambung Mangkurat, Indonesia

<sup>2</sup>Universitas Muhammadiyah Kalimantan Timur. Jalan Ir. H. Juanda No 15 Samarinda,  
Indonesia

<sup>3</sup>Universitas Widyagama Mahakam Samarinda

\* Corresponding Author. E-mail: [imam.plb@ulm.ac.id](mailto:imam.plb@ulm.ac.id)

### Biodata:

**Imam Yuwono** is an associate professor at the Faculty of Teacher Training and Education at Universitas Lambung Mangkurat, Banjarmasin Indonesia. Completed his master's degree at the Universitas Pendidikan Indonesia (UPI) Bandung and completed his PhD at Universitas Negeri Jakarta in 2016. The main focus of research is in the field of inclusive education. He is available at [imam.plb@ulm.ac.id](mailto:imam.plb@ulm.ac.id).

**Dzul Rachman** is a lecturer and researcher at the Faculty of Teacher Training and Education at Universitas Muhammadiyah Kalimantan Timur (UMKT), Samarinda- Indonesia. Completed Master's degree in English Education at Mulawarman University. He has the dedication and is capable of conducting qualitative research that has the potential to generate practical outcomes related to education with years of experience. His studies mostly focus on the use of technology in education, ICT in higher education, and teachers' learning and professional development of educators. He can be reached at [dr650@umkt.ac.id](mailto:dr650@umkt.ac.id).

**Arbain** is a lecturer in English Language Program, Universitas Widya Gama Mahakam Samarinda, Indonesia. Currently, he is a doctoral candidate in translation studies at Sebelas



Maret University, Surakarta Indonesia. He teaches translation, English language curriculum, and discourse analysis. He can be reached at [baintigers@gmail.com](mailto:baintigers@gmail.com).

**Andi Tenri Sompa** is a lecturer and researcher at the Faculty of Social and Political Sciences, Lambung Mangkurat University (ULM), Banjarmasin, Indonesia. Completed Masters degree at Airlangga University and a Doctoral Program at the University of Indonesia. The main focus of research is in the fields of politics, elections, and development administration. She is available at [tenri@ulm.ac.id](mailto:tenri@ulm.ac.id).

**M Najeri Al Syahrin** work at the Social and Politics Science Faculty, Universitas Lambung Mangkurat (ULM), Banjarmasin, Indonesia. M Najeri Al Syahrin qualifying fields are International Relations and Political Affairs. Currently also a Researcher of ASEAN Studies Centre in ULM. Has experienced as a permanent lecturer in International Relations Department at Universitas Muhammadiyah Kalimantan Timur (UMKT), Samarinda- Indonesia. Besides, he was also a Lecturer Assistant in the International Relations Department at Universitas Muhammadiyah Yogyakarta in 2015. He can be reached at [najeri.syahrin@ulm.ac.id](mailto:najeri.syahrin@ulm.ac.id)

### **Abstract**

Augmented reality can be interpreted as a connection between conventional educational instruments and digital innovations that have a positive effect on user efficiency. The research has two main objectives, to determine the effect of Augmented Reality and examine the student's voice toward AR in extensive reading. This study was conducted in a combination of quantitative and qualitative methods. The instruments administered in this research were reading tests and interviews. There are positive impacts and significant changes from the usage of augmented reality, which increases in the post-test results of students. Concerning the interview result of the exploration, AR innovation has specific favorable circumstances, as indicated by the students. Future research should look into how to best design AR experiences for the extensive reading course in higher education for readers.

**Keyword:** *Augmented reality; Extensive reading; Higher Education*

### **Introduction**

Reading comprehension is obtained by combining previous knowledge and new knowledge of the author. Therefore, reading courses are not limited to this ability. For any adult, as they grow

through education and in other areas of life, it is an important capacity. There have been numerous meanings of the idea of reading over the ages. Palani (2012) mentions the movement of reading incorporates seeing, seeing, getting, vocalizing, and intellectually developing, and These are cultivated by consolidated use of the ears, eyes, and brain. According to Bloom (1979), A significant connection has been found between the ability of learners to understand reading and their academic success in other courses. In this context, however, it is obvious that students with high readability continue to be useful both in academic and professional contexts. Reading comprehension skills acquisition is crucial for primary and secondary school-age children. The absence of these skills is an essential problem faced in many Indonesian learning courses and urges undergraduates to study exclusively at primary and secondary schools. Based on 2018 data, the PISA data indicated a score of 371 points for the reading comprehension abilities of our country (Pisa Report, 2018). Further to the advancement of data innovation, digitalized instruction gives students an increasingly bright and progressively prosperous learning condition, which can enhance the drawbacks of conventional teaching. (Sung et al., 2019; Budiharso & Arbain, 2019; Kijpooonphol & Phumchanin, 2018).

Some research presents a tremendous change in the progress of teaching and learning exercises. Since English, as a foreign language, requires innovative teaching strategies, devices, and media, English teaching in Indonesia has numerous challenges. In an extensive reading class, where undergraduates are present, this applies. Each student, while other students listen, was assigned to read a book, record it orally, and listen and make a note about it. Therefore, it generated enjoyable learning and allowed students to learn how to engage orally with the analysis and look good at assessing other students.

Moreover, researchers have endeavored to consolidate intellectual capacities into the sight and sound substance for informative purposes to empower educators to give learning assignments, direction, and criticism in an immersive learning mode for students. Immersive digital books are computed learning materials, executed PCs, cell phones, or personal computers (Schugar, Smith, and Schugar, 2013). Innovation can assist students with extreme reading fluency difficulties; accordingly, educators should know the appropriate uses of technology instruction to assist students (IDA, 2018; Alieto et al., 2020; Ruegg & Naganuma, 2019).

Augmented reality is one of the evolving technologies of interest that is important in educational contexts. Augmented Reality (AR) refers to technology incorporating real-world experiences with interactive context-based knowledge (Azuma, 1997). Besides, AR provides virtual data, and information in the real world can be activated when Quick response (QR) codes are scanned (Dunleavy, Dede, & Mitchell, 2009; Balintag & Wilang, 2020; Sukenasa et

al., 2020). A few late works of literature have assessed understudy learning with Augmented reality, examined the AR affordances and comprehensive AR training circumstances and difficulties (Billingshurst et al., 2014; Diegmann et al., 2015; Chen et al., 2017). Billingshurst (2014) claims that AR supports collaboration on multiple levels. Diegmann (2015) has been identified 14 different AR benefits which indicate that specific directions are more likely to lead to such benefits, such as increased motivation, for AR applications. Furthermore, Chen (2017) Examines developments and the vision for the future and prospects for more study for instructive environments in AR. Regarding the existing resources, AR applications permit that specifically instructing or learning settings can be performed by the student all alone, subsequently saving the educator's time spent on repeating explanations.

There have been several AR analysis studies conducted in recent years. Although, for AR, there was only a small amount based on reading skills. This study set out to give a review of the literature relating to the utilization of AR in reading skills. The investigation inspected the effect of books on the word learning and review procedures of eight pre-school children, assisted by AR technologies (Dibrova, 2016; Huynh & Yen Tran, 2018; Suleiman Alfallaj, 2020). Some investigations found that students using AR applications improved their reading, understanding, tuning, and talking skills compared to undergraduates who learned how to use conventional education (Hsieh and Lee, 2008; Vate-U-Lan, 2012; Alharbi, 2020). An investigation by Cakir et al. (2015) discovered college students who introduced English vocabulary to figure out how to utilize AR innovation performed better and demonstrated increasing degrees of motivation. In the context of these literature studies, AR innovation can see as an extension between old-style instruction apparatuses and media advances, which decidedly influences student performance. In the advanced education of Indonesia, some AR encounters have performed as of now, yet they have not produced any pedantic material in the language in the tertiary degree of Indonesia.

The study aims to determine the effect of the increased reality and examine the voice of the student to AR in an extensive reading. The augmented reality is still in its early stages; little research has been carried out in this area. Empirical research into the effect of AR technologies on extensive reading is, therefore, imperative.

### **Research Design**

This study conducted a combination of quantitative and qualitative methods. Based on Miles and Huberman in Dornyei (2010), "Engage blended models. We have tried to make the goodness of evading polarization, polemics, and life at the boundaries. Quantitative and

qualitative inquiry can bolster and illuminate one another. The quantitative was held by leading a review utilizing the test. The qualitative represented by the interview to get the information". The researcher used the quasi-experimental approach in this analysis, with the one group design pretest and posttest performed at a comprehensive reading level. According to Creswell (2012), "quasi-experiments include assignment of participants to groups but not the random assignment. The demographics of the student groups differed between 18 and 23 years. They totaled 49, composed of 28 males and 21 females. The amount of time the participants had been studying English for 7-10 years. With a shorter period, University had pre-learned English as a separate preparatory class.

The instruments administered in this research were tests and interviews. An instrument is a device for estimating, watching, or recording quantitative information (Creswell, 2012). Creswell also claimed that the researchers are using instruments to assess performance, analyze individual ability, observe behavior, establish an individual's psychological profile, or interview a participant. A reading comprehension test was conducted to evaluate students' reading comprehension. The test material has framed using twelve reading comprehension passages with the genre of biography selected from a website [www.mreader.org](http://www.mreader.org).

In order to document the perspective of students on comprehensive reading in-depth, face to face interview with seven respondents from the entire class was conducted. The interview was carried out via voice recording. The questions cover motivation to read extensively, how to manage extensive reading, and perceived improvement in English learning. The interview was held toward the end of the implementation period. In this segment, the information investigation procedures called Flow Activities by Milles and Huberman were used to break down the substance of the meeting.

## **Findings**

The first aim of the study was to significantly affect the increased reality for extensive reading of AR technology. Based on the t-test results, the pretest mean is 67.67. As for the Posttest value, it got an average of 80.94. According to the results,  $\text{Pretest } 67.67 < 80.94 \text{ Posttest}$ , it can be concluded that there are differences between Pretest and Posttest in the average test results, which means that the use of AR has a positive impact in extensive reading.

Table 1. Descriptive Statistic.

<b>Paired Samples Statistics</b>						
		<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Std. Mean</b>	<b>Error</b>
<b>Pair 1</b>	<b>pretest</b>	67.67	49	9.97	1.424	
	<b>posttest</b>	80.49	49	8.181	1.169	

The results in this table show that the relationship between the pretest and posttest variables. Based on these results, it is found that the correlation coefficient is equal to the significance (Sig.). The value of Sig.  $0.001 < \text{probability } 0.05$ , it can be said that there is a relationship between the use of AR to the results of the post-test students. This is also supported by the results of the Paired Samples Test and Pearson Correlation.

Table 2. Results of T-test

		<b>pretest</b>	<b>posttest</b>
<b>pretest</b>	<b>Pearson Correlation</b>	1	.449**
	<b>Sig. (2-tailed)</b>		0.001
	<b>N</b>	49	49
<b>posttest</b>	<b>Pearson Correlation</b>	.449**	1
	<b>Sig. (2-tailed)</b>	0.001	
	<b>N</b>	49	49

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the Sig (2-tailed) value,  $0.001 < 0.05$ , it reveals a significant correlation between AR use and student post-test results. The table also shows the calculated r-value, which is equal to 0.449. Then the results of comparison with the value of r table obtained are as follows;  $r \text{ count } 0.449 > 0.281 \text{ r table}$ . The conclusion that can obtain is that there are positive impacts and significant changes from the usage of AR after the pretest was done, which increases in the posttest results of students. So, the use of Augmented reality is considered useful in teaching the extensive reading course.

The second objective of the research was to discover the perspective of the students in comprehensive reading on the use of augmented reality. Semi-structured interviews were carried out with seven students of different genders. Most students said that it is more

entertaining to read extensively with AR technology than the traditional method and to better understand the text.

" Each week, AR technology made me learn the idea better in the passage. It was cheerful and entertaining." (ST 3)

" It allows me to recall the flow between knowledge and concept " (ST 6)

"I can concentrate better on using this AR than reading a book." (ST 2)

" The extensive reading course is better taught. The multimodal AR is better than the simple way" (ST 5)

The more important part of the students accepted, different findings indicated that their reading could be improved by reading exercises with AR improvements. A few perspectives of the student about this are expressed below.

"Yea. I would not want to take more history than I had to, but Augmented reality would make it less terrible." (ST 1)

"Yes, I would be more likely to pick AR than non-AR in Extensive reading." (ST 7)

'I have learned a few terminologies from the text and video AR, and my vocabulary has expanded as a result.' (ST 3)

Several students proposed potential issues that could be experienced during the execution procedure.

"It is hard to keep the Augmented reality in the correct position." (ST 1)

"I notice that I need to keep up the image focused, however. it is fine!" (ST 7)

"The video is buffering, and this is a bit of irritating yet. I can proceed." (ST 3)

"Once in a while, I lose the sound. It is anything but difficult to recover it." (ST 4)

Student suggestions for some potential use of Augmented reality in other courses.

"I would like this application to be used in the cross-culture understanding courses" (ST 6)

" This software in the future in other courses such as writing and listening comprehension "(ST 4)

## **Discussion**

This research aimed to reveal the reading comprehension of tertiary students who in reading activities use augmented reality (AR) technologies and their opinion on this technology. First, it was discovered that students using AR technology demonstrated higher standards of reading comprehension reading scores. In line with the result of a calculation, the t-test indicates that

there are positive impacts and significant changes from the usage of AR after the pretest, which increases in the posttest results of students. Numerous studies have reported that students have expanded their language capacities in various viewpoints from extensive reading (Yamashita, 2013), with got benefits spreading from responsive aptitudes to gainful abilities (Elley and Mangubhai, 1983). The revealed gains incorporate general language capability (Iwahori, 2008), new knowledge of vocabulary (Poulshock, 2010; Yamamoto, 2011), listening capacity (e.g., Elley and Mangubhai, 1983), reading aptitudes (Nakanishi, 2014).

Concerning the interview result of the exploration, AR innovation has specific favorable circumstances, as indicated by the students. They consider it is engaging and amusing to utilize AR in an extensive reading course. Nation (2009) argues that extensive reading could be a wellspring of satisfaction and fill in as a wellspring of significance centered information and familiarity advancement.

Additionally, it also promotes understanding, is interesting, helps retain knowledge, and enhances extensive reading comprehension. It is assumed that anything looks fine for these applications to be used in exercises, considering the beneficial characteristics of AR applications. Other advantages of AR technology highlighted in research studies include incentives for interactions that are not open to people in real life (Wojciechowski & Cellary, 2013; Wu, Lee, Chang & Liang, 2013); increased involvement of students (Wojciechowski & Cellary, 2013); entertainment learning (Yoon, Elinich, Wang, Steinmeier & Tucker, 2012); increased levels of motivation and attention (Billinghurst, 2002; Yuen, Yaoyuneyong & Johnson, 2011). This study has potential limitations.

With related recommendations for further studies, there are some limitations to the current analysis. First, the study used a quasi-experimental one-group design that contrasted the performance before and after the intervention of the same group, as it was difficult for researchers to conduct the study using a quasi-experimental design that compared experimental and control conditions to achieve high internal validity. The second limitation of this research has been the treatment's limited length. Since the course was intense for two months, it can be argued that more time is required for this analysis to rigorously express the real success of the students in comprehensive reading. Future studies, however, will examine how the results of this study could change if the study was performed over a longer period and more time is allocated to track students' progress in reading. The third was the sample size; significant relationships from data are hard to find.

## **Conclusion**

The finding and discussion revealed that Virtual Reality had been used effectively in educational programs in the English language, while not all students were able to do that well due to their familiarity with the platform. In conclusion, technology-based learning is meant to bring more dedication and fun to the learning process, especially those who study English as a foreign language as learners in this regard will need to incorporate new teaching styles, new technologies and facilities that suit their characteristics, mainly because most families now own smart devices. Future research should look into how to best design AR experiences for the extensive reading course in higher education for readers.

## **Pedagogical Implication**

In the AR interface, educators or educational designers who want to build AR learning environments should be taken into consideration to minimise concentration and confidence driving factors. However it is expected that AR developments will decline as students become more aware of their presentation. Taking for example the design of AR books to draw attention and to continuously attract interest in learning materials, this study suggests that enhanced knowledge forms include the questions or suggestions needed for book content. In addition to coping with extended subjects, students must also pay attention Read the paper book and review accurate questions or suggestions material. Therefore, in AR books, students are more likely to engage with learning materials regularly. In addition to promoting focus, questions or guidance may also be addressed to increase student motivation in progress.

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**Model of enhancing reflexive competence of the  
pre-service FL teachers in universities**

**Altynay Zhaitapova\***

*zhaitapova@rambler.ru*

**Ulserik Orynbayeva**

*ulserik@mail.ru*

*Kazakh Ablai Khan University of International Relations and World Languages,*

*No. 200, Muratbayeva Str., Almaty,*

*050022, Kazakhstan*

**Aida Ussenova**

*Department of Creative Education,*

*Zhetysu State University named after I. Zhansugurov,*

*No. 187a, Zhansugurova Str., Taldykorgan,*

*Almaty Region, 040009, Kazakhstan*

*a.ussenova@bk.ru*

**Aiman Kamzina**

*kamzina\_aiman\_67@mail.ru*

**Gulsan Mamyrbekova**

*gulsan82@mail.ru*

**Ayat Rakymbayev**

*aktam82@mail.ru*

*Department of General Linguistics and European Languages,  
Al-Farabi Kazakh National University,  
No. 71, Al-Farabi Ave., Almaty,  
050040, Kazakhstan*

**Ardak Sembayeva**

Department of Pedagogy and Educational Management,  
Al-Farabi Kazakh National University,  
No. 71, Al-Farabi Ave., Almaty,  
050040, Kazakhstan  
[ardak\\_sembayeva@mail.ru](mailto:ardak_sembayeva@mail.ru)

**Biodata:**

**Altinay Zhaitapova**, Doctor of Pedagogy, Professor of the Department of Postgraduate Education, KazUIR & WL named after Abylai Khan. Honorary Professor of the University of Modern Sciences "EUREGIO" (Brussels), 2011, Academician of the International Academy of Informatization (MAIN), 2013, Corresponding Member of the Russian Academy of Natural Sciences knowledge (International Association of Scientists, Teachers and specialists), 2015. Author of 150 scientific works published in the Republic of Kazakhstan and abroad (Russia, Ukraine, Uzbekistan, Tajikistan, Kyrgyzstan, Japan, Serbia, Czech Republic, Germany, Namibia, magazines Scopus and Thompson Reuter), among them - 4 monographs, 15 - educational - methodological and methodological manuals, 1- study guide, including those published with the stamp of the Ministry of Education and Science of the Republic of Kazakhstan, numerous scientific articles and reports, educational standards, model curricula.

**Ulserik Orynbayeva**, Zhetysu University named after Ilyas Zhansugurov. Senior Lecturer, Master of Teacher Education. The sphere of scientific interests includes fundamental research in socio-cultural activities and applied research in the field of teaching methods of a foreign language. Courses taught: The method of teaching a foreign language, Planning a modern lesson, Main foreign language, Professional foreign language, English for Academic Purposes, English for specific purposes, Innovative methods of teaching a foreign language, Psychology, History of pedagogy, Psychology and Human Development, Psychological diagnostics of personality, Innovative research methods.

**Aida Usseanova**, Candidate of Pedagogical Sciences, Head of the Department of Creative Education, Faculty of Physical Culture and Art, Zhetysu University named after Ilyas Zhansugurov. Graduated from the Taldykorgan Pedagogical Institute named after. I. Zhansugurova. She completed her postgraduate studies at the Kazakh State Women's Pedagogical University. She completed her doctorate at the Belarusian State University of Culture and Arts. She is continuously engaged in organizing and conducting educational activities following the strategy, goals, and objectives of the university development, makes effective decisions on planning scientific and methodological work, participates in the development of internal regulatory documentation, organizes work on the development and implementation of educational programs for higher and postgraduate education of the university.

**Aiman Kamzina** graduated from the Alma-Ata Pedagogical Institute of Foreign Languages in 1990 as a French and German teacher. She has been working at the Al-Farabi Kazakh National University since 1990. She is currently a senior teacher of general linguistics and European languages at the Faculty of Philology and World Languages. A.A. Kamzina conducts practical classes in French for 1, 2, 3, 4 courses in disciplines: teaching methods of academic writing, the practice of speaking and writing, a second foreign language (level A1A2, B1B2) for a bachelor's degree in the specialty "Foreign language: two foreign languages". She has published 16 articles and 2 teaching aids, which are actively used in French lessons by undergraduate students of humanitarian faculties. Total work experience - 27 years, work experience in the specialty - 27 years. A.A. Kamzina actively participates in scientific and methodological seminars on the French language, held in the French center at the French Embassy in Kazakhstan. She has 10 certificates confirming her high qualifications. Students of A.A. Kamzina annually participate and win prizes in the French language Olympiad in Almaty. She is the best French teacher in 2015 and won an international grant for advanced training (Grenoble, France). She took part in the international project "Use of the French language learning assessment scale within the standard European framework" - February, March, April - 2015. Organized and conducted seminars for students and teachers with the participation of the professor of the University of Aix-Marseille (France, Marseille) FatimaChnane-Davin, professor E.N. Bydanova of the National Institute for Educational Research (France, Paris) on the topics: "Méthodologie d'enseignement en langues étrangères"; "Les perspectives de la coopération franco-kazakhe dans le domaine de la garantie de la qualité dans l'enseignement supérieur." A.A. Kamzina improves her professional qualities. She is an

expert of NTST MON RK of test items for entrance exams to master and doctoral studies in French. She is conscientious about her work, is respected among colleagues and students, and takes an active part in the department and faculty's social life. Doctor of Philology, Professor.

**Gulsan Mamyrbekova** was born in 1958, Candidate of Pedagogical Sciences, Acting Associate Professor of the Department of Pedagogy and Educational Management, KazNU named after Al-Farabi, Almaty, Kazakhstan. PhD thesis on the topic "Pedagogical conditions for the organization of methodological service in the system of multilevel university education" was defended in 2009. Leads academic disciplines "Higher education pedagogy", "Ethnopedagogy", "Family counseling", "Theoretical and methodological foundations of social pedagogy." Sphere of scientific research: studying the main directions and identifying topical issues of the scientific and methodological base for ensuring innovative processes in pedagogical education of the university and the Republic of Kazakhstan and family education problems. Author of over 35 scientific works, including a monograph, textbooks, scientific and image articles in KKSON journals, and the country's mass media in Kazakh, Russian, English. For example, recent scientific articles are related to research in Pedagogy and Psychology, Social Pedagogy, and Self-Knowledge. Developed at the department "Concepts of pedagogical practice." Prepared for publication: "Methodological recommendations for pedagogical practice in master's and doctoral studies." Participates in the formation of diploma work, master's and doctoral dissertations in the specialties "Social pedagogy and self-knowledge", "Pedagogy and Psychology". Provides scientific guidance and preparation of attached students to participate in the student forum "World of Science", provide and defend diploma work.

**Ardak Sembayeva**, Candidate of Pedagogical Sciences, Acting Associate Professor of the Department of Pedagogy and Educational Management, KazNU named after Al-Farabi, Almaty, Kazakhstan. Candidate dissertation on the topic "Pedagogical conditions for the formation of self-esteem of primary schoolchildren" defended in 2006. Leads academic disciplines "Modern psychological theories and intervention", "Psychotherapy and psychocorrection in education", "NLP in education", "Methods of teaching psychological disciplines." Sphere of scientific research: studying the main directions and identifying topical issues of the scientific and methodological base for ensuring innovative processes in pedagogical education of the university and the Republic of Kazakhstan and family education problems. Author of over 30 scientific works, including a monograph, textbooks, scientific and image articles in KKSON magazines, and the country's mass media in Kazakh, Russian,

English. Participates in the work on the formation of topics for diploma works, master's and doctoral dissertations in the specialties "Social pedagogy and self-knowledge", "Pedagogy and psychology".

**Ayat Rakymbayev**, Master of Pedagogical Sciences, Senior Lecturer of the Department of General Linguistics and European Languages, KazNU named after Al-Farabi, Almaty, Kazakhstan. Master's thesis on "Building Intercultural Competence through the Internet" defended in 2016. Leads academic disciplines "Methods of analysis of the literary text", "Fundamentals of the theory of the target language", "Workshop on speech communication", "Stylistics". Field of research: studying the main directions and identifying topical issues in the formation of intercultural competence. Author of scientific and image articles in KKSON magazines and the country's mass media in Kazakh, Russian, English. Participates in the work on the formation of topics for theses.

### **Abstract**

The purpose of the study is to solve the actual pedagogical theory and practice question of enhancing the reflexive competence of pre-service foreign language teachers in the process of professional training. The article analyses and reveals the content of the main structural components of the reflexive competence of a pre-service foreign language teacher. These components are analytical, operational, and personal. The article substantiates the conditions of their development in the educational process of a pedagogical university. Organizational conditions, methods, and strategies of enhancing the reflexive competence of pre-service foreign language teachers are considered. On the basis of the study, the authors present the results and analysis of the questionnaire to identify the formation of the reflexive competence of pre-service foreign language teachers. The author offers scientifically grounded conclusions and recommendations on the organization of the process of enhancing the reflexive competence of pre-service foreign language teachers.

**Keywords:** *formation; reflexive competence; reflexive environment; structural and content model; foreign language teacher; component; professional activity*



## **Introduction**

In the conditions of modern globalization, special attention is paid to improve the quality of training future specialists in the light of the state's entry into the world's educational space (Nazarbayev, 1996). In this regard, the first President of the Republic of Kazakhstan N. A. Nazarbayev in the program "100 concrete steps" set specific tasks for the entry of the nation into the thirty developed countries, it is necessary to improve the quality of human capital, increase the competitiveness of personnel. In this regard, the current modern education should be built in accordance with the competitive requirements of the leading countries of the world and the strategic course of innovative development. This situation requires the formation of a comprehensive integration education in the world educational space, able to quickly adapt to everyday changes, able to independently create creative actions, capacity building, and intellectual potential (Kokosowski, 2012; Kuusisto and Tirri, 2019).

It will increase the need for objects of education in the development of personal and professional qualities, such as activity, initiative, self-determination, self-actualization, self-improvement, independent decision-making (Altstaedter, Smith and Fogarty, 2016; Brown and Crumpler, 2012). Today, there is an active reform of Kazakhstan's education: new institutions and educational processes are being designed, a network of private schools and universities is developing, the number of author's programs in various subjects is growing, and new special courses are being developed. For a powerful impulse of the internal development of education, lose clarity of reference points of the professional activity of the teacher. A serious question arises: how in this developing world to adapt to a novice teacher and become a professional (Belukhin, 1996).

The state educational standard of higher education 5B011900 "Two Foreign Languages" recorded the importance of the formation of readiness to realize the social significance of a future profession and to be motivated to carry out pedagogical activities; the ability to self-organization and professional self-education; the ability to design the trajectory of personal development and professional growth.

In the concept of the RK, the main goal is the training of self-thinking teachers capable of setting goals, analysing pedagogical situations, designing and implementing the educational process, creating a friendly atmosphere in the audience, and able to monitor and evaluate the results of their activities. The relevance of this concept is associated with the need to improve the quality of pedagogical education in Kazakhstan, its entry into the world educational space, and focus on 12-year education, involving the preparation of a new teacher formation. The strategic directions of professional education development outlined in the state documents

determine the pre-service foreign language teachers capable of effective professional activity at the level of world standards.

The analysis of the development of the education system shows that the value bases are changing: the transition from the transfer of knowledge to the activity-oriented paradigm of sustainable development, involving result-oriented education (Zhaitapova, Rudik, Beloshnichenko and Saltyvaydiyeva, 2009). The success of professional development and personal growth of a pre-service foreign language teacher is determined by the depth of self-knowledge, self-determination, self-organization, self-regulation, and self-realization. One of the mechanisms of these processes is the reflexive competence of a pre-service foreign language teacher.

The formation of reflexive competence at all stages of training at the university is the most important condition for fulfilling the requirements of the teaching profession (Juvonen et al., 2004; Gnahs and Bösel, 2011). The degree of formation of reflexive competence is manifested in the degree to which the bachelor of pedagogical education is able to coordinate and regulate their actions, professionally important qualities, behaviour in creative self-realization in professional activities. In this regard, reflection is an important quality necessary for the implementation of pedagogical activities, self-education, and self-development of the specialist, ensuring their effectiveness.

One of the topical problems in the process of teacher training is the insufficient development of theoretical and pedagogical foundations of enhancing the reflexive competence of a pre-service foreign language teacher. It reflects its essence, structure, and possibilities of improvement and the absence in existing studies of the model of enhancing the reflexive competence of a pre-service foreign language teacher. The absence of a set of pedagogical conditions, ensuring the effectiveness of enhancing reflexive competence of pre-service foreign language teachers in the process of teacher training and insufficient technological support which would effectively enhance the reflexive competence of pre-service foreign language teachers.

The main task of the research is to find and develop effective methods of enhancing the reflexive competence of pre-service foreign language teachers, introducing them into the content of education. The aim of the research is to develop models and methods of diagnostics of the reflexive competence of a pre-service foreign language teacher. Reflection, according to Loughran (2002), "... simply means to think about something, but for some, it is a well-defined and thought-out practice that carries a very specific meaning and concomitant action". Reflexive competence is a necessary condition for improving the professionalism, pedagogical

skills of teaching staff, and pre-service foreign language teachers. This is a relatively new concept within reflexive psychology, which is a complex formation since the subject can reflect on different grounds. This is a professional quality of a person, which allows carrying out reflexive processes, which ensures the process of development and self-development, promotes a creative approach to professional activity, achieve its maximum efficiency and effectiveness.

The aim of the research is to study the state, dynamics, and factors affecting the reflectivity of graduates in the field of education.

Research problem:

- 1) Study of the state of the reflexive competence of pre-service foreign language teachers.
- 2) Determination of the structure of the reflexive competence of pre-service foreign language teachers.
- 3) Determination of the degree of enhancing the reflexive competence of pre-service foreign language teachers.
- 4) Determination of the level of enhancing the reflexive competence of pre-service foreign language teachers.
- 5) Study of the effectiveness of the proposed methods in the implementation of reflexive competence of pre-service foreign language teachers.

### **Literature Review**

Modern researches revealing questions of enhancing professional competences pay more attention to such pedagogical phenomenon as reflection. The solution of the problem is aimed at filling the content of the reflection as part of teaching activities, determining the ways of development of reflection as professionally important qualities of a specialist, the rationale of its formation in the process of training pre-service foreign language teachers. The works of O.A. Almabekova (2011), O.V. Guleyeva (2011), S.V. Kozlov (2013), Y.V. Kusheverskaya (2007), L.V. Marennikova (2008), N. Minenko (2015), N.L. Nesterova (2010), O.V. Pavlova (2014), M.V. Petrovskaya (2014), Y.V. Smirnova (2014), E.N. Solovova (2003), E.L. Ushakova (2012), and S.N. Tsymbal (2007) were dedicated to the development of reflexive competence.

According to Almabekova (2014), a modern specialist must strive to obtain sufficient information for professional activity from various sources. In the course of this work, he is obliged to assess his own actions, and in addition to analyse the experience of colleagues in order to choose the right behavioural course and it is advisable to form their own activity. If

the specialist meets the above conditions, in this case, it is possible to claim that he has a reflexive competence (Xu & Sun, 2019; Gareth Morgan & Abdulaziz Alfehaid, 2019; Nguyễn Quang Nhật et al. 2019).

According to Zhurko (2012), reflexive competence considers the foundation of professional reflection development. Without it, it is not permissible to “form new knowledge, ideas, and new methods of activity”. Reflexive competence, by definition (Stepanov and Pokhmelkina, 1991), is “the professional quality of a person that allows the most effective and adequate implementation of reflexive processes, the implementation of reflexive ability, which ensures the development and self-development, contributes to a creative approach in professional activity, achieving its maximum efficiency and effectiveness”.

According to researches (Polishchuk, 1995; Suryasa et al. (2019).), reflexive competence is a professional quality of the personality allowing to carry out reflexive processes most effectively and adequately realization of reflexive ability that provides a process of development and self-development promotes a creative approach to professional activity achievement of its maximum efficiency. According to Kusheverskaya (2007), reflexive competence is a system-forming component of professional-pedagogical activity and the quality of personality that allows the most effective and adequate reflection, which ensures development and self-development, promotes creative approach in educational and professional activities, achieving their maximum efficiency and effectiveness. Metayeva (2006) identifies reflexive competence as an acmeological phenomenon that contributes to the achievement of the highest results in the activity and defines it as meta-competence. Studies by V.V. Davydov (2009), L.A. Kunakovskaya (2011), Yu.V. Kusheverskaya (2007), V.A. Metayeva (2006), I.A. Stetsenko (2006) confirm that the process of developing reflexive competence becomes an important component of continuous pedagogical education.

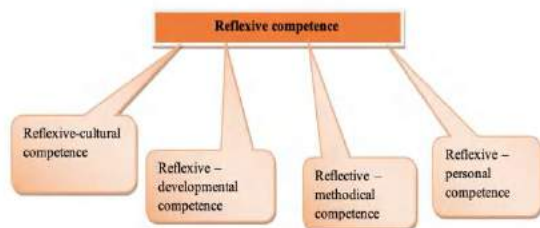
## **Materials and Methods**

Reflexive competence is an important factor in the professional development of the person and defines self-development as the most effective type of development and formation of professional activity (Voytik, 2003). Reflexive competence becomes especially relevant among the competences of modern teachers. Students should assimilate reflection as one of the most important characteristics of theoretical thinking. However, for its development, the teacher must have a reflection and experience of the reflexive activity (Milkus, 2014). Reflexive competence is the integrative quality of the teacher’s personality. It includes

- 1) The integrative knowledge of the reflexive psychological determinants;

- 2) The ability to practice the techniques of actualization;
- 3) The ability to analyse pedagogical activity and the activities of all actors of the educational process;
- 4) The ability to see and explain cause-and-effect relationships (Merzon, Nurgatina, and Bakhayeva, 2015).

The structure of the reflexive competence of a pre-service foreign language teacher, in our opinion, can be represented by a set of the following competencies.



**Figure 1.** Structural model of enhancing reflexive competence of a pre-service foreign language teacher

These competences include

- 1) Reflexive- cultural competence (the ability to establish links between knowledge and the real situation, to make the right educational direction and develop an algorithm of actions for its implementation in conditions of uncertainty, specific and subject-oriented components; act as quantitative and qualitative equivalents of the evaluation of educational results).
- 2) Reflexive-developing competence (ability to analyse the existing situation, the vision of oneself as an active subject of activity, ready for independent and responsible decision-making).
- 3) Reflexive-methodical competence (the area of knowledge about the implementation of activities and its analysis);
- 4) Reflexive-personal competence (the ability to enter into an active research position in relation to one’s own professional activities, the purpose of critical analysis, evaluation of the effectiveness of personality development, individual strategies and tactics in building a professional path that orient the reflexive subject to permanent personal self-development);

The number of practical prerequisites for the study of reflexive competence of pre-service foreign language teachers includes a number of legal documents, materials of domestic and foreign periodicals, scientific sources, and applied research of the authors of the article.

The work uses general scientific and special methods: the study and generalized analysis of scientific sources, documents, comparative analysis of scientific and methodological literature on the problem of research in the field of philosophy, psychology, pedagogy, and questioning. When focusing on the psychological and pedagogical content of the phenomenon of reflexive competence, it is difficult to expect adequate and effective teaching strategies. In the article, the questionnaire for diagnosing the level of reflexive competence of pre-service foreign language teachers was analysed. The paper uses the results of the survey conducted in 2018-2019 at Zhetysu state university named after I. Zhansugurov of the Almaty region.

In our empirical study, we conducted a diagnosis to identify the severity of the level of reflexivity of 4th-year students of the specialty “Foreign language: two foreign languages”. The study involved 78 people. Our questionnaire contained a number of questions characterizing the elements of reflexivity. The purpose of the survey: to increase the reflexive competence of graduate students, the development of reflection skills. Objectives of the survey: to systematize the knowledge of graduate students about the concept of “reflection”, types, techniques, and methods of reflection; to motivate self-improvement of the individual, the disclosure of creative potential; to increase motivation to master various techniques of reflection.

The survey was conducted with 78 respondents. They were 20-22 years-old students – 70 females and 8 males. Their educational experience included coaching and reflexive diaries. Students were asked the following questions: “How do you understand reflection in pedagogical activity?”, “Why did you choose the profession of a teacher?”, “Do you meet the requirements of a modern teacher?”

The research uses group research, expert evaluation, methods of statistical processing, and qualitative analysis of the results. The hierarchy analysis method is used to predict studies.

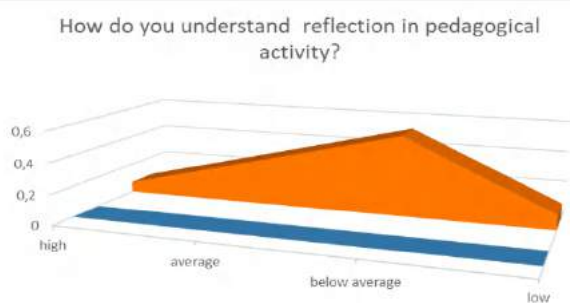
The questionnaire was conducted to find out the reflexive competence of pre-service foreign language teachers. Students were required to indicate what level of skills on these issues they possess. The questionnaire consisted of 5 questions. Students were asked to rate their level on a 4-point scale:

- 1) High level - a student owns the system of these skills, can perform high-quality operations;

- 2) Average level means that the skill system is formed at a sufficient level but the implementation of some actions causes difficulties;
- 3) The level below average means that when performing most of the actions, a student is experiencing great difficulties, and found significant shortcomings in the practical application;
- 4) A low level means that a student does not possess reflexive skills.

## Results and Discussion

The respondents' answers to the first question "How do you understand reflection in pedagogical activity?" are presented in Figure 2.



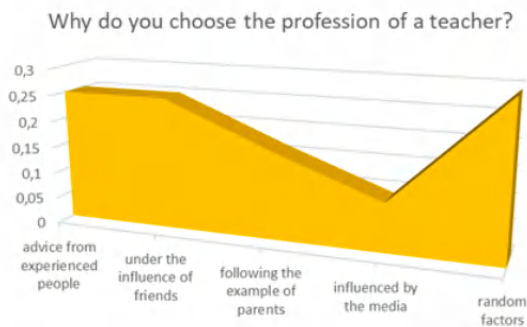
**Figure 2.** How do I understand reflection in pedagogical activity?

The share of the assessing level of their own reflexive skills as "high" was 7%, "average" - 30%, "below average" - 53%, "low" - 10%. The results of the questionnaire allowed us to establish the degree of awareness of the need for students to further improve their knowledge and skills about reflection. The results showed that 53% of students adequately assess themselves, 30% have high self-esteem, and 17% have low self-esteem. These results can be interpreted from several points of view. On the one hand, people with high self-esteem, confidence in their abilities, opportunities, easier to go to the new, set great goals, and sometimes achieve them. On the other hand, people with high self-esteem, more often than others suffer fear. People with low self-esteem are deep in their inner world, in understanding, and this can serve as a hope for reaching a new level of personal development. Low self-esteem can be seen as apathy, as depression, unwillingness to set goals, and go to them.

The question "Why did you choose the profession of a teacher (do you think you made the right choice)?" (Figure 3) implied the following answers:

- 1) Advice from more experienced people.
- 2) Under the influence or on the advice of friends.
- 3) Following the example of parents.

- 4) Influenced by the media.
- 5) Random factors.



**Figure 3.** Why did you choose the profession of a teacher?

It turned out that the advice of more experienced people plays a significant role here: almost a quarter of respondents chose the answer “under the influence or on the advice of friends”. 16.7% chose the answer “on the advice or on the example of parents”. 9.2% chose the answer “under the influence of the media (television, print)”. An important role was played by random factors: the close location of the institution, “along for the ride” with friends, etc. It was revealed that only 29.4% of students chose a profession in accordance with an interest in its content.

The following answers were given to the questions “How often during the internship you applied for a piece of advice?”: Quite often – 5, From time to time – 4, I find it difficult to answer – 3, Almost did not apply – 2, Perhaps, did not apply at all – 1 (Figure 4).



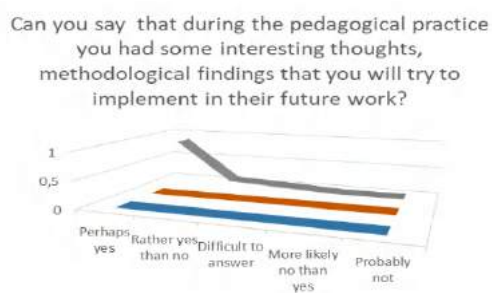
**Figure 4.** How often did you ask for advice during your teaching practice?

The majority of answers (89%) testifies that quite often they addressed to their supervisor for advice on a planning problem. 11 % from time to time addressed the school supervisor. 0%



answered “I find it difficult to answer”. 100% answered “Almost did not apply”. 100% answered “Perhaps did not apply at all”. The judgments used by the participants of the experiment allow us to draw a conclusion about the positive dynamics of enhancing the reflexive competence of pre-service foreign language teachers.

The following answers were given to the questions “Can you say that during the period of teaching practice you have some interesting thoughts, methodological findings that you will try to implement in future work?”: perhaps, yes – 1, more likely than not – 2, undecided – 3, rather no than yes – 4, probably no – 5 (Figure 5).



**Figure 5.** Can you say that during the pedagogical practice you had some interesting thoughts?

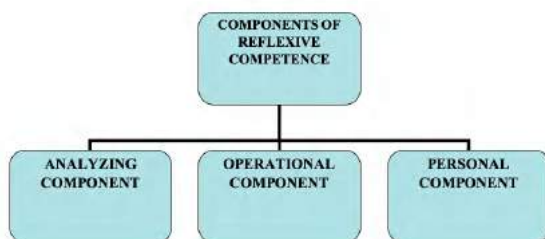
As can be seen from Figure 6, in our sample, 85% of participants had some interesting thoughts and methodological findings that they will try to implement in their future work. 10% answered “rather yes than no”, 5% of respondents found it difficult to answer this question, 0% answered “rather no than yes”, 0% answered “perhaps no”. Thus, it can be stated that the vast majority of students were motivated to use reflexive methods in their activities. On the basis of the obtained data of the ascertaining experiment we made the following conclusions:

- 1) The existing system of professional training of pre-service foreign language teachers is not sufficiently focused on the enhancement of their reflexive competence;
- 2) The enhancement of the reflexive competence of pre-service foreign language teachers can be ensured by developing a special model of this process and its implementation on the basis of a certain set of pedagogical conditions.

The requirements for the image of the teacher and to his professional qualities are changing. “In a rapidly changing open world, the main professional quality that a teacher must constantly demonstrate his ability to learn. Readiness for change, mobility, ability to non-standard labour actions, responsibility, and independence in decision-making - all these characteristics of a successful professional fully apply to the teacher (Bonanno, 2004). Acquiring these valuable

qualities is impossible without expanding the space of pedagogical creativity. Stability in the profession is formed at the stage of university training through educational practices and awareness of the experience gained (Serdyukov and Serdyukova, 2004).

The process of self-knowledge and analysis of a subject of pedagogical activity is possible for a teacher only if their reflexive competence is formed (Li, 2017; Johnson and Sherlock, 2009). The above conditions the principle of reflexive competence in the education system, which acts as one of the main states and public institutions. As a result of empirical studies, internal and external factors influencing the enhancing the reflexive competence of pre-service foreign language teachers were determined. The study of the research problem allowed us to identify the components of enhancing the reflexive competence of pre-service foreign language teachers: analytical, operational, and personal (Figure 6).



**Figure 6.** Components of reflexive competence of pre-service foreign language teachers

The analytical component:

- 1) Knowledge of what reflection is and how to carry it out;
- 2) Knowledge of modern requirements for the personal and professional development of a teacher;
- 3) Awareness of the personal meaning of professional activities;
- 4) Knowledge of ways and technologies of reflection of activities and personality features.

The operational component:

- 1) Possession of reflexive skills and abilities;
- 2) Analysis of one's own thoughts, actions, psychological state and understanding the ideas;
- 3) Self-control, self-development, and self-improvement skills;

- 4) Critical attitude to one's own educational and professional activities, the ability to exercise adequate self-assessment of the level of personal and professional development, the effectiveness of one's own activities;
  - 5) The use of reflexive techniques at all stages of educational and professional activities;
  - 6) Possession of techniques in developing reflection.
1. The personal component:
    - 1) Reflexivity as a significant personal quality necessary in the professional activities of a teacher:
    - 2) The propensity to analyse one's own thinking, consciousness, thinking about one's own activities and the actions of others in detail;
    - 3) Careful planning and forecasting of opportunities;
    - 4) Readiness for creativity and constant self-development;
    - 5) Understanding others, the ability to put oneself in another's place (the implementation of empathic understanding of another).

2. When studying various aspects of the problem of enhancing the reflexive competence of pre-service foreign language teachers, we inevitably come to the need to consider the possible application or implementation of this phenomenon. The immediate object of research in our work is the reflexive competence of the individual. Considering the concept of development of higher education is to improve the quality of training, providing new areas of training, innovative development, integration with intensive research activities, the close connection of university research with the needs of society through the improvement of educational and information technologies.

The system of higher education in modern conditions needs to be given a new quality, social status, and understanding it as a special area, the priority of which is the advanced training of highly qualified specialists, flexibility and adaptation. This concept represents the systematized basic reference points, preparation of the expert of new formation possessing wide fundamental knowledge, initiative, capable to adapt to changing requirements of the labour market and technologies. The problem of reflexive competence is relevant because it is associated with the importance of the reflexive component in professional activity, allowing the teacher to find his individual style, achieve adequate professional and personal self-esteem, predict and analyse the results of his work. We consider this existing system as a model for enhancing the reflexive competence of pre-service foreign language teachers.

3. The creation of the author's model of enhancing the reflexive competence of pre-service foreign language teachers in professional training at the university was carried out

simultaneously in two directions: a) definition of its structure and content; b) development of ways of its implementation.

4. The designed structural-content model of enhancing the reflexive competence of pre-service foreign language teachers is considered as an open-type subsystem built into the context of the system of professional training of specialists at the university. This model is a set of interrelated blocks: target, operational, effective.

The target block of the model defines the purpose, objectives, and conceptual approaches to enhancing the reflexive competence of pre-service foreign language teachers at the university.

The operational block of the model contains the unity of interrelated components:

- a. The analytical component defining the software of realization of the purpose;
- b. Operational component of the model determines the organization of the process of developing interethnic tolerance of youth;
- c. The personal component of the model includes criteria, indicators, and levels of developing interethnic tolerance of youth.

The effective block of the model determines the effectiveness of the results of the formation of the reflexive competence of pre-service foreign language teachers at the university.

The implementation of the process of enhancing the reflexive competence of pre-service foreign language teachers will be accompanied by a high-quality level of using interactive methods and forms of training for the development of the reflexive algorithm.

Thus, the model of enhancing the reflexive competence of pre-service foreign language teachers is a step-by-step inclusion of different components of research work and requires a creative approach to understanding, producing, and implementing the goal (Table 1).

**Table 1.** Model of enhancing the reflexive competence of pre-service foreign language teachers in the process of professional training at the university

Social demand: training of pre-service FL teachers with reflexive competence. “Law on education”, specialty 5B011900 “Foreign Language: Two Foreign Languages”, the requirements of the employer.			
<b>TARGET BLOCK</b>			
		<b>TASKS</b>	

Principles of reflexive competence of pre-service foreign language teachers: the principle of integrity, the principle of professional determinism, the principle of compliance with the social order, the principle of multicriteria and completeness of assessment	PURPOSE Training the specialist with the reflexive competence	Enhancement of readiness and ability to reflexive and control and evaluation activities in terms of compliance with the plan and conditions of its implementation, readiness to analyze pedagogical phenomena and facts.	The development of the ability to go into an external position in relation to their professional activities, its reflection, and rethinking, self-criticism, self-esteem, self-control, introspection	Enhancement of ability to see process and result of own pedagogical activity	Enhancement of reflexive competence of pre-service foreign language teachers, selection of effective conditions carrying out reflexive processes, the realization of reflexive abilities acceleration	Didactic conditions: use of active methods and forms of training for development of algorithm of reflection as a means of dealing with the reflection of pre-service foreign language teacher. Creation of a reflective environment. Involvement of pre-service FL teachers in professionally oriented activities through reflective solutions of professional tasks. Definition of forms and methods of enhancing reflexive competence of pre-service FL teachers. Educational space of the university for mastering practical skills of self-realization in professional activities. The design of the model of a graduate. The scope and content of reflexive competency-based qualification requirements to the
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ts and control, the principle of reflexivity and competitiveness				ating processes of personal and professional development, increasing creativity of activity.	graduates, reflected in the SES of the RK.
APPROACHES: competence, system, personal-activity, reflective and integrative					
OPERATIONAL BLOCK					
ORGANIZATIONAL-SUBSTANTIAL COMPONENT					
Methods test, questioning, observation, assessment methods, and self-assessment, “Assessment of reflective skills of pre-service teachers” (modification of the test method developed by O. S. Anisimov); method of determining the level		Forms of organization of training: Group-lecture, seminar, training technology, modeling situations. Individual – introspection, self-assessment, self-diagnosis,	Means: lexical and seminar classes, reflexive workshop, reflexive diary, reflexive tasks, exercises.		

of reflexivity A.V. Karpov; active methods, reflective training	self-education, etc.		
<b>CRITERION-DIAGNOSTIC BLOCK</b>			
<p>CRITERIA</p> <p>identities</p> <p>self-developments</p> <p>development of the ability to reflect</p>	<ul style="list-style-type: none"> <li>- study of information from various sources, independent analysis, formulation of objective and balanced conclusions, reasoned defense of their views and beliefs;</li> <li>- the presence of making difficulties and constructive use of barriers in professional activities;</li> <li>- the need for self-improvement and the desire for creative self-development, self-education;</li> <li>- ability to reconstruct and</li> </ul>	<p>Levels</p> <p>Low</p> <p>Average</p> <p>high</p>	

	self-assessing	analyze the actions; - ability to allocate structure and structure of reflexive activity, to objectify them, to study according to the purposes.  - ability to correlate the achieved result with the standard and their own capabilities.		
<b>RESULT BLOCK</b>				
<b>ENHANCING SUBCOMPETENCES OF REFLEXIVE COMPETENCE IN THE PREPARATION OF PRE-SERVICE FL TEACHERS</b>				
Reflexive-personal subcompetence	Reflexive-developmental subcompetence	Reflexive-gnostic subcompetence	Reflexive-cooperative subcompetence	
Result: Optimal level of enhancing reflexive competence of pre-service FL teachers				

### Conclusions

As a result of the study, we found that the peculiarity of the author's model of enhancing the reflexive competence of pre-service foreign language teachers in a reflexive environment is its integrity, providing unity of content (purpose, content of the process, the result) and structural



components (principles, conditions, pedagogical assistance, criteria, levels and indicators of formation of reflexive competence).

This process is a unity of internal and external factors that determine the components of the formation of reflexive competence: personal, analytical, operational. The formation of reflexive competence in the reflexive environment of the university is aimed at the theoretical, methodological, and practical readiness of pre-service foreign language teachers. The reflexive environment of the university as a socially conditioned integrity of interacting participants of the pedagogical process and contributing to the development of students' reflexivity (Walsh, 2013; Liakopoulou, 2011). The model of enhancing the reflexive competence of pre-service foreign language teachers is a set of interrelated blocks: target, operational, productive, and other components: organizational-content; activity; criteria-diagnostic.

The experimental works will be carried out for the approbation of organizational-pedagogical, psychological-pedagogical, and organizational-administrative conditions of enhancing the reflexive competence of pre-service foreign language teachers. The ascertaining and forming experiments will allow presenting the results of the studied processes and the phenomena in dynamics, defining the tendencies and regularities of the real interaction of integrative qualities of the investigated phenomenon. The results of the study should be confirmed by the effectiveness of enhancing the reflexive competence of pre-service foreign language teachers in the complex implementation of pedagogical techniques, in a reflexive environment. The use of these techniques will contribute to enhancing the reflexive competence of pre-service foreign language teachers under the following conditions:

- 1) Considering the set of principles, forms, methods for enhancing the reflexive competence of pre-service foreign language teachers;
- 2) Monitoring according to certain criteria showing the level of enhancing the reflexive competence of pre-service foreign language teachers in a reflexive environment;
- 3) Introduction of the author's model and the special course "Reflexive training practice" into the pedagogical process;
- 4) The use of interactive methods and forms of education for the formation of reflexive competence of pre-service foreign language teachers.

This study does not exhaust all areas of the problem as the emphasis here is on enhancing the reflexive competence of pre-service foreign language teachers. However, the proposed methods of their formation can be taken as a basis for the creation of new programs in the professional training of university students of various specialties.

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## Using the Triple E Framework as an Instructional Design Tool for the Assessment of Technology Integration in a Variety of TESOL Contexts

**Iman Al-Khalidi**

*University of Technology and Applied Sciences*

*Email: [iman.abbas@nct.edu.om](mailto:iman.abbas@nct.edu.om)*

### **Biodata:**

**Iman Al- Khalidi** completed her doctoral degree in TESOL from the University of Exeter, UK in 2017, M.A. in Applied linguistics and B.A. in English Language and literature from Baghdad University. She recently completed a postgraduate degree in TESL from Humber College in Toronto, Canada in 2019. She also completed her TESL Canada from the Canadian Center for Language and Cultural Studies. She holds certificates in teaching business English, IELTS, and teaching effectiveness. She taught English as an EAP and ESL to international students at the University of Toronto. She also taught EAP and EFL to undergraduate students in different places in the Department of English, Garyounis University in Libya and Al Buraimi University College in Oman. Currently, she is working at the University of Technology and applied Sciences in the Sultanate of Oman. Her research interests include Course design, materials design, digital pedagogy, instructional design, and applied linguistics.

### **Abstract**

Technology integration into teaching means more than simply using technology tools, mobile devices, or platforms such as Blackboard and Microsoft. Technology integration means designing materials and activities using digital tools, platforms, and webs in a way that conforms itself to the students. This paper presents the Triple E Framework that was developed by Kolb (2017), a clinical assistant professor at the University of Michigan, as a theoretical tool that helps teachers assess their instructional practices. The paper aims at examining how the Triple E framework was used as a measuring rubric by a group of teachers and educators

who care about evaluating technology integration when creating their lessons for teaching ESL. A mixed-method has been used for collecting data. The findings of the study revealed that the Triple E rubric was used as a valid reliable instrument for evaluating technology integration into lesson plans in a variety of TESOL contexts. Results also revealed that teachers are in favour of the Triple E rubric in assessing their lesson plans.

**Keywords:** *Triple E Framework/rubric, technology integration, instructional design, technology assessment.*

## **Introduction**

Many educators and teachers assume that technology can magically support the curriculum in a way that makes learning more attainable. Some teachers would argue that technology is the most effective tool to help students reach learning goals, and through which they will be able to create authentic effective lessons that are essential to establish learning goals. In light of this, they choose specific pedagogic methods and technology tools to meet learning outcomes (Koehler & Mishra, 2009, 2007; Spector, 2013). Doubtless to say that technology has been considered as a powerful tool in creating a dynamic classroom characterised by engagement, interaction, and amazing learning gains based on the student-centred approach (Brown and Lee, 2014; Park, 2014; Vinet & Zhedanoy, 2011; Abbas, 2018; Al-Khalidi, 2020). Nevertheless, one may ask such questions: does that assumption always happen in reality and in any context? And do students actually always learn through technology? Basically, the answer to these questions is determined by certain factors such as a teacher's competency of educational technology, pedagogical strategies, materials, technology tools, methods of teaching and assessment, learner needs, as well as others (Koehler & Mishra, 2009; Tay, 2016). More specifically, it is determined by the appropriate methods facilitating the combination of pedagogical strategies and technology tools that help students master learning goals (Wenglinsky, 2004).

At the general level of education, the term technology integration refers to the use of technology tools in general content areas to support effective teaching and provide more authentic learning (Kearney et al., 2015). At the classroom level, technology integration refers to the application and employment of technology tools and apps to provide opportunities for students to understand, analyze, and synthesize information effectively and professionally in a particular content area (Tingir et al., 2017). Definitely, teachers are much concerned with technology integration at the classroom level where they practice their teaching strategies,



instructions, and methods of assessment. However, in some teaching contexts, teachers exhibit a misunderstanding of the concept of technology integration. This is because they haphazardly employ technology, often trying new hardware or software because it's shiny or new. Some teachers, on the other hand, employ technological tools that are not in alignment of the learning goals and the principles of the learning centered approach. Those teachers are unaware of the pedagogical fact that engagement includes participation in the learning outcome, not merely involvement with the technology tool or time on task. Because of this, it has become difficult for teachers to decide which tool is to be used that best meets the learning objectives (Woolf et al., 2010). Also, it is likely that misunderstanding of technology integration will no doubt lead to negative consequences challenging the achievements of learning goals.

The critical issue, as (2017) states, is that we shouldn't assume just give a student a mobile device and he or she suddenly is going to learn through it. Instead, Kolb points out that "We need to integrate the effective practices". More specifically, the critical issue is that how to effectively measure technology integration to make it more successful. Many teachers and school leaders measure effectiveness by the amount of time the tool is used and not how the tool can be used to support learning objectives (Ally et al., 2014; Schatzke, 2019). However, built on research, the answer is that through following frameworks that serve as a guiding rubric that potentially lead to high methodical and strategic work.

Within the field of TESOL, it has been indicated by several experts and research studies (such as Kolb, 2017; Ally et al., 2014; Schatzke, 2019) that teachers must be able to integrate digital technology into their teaching practices to achieve effective learning. However, the idea of integration is not sufficient unless it is guided by effective, adequate, and systematic methods and tools supported by theories and approaches. The literature has presented a good number of frameworks developed for guiding technology integration. The current study, however, is shaped and guided by the Triple E framework (Kolb, 2017).

The study is also driven by Kolb's (2017) perspective: "learning first, technology second" (p.5). The rationale behind relying on these frameworks is justified by the student-centred approach that is characterized by its emphasis on creating engagement, motivation, enhancement, and the like in an education context (Brown & Lee, 2014; Richards, 2006; Nunan, 2004). It should be noted that the modern system of education requires taking into consideration technology integration assessment as an important factor to enable teachers, administrators, and evaluators to systematically examine the level and style of technology integration in a standard classroom application.

Going through the literature and research on digital pedagogy, we can find out that a large number of studies (Hoesein, 2018; Sa'diah et al., 2020; Abbas, 2020; Supardi, 2018; Budiman et al., 2018; Yang & walker, 2015; Barton & Hayden, 2006) have examined the role of technology in creating super creative dynamic learning environments that are of value for both teachers and students. However, there is a lack of research conducted to examine the methods of technology integration assessment at the level of classroom tasks or activities in light of the three instructional design principles: engagement, enhancement, and extension. Besides, many teachers are still struggling with figuring out whether the technology tools they have chosen for designing activities are in alignment with the learning objectives or not. To resolve the gap in the research, the author has sought to investigate through the literature a systematic way that helps teachers at a higher education context to successfully integrate digital technology into their classroom activities and tasks.

The purpose of this study is to examine how teachers and educators, who are taking a training course in instructional design during the period of this study, practically utilized the Triple E framework into their lesson plans. The study also aims at exploring teachers' perceptions on the use of the Triple E rubric as a valid effective instrument for assessing technology integration in creating lessons.

This study contributes to the literature through providing evidence of the validation of the Triple E Framework that has the potential of assisting “teachers to plan for technology use based on good instructional strategies” (Kolb, 2017, p.5). The validation of the Triple E Framework that has the potential of assisting teachers and educators to determine if the integrated technology tasks and tools enhance the quality of teaching and learning and ensures that it is effective for meeting the learning goals. The study also contributes to the literature by providing a set of implications and suggestions based on the actual utilization of the Triple E framework. The implications will be of value for teachers and educators who are looking for modern instructional design for purposes of professional development and teaching effectiveness.

This study is guided by the following questions:

Q.1 How do teachers in a variety of TESOL contexts utilize the Triple E framework in assessing technology integration in created lesson plans by teachers?

Q.2 What are teachers' perceptions of the use of Triple E rubric as an effective instrument for assessing?

## Literature Review

The main focus of this study is to investigate how the Triple E framework is used as a measuring tool to help teachers assess or navigate their instructional design and ensuring the effectiveness of technology integration. Reviewing the literature, we found out that there are a number of frameworks that can be utilized by teachers for integrating technology such as SAMR, ADDIE, TIM, TPACK, RAT (Puentedura, 2009, 2012). They came with benefits for teachers and instructional designers. However, they cannot be utilized as assessment tools or rubrics for assisting teachers in their instructional design to meet their goals. On the contrary, the Triple E can be utilized as a practical tool that directly connects the instructional strategies with the learning goals (Kolb, 2011, 2017).

A recent study was conducted by Schatzke (2019) to examine the content and concurrent validity as well as the reliability of the Triple E Rubric, as a crucial part of the Triple E framework, for Lesson Design. The data collected in this study consisted of a teacher-written lesson plan and an observation of the lesson in the classroom. The Triple E rubric was used to evaluate the lesson plan and determine if the technology was used properly. Following the Triple E framework by Kolb (2017), the researcher used the same rubric with nine questions for educators to determine if the technology tool is the best option. The Triple E rubric was used along with a checklist of how to proceed based on the final score of the rubric. “If there is a low score, the teacher should consider an alternative tool or strategy to improve the mastery of the learning outcome. The tool can provide teachers with a quick and simple way to evaluate the use of proceeded technology in a lesson” (27). The study came up with strong evidence that “the Triple E Rubric is a valid and reliable instrument for lesson design” (p. 50).

Another study was conducted by Britten and Cassady (2017) to propose a new Technology Integration Assessment Instrument (TIAI) as a strategy to encourage teachers to be able to promote their growth as well as providing a standard method for documenting the application of technology tools. “The TIAI provides for ratings across seven dimensions of a lesson plan, with four levels of classification within each dimension. The classifications represent a continuum of technology integration; the labels are (a) Technology Not Present, (b) Non-Essential Technology Component, (c) Supportive Technology Component, and (d) Essential Technology Component” (p. 52). The researchers recommend using the TIAI for two reasons. First, it is used in typical educational technology plans to help educators and administrators to track change over time, diagnose patterns of strengths and weaknesses, and allow for comparison among control and experimental conditions (p. 57).

A recent study was carried out by Fredricks et al. (2012) to identify instruments that measure different types of engagement such as engaged time, student engagement in learning, and engagement in school work. Of the 21 instruments, there were four that were identified as observational measures. All four were deemed reliable by inter-rater reliability. Three of the instruments had established construct and criterion-related validity.

### **Technology Integration**

The term technology integration has been used by many scholars and educators to refer to different things (Hoesein, 2018; Summaka et al., 2010; Bebell et al., 2004; Hew & Brush, 2007; Miller, 2007; Redish & Chan, 2007; Protheroe, 2005; Ogle et al., 2002). For some scholars, technology integration is used to refer to teachers' uses of computers and other mobile devices, whereas for others it refers to how technology is used to design activities and tasks. According to Griffin (2003) technology integration is used to refer to how it contributes to curriculum delivery. Some educators (such as Protheroe, 2005; Cartwright & Hammond, 2003) are concerned about effective technology integration that is essential for providing opportunities for students to collaborate and construct knowledge. Holznogel (2005) states that the term integration is used to refer to how technology is used for teaching and learning not to refer to the amount of time and type.

Technology integration is defined as the process of using technology and digital tools effectively in the general content areas to help learners apply technology skills in a meaningful way. Koehler and Mishra (2009) further state that technology integration means determining which electronic tools and which methods for implementing them are the most appropriate. According to Blewett et al. (2009) the process of integration doesn't basically mean replacing technology with the teacher, but rather it means designing materials and activities using digital tools, platforms, webs, etc. in a way that conforms itself to the students. Another view of technology integration is provided by Koehler and Mishra (2009), who considered technology integration as the process of a combination of three basic components: components of teachers' knowledge: content, pedagogy, and technology. They are represented as three bodies of knowledge, PCK (pedagogical content knowledge), TCK (technological content knowledge), TPK (technological pedagogical knowledge), and TPACK (technology, pedagogy, and content knowledge).

### **The Triple E Framework: Definition and Importance**

The Triple E framework was developed by Professor Kolb (2017) at the University of Michigan, School of Education. It is framed with the assumption of “Learning first, technology second”. It is a framework to guide teachers and educators to assess and measure whether technology tools integrated into lessons are helping students engage in, enhance and extend learning goals. It is created to be used as a professional rubric to guide teachers’ effective practices when using technology tools for eliciting learning growth. More specifically, The Triple E Framework was designed for educators to easily evaluate how to select the technology tools that meet their learning goals, and ultimate design learning experiences. These tools, in turn, have a positive impact on student achievement and learning outcomes. In other words, the Triple E framework is considered as a practical tool that brings together instructional strategies, learning goals and purposeful tool selection.

The rationale of using the Triple E rubric for developing tasks for classroom teaching lies in its focus on the learner participation which is the central to cooperative learning that is viewed as an effective instructional methodology for teaching and learning Cooperative learning helps create a classroom atmosphere characterized by motivation, interaction, and relaxation. In addition, it helps students to engage in activities and have the opportunity to complete the more challenging and creative aspects of learning.

### **Triple E Framework: Levels**

The Triple E Framework that is shaped by technology integration embraces three components: engagement, enhancement, and extension (see Figure 1). Below is an overview of each of these levels.

#### **Triple E Level 1: Engaged Learning**

Engagement is considered as an essential component in the Triple E Framework that involves not only capturing students’ interests but keeping them actually engaged in the content (Brown & Lea, 2014). From the perspective of Kolb (2017) as well as other educators and adherents of the student-centred learning engagement would be more active if it includes social use of technology rather than isolated learning. Kolb proposes an engagement checklist that can be used as a measurement of engagement.

## **Engagement Checklist**

- 1) Does the technology allow students to **focus on the task** of the assignment or activity with less distraction?
- 2) Does technology **motivate** students to start the learning process?
- 3) Does the technology cause a shift in the behavior of the students, where they move from passive to **active social learners (co-use)**?

## **Triple E level2: Enhanced Learning**

Enhancement is the second level of Triple E framework that involves selecting technology tools that add value to learning through aiding, assisting, scaffolding learning in a way that could not easily be done with traditional methods. Kolb (2017) also adds that this level helps learners “become personalized and more relatable to the learner. This is when technology is really starting to change how learning occurs to make it more meaningful to the learner”. In order to ensure this level, Kolb sets up three questions for measuring the enhancement of learning when choosing a technology tool. Does the technology tool aid students in developing or demonstrating a more sophisticated understanding opportunities for creation/production over consumption?

- 1) Does the technology tool aid students in developing or demonstrating a more sophisticated understanding of the content?
- 2) Does technology create scaffolds to make it easier to understand concepts or ideas?
- 3) Does technology create paths for a student to demonstrate their understanding of the learning goals with the traditional tools?

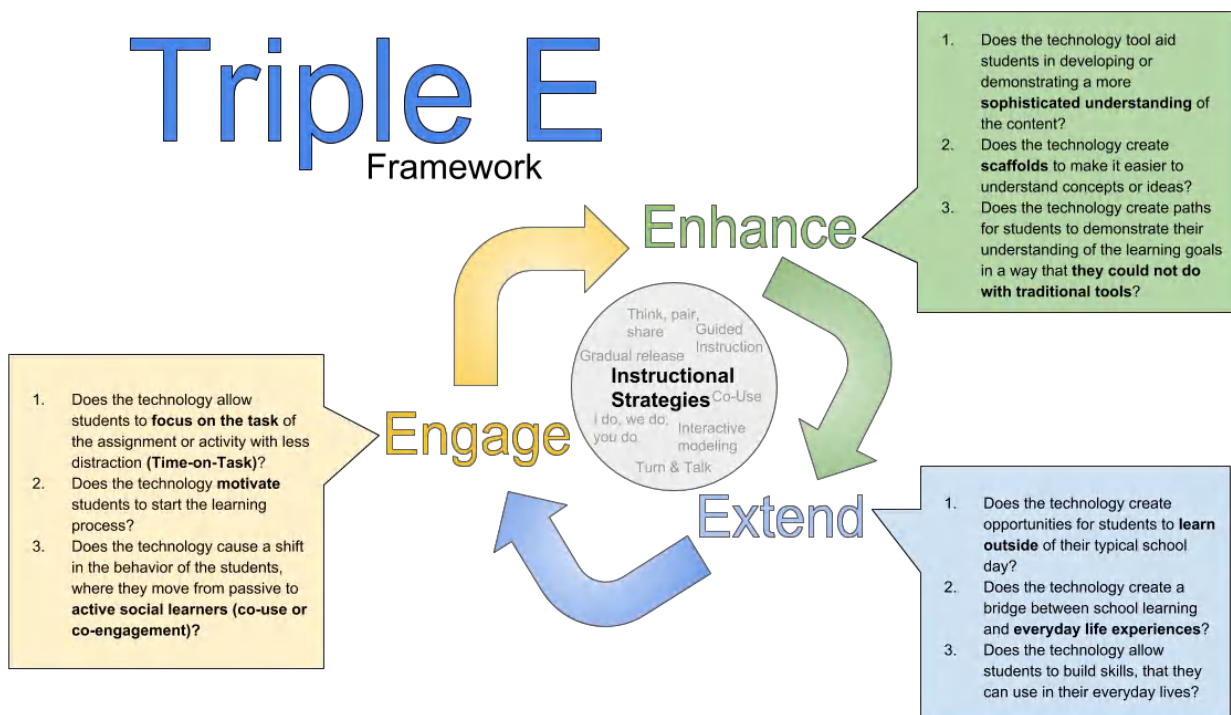
## **Triple E level 3: Extended Learning**

Among the goals that teachers and educators look for is to connect students to the real or authentic world. In other words, the goal is to extend learning outside the classroom. In the digital age, teachers and educators take the advantage of technology to meet the goal of extended learning. However, this meeting this goal through technology is determined by these questions (the questions are directly picked up from Kolb, 2011). At this level, Kolb draws on Dewey’s perspective (1897) which states that "Education is not a preparation for life; education is life itself." Kolb’s perspective also draws on the researchers such as Wartella (2015) that views technology tools as an effective means that encourages meaningful learning, where the

technology is extending the learning from student’s pre-existing knowledge and helping them create new knowledge.

- 1) Does the technology create opportunities for students to learn outside of their typical school day?
- 2) Does the technology create a bridge between school learning and everyday life experiences?
- 3) Does the technology allow students to build skills, that they can use in their everyday lives?

**Figure 1: A Model of the Triple E Framework (Adapted from Kolb, 2017)**



The Triple E Rubric comes with three reading results as illustrated in table1 below. If the reading is between 13-18 (come in green light), this means the evaluation is exceptional or very strong connection between technology, instructional moves and learning goals. If the reading comes in the yellow light between 7-12, this means the lesson meets two of the three levels of the framework. If it comes in the red light between 0 and 6, this means that the lesson is meeting only one level of the framework. If there is a low score, the teacher should consider an alternative tool or strategy to improve the mastery of the learning outcome. Table1 below illustrates how the data were analysed by means of the Triple E Framework.

**Table1: Triple E Framework Reading Results (retrieved from <https://www.tripleframework.com>)**

<b>Points</b>	<b>Color Light</b>	<b>Description</b>
<b>13-18 Points</b>	<b>Green Light</b>	Exceptional or very strong connection between technology, instructional moves and learning goals. When a lesson has at least 13 points, it is always meeting all three components of the Framework. Therefore, these lessons tend to show a remarkable connection between the technology tools, instructional choices around the tool, and students' focus and take-up of the learning goals.
<b>7-12 Points</b>	Yellow Light	When a lesson is meeting between 10 and 12 points, the lesson is meeting at least two of the three levels of the Framework. By meeting at least two levels (most often engagement and enhancement or engagement and extension) there is a strong connection between technology tools and student's take-up of the learning goals. When a lesson has between 7 and 9 points, the lesson is usually meeting two of the levels of the Framework. However, it is not usually meeting both components at all the highest options. Thus, while there is a connection between technology and learning goals, educators should take time to re-evaluate the lesson and technology choices and instructional moves to make certain that technology enhances and/or extends the learning goals in some significant way.
<b>6 Points or below</b>	Red Light	When a lesson has 6 points or below, the lesson is often meeting only one of the levels of the Framework. This level is almost always engagement. Consequently, the connection between technology, instructional moves and learning goals tends to be low and if engagement is the only connection, the educators should reconsider if this particular technology should be used in the lesson, if more instructional moves should be added to better leverage the technology for enhancing or extending learning or if a more traditional method (not using technology) may be more appropriate. In particular, since technology tends to extol much time and energy to set up and implement, it should be used carefully and purposefully.



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## **Research Design**

This research aims at investigating how a group of teachers and educators, who are taking a training course in instructional design, utilize the Triple E framework as an assessment rubric of their lesson plan. This presents the Triple E framework as an assessment or measurement tool of technology integration in a variety of lessons planned by a group of teachers and educators. The measurement tool of assessing technology integration is the Triple E framework by Kolb (2017) with its three scores (0, 1, and 2) to be used for measuring the effectiveness of technology integration. Thus, the Triple E framework has been employed as a data collecting instrument as it shows how technology is measured when integrated into lessons to meet the three important pedagogical goals (engagement, enhancement, and extension) that are within the framework of the Triple E.

## **Participants**

The participants in this study are fifteen teachers and educators from a variety of educational contexts in the field of TESOL at the secondary as well as postsecondary levels in Ontario, Canada. The sample of participants has been selected purposefully to answer the research questions in addition to providing highly comprehensive and meaningful findings (Ritchie et al., 2014; Dornyei, 2011; Punch, 2009; Maguddayao & Medriano, 2019; Santos & Tamco2020). They are taking a training course in instructional design for pedagogical purposes at a community college during the period of COVID 19. Some of them are taking the instructional design course for handling the issues of e-Learning, while others are just taking the course for professional development purposes. Through the training course, they are introduced to the models of instructional design and technology integration, particularly the Triple E framework which is the main concern of this study.

## **Data collection**

The data collected in this study consisted of two methods. The first method is a document analysis method used for collecting written lesson plans developed by fifteen teacher participants. Documentation can serve as an exploratory tool that “can be used to open up an area of inquiry and sensitize researchers to the key issues and problems in that field” Punch (2009, p. 114). Therefore, the selection of documentary data contributes to addressing Question One as indicated below. Each participant was asked to create a lesson plan including three

basic components: the learning objective, a learning activity incorporating a technology tool, and an assessment task. Along with each lesson plan, they were asked to use the Triple E framework as an assessment rubric of the lesson plan, and particularly on the learning task or activity (Tables 2 &3).

The second method of data collection is a questionnaire survey about the participants' evaluation and perspectives regarding the use of the Triple E rubric as an assessment tool of technology integration in their created lessons. The questionnaire survey includes five items in a form of closed structured questions along with a given set of choices (Table 4). The participants were asked to select an answer from a given set of choices. The same questionnaire survey was mailed to the fifteen participants who participated in this study to capture their responses in a standardized manner (Dornyei, 2003).

Q.1 How do teachers in a variety of TESOL contexts utilize the Triple E framework in assessing technology integration in created lesson plans by teachers?

Q.2 What are teachers' perceptions of the use of Triple E rubric as an effective instrument for assessing?

### **Data Analysis**

The data that was collected from the written lesson plans were analysed quantitatively to present figures to answer the two main questions of the study. The Triple E rubric that was adapted from Kolb (2017) was employed as an analytical tool for data analysis. The goal of the rubric is to provide a way for teachers to quickly evaluate a lesson plan to determine if the technology tool should be used in the lesson. The rubric consisted of three main levels: engage, enhance, and extend, each containing three questions in relation to learning goals. Each level has three main questions that serve as a checklist for teachers and instructional designers to measure the role and effectiveness of technology integration (see Figure 1 & Table1).

### **Results and Discussion**

A total of 15 lesson plans were reviewed and analysed. Table 1 summarises the findings of data analysis. There were 15 learning objectives, 15 activities, and 15 assessment tasks representing 15 different topics chosen by teacher participants (Appendix 1 includes a sample of a lesson plan along with the Triple E rubric). Data analyses show several results. The results are presented in relation to the three main questions of the study.

**Q.1 How do teachers in a variety of TESOL contexts utilize the Triple E framework in assessing technology integration in created lesson plans by teachers?**

In an answer to the first question, the data analysis shows that all the instructional designer trainees who participated in this study utilized the Triple E rubric in almost the same way although they created different lesson plans with different goals and activities. The first finding in this regard is that most of the 15 lessons were evaluated by the instructional designer trainees in a similar way using the Triple E rubric. Each lesson plan was scored 15 out of 18, so the total score of the 15 lesson plan was 225 out of 270. Having similar scores confirms the principle of validity where the realization of the theory should be aligned with the theory itself (Field, 2009). In this study the Triple E rubric has been used as a valid reliable instrument for planning lessons with technology integration. Validity basically means “measure what is designed to measure” (Field, 2009, p.11). The type of validity is the concurrent validity which is that type of validity to be gathered to confirm the use of a test or instrument for predicting other outcomes. It refers to the extent to which the results of a particular test, or measurement, correspond to those of a previously established measurement for the same construct (ibid). The Triple E rubric is based on the Triple E Framework by Kolb (2017) that is considered as a theoretical stance of this study.

The results also showed the reliability of the Triple E rubric utilized in this study. The reliability was measured by comparing the scores of the 15 lesson plans. There was a strong agreement in the ratings among the 15 lesson plans showing the same evaluation. Overall, the results were within an acceptable range, and this indicates that the inter-rater reliability agreement did not happen by chance alone (Schatzke, 2019).

The second finding shows the high scores of the Triple E categories. This indicates that all instructional designers are in favour of technology integration into their teaching. The high score also confirms their belief in the positive impacts of technology on students’ engagement, motivation, academic achievements, as well as other features. This finding is in agreement with the literature research emphasizing the benefits of technology integration (Puentedura,2012, 2009).

The third finding shows that there is a variation or discrepancies in the scores assigned to the three components of the Triple E rubric. The category of “Engagement” received the highest rank, whereas the “Enhancement” and “Extension” categories were ranked similarly. The “Engagement” category received a score of 83 out of 90 whereas the “Enhancement” and “Extension” categories both received 72 out of 90 (Table 3). This indicates that the participants confirmed the role of technology in enhancing students’ engagement in the learning process as a whole and working on tasks and activities.

However, the data analysis shows that there were little variation and discrimination within each category. The variation within the “Engagement” category was lower than the variation within the categories of “Enhancement” and “Extension”. The highest score (30 out of 90) was given to the subcategory of motivation: “The technology motivates students to start the learning process”. The subcategory of shifting in behaviour: “The technology causes a shift in the behaviour of the students, where they move from passive to active learners” received 28 scores. The third-ranked subcategory: “The technology allows students to focus on the assignment or activity with less distraction” received 25 scores.

According to the category of “Enhancement”, there was little variation within the subcategories (Table 3). The subcategory: “The technology creates paths for students to demonstrate their understanding of the learning goals in a way that they could not do with traditional tools” received a score of 25 out of 90. The subcategory: “The technology tool allows students who can develop a more sophisticated understanding of the learning goals or content” received a score of 24. The third-ranked subcategory “The technology creates supports (scaffolds) to make it easier to understand concepts or ideas received a score of 14.

The category of “Extension” was not different from the other categories in terms of variation in scores among its three subcategories. The highest score was given to the subcategory “The technology creates a bridge between student’s school learning and their everyday life experiences”. The second rank was given to the subcategory “The technology creates opportunities for students to learn outside of their typical school day” which received 24 out of 90. The lowest rank was given to the subcategory “The technology allows students to build grit and P21 skills, which they can use in their everyday lives”.

**Table 2: Triple E Rubric without scores (for one participant)**

		NO = 0	Some- what = 1	Yes = 2
<b>Engagement</b>	The technology allows students to <b>focus</b> on the assignment or activity with less distraction.			
	The technology <b>motivates</b> students to start the learning process.			
	The technology causes a <b>shift in the behavior</b> of the students, where they move from passive to active learners			

<b>Enhancement</b>	The technology tool allows students are able to <b>develop a more sophisticated understanding</b> of the learning goals or content.			
	The technology creates supports ( <b>scaffolds</b> ) to make it easier to understand concepts or ideas.			
	The technology creates paths for students to <b>demonstrate their understanding of the learning goals</b> in a way that they could not do with traditional tools			
<b>Extension</b>	The technology creates opportunities for students to <b>learn outside of their typical school day.</b>			
	The technology <b>creates a bridge</b> between students school learning and their everyday life experiences			
	The technology allows students to build <b>grit and P21 skills</b> , which they can use in their everyday lives			
TOTAL out of 18: - Add up columns – put total here: _____				

**Table 3: Triple E Rubric with scores (for all participants)**

No=0		No=0	Some what=1	Yes =2	
Engagement	The technology allows students to <b>focus</b> on the assignment or activity with less distraction.		5	12	25
	The technology <b>motivates</b> students to start the learning process.			15	30
	The technology causes a <b>shift in the behavior</b> of the students, where they move from passive to active learners.			13	28
		Total		83/90	
Enhancement	The technology tool allows students are able to <b>develop a more sophisticated understanding</b> of the learning goals or content.		2	11	24

	The technology creates supports ( <b>scaffolds</b> ) to make it easier to understand concepts or ideas.		7	8	23
	The technology creates paths for students to <b>demonstrate their understanding of the learning goals</b> in a way that they could not do with traditional tools.		5	10	25
				72/90	
Extension	The technology creates opportunities for students to <b>learn outside of their typical school day.</b>		6	9	24
	The technology <b>creates a bridge</b> between students school learning and their everyday life experiences.		3	11	25
	The technology allows students to build <b>grit and P21 skills</b> , which they can use in their everyday lives.		7	8	23
				72/90	
Total out of 270					

**Note:** figures inside the table refer to the number of participants ranking the categories

## **Q.2 How do teachers perceive the Triple E rubric to be used as an effective instrument for assessing technology integration in their created lesson plans?**

The survey questionnaire method of data collection was used to answer this question (Table 4). Overall, responses indicated that there was a high score in evaluating the Triple E rubric to be used as a measurement tool in assessing technology integration in the created lesson plan. Two items (1 and 3) in the questionnaire were scored highly in comparison to the other items. Twelve participants out of fifteen (around 80%) agreed that “The Triple E rubric can be used as an effective instrument of assessing technology integration in teacher-created lesson plans”. Also, twelve out of fifteen participants agreed that “The Triple E framework can be used as a valid instrument of technology integration in any subject matter”.

With regard to whether “the Triple E framework can be used as an instrument to rate the level of technology integration in teacher-created lesson plans” (Item 2), ten participants (around 67%) agreed that, and only five participants (30% of the participants) chose to disagree. Similarly, with regard to Item 5 “The Triple E rubric is intended to provide teachers how that

technology is integrally tied to critical pedagogical features such as assessment, individualized attention to student needs, and addressing educational standards” around 67% of the participants chose ‘agree’.

According to the fourth item “The Triple E rubric can be used as an effective assessment instrument of determining alignment between learning objectives, activities, and assessment”, ten out of fifteen participants chose ‘disagree’ (67%). This indicates their disagreement with the idea that the technology supports helps teachers create alignment within the three components of a lesson plan (learning objective, activities, and assessment) (See Table 5 for percentages).

**Table 4: Teachers’ Perceptions of the Triple E Rubric as Valid and Reliable Assessment Instrument of Technology Integration**

A Survey Questionnaire for Examining Teachers’ Perceptions of the Triple E Rubric

Items	Strongly agree	Agree	Neither agree nor disagree	disagree	Strongly disagree
1. The Triple E rubric can be used as an effective instrument of assessing technology integration in teacher-created lesson plans.		12		3	
2. The Triple E rubric can be used as an instrument to rate the level of technology integration in teacher-created lesson plans.		10		5	
3. The Triple E framework can be used as a valid instrument of technology integration in any subject matter.		12		3	
4. The Triple E rubric can be used as an effective assessment instrument of determining alignment between learning objectives, activities, and assessment.		5		10	
5. This rubric is intended to provide teachers how that technology is integrally		10		5	

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tied to critical pedagogical features such as assessment, individualized attention to student needs, and addressing educational standards.

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**Table 5: Percentage of Teachers’ Perceptions of the Triple E Rubric**

Items	Strongly agree	Agree	Percentage	Neutral	Disagree	Percentage	Strongly disagree
1		12	80%		3	20%	
2		10	67%		5	13%	
3		12	80%		3	20%	
4		5	13%		10	67%	
5		10	67%		5	13%	

### Implications

The implications of this study are that the Triple E rubric, that is supported by the International Society for Technology in Education (ISTE), is a useful instructional tool to be used by teachers and school administrators as well. For teachers, the Triple E rubric can be employed to navigate and assess their pedagogical practices when using technology for teaching, whether physically or virtually. For teachers who are highly concerned with teaching effectiveness and students’ engagement while working on an activity or task, the Triple E rubric serves as a reliable navigator tool. This is due to its encompassment of the checklist classified in terms of teaching effectiveness categories: engagement, enhancement, and extension. In addition, it encompasses scores that make the rubric highly valid and reliable.

For teachers, the Triple E rubric is also used for navigating or tracking their lesson plans while using technology to determine whether the technology used would meet the learning objectives or not. Overall, it helps teachers specify the strengths and weaknesses through the checklist provided in the rubric. If the score of the whole rubric is high, it means that the use of technology is in the right track, whereas if the score is low, it means that the technology used is not the right option (see Table 1). In that case, the teacher has to look for another option to support the pedagogy. The Triple E rubric is based on learners’ needs, and as such its focus is



on the goals and content of the lesson more than on the use of fancy technology tools (Kolb, 2017).

For a school or program administrator, the Triple E rubric is useful as it helps them in evaluating or examining the progress of several teachers in one session instead of scheduling school-hour observation time. For meeting purposes of reliability and validity while evaluating teachers and lesson plans, schools and programs are encouraged to establish training courses in instructional design for teachers.

Finally, for teachers and educators who are interested in enhancing their instructional design skills, there is a website: <https://www.tripleeframework.com>. It provides free and open access to the Triple E rubric. Teachers can also expand their networking with their peer professionals by sharing their expertise and ideas. The website also provides lesson plans, case studies, tasks, and activities in instructional design associating with the Triple E framework.

## **Conclusion**

This study falls within the scope of digital technology and instructional design as two essential factors that contribute to determining teaching effectiveness in the TESOL context. More specifically, it is framed with the Triple E framework by Kolb (2017) that rests in the premise: “Pedagogy first, teaching second”. Overall, the results of data analysis came with high scores, and this reflects on the teachers’ favouritism of technology integration into their lesson plans. The uniqueness of the Triple E rubric is that it includes a total score that can be considered as a measuring unite of teachers’ evaluation of technology. In other words, it helps teachers keep track of their work. The criterion of scoring indicates that if the score is high, the instructor or teacher would continue as planned. If, on the other hand, the score is low the instructor is required to review the instructional strategies and technology tool. The Triple E rubric also includes three essential goals of teaching effectiveness: engagement, enhancement, and extension.

When teachers plan their lessons, they should be mindful of how to integrate technology tasks and tools in a way that keeps students engaged in the content, think critically, and meet the learning objectives. The results from data analysis have provided strong evidence that the Triple E rubric can be used as a practical measurable instrument for evaluating lesson planes and technology integration. This is due to the similarity in application of the Triple E rubric which indicates its validity and reliability in the assessment of technology integration.

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## **Appendix 1: Lesson Plan and Triple E Rubric**

**Course Number and Name:** EAP101 - Reading for Academic Purposes

### **Learning Outcome**

Demonstrate a widening vocabulary by reading words correctly to clarify the meaning

### **Specific Learning Objectives**

Students will be able to interpret the meanings of words and phrases associating with the topic of "job search". Students will also be able to use words and phrases correctly in the context of job search.

### **Assessment Type**

Multiple-choice Quiz

**Assessment Description:** Students read a four-paragraph essay entitles “Job Search” to answer a multiple-choice question. The question includes five statements with bold words and phrases. Each statement comes with four choices A, B, C, & D. The students are required to click the correct choice on Google Form.

### **Assessment Instruction**

After skimming and scanning the four-paragraph essay, the students are required to follow these instructions:

- Skim and scan the four-paragraph essay on “Job Search” to carefully understand and interpret the meaning
- You have five minutes to answer the quiz on Google Form
- Sign in to your Google account to access the quiz
- The quiz includes multiple choices
- Review each statement to interpret the meaning of the bold word or phrase
- Click the correct choice that matches the bold word or phrase in each statement

### **Activity Type**

Choosing the Correct Synonym Activity

### **Activity Description**

Students meet with the teacher on Google meet to work on multiple-choice activities. First, the teacher explains to students that most words in English have synonyms, but synonyms may not be applicable in every context. The teacher provides examples on choosing the right synonym by sharing flashcards with students on Goggle form. Each flashcard includes a sentence with a bold word or phrase, and below the sentence are four multiple choices. Students will practice choosing the right choice after carefully reviewing the word in the context.

**Activity Instruction:**

1. You will practice using Google Form to answer multiple-choice questions
2. First, use this URL (link) to access the Google form
3. Click on the create button and choose “Assignment”
4. The assignment includes flashcards, each card includes a brief statement with a bold word or phrase. Below each statement four synonyms.
5. Review each statement to understand the bold words and phrases
6. Click on the correct answer/synonym that matches the meaning of the bold word or phrase

		<b>Some- what = 1</b>	<b>Yes = 2</b>	
<b>Engagement</b>	The technology allows students to <b>focus</b> on the assignment or activity with less distraction.			2
	The technology <b>motivates</b> students to start the learning process.			2
	The technology causes a <b>shift in the behavior</b> of the students, where they move from passive to active learners		1	
<b>Enhancement</b>	The technology tool allows students are able to <b>develop a more sophisticated understanding</b> of the learning goals or content.		1	

	The technology creates supports ( <b>scaffolds</b> ) to make it easier to understand concepts or ideas.		1	
	The technology creates paths for students to <b>demonstrate their understanding of the learning goals</b> in a way that they could not do with traditional tools		1	
<b>Extension</b>	The technology creates opportunities for students to <b>learn outside of their typical school day.</b>			2
	The technology <b>creates a bridge</b> between students school learning and their everyday life experiences			2
	The technology allows students to <b>build grit and P21 skills</b> , which they can use in their everyday lives			2
Total Score: 14				





**Positive Discourse Analysis of the Prophet's Sayings (Hadith):  
From the Ecolinguistics Perspectives**

**Hussein Abdo Rababah**

*PhD English Language/Linguistics,*

*Department of English Language and Translation*

*Fahad Bin Sultan University, KSA*

**Abstract**

This research reviewed and analyzed a number of the Prophet's sayings (20 Hadiths) through Positive Discourse Analysis (PDA) principles from the ecolinguistics perspectives. This research has also made a connection between these sayings and the planned behavior theory. This study revealed that these sayings can be categorized into two groups; the first group include Hadiths that directly promote the positive behaviour of people towards environmental safety, the second group implies sayings that indirectly encourage people to promote and enhance their positive attitudes and behaviors towards the environment. Finally, the linguistic features of these sayings have been analyzed and identified according to levels of language starting from the phono-morphological, to the lexical and the syntactic levels, and they have been linked with the principles of Positive Discourse Analysis. Finally, the function and objectives of the Prophet's sayings have been connected with the planned behavior theory from the psycholinguistics aspect.

**Keywords:** *Ecolinguistics (Ecological Linguistics), Language, Eco-system, Al-Hadith (the Prophet's sayings), Planned Behavior Theory, Positive Discourse Analysis*

**Introduction**

Nowadays the safety of the global eco-system has become one of the main issues discussed by scholars, researchers and scientists in national and international institutions and laypeople alike. The global environment encompasses all living (biotic) and nonliving (abiotic) objects;

the biotic objects or creatures include human beings, animals, fish, birds and microbes and their scientific term is fauna, and plants (flora), and the abiotic components include the water, the land (soil) and air in this globe. Intellectually, human beings come out on the top of these components, as they are responsible for the development of this world and keeping it safe and secure for life. The environment of this universe (ecosystem) and the health of living creatures are inseparable. Therefore, healthy human beings usually live in a healthy and safe environment or ecosystem.

Ecology, a relatively new branch of knowledge, has had an impact on the daily discourse, conversations and language of people worldwide, and the opposite is true too. In this context, linguists have started studying the relationship between language and the environment for the last couple of decades within the realm of ecolinguistics, as they believe that environment shapes the type and style of language, and language, in turn, influences people's behavior towards the global environment. So, its speakers either respect or disrespect, encourage or discourage and promote or demote the positive behavior of people towards the environmental elements through using the appropriate language associated with it. This basic idea was the reason for the emergence of a new branch of linguistics; ecolinguistics. In short, it is a branch of knowledge that studies the relationship between language and the eco-system or environment; by which people live, Stibbe (2018) and LeVasseur (2015) among others.

A language of any nation implies words, phrases, expressions, proverbs, idioms, sentences, and sayings that are used in people's daily communication and conversations. These language elements in Arabic speaking countries are basically originated from the Islamic law, traditions and teachings. They imply the meaning and interpretation of the Qur'anic verses and the Messenger's (Prophet's: Muhammad) sayings (Hadith or Hadiths) 'Peace be upon him' (PBUH). They form what is called 'Sunnah' in Islam; which includes the Prophet's sayings and acts. They have become part of people's daily interaction and communication. The Islamic terms or expressions of 'the Prophet's/ messenger's sayings, Hadith or Sunnah', are all used as synonyms. So, they are used in this research interchangeably to refer to the same concept. These terms and all other related expressions of this research are defined in the next section. From the allusive meaning aspect, people remember the Prophet's saying; for example, they say 'eliminate harm off the road'. This is a part of a long Hadith. So, people mention this part of Hadith to remind people of the importance and the reward that people would get if they remove any kind of harm from the road.

However, this research only focuses on the Prophet's sayings. They generally have a strong linkage with the Qur'anic verses that have been revealed to the Prophet by the angel from

Allah. This idea is the core of the Arabic speakers' belief who are mainly Muslims. Therefore, they use these sayings in their daily conversations as substitutes to proverbs and idioms or sometimes they are used side to side with them because people believe in these sayings and take their instructions and directions for granted and they believe in them more than proverbs and idioms. People might not use the whole Hadith or say, but they use part of it in their conversation; for example, 'honey brings healing or cure' as if they point out to the exact and whole Hadith (Number 5) mentioned in Appendix 1. Here, they use it as a substitute to a proverb, and they mention it as a more convincing piece of evidence for the importance of taking honey, which is an essential nutrient for boosting immunity and treatment of diseases. This, for instance, would basically reflect the positive attitude of people towards bees as a part of this ecosystem, and encourage them to deal with bees gently and look after them.

Researchers in this field have primarily used the traditional research method to perform their studies; it involves the Critical Discourse Analysis (CDA) approach; in which researchers focus on the negative impact of the modern technology and human activities in the global ecosystem and its relationship with language. Ecolinguists, therefore, used to analyze and criticize such kind of language and discourse. It "has tended to focus on the negative impacts of language in encouraging ecologically destructive behavior" (Stibbe 2018: 166). However, the contemporary approach of ecolinguistics adopts the idea of Positive Discourse Analysis (PDA) of language, in which ecolinguists identifies, explores and analyzes the reflections of the positive cultural and linguistic sayings and proverbs by encouraging and enhancing people's attitudes and behavior towards the global ecology system (Jensen et al. 2011).

Thus, by exploring and analyzing the impact of language expressions, such as proverbs and idioms on the global environment, is important but what is more important is the analysis that focuses on showing the positive effects of these language expressions on the people's belief, behaviour and attitudes towards the environment, because the main goal is to use language expressions that make a positive change to people's attitudes and behaviour towards the ecosystem not to change the language components to suit the ecology system, as some linguists have suggested. Otherwise, all measures will just stay on the surface of ecologization discourse (Fill 2001; Medriano Jr & De Vera, 2020). Therefore, changing the expressions or words of language is a superficial procedure because the deeper procedure is to change the way of people's attitudes, thinking, and behavior towards the ecosystem.

## **Research hypothesis**

This research hypothesises that the Prophet's sayings have a great effect on Muslim people's behavior and attitudes towards the ecosystem; it might be greater than the effect of idioms and proverbs. This hypothesis is proposed because the Prophet's sayings affect people's belief.

## **The Historical Background of Ecolinguistics**

Scholars agree that the history of "Ecolinguistics [or ecological linguistics] emerged in 1990s; it is a new branch of linguistics; it studies the impact of language in solving the ecological problems and challenges how language would influence people's behavior towards the environment of this universe.

Linguists and researchers have identified different meanings of the term ecolinguistics; for instance, (Steffensen and Fill, 2014: 12) defined it as "the branch of knowledge that investigates the relationship between language and socio-cultural environment where the language speakers live". Other scholars defined it as the study of "the relationship between biotic creatures, language and the natural environment which includes the land, air, water, climate, fauna, flora, etc.",( Stibbe, 2017) among others. The last definition is the main concern of this research.

## **The Significance of this Study**

This research is significant because it studies a very contemporary issue and an interdisciplinary study that tackles the relationship between language and the ecosystem. It also derives its significance from the importance of the environment state and health in this universe. Moreover, it studies a global and humanitarian issue, and it also discusses the relationship between two important knowledge fields: namely the field of language and environment with its connection with the socio-cultural aspects of the community. Furthermore, this research analyzes the Prophet (Muhammad) sayings towards an environment that are used in people's daily conversations; mainly in the Arab world as well as by all Muslims who approximately equate more than 1.8 billion in the world, from the Positive Discourse analysis approach and perspectives. The importance of conducting such research will also have social and humanitarian implications on this enormous number of people who believe in Islam in the world.

Although these sayings are primarily said in Arabic, they have been translated into many languages, as they are part of the Muslims' belief worldwide. According to a study conducted by the Pew Research Center it is estimated that in 2015, Islam had 1.8 billion believers; this

number equates to about one-fourth of the world's population. In other words, Islamic countries represent one-fourth of the global ecosystem. They speak different languages and dialects, and they are from different cultures and societies. So, it is important to attract their attention to the positive expressions used in their communication towards the global ecosystem. In addition, this research makes a linkage between language expressions, particularly the Prophet's sayings and theory of planned behavior change. So, language first works on changing the attitude, then changing behavior and the acts of people towards the environment will in turn change.

Finally, "nowadays, more and more scientists, scholars and linguists are working together trying to find an efficient way to solve these [environmental] issues. For instance, Chinese researchers or linguists are trying to "find solutions in Chinese traditional philosophy, such as ideologies between human and nature in Confucianism and Taoism"(Wang, et al. 2019: 851)and Arab researchers are also attempting to find solutions for the environmental problems in the Arabic traditions, and so on. Therefore, the current research study tries to highlight the Prophet's sayings that try to change positively people's behavior towards the global environment. To the researcher's best knowledge, there is a scarcity of researches conducted about positive discourse analysis in the ecolinguistics field in general, or in the Arabic context of the Prophet's sayings or/ and Islamic expressions in particular. This has also been confirmed by Stibbe (2018: 165), who said: "there have, however, been far fewer studies which have examined positive discourses that ... inspire, encourage, and hearten us".

### **Operational Definition of related Terms**

*Ecolinguistics*: As previously mentioned, ecolinguistics is a branch of linguistics which can be traced back to 1990s. Some scholars consider ecolinguistics as "the iterative interaction between human discourses and the natural world; others view it as the study of the ecology of language; while others suggest it deals with declining linguistic diversity"(LeVasseur 2015: 21).

However, in this study, the researcher defines ecolinguistics as a branch of linguistics that studies the impact and reflections of language on the eco-system of this universe, which are represented by language users as words, phrases and sentences in conversations and discourse, that eventually influence and manipulate the language users' behavior and attitudes towards the safety and protection of the global ecosystem; they might be positive or negative.

*Critical Discourse Analysis (CDA)*: is a “detailed examination of texts to reveal hidden ideologies that are subtly conveyed by the use of particular linguistic features” (Stibbe 2018: 175).

Whereas, *Positive Discourse Analysis (PDA)* is the “analysis of discourses that promote and respect rather than destroy or/and damage nature” (Stibbe 2018: 175)

*The Prophet’s Hadith (Sayings)*: Actually, the word or term Hadith has been transliterated into English from the Arabic one /hæ'di:θ/. In this study the words Hadith or Prophet’s sayings are considered as synonyms, and they are interchangeably used with the same meaning and reference. Hadith is considered to be “utterances, actions made by the Prophet Muhammad as well as his decisions regarding certain issues” (Batyrzhan et al. (2014: 4899). The Online Collins Dictionary defines Hadith as “the body of tradition ... about Mohammed and his followers, used as a basis of Islamic law”, and the Online Oxford Learner’s Dictionary also defines it as “a text containing things said by Muhammad and descriptions of his daily life, used by Muslims as a spiritual guide”, the plural form can be Hadith or Hadiths.

*Sunna (Sunnah)*: Online Dictionary ([www.dictionary.com](http://www.dictionary.com)) defines Sunnah (Sunna) as “the traditional portion of Muslim law, based on the words and acts of Muhammad...”, and the Islamic term Hadith as “a traditional account of things said or done by Muhammad or his companions”. Finally, the encyclopedia of Britannica defines it as the “recorded sayings of the Prophet Muhammad), it is a major source of Islamic law.

## **Review of Literature**

Ecolinguistics has been discussed by a number of linguists, such as Stibbe 2017 who focused on analyzing the language from the perspective of positive discourse analysis. He has also explained the connection between language and the ecosystem, and how language has an impact on changing people’s behavior towards the ecology system. He summarized three approaches including discourse approach which deals with linguistic features and expressions, the second approach is the cognitive one; which focuses on cognitive structures such as metaphors and the last approach gathers the people’s ideas that help in destroying the ecology system (Stibbe 2017: 501-502).

According to Wang et al., (2019: 851), there are two main research approaches, the first one is the Haugen’s approach which “believes that the ecological environment is the basic

condition of the language development” and the second approach is Halliday’s who confirms that the main goal of language in solving environmental problems can be achieved by activating the linguists’ contributions and role in the communities. The researcher of the current study also adopts this idea.

Another study conducted by Zhou (2017: 124); the researcher confirms that only a combination of “science, aesthetics, and axiology can solve the ecological crisis’ moral concerns. Serious consideration can thus be given to raising bio-ecological awareness”. The Earth’s system of the universe is composed and surrounded by layers; and it has four major subsystems or spheres: land, water, living things, and/or air. Scientifically, they are the "lithosphere" (land), "hydrosphere" (water) including seas, lakes, rivers and springs, "atmosphere" (air) and biosphere (living things). The Biosphere contains all the planet's living things including microorganisms, plants, animals and human beings (anthroposphere), according to Condie, 2005. The ecological communities are referred to as biomes they involve deserts, grasslands, and tropical rainforests (Kundu & Nawaz 2020).

Another-research has been conducted by analyzing the speech of the General-Secretary of the United Nations made in 2018 on the climate summit from the ecolinguistics perspectives, the researchers concluded that the speech “appeals for all of us to take responsibility for the earth and should immediately take practical action to settle environmental problems” (Wang, et al. 2019: 851). In this study, the researcher also stated a call to “the linguists to use ecological analysis to reflect the relationship between language and ecological phenomenon and arise people’s ecological ideology as well as lead them and change their consciousness towards nature” (Wang. et al. 2019: 855).

### **Research Methodology**

The methodology used in this research is carried out by reviewing and investigating 20 of the Prophets sayings, which having been analyzed according to the PDA principles to explore the ones that encourage, promote and respect the eco-system of the universe and its components. These Prophet’s sayings are taken as a sample and examples for this research. All the translated Prophet’s sayings in this study have been extracted from the ([www.sunnah.com](http://www.sunnah.com)) website because it is the most popular and reliable website reference of the Prophet’s Hadith. Moreover, they are analyzed according to the planned behaviour change theory by discussing and explaining how these sayings would change the behaviour, views and attitudes of people towards the ecosystem.

### ***Objectives***

This research aims at identifying and investigating a number of the Prophet sayings that tackle the eco-system and analyzing them from the perspectives of Positive Discourse Analysis (PDA) approach and principles. Another objective of this research is to shed light on the relationship between these sayings and their positive impact on people's attitudes and behaviour towards the global environment, as well as finding out their effect on encouraging people to respect and behave positively towards all the universal components, starting with human beings, animals, plants, the earth, etc.

### ***The Research Questions:***

This idea gave rise to the essential questions of this research, "do the Prophet's sayings enhance and encourage people's positive attitudes towards the ecosystem. Do they provide positive feedback and change behavior to the global ecosystem?"

### ***The sample:***

This research reviewed and analyzed 20 of the Prophet's sayings as a representative sample for this research, they include the sayings that tackle or talk about any issue of the ecosystem. Definitely, there are many more Hadiths of this type, but because of the limited scope of the research, only 20 have been reviewed and investigated, they are all listed in Appendix 1 and they are also all extracted from (<https://sunnah.com>) with their original translated version.

The Prophet's sayings are actually used in people's daily conversations and communication. People believe in them and use them as substitutes to, or beside, the cultural sayings and proverbs. They consider them more factual because they are said by the Prophet whose words are, according to the Muslims' belief, originally revealed to him from God (Allah) who created this universe and knows what is good and what is bad.

### **Findings, Analysis and Discussion**

After reviewing the Prophet's sayings (Hadiths), the researcher has listed 20 Hadiths to be the sample used for gathering the necessary data of this research, Appendix 1. In the list, the researcher has focused on the Prophet's sayings (texts or content) and not on the chain of narration because it is out of the scope of this research. The main concern and focus of this research are the Hadith texts and their use in people's daily language and conversations.



***Positive Discourse Analysis of the Prophet's sayings:*** With reference to the positive discourse analysis (PDA) of the Prophet's sayings and their relationship in the protection and maintenance of the global ecology system they can be categorized into the following groups:

***Direct positive Linguistic Expressions:***

This group includes all the linguistic expressions of the Prophet's sayings that directly and positively respect, encourage giving care and protect any element of the ecosystem including biotic elements including plants, animals, birds among other elements, and the abiotic elements including water, air and soil.

As for the biotic elements of the ecosystem, the Prophet directly encourages and urges people to keep implanting and growing tree-cuttings and sowing the land even before the doom's day, and people will be rewarded for this act, and such acts will be counted as good deeds (saying 1), and whatever is eaten from these plants by a person, a bird or an animal will be considered as a charity given to poor people (Saying 2). Palm-cutting represents all kinds of trees as it's the prototype of trees in desert. He has also encouraged to eat nigella, because it is a remedy for different diseases except death (saying 3), this can obviously be understood that he has encouraged and requested people to grow herbal plants.

Additionally, any fruit eaten or even stolen from these plants or trees will be considered as a charity for the person who has planted them. This is a positive view of this life which will be the base for hereafter life, according to Muslims' belief. All the first 3 sayings have encouraged people to keep planting these kinds of plants, give them care, and this will ultimately enhance people's positive views and attitudes of people towards the global ecosystem.

The Prophet has directly and expressively forbidden and prohibited killing bees before 1400 years without explaining the reason, but nowadays, contemporary research and scientific studies have explored why bees shouldn't be killed, not only because they produce honey, which is a very useful kind of food and remedy of diseases, but they have also other advantages, for instance, the chemical substance or venom that they excrete has medical treatment for several medical cases and diseases and it has also anti-inflammatory properties. So, the bee's sting has potential capabilities of treating different types of rheumatoid arthritis and chronic pain of such diseases, as explained and discussed in different research studies, such as Kim et al. (2019), and Ali (2012) among others.

Moreover, he prevented people from killing ants as they are generally harmless, and they praise and declare the glory of God. In this regard, Muslims believe that every creature in the universe instinctively praises and worships Allah in their way; according to the Holy Qur'an, which is

the first religious book of Islam. In Part 17 Surah Al-Israa, verse 44 states that “The seven heavens and the earth and all beings therein declare His glory: there not a thing but celebrates His praise; and yet ye understand not how they declare His glory! Verily He is Oft- Forbearing Most Forgiving!” *Yusuf Ali, Online Translation of Qur’an*.

In Hadith 3, the messenger motivates and stimulates all believers to feel sympathy and empathy with every creature and not to hurt or injure any of them. A man who quenches the thirst of a dog was rewarded by forgiving all his sins, this is a great motivation to encourage people to look after animals, feed them and give them water to drink. On the other hand, a man will be punished in Hell, if s/he imprisons an animal without feeding it, like a woman did with the cat (saying 10). The sayings promote that a person who gives water to the dog to drink, and who feeds a cat or at least let it be free in order to eat anything from outside, s/he will enter the paradise as a reward thereafter.

Furthermore, he encourages the raising and looking after horses, because good things are tied with them, this is said from the optimistic aspect, and they represent a good omen. He also prevented and forbade people to provoke animals to fight, because this would lead to injure or hurt them or being killed (Hadith 12), and even if people disfigure animals, they will have a curse, in other words, they will be punished in hell, according to Hadith (11). Any potential cause of harm or injury to people or animals in the path should, moreover, be removed, according to Hadith 13.

Mankind is the most vital living element in this universe, so it is important to be preserved and protected. In this regard, removing hurt from the path of people was confirmed in different Hadiths and has become a part of people’s faith (Hadith 13). Islam, in the Qur’an and Sunnah also prohibits killing people illegally and committing suicide, as clearly mentioned in the Prophet’s sayings (14) and (15) successively.

Moreover, for the purpose of keeping all humankind safe and preventing the spread of any infectious disease, the Prophet’s saying (number 16) has, furthermore, enhanced the use of quarantine. People should not enter or leave a land where plague breaks out. Plague here represents all communicable diseases, such as the current infection of Covid-19.

As for the abiotic or inanimate elements, according to the recommendation of ecologists, they must be kept safe and healthy. This essential idea was reflected in a number of the Prophet’s sayings, for example, it is forbidden to cause any kind of pollution to the natural resources such as water; it is also not allowed to urinate in stagnant water, which is known to be a good media for growing microorganisms and a source of diseases (Hadith 18).

Furthermore, he never blew onto a vessel of food or drink, which is a precaution and preventive measure for the spread of any disease to other people who would share eating or drinking with him (Hadith 17). The purpose of these sayings is to enhance cleanliness, avoid pollution of the environment and preserve the wellbeing of all humankind.

Finally, different sayings focus on protecting all-natural sources, avoid being extravagant and be economical in using them. For example, the Prophet recommends to be economic in spending even when performing ablution (Saying 19). It is also recommended to be economic in eating, wearing clothes and all other life activities. “One needs to be provident, thrifty and economical in spending in all abiotic components, things and natural resources” (Saying 20).

### ***The Indirect positive Linguistic Expressions:***

This part of the research discusses the second group of the Prophet’s sayings, it includes all the linguistic expressions of the Prophet’s sayings that indirectly and positively view and respect any element of the ecosystem. For example, the Prophet indirectly recommends and encourages in Hadith (4) to implant olive trees because their oil is very useful for health, it is also an effective lubricating agent for the skin, the olive tree is also a blessed tree. Planting olive trees will therefore have an impact against environmental pollution and helps in preventing the desertification process.

The same effect can be derived from Hadith (5), in which the Prophet encouraged people to eat honey, not only because it is a kind of food, but it is also a healing or treatment material and a preventive substance of diseases; it is full of useful nutrients, such as vitamins, organic sugar, enzymes among others.

Additionally, he encourages, in Hadith or saying (5. b), people to use honey as medicine for curing and healing side by side with the recitation of the Qur’an verses. By combining the importance of honey with citations from the Qur’an elevated the status of honey as a healing property. So, honey represents the physical or chemical material for the treatment of the physical part of illnesses, and the Qur’an can be used as a psychological, spiritual and morale healing source; this ultimately comes under the umbrella of psycholinguistics. The Qur’an, as previously mentioned, is considered the first source of the Islamic law. And it is the source for the Prophet’s Hadith as well. By producing such a positive attitude towards honey will help in implementing the principle of the other Hadith, in which it is prohibited to kill bees (Hadith 7 in the list).

He indirectly encourages people to raise and look after bees in the process of beekeeping or apiculture, and he forbade to kill bees (Hadith 6), not only because they produce honey, but

they have also other advantages, one of them, that they have a salient effect on the pollination of flowers, as bees are considered active flower pollinators (Biddinger et al. 2018), and another advantage is that their stings are curative of some illnesses, as previously mentioned.

To sum up, after reviewing all these sayings and their reflections on the ecology system, it is anticipated that people's attitudes and behavior towards the eco-system elements will be positive after hearing or reading these sayings as they are part of people's faith and beliefs. As previously mentioned, these Prophet's sayings are part of people's daily discourse and conversations. The change in people's behavior and attitude will also be discussed in details in the '*Analysis of the Psycholinguistic aspect*' section.

### ***The Linguistic Features and Positive Discourse Analysis***

#### ***At the phono-morphological level:***

Although the Prophet's sayings have been said in the past form, they use the present verb form with the phoneme (-s) this suffix means the present and future and reflects the infinity which means that this recommendation can be used at all times, e.g. comes, plants, in Hadiths 1 and 2 (appendix 1) successively, they are used in this form in order to give the infinite meaning and that these verbs will occur at any time. In other instances, they use the imperative form, e. g. (use olive oil...) in Hadith 4. At the phonetic and lexical level, the word /afjɫæ/ has been carefully selected, as its phoneme [ɫ] is a pharyngeal one; its articulation place reflects the deep meaning of it; this is connected with the phono-semantic phenomenon which exists in all languages. In which "that sounds have inherent meanings" (Butler 2017: 2).

#### ***At the lexical and Semantic level:***

The Prophet has chosen the words that have affective or attitudinal meaning, for example using the word /afjɫæ/ in Arabic which means distress in English (Hadith 7), such words make people sympathize and empathize with these little birds, animals or any other living creatures. They make a great sound on people's ears and affect their hearts. These sayings trigger people's emotions to feel pity and sympathy with these little creatures. So, the Prophet has selected such words intelligently and deliberately to produce this kind of effect. Semantically, it is the effective meaning of the words. That kind of words and discourse would also make a change in the society and people's behaviour towards animals, birds and other living creatures in this universe. In this regard, Martin (1999) confirmed that discourse analysts should "broaden their coverage to include... discourse that inspires, encourages, heartens; discourse we like, that

cheers us along” (pp. 51-52), this is the main idea of positive discourse analysis, in which the basic meaning of CDA meaning is extended to include the positive side of analysis.

However, the researcher argues that the present translation of the word (distress) doesn't give the exact equivalence of the original meaning of the source text and the word /afjʕæ/, because the word /afjʕæ/ in Arabic; first it is usually used with humans, second, the meaning of this word in Arabic is deeper than its English equivalent used in this translation which is only 'pain' or distress. The Arabic word /afjʕæ/ has a very emotional meaning on the hearer's ears and reflects the meaning of deep pain and sorrow together, this mainly happens when there is a calamity, tragedy or disaster, such as a loss of son, daughter, mother, etc. So, this effect has not been well-translated into English, because the words 'stress or pain' don't reflect that exact effect, it would be better to say 'severe distress or pain'.

Similarly, the word /siʕa:r/ also reflects emotional meaning, because any young or child might not be able to defend themselves, and people usually feel sympathy with them. This emotional meaning is not completely expressed in just saying 'it is young', it would be better to add 'helpless or weak young'. Using the word 'young' also means that the Prophet has considered this little bird as a human being in the sense of its feelings and emotions, and the Prophet's followers, all Muslims in the world and at all times, have to protect birds and animals in this universe and respect them and their feelings.

#### ***At the syntactic level:***

The Prophet has used all types of statements. For example, he has used the affirmative (declarative) sentences like in Hadiths (5, 13, 15), and he has sometimes used interrogative with anonymous subject, for example in Hadith (7), as he says "Who has put this bird to distress on account of its young? Return them to her..." (Book 18: Hadith 1610); in which he intends not to hurt anyone in particular. He has used in this Hadith a wh-question or information question with (who) word to refer to any person; he didn't mention the name of the doer, although he was one of them, and the Prophet might have known him. He used the interrogative form with "who" in a question pretending that he didn't know the doer. For several reasons, first, he intended to be positive and didn't want to hurt the doer directly or in particular. Second, using this kind of structure; which is namely, anonymous (wh-word) in interrogative form entails generalization, because the doer is not his main concern, but his main purpose is to teach people how to behave appropriately in this global eco-system and how to respect it.

This is a good pedagogical method, in which the teacher doesn't want to hurt the doer directly and personally. This is a pedagogical lesson, in which the teacher would use it in dealing with

misbehaviour conducted by a student in the class, the teacher has to “focus on the misbehaviour, not on the pupil personally who misbehaved” (Marciniak, 2015: 61). This way of teaching infers that anyone who misbehaves in a place at any time should not do so, must be brought back like young birds to their mother and look after birds in this world. So, it is a generalization and has become a rule.

In the same Hadith (7), he has used the imperative or command, as he said at the end of Hadith (return its young to the Red Bird), so the situation demand to use commands, he uses such kind of structure in the proper context. He has also used the same structure in (Hadiths 16 and 20). He has also used the conditional sentence form by using ‘if’ like Hadith (1, 2, 16 and 20), using this pattern of statements means this is going to happen and here it has a connection with Muslims’ belief in hereafter life and doomsday, for which they worship and gather good deeds to win the paradise. This will enhance and promote people’s positive attitudes and behaviors towards the global eco-system, because this has become part of their belief.

In Hadith (9), he has used a short story in order to let people feel sympathy and empathy with living objects , namely, animals, such as dogs, because they suffer, get hungry and thirsty as human beings do. People who do this will be rewarded and their sins will be forgiven, and they will be appreciated by Allah. So, such Prophet’s sayings encourage people to have positive view and attitudes to all living creatures in this universe.

The Prophet’s sayings use the present form or tense in the sentence in order to present facts and it refers to infinite time as well. He has forbidden and prevented acts and behavior that would help in polluting the water resources by preventing people from excreting their faeces or/ and urine in wells or in static water basins, where water is not running. It is worth noting that there were no waste management or water treatment stations at that time. This measure helps in preventing pollution and its complications associated with human health.

### ***Analysis of the Psycholinguistic aspect:***

This section discusses the connection between the Prophet’s words and sayings as linguistic expressions and their impact on changing psychologically people’s attitudes and behavior. For example, the second Prophet’s saying (Appendix 1), in which the Prophet affirms that if the Final Hour comes while s/he intends to plant a tree before the Hour comes, they should plant it. This is a kind of what is called “Positive Behavior Support, at the institutional level, this kind of support should be developed in order to implement an efficient and systematic policy of reducing disruptive behaviors” (Därjan & Mihaela 2014: 35), and change it into positive behavior.

Moreover, according to the theory of planned behavior, behavior depends on the intention of person to carry out the behavior, which is determined by an individual's attitude that is built up on the beliefs and values about the targeted behavior. In short, the process of the planned behavior theory can be summarized in the following steps:

Change people's attitudes (belief)  $\Rightarrow$  Change the intention  $\Rightarrow$  the behavior will change

\*This figure is Adapted from (Ajzen 1991).

The Prophet has used this principle of the planned behavior theory before it was proposed. First of all, the belief has to be changed; then, this will result in changing one's behavior. In other words, one's attitude should be positively changed in order to come up with a positive behavior to the global eco-system.

In the pre-Islamic era, which is also called the era of ignorance, people used to kill each other for trivial things, tribes used to fight each other for any reason or without any specific reason. They have used to kill their daughters or sons because of poverty and for ethical reasons. A person who is used to killing people, he will find it easier to kill animals, birds, cut down trees and destruct the ecology system. In this regard, and for the purpose of protecting mankind who comes at the top of the hierarchy of the ecology system in this universe, the Prophet forbade to kill any person unlawfully or commit suicide, these are considered major sins that their doers will be emersed in Hell, according to Muslims' belief (Hadith 14 and 15, appendix 1).

Finally, it is important to keep ~~the~~ natural resources and not consume them excessively, so he encourages people to use the natural resources economically and not to be extravagant, he taught his companions even to be economic in using water for ablution. One doesn't normally use more than 2-3 liters in ablution and the Prophet's saying (20) also encourages people to eat, buy clothes and give to charity, but without extravagance or spending more than it is necessary. In this regard Stibbe (2018: 176) asks a question: "Is the goal to reduce consumption by the rich while the poor increase their consumption, or for everyone to reduce consumption? The answer could be that consumption has to be reduced to a minimum in all aspects and purposes. "The promise of ecolinguistics is that it can identify the linguistic patterns from positive discourses that inspire respect and care for the natural world" (Stibbe 2018: 174). To sum up, this promise or aim has been fulfilled by the Prophet's saying, as previously discussed.

## Conclusions and Recommendations

From previous analysis of the Prophet's sayings, one can easily notice that there is usually a reward if people do positive acts towards any component of the global eco-system; their acts will be counted as good deeds and therefore achieve paradise in the hereafter life. For example, the person who *quenched the thirst of the dog* (*Hadith 9, Appendix 1*), he was rewarded with forgiveness from Allah of all his sins. This is the answer to the main question of this research that is previously stated in the introduction section. In this context, this current study revealed that the Prophet's sayings have focused on changing the people's attitudes and behavior towards the ecosystem positively. In other words, they have encouraged, promoted, and respected the positive attitudes and behavior of people towards the global environment. They have not only focused on the prohibition of bad behavior, but they have promoted, enhanced and encouraged positive acts of human beings towards the universe components in order to change their behavior and attitudes positively in accordance with the theories of behavioral change.

Some scholars have suggested to change the lexicon of a language in order to suit the ecolinguistics principles (Shultz, 2001: 112). By this suggestion or call, they are implementing the prescriptive approach of linguistics which is not preferable by most of linguists. According to Stibbe's opinion (2018), "It is not necessary to invent artificial new expressions to create positive ways of speaking and writing about the world that inspire people to protect the ecosystems that support life" (Stibbe, 2018: 168); this means that linguists and scholars have to deal with the existed expressions in the language and try to explore and identify those expressions that positively view the global system.

Although the researcher agrees with Mühlhäusler's (2001) with the idea that language appears to be deficient in different areas; such as referential and social adequacy, but the researcher of the present study argues that language can develop itself and change according to the speakers' development and needs in this world. For example, in the Prophet's sayings, the Prophet has made a linkage between language and the social needs, so he utilized the language, as it is, to serve the society; this is the sociolinguistic aspect of language. So, the language was used properly to change people's behavior from the ignorant and atheist society's behavior, attitudes and thinking to a more civilized one. One of the Prophet's aims was to transfer people who used to bury their daughters and sons alive fearing of poverty to a society who consider such acts as inhumane and being in hell.

Indeed, it is important to highlight the linguistic expressions that focus on forestation, deforestation and having a world green, but it, meanwhile, should not forget the core element of



this globe which is the human being. The active and intellectual agent in this world is the human being, and human beings are responsible for the development of this universe. So, if they behave positively in this world the world will be positive. All world components are intertwined with each other, forestation is linked with water, air pollution and conjunct with the health of human beings. The spread of all recent infectious diseases, such as SARS, MERS, AIDS and Covid -19 are also all linked with people's behavior, acts and attitudes. One can easily notice from the current experience of Covid-19 that human acts and behaviors have played the main role in the rapid outbreak of the disease, increased the lethality rate, all happen in overcrowded areas and cities because of the direct contact between people. Thus, the researcher's point of view regarding the ecosystem is to concentrate and look after every element of the eco-system including living and non-living elements.

Moreover, expectedly, the Islamic expressions, terminology and the Prophet's sayings have had the same impact on other languages; such as Urdu, Hindu, Malaysian language and their speakers, as Islam is directed not only to Arabic speaking people, it exceeds that to include non-Arabic speaking Muslims who live in these countries, such as Indonesia, India, Malaysia, Pakistan and every Muslim who lives anywhere in this world, for example, United States of America, United Kingdom, Australia, European countries among others. Thus, it's worth mentioning that the researcher recommends conducting such pieces of research in other languages; such as Urdu, Hindu... This gives rise to state a recommendation to all Eco linguists who are interested in this field to focus on the linguistic expressions that would change attitudes and behaviours of people towards the eco-system. This can be achieved through connecting language with psychology from the psycholinguistics perspectives.

In conclusion, changing human behaviors, attitudes and acts towards our global environment could happen through exploring the linguistic expressions that help in promoting and enhancing people's behavior towards the eco-system, language will ultimately change in accordance with positive people's thoughts, views and attitudes of this world. For example believing that imprisoning a cat without giving it food or water will end up in hell, or quenching the thirst of animals will lead to paradise, this will definitely guide people to positively act with the biotic and abiotic elements of the globe.

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\*Appendix 1: List of the Prophet's Hadiths

SN	The Prophet's Saying	Ecolinguis-tic Meaning & Function	Source
1.	Anas ibn Malik reported that the Prophet (PBUH) said, "If the Final Hour [doomsday] comes while you have a palm-cutting in your hands and it is possible to plant it before the Hour comes, you should plant it."	Encourages planting & growing plants	Book 27, ( <u>Al-Adab Al-Mufrad</u> ), Hadith 479
2.	Jabir (May Allah be pleased with him) reported: Messenger of Allah (PBUH) said, "When a Muslim plants a tree, whatever is eaten from it is charity from him and whatever is stolen is a charity and whatever is subtracted from it is charity". Another narration says: "If a Muslim plants a tree, or sows a field, and men and beasts and birds eat from it, all of it is charity from him".	Encourages planting	Book 1, (The Book of Miscellany), Hadith 135
3.	Abu Huraira reported that he heard Allah's Messenger (PBUH) saying: Nigella seed is a remedy for every disease except death.	Encourages planting	Sahih Muslim: Book 32, Hadith 6270
4.	The prophet (PBUH) also said: "Use olive oil in cooking and rubbing (on the body) because it is from a Mubarak tree".	Encourages planting	Book 25 ( <u>Shama'il Muhammadiyah</u> ) » Chapter 25. Hadith 150
5.	In another (Hadith)saying: It was narrated from Abu Hurairah that the Messenger of Allah (PBUH) said:	Encourages looking after animals	a. Book( Sunan Ibn Majah » Chapters

	<p>“Whoever eats honey three mornings each month, will not suffer any serious calamity.”</p> <p>It was narrated from ‘Abdullah that the Messenger of Allah (pbuh) said:  “‘You should take the two that bring healing: Honey and the Qur’an.”</p>		<p>on Medicine) Vol. 4, 31, Hadith 3450</p> <p>b. Book( Sunan Ibn Majah » Chapters on Medicine) Vol. 4, 31, Hadith 3452</p>
6.	<p>Ibn ‘Abbas said:  “‘The Messenger of Allah (pbuh) forbade killing four kinds of animals: Ants, bees, hoopoes and shrikes.”</p>	<p>Encourages looking after animals</p>	<p>Vol. 4, Book 28, (Sunan Ibn Majah » Chapters on Hunting ) Hadith 3224</p>
7.	<p>Ibn Mas'ud (May Allah be pleased with him) reported:  We were with the Messenger of Allah (pbuh) in a journey when he drew apart (to relieve nature). In his absence, we saw a red bird which had two young ones with it. We caught them and the red mother bird came, beating the earth with its wings. In the meantime the Prophet (pbuh) returned and said, "Who has put this bird to distress on account of its young? Return them to her...</p>	<p>Encourages looking after animals</p>	<p>Book 18, ( The Book of the Prohibited actions) Hadith 1610</p>
8	<p>It was narrated that Jarir said:  "I saw the Messenger of Allah twisting the forelock of a horse with his two fingers, and saying: 'Goodness is tied to the forelocks of horses until the Day of Resurrection..."</p>	<p>Encourages looking after animals</p>	<p>Vol. 4, Book 28 Sunan an-Nasa'i » The Book of Horses, Races and Shooting, Hadith 3602</p>
9.	<p>Abu Hurairah (May Allah be pleased with him) reported:</p>	<p>Encourages looking after animals</p>	<p>Book 1 (The Book of Miscellany <u>Riyad</u></p>

	<p>Messenger of Allah (pbuh) said, "While a man was walking on his way he became extremely thirsty. He found a well, he went down into it to drink water. Upon leaving it, he saw a dog which was panting out of thirst. His tongue was lolling out and he was eating moist earth from extreme thirst. The man thought to himself: 'This dog is extremely thirsty as I was. So, he descended into the well, filled up his leather sock with water, and holding it in his teeth, climbed up and quenched the thirst of the dog. Allah appreciated his action and forgave his sins". The Companions asked: "Shall we be rewarded for showing kindness to the animals also?" He (pbuh) said, "A reward is given in connection with every living creature".</p>		<p>as-Salihin), Chapter 10, Hadith 126</p>
10.	<p>Ibn 'Umar (May Allah be pleased with them) said: The Messenger of Allah (pbuh) said, "A woman was punished in Hell because of a cat which she had confined until it died. She did not give it to eat or to drink when it was confined, nor did she free it so that it might eat the vermin of the earth."</p>	<p>Encourages looking after animals</p>	<p>Book 18, (Riyad as-Salihin » The Book of the Prohibited actions), Hadith 1600</p>
11.	<p>It was narrated that Ibn 'Umar said; "I heard the Messenger of Allah say: 'May Allah curse the one who disfigures an animal.</p>	<p>Encourages looking after animals</p>	<p>Vol. 5, Book 43 (The Book of ad-Dahaya (Sacrifices), Hadith 4447</p>
12.	<p>From Mujahid from Ibn 'Abbas who said: "The Messenger of Allah (pbuh) prohibited instigating fights between beasts."</p>	<p>Encourages looking after animals</p>	<p>Vol. 3, Book 21 (Jami` at-Tirmidhi), Hadith 1708</p>

13.	It is narrated on the authority of Abu Huraira that the Messenger of Allah (may peace and blessings be upon him) said: Faith has over seventy branches or over sixty branches, the most excellent of which is the declaration that there is no god but Allah, and the humblest of which is the, removal of what is injurious from the path: and modesty is the branch of faith.	Protecting humankind	Vol. 9, Book 83 (Sahih al-Bukhari » Hadith 3
14.	Narrated `Abdullah bin `Umar: One of the evil deeds with bad consequence from which there is no escape for the one who is involved in it is to kill someone unlawfully.-	Protecting humankind	Sahih Muslim 35, Book 1, Hadith 60
15	Narrated Abu Huraira-: The Prophet (pbuh) said, "He who commits suicide by throttling shall keep on throttling himself in the Hell Fire (forever) and he who commits suicide by stabbing himself shall keep on stabbing himself in the Hell-Fire."	Protecting humankind	Vol. 2, Book Sahih al-Bukhari » Book of Funerals (Al-Janaa'iz) 23, Hadith 446
16.	Usamah bin Zaid (May Allah be pleased with him) said: The Prophet (pbuh) said, "If you get wind of the outbreak of plague in a land, do not enter it; and if it breaks out in a land in which you are, do not leave it." -	Mankind safety and prevention of infectious diseases	Book18, (Riyad as-Salihin The Book of the Prohibited actions), Hadith 282
17	“The Messenger of Allah (ﷺ) never blew onto his food or drink, and he did not breathe into the vessel.”	Environment Cleanliness and prevention of infectious diseases	Vol. 4, Book 29 Sunan Ibn Majah » <u>Chapters on Food</u> , Hadith 3288



18	Jabir (May Allah be pleased with him) said: The Messenger of Allah (pbuh) forbade urinating into stagnant water.	Environment Cleanliness and prevention of infectious diseases	Book 2 (Sahih Muslim » The Book of Purification), Hadith 553
19	It was narrated from 'Abdullah bin 'Amr that: The Messenger of Allah passed by Sa'd when he was performing ablution, and he said: 'What is this extravagance?' He said: 'Can there be any extravagance in ablution?' He said: 'Yes, even if you are on the bank of a flowing river.'	be economical in using natural Resources	Vol. 1, Book 1 Sunan Ibn Majah » The Book of Purification and its Sunnah, Hadith 425
20	It was narrated from 'Amr bin Shu'aib, from his father, that his grandfather said: "Eat, give charity and clothe yourselves, without being extravagant, and without showing off."	be economical in using natural Resources	Vol. 3, Book 23 Sunan an-Nasa'i » The Book of Zakah, Hadith 2560

\*All these prophet's sayings with their original translated version are extracted from <https://sunnah.com>,



**Teaching English for Professional Communication:  
Future Challenges, Developments and Implications**

**Dr. Mahdi R. Aben Ahmed**

Assistant Professor of Composition and Applied Linguistics, Jubail English Language and  
Preparatory Year Institute, Education Sector, Royal Commission in Jubail

[mha1121@hotmail.com](mailto:mha1121@hotmail.com)

**Biodata:**

**Mahdi Aben Ahmed** is an assistant professor of English Composition, Communication, and Applied Linguistics at Jubail English Language and Preparatory Year Institute at Royal Commission in Jubail. He holds a PhD in Composition and Applied Linguistics, MA in English Studies and Communication, and a Graduate Certificate in TESOL. His research interests include professional communication, intercultural communication, English for Specific Purposes, second language teaching and acquisition, and workplace literacy.

**Abstract**

English for professional communication skills is more vital today than ever before because students need to adapt to their respective workplaces which have become global, technological, multicultural, and multidisciplinary. Due to advances in technology, the growth of globalization and workforce diversity, the economic expansion, and the increasing use of teams in the workplace, students need to have effective professional communication skills to meet these challenges. Hence, teachers of professional English communication need to introduce new theories and build new teaching methodologies and approaches to the pedagogy of professional communication to meet the challenges of communicating in global, diverse and technological environments. This paper discusses the past and present states of professional communication teaching. More importantly, it presents and reacts to new challenges we face today, projects future developments, and introduces some suggestions to improve teaching English for professional communication.

## **Introduction**

Good communication plays a very significant role in the interaction between people of different nations. Effective communication between the teacher and his students, merchant and his customers, etc leads to better agreement, There are some barriers to good communication such as the use of jargon words, using odd and difficult words, arrogance, and the frequent interruptions while speaking.

The appearance of ESP phenomenon is due to several events and trends, especially the years that followed World War II which witnessed exceptional worldwide development of science, commerce and technology, which created a huge demand for an international language,(professional communication). This is due to the growing economic power of the United States of America, consequently, the means of international communication is granted to English. After the second world war, the changes steered to the appearance of a new generation who must be in dire need of learning and using English in specific settings, e.g. businessmen to carry out their businesses, doctors to keep in touch with recent advances in medicine, scientific researchers to do their books and articles via English, (Littlewood& William, 1981; Lesiak-Bielawska, 2015)

As mentioned above The communication environment is undergoing profound changes, and our students will be affected by many transformations. Some of the most significant changes and transformations include the advances in technology, the information-overloaded environment, the growth of globalization, the diversity of workforces, the global competition, the economic expansion, and the increasing use of teams in the workplace. Chamberlin (2002) emphasized that it is not solely the responsibility of students to look for ways about how to be professionally and interculturally competent, but it is also the responsibility of the teachers to guide their students to acquire more language skills and cultural knowledge to become better communicators in professional and intercultural contexts. Thus, professional communication teachers should work hard to meet these transformations, find better teaching methodologies and techniques, and adapt the curriculum to the challenges of communicating in an expanding and increasingly diversified, technological, multicultural, multidisciplinary and global communication environment to prepare their students for this new communication environment.

Guffey and Loewy (2011) noted that one of the obstacles that our students face in this new communication environment is misinterpretations when they deal with people from different cultural backgrounds (p. 94). Both native and non-native speakers of English face this obstacle, and they must be professionally and interculturally competent to break down the barriers of

communication in today's global, multicultural and multidisciplinary communication networks. TESOL pedagogy assumes that "awareness of cross-cultural and linguistic differences, world views, and beliefs and values leads to understanding and change in communicative behaviours" (Chamberlin, 2002, p. 1). Likewise, professional English communication teachers aim to increase the students' awareness of other cultural aspects of communication to reduce misunderstandings when dealing with people from other cultures. In addition, it will help future professionals to achieve success in today's workplace and communicate effectively with a wide variety of people and audiences internally and externally. Internal communication refers to the exchange of information and ideas within the organization such as memos, e-mail, printed reports, and face to face exchanges, while external communication refers to the exchange of information and ideas outside the organization such as virtual communication, letters, newsletters, and Internet web pages (Varner & Beamer, 2011).

Bovee and Thill (2011) emphasized that effective communication skills deliver a variety of important benefits for communicators and their work environments:

- Quicker problem solving
- Stronger decision making
- Increased productivity
- Steadier workflow
- Stronger professional relationships
- More compelling promotional messages
- Enhanced professional image
- Improved responses from colleagues, employees, supervisors, and other important audiences (p. 3).

The importance of communication in professions explains why we should work to improve our communication skills and why professional communication teachers should develop new teaching methodologies and techniques. Whatever position we have in the workplace, our performance will be judged mostly by our ability to communicate. If we communicate effectively, we are more likely to be rewarded with advancement. Improving our professional communication skills will improve our chances for success in professions.

## **Methodology**

In this paper, the researcher defines some key terms in professional communication. Then, the researcher discusses the evolution of professional communication teaching and how the teaching of professional communication has changed over the past and present. Then, the researcher projects future challenges and introduces some suggestions to develop English for professional communication teaching. In addition, he dedicates a section on the implications and another section on the limitations of the study. Throughout this paper, he identifies the need for change to meet future challenges and suggest some considerations to promote the teaching of English for professional communication.

## **What is English for Professional Communication?**

Historically, professional communication derives its roots from several theories including communication, rhetorical, cultural and linguistic theories (Spigelman & Grobman, 2006). Blyler (1995) discussed in her article *Research as Ideology in Professional Communication* that researchers seek to expand professional communication theory to include concerns with praxis and social responsibility. Professional communication blends together pedagogical principles of communication, rhetoric, technology, and software to improve communication in various settings such as technical writing. According to Locker (2003) professional communication and professional writing (hereafter termed professional communication) “have more frequently come to mean any communication in the workplace, principally business and technical communication” (p. 122). As a result, this discipline is closely related to the fields of technical communication.

Moreover, English for professional communication is also one type of English for Specific Purposes (ESP) since it helps learners to perform specific activities for specific purposes of communication. Generally speaking, ESP courses are related to the learners’ disciplines or occupations in terms of topics, activities, and vocabulary, and might be limited to specific skills needed in the workplace such as writing, speaking negotiation, or intercultural communication skills. These characteristics are in lines with the purposes of teaching English for professional communication to meet the immediate and objectives needs of the learners. Belcher (2006) defined ESP as a field concerned with “teaching to the perceived needs and imagined futures in worlds of work, study, and everyday life” (p. 133). The language specificity has been also used as a defining trait and an important aspect of ESP. According to Orr (2002), “specific-purpose English includes not only knowledge of a specific part of the English language but

also competency in the skills required to use this language, as well as sufficient understanding of the context within which it is situated” (p. 1).

Generally speaking, professional communication is the scholarly study of use, adaption, and creation of languages, symbols, and signs to conduct activities that satisfy human needs. It encompasses written oral and visual communication. Professional communication teaches people how to create and write effective professional messages such as letters, memos, email messages, reports, proposals, blogs and online presentations. It emphasizes the proper forms and correct use of English. Moreover, it helps students to improve their verbal and nonverbal communication skills. This discipline helps people to discover how to collaborate in teams, and communicate in the age of information. Professional communication also helps students to communicate effectively amid advancing technology and how to communicate globally and within a culturally diverse workforce.

More importantly, Savage (1999) stated that “professional” is an acceptable term and has won the terminological debate in English departments and the literature (p. 371). The term “professional” provides flexibility that allows faculty members to shift focus among various aspects of workplace communication, including technical writing, online communication, intercultural communication, and other forms of occupational communication.

### **The History of English for Professional Communication Teaching**

Teaching professional communication as a formal discipline originated in the United States (Locker, 2003). According to Rentz (2001), “More English departments offered professional writing courses, in fact, than courses in the history of the languages, literary criticism and theory, women writers, or ethnics and minority literature” (p. 186). Professional communication has established itself as an important subject area and has become a popular and fast-growing part of English departments and other communication programs.

Professional communication is usually taught by English professors, especially those who have expertise in composition and rhetoric. In the past, the main teaching purpose was to teach the American students how to communicate effectively in the American communication environment. Richardson (2003) pointed out that professional communication in the early years focused on the study of rhetoric in the writing of letters and memos with emphasis on the correct use of English grammar and writing rules.

Faber (2002) mentioned that teaching how to communicate in the professional genres of specialized fields was outside the considerations of professional communication teaching during the early years (p. 307). In the past, the communication environment was simple,

homogenous, and stable. Additionally, one language was enough to be used in encoding and decoding messages. The textbooks and examples used in teaching were focused on teaching effective communication in the United States and were geared toward native English speakers. There was a fit between what was taught and what could be applied by practice by professional communicators. Consequently, teachers of professional communication focused on basic writing skills and general communication processes, and they were not required to be experts in other professional disciplines and genres.

Although the early years of professional communication teaching provided a foundation that we use today to guide our present teaching, it provided incomplete and limited perspectives on the teaching of professional communication in a global, multicultural, multidisciplinary, and technological communication environment. In the past, the focus was on teaching American students how to exchange professional messages within the context of an American communication environment in which the communicators shared a common background context (linguistic, cultural, economic, social, political, legal, physical and technological).

### **The Present State of English for Professional Communication Teaching**

The researcher believes that the present period represents a transitional stage in which we are learning how to adjust our teaching methods to better suit the realities of an ever-evolving and more complex, globalized, and multidisciplinary communication and teaching environment. With the economic expansion to all parts of the world, communicators are faced with the prospect of encoding and decoding an ever-larger volume of more diversified messages. Porter (1985) argued that in this environment, individuals increasingly interact directly and indirectly in interconnected global communication networks. This means that their messages may undergo multiple translations through various national languages as they travel “upstream, midstream, and downstream within an organization as well as horizontally across organizations and with other institutions” (p. 277).

The exchange of field knowledge that is coded in professional or field-specific genres further complicates this translation process. As professionals increasingly use more complex and distinctive professional genres, communication barriers are created as these professionals interact with professionals from other disciplines and with nonspecialists (Bhatia, 2014). Consequently, messages have to be concurrently translated into many national languages and professional genres and adapted to the competency levels of communicators in the translation process.

Constant advances in communication technologies mean not only that the volume of messages exchanged has increased rapidly but that messages can be exchanged at significantly lower transaction costs. In this global environment, individuals representing different cultures and possessing various levels of genre, subject knowledge, language, and culture competency send and receive messages that not only cover an entire range of subject complexity (from the most simple to the most complex) but also need precise wording (from low importance to mandatory).

The concurrent migration of workers and the international relocation of production facilities and international organizations have created multilingual and multicultural workforces. As Huckin (2002) observed, today's marketplace has been globalized and workers increasingly work in global virtual teams and communicate in global networks. The migration and diversity of workers, the relocation of international organizations, and the growth of globalization have increased interactions between diverse local and global discourses and contexts, and "local communication events can easily take on global significance and vice versa" (Starke-Meyerring, 2005, p. 481). They have also created the need to communicate more efficiently and effectively in multiple languages and face-to-face communication.

To succeed in a global and multidisciplinary communication environment, communicators will have to learn how to take into account and adjust to linguistic and cultural differences and competencies. Technical advances in communication technology will speed up and broaden the media options as well as lower the transmission cost of electronic messages. Advances in technology, in general, will create the need to accurately and precisely transfer complex technical information that is coded in distinctive professional genres that are increasingly differentiated from general language. This means that in an ever-widening variety of communication situations, communicators are directly or indirectly exposed to an array of cultural differences, information exchange possibilities, and communication dynamics, which further require them to adjust to the competency levels of their communication partners.

To communicate effectively in such an environment, communicators must learn how to (a) use the new technologies and media and (b) interact from varying competency positions in a different language, cultural, and communication environments. As teachers of professional communication, we must learn how to teach in this changing communication environment. In this environment, the basic communication process and underlying communication process remain constant but individuals are communicating via other technological tools in addition to letters, memos, and face-to-face meetings. Our challenge is to teach students how to cope with



and communicate in this increasingly complex and diverse global, multidisciplinary communication environment.

In sum, the present transitional period can be divided into two stages. The first stage of the transition was the adaptation of American materials to different environments around the world. The second stage of the transition involves the initial attempts to adapt to and adjust teaching methods to help students develop skills and competencies to better communicate in a more interdisciplinary, multinational, and global environment.

### **What Does the Future Hold?**

Now, I will talk about future challenges and opportunities that we will face as professional communication teachers. In this increasingly global, technological, multicultural and multidisciplinary communication environment, we need to introduce a new theory and build new teaching approaches into our pedagogy while continuing to keep the fundamentals of effective professional communication. Couture (1992) and Savage (1999) discussed largely the concepts of professional communication and professionalization and presented a theoretical framework for these two concepts. However, their theoretical framework continues to have little influence on what scholars in rhetorical studies call “professional” in their research and pedagogy. The framework of professional communication that has been developed in the past and present periods may now be used as the platform from which to broaden and enhance our discipline and our teaching.

We should also take into account the advances in communication technologies, even more, complex knowledge in the professional genres, and the need to adjust messages to the varying competency levels of communicators as messages are translated across national languages and professional genres. Our challenges to the future are to learn how to communicate in an information-overloaded environment, how to encode and decode messages within communicators at varying competency levels, and how to use and choose among communication media and technologies.

A key factor in the need to adapt to and embrace the future is the advancements made in technology. Current technologies are influencing not only the way professions communicate globally but also how teaching, learning, and research are done collaboratively. The next challenge is how to incorporate new technologies into the way we deliver courses to a mass audience in ways that will enhance teaching and learning efficacy as well as providing instantaneous feedback to students.

## **Future Developments for Professional English Communication Teaching**

I believe that there are seven suggestions we should take into consideration as we move into the future.

### **1. Research Contribution and Input**

The knowledge and theory base that we will have to teach will continually expand as professional communication researchers discover how to better communicate in specific situations and how to accomplish specific tasks, with communicators at varying competency levels. With continuous research input, we will be able to keep professional communication teaching relevant and related to the ever-changing and evolving global environment. New frameworks and models may be needed to organize this knowledge so that we will be able to generalize the research findings into principles and guidelines that can guide communication practice. New research findings can be integrated into these frameworks and models so that, in the process, our knowledge and theory base can be continually updated, kept relevant, and made usable and operational. Briefly, professional communication research can play an increasingly important role in the future and can become even more tightly integrated with teaching. Research results and new models can expand the subject areas of professional communication and keep what we teach related to real-world communication.

### **2. Cases Developing and Skills Enhancing**

Developing communication skills will become an ever more central focus of our teaching responsibilities. We need to develop exercises, projects, and cases so that students can apply communication theory and use communication technology as they learn to communicate in the multidisciplinary global communication environment. Teaching new theories and models without the associated application materials will lead students to see the field of professional communication as abstract and irrelevant. Thus, we must develop cases and materials that build skills and illustrate theory.

### **3. Institutional Collaborations**

Teaching and research collaborations can facilitate the development of the discipline and improve our effectiveness as teachers. We should work within our discipline with teachers from other cultures and countries. However, we should also work outside our discipline with teaching professionals in other fields such as engineering, medicine, and business to provide exposure to the knowledge bases and professional genres in different professional fields. These collaborations will allow us to undertake research and teach projects that we could not do individually but also place us in a collaborative and supportive environment to guide our development as researchers and teachers. Institutions will inform their teachers with the recent

trends in professional communication and will be a guide for providing professional development to the curriculum and school staff.

#### **4. Exploring Workplace Communication Needs**

There is a considerable number of studies on business communication needs of today's workplace in English speaking countries (Crosling & Ward, 2002; Razak, Ahmad, Suhaimi, Saidin, & Mahda, 2020; Tanner, 2008), yet few research studies have addressed the English business communication needs of English as Foreign Language (EFL) workplaces (Kuiper, 2007; Worley & Dyrud, 2007; Al-Ghamdi & Alrefaee, 2020). Moreover, several scholars have pointed out that there is a danger in the reliance on the intuition of authors of textbooks about business communication activities and needs of the EFL workplace environment rather than reliance on research and needs analysis of these in this EFL context (Basturkmen, 2006; Belcher, 2006). Hence, there is a need to explore the gap between the EFL workplace communication needs and the ESP teaching, materials, and methods used in EFL universities (Le Vo, Wyatt, & McCullagh, 2016).

#### **5. Constant Activities**

Activities should focus on developing research projects, disseminating research results and sharing effective and successful teaching approaches. Moreover, we should present national and international conferences, workshops, seminars, and forums. Memberships should be from different cultures and countries to exchange experiences, develop research projects and share good teaching practices.

#### **6. Multicultural Perspectives**

Varner and Beamer (2011) illustrated that nowadays virtually all professional communication is international in some sense and these teaching materials must represent the challenges of cross-cultural exchange that our students can expect to face at work, and they insisted that professional communication training that does not include an intercultural component is inadequate. Therefore, as distances are abridged, people from different cultures need to communicate with one another. To achieve this goal, teachers should integrate cultural pedagogies into their teaching. These cultural pedagogies may be based on the most salient features of multiple cultures which are crucial for professional communication. Grobman (1999) mentioned that "Adding multiculturalism could...transform the professional communication classroom into a contact zone where cultures meet, clash, and grapple with each other" (p. 428). A multicultural perspective will bridge the gap between composition and professional communication studies.

#### **7. Technological Advancement**

In the past few decades, the world has achieved considerable advancement in technology. Technology is becoming an inevitable part of our daily life. If we have to meet the challenges of today's technological advanced world, we have to introduce technology in professional communication pedagogy. It will not only enhance the teaching profession, but it will also increase the pace of development of professional English communication skills.

These seven suggestions discussed above are crucial for our future development as teachers of professional communication. Toward the future, I feel that most of us are in the transitional stage in terms of our professional communication teaching practices. The challenge for us is how to move into the future stage when we are still learning how to adjust our teaching to better suit the realities of an increasingly complex and diverse global communication environment. As teachers of professional communication, we should focus on developing and training our students to adapt and communicate effectively in current and future communication environments. We should work to develop the students' skills to interact in multilingual and multicultural environments in which individuals have different levels of language proficiency and use different professional genres, to adjust to the varying linguistic and cultural competencies of their communication partners, and to use communication technologies effectively.

As a result, the major challenges we face as teachers of professional communication include the need to integrate new knowledge and technology into our teaching while showing how this knowledge and use of technology is related to and is consistent with the fundamental principles and process of professional communication. Second, we must focus on skill-building so that our students can use their knowledge to guide them toward becoming more effective communicators.

Third, we should become engaged as researchers, contributing to the knowledge and theory base of our professional communication discipline. To meet these challenges, we need to make every effort for a balance of stability, continuity, and change. Our goal should be to provide students with skills, abilities and knowledge bases to communicate in an increasingly complex and diverse global communication environment. This skill set would mean that communicators develop the ability to adapt their communication strategies and methods to fit different situations and tasks as well as the varying linguistic and communication competency levels of their interlocutors.

## **Implications**

The introduction of professional English communication skills into mainstream pedagogy will produce skilful professionals in different disciplines. The professional English pedagogy is practical and will enhance international communication. For TESOL, a good language learner is not only defined by linguistic achievement, but also by participating effectively in various communities and conversations (Lave & Wenger, 1999; Norton & Toonhey, 2001). As a result, professional English communication helps the English language learner to communicate globally and within a culturally diverse workforce. It will be a very effective course for undergraduate and graduate students all over the world, especially those who learn English as a second or foreign language to develop their written and oral English communication skills. For example, English in Saudi Arabia is available as a service course, or as an elective subject, or as a major at the university level. Unfortunately, the Saudi students' professional achievement in many cases is unsatisfactory because the first objective of English teaching in Saudi's universities is the mastery of general English. Because of the vast development that Saudi Arabia is undergoing, I believe that there is an urgent demand for professional communicators who can carry out effective professional and intercultural communication. As a result, teaching professional English communication in Saudi universities will enhance the students' communication skills and will bring more benefits to the Saudi communicators and Saudi Arabia at large.

Furthermore, students in programs with a language or international focus (i.e., languages, commerce, and business) may benefit most from professional English communication. Professional English communication is practically useful for international students who major in English and want to improve their general proficiency in the English language for use in business or industry. Moreover, it is also helpful for international students with a degree in a non-English major but who want to enhance their English verbal communication and writing skills. Also, the students will develop an appreciation of English and other cultural traditions. For composition, adding the international and multicultural perspectives in professional English communication can inform issues of audience analysis in composition. Students will also gain extensive experiences in rhetoric and professional communication and know how to write in a different genre of professional communication.

### **Limitations**

One of the limitations of this study is that it is a theoretical study. empirical studies are needed to validate these claims. The limitations of this study also bring forth some fruitful and interesting possible avenues for future research that might be needed concerning the theme of

the study i.e future studies might study the utilization of professional communication regarding other themes such as English for Academic Purposes (EAP), English for Occupational Purposes (EOP) or English for Professional Purposes (EPP). The most important avenue for future research obviously lies in continuing the elaboration and development of professional English communication teaching and developing a theoretical framework for ESP teacher training in order prepare them to teach English for professional communication (Pham & Ta, 2016).

Moreover, another limitation of professional English communication might be that students must be advanced language learners or have at least basic verbal and written skills of English to learn and understand the complex subjects of professional communication. Otherwise, professional English communication cannot be taught and might be difficult and not relevant to the students' needs and desires.

Also, the researcher has found that most of the articles and studies the researcher reviewed call for further research to define more precisely the characteristics of professional writing and communication. Other researchers did not discuss the appropriate content and issues that basic or advanced professional English communication courses should cover.

## **Conclusion**

I would like to conclude with how I envision and foresee the future of teaching of professional English communication. Professional English communication should be seen as a universal or global product but taught in line with local practices and environmental factors. Wherever we teach professional communication, we should also take into account the local cultural traditions and local religious instructions. Teaching adaptations and new techniques need to be continually added to fit our teaching to the changing global, multicultural, diverse and multidisciplinary communication environment, including the use of advances in technology, while the basic rhetorical and linguistic theories and communication process continue as the foundation and framework of professional communication teaching.

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**Rhetorical Approaches in Sir Winston Churchill's  
Address to Joint Session of US Congress**

**Yongming Luo, PhD**

[vinceluo.good@gmail.com](mailto:vinceluo.good@gmail.com)

[vinceluo.good@163.com](mailto:vinceluo.good@163.com)

**Biodata:**

**Yongming Luo** is a Chief Executive Officer, a graduate of Doctor of Philosophy in Rhetoric and Linguistics, Doctor of Philosophy major in Educational Management, and Master of Science in Project Management. He had been an immigration consultant and a University professor. Moreover, he is the owner and general manager of Famous Maple International Education Group at Winnipeg, Manitoba, Canada and the coordinator of Chinese Students' Service Center at St. Paul University Philippines, Tuguegarao City.

**Abstract**

The study of language use necessitates not only the study of what people do with language, but also what they believe and feel about language, and how both are part of larger structures of power. Hence, this study sought to analyze the rhetorical approach in the language used in the speech titled Address to Joint Session of US Congress. The analysis on rhetorical approach was made in the light of Fairclough's CDA with emphasis on the interdependence of ideology, hegemony and power. It is generally observed that ideology and power are two dominant approaches in the speech of Winston Churchill. Noticeably, Churchill's immense drives in his speech evolved around doctrinal conviction and ideological belief as particular variables of language ideology. His absolute conviction and belief was also subsumed with language power particularly his knowledge on issues of war and structured strategic warfare manipulations. The speech delivered uses an integrative power using personal consciousness and convictions

from the point of view of a statesman that reasonably points to all undertakings of governance deemed necessary to consider the wellbeing and public welfare of the people.

**Keywords:** *hegemony, ideology, interdependence, power, rhetorical approach*

## **Introduction**

The perspective that is founded on the central tenet of linguistic anthropology and sociolinguistics brings the view that language is not just a social practice but is also and always infused with and caught up in the various circumstances that shape its use and its role, economically and politically, with emphasis on political manipulation, and cultural value of the language. Given this premise, to study the use of language necessitates the study of what people do with language, but also what they believed and felt about language, and how both are part of larger structures of power. The said perspective and premise lead to the concept of language ideology which may be said as part of the daily life of people; for as long as they use language, they consciously or unconsciously express their ideology. This said, evidence of language ideologies could be seen in everyday discourses (conversations), menus used in food establishments, messages on billboards, featured poems in the local language, political speeches, to name a few – all of which that assert the political value of local culture and language.

Necessarily, ideology espouses the concept of power which shapes all interactions to some degree, and the development of this concept engenders the desire to understand its dynamic nature. Power is the ability to act or the capability of accomplishing something. According to Lukes (1974), there are three dimensions of power: issue, agenda, and manipulation. An *issue* as dimension proposed by a theorist Dahl (1957) is the power in *relations among people*. It is the ability of one person to achieve compliance by others who behave according to power being exerted. Cooperrider (1973) explains that in governmental power, it can be seen when the law-making body makes a decision that requires obedience by the broader population. Such decisions may be debated openly with opportunity for consultation and challenge along the way. The *agenda as the second dimension* is proposed by two theorists, Bachrach & Baratz (1963). They claim that power is not just about making decisions, but also about setting the agenda that generates influence and leading control to decisions. In governmental power, circumstances like decisions are made “*behind closed doors*” and in the “*corridors of power*.” Lukes (1974) explains that power contextually is held not only by elected officials but also by the whisperers and assistants who secretively set up meetings, shape agenda, and write

the minutes. Lastly, the third dimension is *a manipulation* which is the ability to control what people think of as being 'right' can lead to acceptance of biased decisions without question. Lukes (1974) distinctly identifies that in governmental power, this appears in propaganda, spin, and crafting of speeches that are deliberately designed to change minds before the decision is announced.

In view of language power in spoken discourse, Walsh (2016) noted Fairclough who stressed that power in a language is exercised in the language that the speaker uses. Likewise, it refers to the powerful language used by writers using linguistic devices. The power of language is expressed in the types of register used by the user. Further, he emphasized that "*the power behind the discourse lies on the producers of the text having an external power behind linguistic features like ideological or hierarchical or legal. Hence, lexical choices reflect a wider power.*"

Understanding how power works in society has occupied a great deal of social scientific attention, as concretely evidenced by the present study.

To further understand language ideology, Kroskrity (2015) quoted Silverstein (1979) who expressed language ideology as essential to understanding of evolution of linguistic structure: "*the total linguistic fact, the datum for a science of language, is irreducibly dialectic in nature. It is an unstable mutual interaction of meaningful sign forms contextualized to situations of interested human use mediated by the fact of cultural ideology.*" According to him, to the extent that language use is teleological - that is, to the extent that speakers conceptualize language as socially purposive action- one must look at their ideas about the meaning, function, and value of language in order to understand the degree of socially shared systematicity in empirically occurring linguistic forms.

From a critical linguistic perspective, the term ideology normally describes societal interactions (Simpson, 2003). An ideology therefore derives from the taken-for-granted assumptions, beliefs, and value systems which are shared collectively by social groups. A central component of the critical linguistic creed is the conviction that language reproduces ideology. As an integral form of social behaviour, language will be inevitably and inextricably tied-up with the socio-political context in which it functions

One critic as cited in Lippi-Green (2004) couches how ideology works:

*The study of ideology is among other things and inquiry into the ways in which people may come to invest into their own unhappiness. It is because being oppressed sometimes brings with it some slim bonuses that we are occasionally prepared to put up with it. The most efficient oppressor is the one who persuades*

*his underlings to love, desire, and identify with his power; and any practice of political emancipation thus involves that most difficult of all forms of liberation, freeing ourselves from ourselves. – (Eagleton, 1991)*

In fact, according to a French writer, Gee (2015) cites Destutt de Tracy who stated that ideology is the “science of ideas,” which attempts to create a secure foundation for all moral and political sciences by closely examining sensations of ideas as these interacted with physical environment. In like manner, Brumette (1984), as cited by Goltz (2007), defines ideology as “an interrelated system of meanings that are generated by the system of artifacts that comprise a culture.” People of different perceptions differ in conviction and belief. They differ in their perspectives of life in whatever aspects, yet when ideology comes in, it usually binds these people of various beliefs to a social group with a common structure of thought. This is likewise emphasized by Vandijk (2006) who defined ideologies as foundational beliefs that underlie the shared social representations of specific kinds of social groups. These representations are, in turn, the basis of discourse and other social practices.

Moreover, ideology has been characterized in a variety of ways, in a confused tangle of common sense and semi-technical meanings which includes cultural conception not only of language and language variation but of the nature and purpose of communication and of communication behavior as an enactment of a collective order according to Silverstein (1987:1-2), as cited by Woolard (1998). In addition, Woolard (1994) advances that ideology is not typically taken as conceptual or ideational, but having to do with consciousness, beliefs, notions, or ideas. For this, he describes two different lines of research on language ideology (as cited in Wortham, 2001). First, language ideologies are belief systems shared by members of a group – ones that apply to language. Second, language ideologies are the often-implicit construals that speakers make of particular instances of discourse. Any utterance makes sense only as it gets (metapragmatically) construed as an instance of some recognizable type of social action.

In politics, ideology becomes a dominantly pervasive component of governance. It shapes thoughts, actions, and interactions since it influences the socio-political structure and economic system of production, directly states (Eagleton, 2014, Cole, 2019). Furthermore, political interest groups of different affiliations might have similar ways of giving meaning to any issues, concerns or problems but separately and distinctly manifest in linear or cyclical, diplomatic (people-lead) or authoritarian (central government-lead), or religious (divine

intervention) or atheistic (purely human dominion), yet there is such thing as worldview perspective or general idea or principle that serves as standard or norm.

Furthermore, language ideologies, according to Irvine (2016) are pervaded with political and moral interests and are shaped in a cultural setting. She added that to study language ideologies is to explore the nexus of language, culture, and politics. In the article “Language Ideologies and Language Attitudes” by Kroskrity (2018), the language ideologies concept is associated with a qualitative method such as ethnography, conversational analysis, and discourse analysis. With these contexts, people are known through the language they speak. It includes different aspects of language, including intonation, dialect, accent, grammar, and vocabulary. The language ideology theory also applies to written forms of communication. The theory of language ideology states that when any member of that sector speaks in that manner, the social group harbors the same. Thus, society or community is known based on their dialect or language, which likewise reveals their identity and culture – paving the way to an understanding of hegemony, the science of social or cultural influences.

Hegemony, (also understood as predominance of consent) according to Gramsci (1926), is a condition in which a fundamental class exercises political, intellectual and moral role of leadership within a hegemonic system cemented by a common world-view.

In the research along “*Countering Hegemonic English Language Teachers Materials*” by Mambu (2014) published in Asian EFL journal, it was envisioned that transformative strategies may challenge the hegemony being critiqued along forms of hegemony (i.e., dominant use of standard (academic) English and avoidance to controversial themes related to social justice. Along this, Mason, et.al. (2020) cites Gramsci who posited that the theory of cultural hegemony is the subtle control exerted over a culture’s ideology by the dominant class. The rule by hegemony is so subtle that those who are oppressed by others willingly allow themselves to be oppressed. Likewise, Gramsci’s cultural hegemony refers to the spontaneous consent given by the great masses of the population to the general direction imposed on social life by the dominant fundamental group; this consent is elucidated by Danilova (2014) who professed that hegemony is historically caused by the prestige which the dominant group enjoys because of its position and function in the world of production; hence, referring to cultural hegemony as the domination or rule maintained through ideological or cultural means. It is usually achieved through social institutions which allows those in power to strongly influence the values, norms, ideas, expectations, worldview and behavior of the rest of society. Hegemonic language makes it appear that it is designed for the benefit of all even though in reality it is only the ruling class that benefits.

Therefore, any form of planned intent by an individual to subjugate in subtle ways the circumstance of others (be it politically, economically, socially or culturally marginalized or affluent) and has immensely thought of predetermined success to predominate social behavior, greater benefit from constituents' submissiveness, sustained control in providing the needs or well-being of the constituents, would be an evident form of hegemony. Gramsci (1984) identifies different ways that control is exerted within a culture and gives examples of objective control as it is exercised by means of legal institutions, laws, and even authorized physical force. One form of oppression by the ruling class is through rigid control over information and their influence on the beliefs and values of the citizens. Another type of control, is hegemony, or the subtle control over common sense. The Marxist theory of cultural hegemony, associated particularly with Gramsci, is the idea that the ruling class can manipulate the value system and mores of society so that their view becomes the world view. In Eagleton's (2014) words, "Gramsci normally uses the word hegemony to mean the ways in which a governing power win consent to its rule from those it subjugates." In contrast to authoritarian rule, cultural hegemony "is hegemonic only if those affected by it also consent to and struggle over its common sense."

The above-cited literatures underscore the interdependence of ideology, hegemony and power which serve as the heart of the present study - hegemony as the predominance of one state over the other, manifesting control of one state or group over another state or group; ideology as a structure of thought and presents or discusses a group of thought provides an avenue to make the hegemonic language more forceful and significant as ideology creates an ability of a person or social group to determinably ingrain and immensely transcend an ideal worthy of embrace by the subjects. Thus, "hegemony usually catches the whole society; however, ideology incorporates religion, law, education, governmental issues, media, and other issues." Versed in a more detailed way, the ideology, hegemony and power are language rhetorical constructs on approaches influenced by logical presentation, ethical norms and sympathy for individual distinctive persuasions and intentions of deliveries. Ideology gives color to the science of ideas, hegemony as manifestations of socio-cultural predominance, and power as being indicated by speaker's knowledge of issues, agenda and manipulation process. These rhetorical approaches can interplay with each other as all together could be manifested based on what at the moment in time and how people be confronted with.

This interplay between and among ideology, hegemony, and power is concretized in an in-depth analysis of the speeches of the great leaders where the social group or audience is motivated that language ideologies shape people's lives, choices, beliefs, and power;

hegemonic language brings them to their idealism of dominance; and language power highlights their common knowledge, practices, issues, problems and solutions prospective of their peaceful and equitable social life. The rhetorical analysis of the great leaders in this context supersedes grounded on social reforms, peace and intercultural interdependence.

With the aforementioned views, this study came to fruition.

### **Statement of the Problem**

Generally, this study analyzed the language use in the speech titled “*Address to Joint Session of US Congress*” delivered by Sir Winston Churchill of the European State of Great Britain. Specifically, it sought to analyze the speech through its rhetorical approaches with emphasis on the interplay between and among ideology, hegemony, and power.

### **Scope and Delimitation**

This study centered its investigation on the analysis of rhetorical approaches in the speech delivered by Sir Winston Churchill. It limits the analysis on the interdependence of ideology, hegemony, and power found in the speech titled “*Address to Joint Session of US Congress*”. In the light of ideological language theory, the Critical Discourse Analysis by Fairclough (1989, 1995) serves as guide. The language ideologies behind the message of the speech were analyzed based on social and political problems, mainly involving inequality and power dominance. Hence, the ideological component of speech focused on the excerpts of the speech that would reveal the presence of inequality and power dominance. With this, “Critical Discourse Analysis utilized analytical methods not only to describe the discourse analysis but to explain how it affects the audience.”

### **Conceptual Framework**

This study was anchored on the view that language use shapes the beliefs positions the power, and expresses the influence of the language user. It sets the premise on language theory using Critical discourse analysis (CDA) by Fairclough (1989, 1995). CDA as an interdisciplinary approach to the study of discourse that views language as a form of social practice, in this study through the speech of Sir Winston Churchill. This interdisciplinary approach situates the interdependence of ideology, hegemony, and power in language use.

The ideologies about language are any sets of beliefs about language articulated by the users as a rationalization or justification of perceived language structure and use (Silverstein, 1979 as cited by Borchers, 2006). In like manner, Piller (2015) states that “Language Ideologies” is



a theory that would refer to the “standard language ideology” that can be found in many societies rooted in the speech of the most powerful group in society based on written language and that is acquired through long years of formal education” and that is seen as a useful link between language and society as language and culture are intertwined.

Woolard (1994) sums it by stating that language ideology is a concept of the intellectual bridge. Hence, language ideologies are best understood as beliefs, feelings, and conceptions about language that are socially shared and related language with society. The beliefs here represent the interest of a particular group of society. Jillian (2019) emphasized that language ideologies were voiced by poets, journalists, and others that contained complex mixings of standard and local language. Furthermore, language ideologies are the beliefs and attitudes that shape speakers’ relationship to their own and others’ languages, mediating between the social practice of language and the socioeconomic and political structure within which it occurs. This shows that language ideologies shape people’s lives, choices, beliefs, and power.

In the same vein, the Gramscian concept of hegemony argues that whether moral or intellectual leadership, hegemony is established through consent and persuasion via the processes of leadership without force, leadership through legitimization and leadership through consensual rule, which are the fundamental processes of hegemony (Suarez, 2002 as cited by Mustapha, 2014). Moreover, Awonusi (2004), as cited by Mustapha (2014), observes that:

*“Hegemony with relation to language connotes a fairly complex interplay of a number of variables such as power (socioeconomic power of its users), control (how the powerful users of a particular language use it as a weapon of linguistic domination of communities especially those that are multilingual or multicultural), legitimacy (the dependence on a language as the basis of social and political acceptance), and influence (the exercise of power-oftentimes in its coercive form – and, sometimes diplomacy such that the influence of a language is enhanced either from policies such as those of expansionism on the one hand or those of socio-political co-operation on the other hand”.*

As Gramsci argues further “Great importance is assumed by the overall question of language,” *i.e. the collective attainment of a single cultural “climate”* (1971). Linguistic hegemony thus exerts and legitimates power by presenting the dominant. Hegemonic language refers to the controlling factor depicted in the speech that reveals relationships of authority over others.

In view of the concept of power, Fairclough (1989, 1995) offers different types: (1) instrumental which maintains and enforces authority; (2) influential which persuades others to

do something; (3) political which concerns political affairs and authority and which likewise covers attempts to neutralize bias and discrimination; (4) personal which covers the type of occupation or professional status; (5) social which focuses on the class, ethnicity, gender, age, among others, that may bring about social and cultural identity. This type of power leads the reader to comprehend the literal message as well as the message between and beyond the text.

## **Research Methodology**

### **Research Design**

The study made use of a descriptive research design through a qualitative approach using Critical Discourse Analysis. The qualitative research design was employed to determine the rhetorical approaches focusing on the interdependence of ideology, hegemony and power found in the speech “*Address to Joint Session of US Congress*” delivered by Sir Winston Churchill to the European State of Great Britain.

### **Corpus of the Study**

The data for this study came from the corpus under the category of *Speeches That Moved a Nation*: “*Address to Joint Session of US Congress*” delivered by Sir Winston Churchill of the European State of Great Britain in 1941.

The copy of the speech that was discourse analyzed served as the basis in determining rhetorical approaches that surfaced in the speech. The rhetorical approaches were analyzed based on the parameters of ideology, hegemony and power.

The speech was chosen based on certain parameters: first, it is a speech that moved a nation, and second, it is a speech delivered by a great leader. The great leader chosen as the subject of this study, in this case Sir Winston Churchill, is a leader who made a significant contribution in transforming society, a community, or a country where they served with extraordinary leadership, power, and persuasion. The autobiography of Sir Winston Churchill was generated from the internet, primarily sourced from Britannica (2017) and Britannica, (2019).

### **Data Analysis**

Critical Discourse Analysis was employed in this study. The parameters used mainly in the analysis focused on the interdependence of ideology, hegemony, and power as extracted from the speech of Sir Winston Churchill. The language ideologies behind the message of the speech were analyzed based on social and political problems, mainly involving inequality and power

dominance. Hence, the ideological component of speech focused on the excerpts of the speech that would reveal the presence of inequality and power dominance.

## **Results and Discussions**

### *Sir Winston Leonard Spencer Churchill's: Life Background*

Churchill was born on November 30, 1874, at Blenheim Palace, Oxfordshire, England, and died on January 24, 1965, in London. He is a British statesman, orator, and author. He, too, became the prime minister in 1940 to 1945 and 1951 to 1955) rallied the British people during World War II and led his country from the brink of defeat to victory. He was born to Lord Randolph Churchill and Jennie Jerome. However, the young Churchill passed an unhappy and sadly neglected childhood, redeemed only by the affection of Mrs. Everest, his devoted nurse. At Harrow, his conspicuously poor academic record seemingly justified his father's decision to enter him into an army career. It was only at the third attempt that he managed to pass the entrance examination to the Royal Military College. Churchill succeeded in winning by a margin as narrow as that of his previous failure.

In November 1915, Churchill resigned from the government and returned to soldiering, seeing active service in France as lieutenant colonel of the 6th Royal Scots Fusiliers.

In June 1916, when his battalion was merged, he did not seek another command but instead returned to Parliament as a private member. He had to devote himself principally to coping with a sweeping wave of industrial unrest and violent strikes.

In a sense, the whole of Churchill's previous career had been a preparation for wartime leadership. An intense patriot; a romantic believer in his country's greatness and its historic role in Europe, the empire, and the world; a devotee of action who thrived on challenge and crisis; a student, historian, and veteran of war; a statesman who was master of the arts of politics, despite or because of long political exile; a man of iron constitution, inexhaustible energy, and total concentration, he seemed to have been nursing all his faculties so that when the moment came, he could lavish them on the salvation of Britain and the values he believed Britain stood for in the world.

On May 13, Churchill faced the House of Commons for the first time as prime minister. He warned members of the hard road ahead- "I have nothing to offer but blood, toil, tears, and sweat..." (Britanica, 2017). Behind this simplicity of aim lay an elaborate strategy to which he adhered with remarkable consistency throughout the war. Hitler's Germany was the enemy; nothing should distract the entire British people from the task of effecting its defeat. Anyone who shared this goal, even a Communist, was an acceptable ally. A heavy commitment was

made to the concentrated bombing of Germany. At the height of the invasion threat, a decision was made to reinforce British strength in the eastern Mediterranean. Forces were also sent to Greece, a costly sacrifice; the evacuation of Crete looked like another Gallipoli, and Churchill came under heavy fire in Parliament.

The domestic labors and battles of his administration were far from Churchill's main concerns. Decontrolling, rehousing, safeguarding the precarious balance of payments— these were relatively non-controversial policies; only the return of nationalized steel and road transport to private hands aroused excitement. Critics sometimes complained of a lack of prime ministerial direction in these areas and, indeed, of a certain slackness in the reins of government. Undoubtedly Churchill was getting older and reserving more and more of his energies for what he regarded as the supreme issues, peace, and war. He was convinced that Labor had allowed the transatlantic relationship to sag, and one of his first acts was to visit Washington (and also Ottawa) in January 1952 to repair the damage to Japan he felt had been done.

In any age and time, a man of Churchill's force and talents would have left his mark on events and society. A gifted journalist, a biographer, and historian of classic proportions, an amateur painter of talent, an orator of rare power, a soldier of courage and distinction, Churchill, by any standards, was a man of rare versatility. But it was as a public figure that he excelled. His experience of office was second only to Gladstone's, and his gifts as a parliamentarian hardly less, but it was as a wartime leader that he left his indelible imprint on the history of Britain and on the world.

In this capacity, at the peak of his powers, he united in a harmonious whole his liberal convictions about social reform, his deep conservative devotion to the legacy of his nation's history, his unshakable resistance to tyranny from the right or from the left, and his capacity to look beyond Britain to the larger Atlantic community and the ultimate unity of Europe. A romantic, he was also a realist, with an exceptional sensitivity to tactical considerations at the same time as he unswervingly adhered to his strategic objectives. A fervent patriot, he was also a citizen of the world. An indomitable fighter, he was a generous victor. Even in the transition from war to peace, a phase in which other leaders have often stumbled, he revealed, at an advanced age, a capacity to learn and to adjust that was in many respects superior to that of his younger colleagues.

**Rhetorical Approaches Analysis: *Address to Joint Session of US Congress***

The dominant variables in rhetorical approaches (ideology, hegemony and power) in speech titled “*Address to Joint Session of US Congress*” delivered by Sir Winston Churchill of the European State of Great Britain are as follows:

The exigency of this speech is strongly troubled by potential attempt of war provoked by the axis power against the US and Europe. Churchill’s appeal to legislature (US senate and congress) was certainly crucial disposition and time is of the essence. With much determination based on facts that America and Europe have the logistics and men of combatants, winning the provoked war would heavily depend on the combat strategies and efficient coordination in both land warzones and sea warfare.

Thus, the speaker/leader’s purpose it to make it blatant with his view that no matter how worrisome and dangerous to face the provoked atrocities of war, a lesser dangerous decision is to absolutely face their fear.

The leader/speaker had likewise limited an exhibition of the language ideology, and power in his rhetorical approach. Like, chairman Mao, it is generally observed that ideology and power are two dominant approaches in the speech of Winston Churchill. Noticeably, Churchill’s immense drives in his speech evolved around doctrinal conviction and ideological belief as particular variables of language ideology. His absolute conviction and belief was also subsumed with language power particularly his knowledge on issues of war and structured strategic warfare manipulations.

These findings clearly ventilate a legitimate view pertaining significant rhetorical drives that Churchill crucially employed in winning huge number of critical minds of US Senate and Congress. He made use of the wisdom in and essence of loyalty, courage and integrity of what democratic ideals institutionally represent. It is also noticed in his bravery of rhetorical delivery in his speech’s messages; which in fact rooted, drawn and took off from his encompassing knowledge of war and warfare manipulations.

Though knowledge is encompassing, the two theorists (Bachrach and Baratz, 1962) posit that the power of rhetoric is “not just making decisions, but also setting the agenda that generates influence and leading control to decisions.”

To classify the dimension of language power of Sir Winston Churchill was more of the integrative power similar to Chairman Mao, Rizal, Gandhi, Mandela and Lincoln’s rhetorical approach.

The excerpt reads:

*“I am a child of the House of Commons. I was brought up in my father's house to believe in democracy. "Trust the people."...Therefore, I have been in full harmony all my life with the tides which have flowed on both sides of the Atlantic against privilege and monopoly and I have steered confidently towards the Gettysburg ideal of government of the people, by the people, for the people.”*

Winston Churchill in his discourse contends that the principle of social equality under ideals of democracy sink-in to his personal consciousness that now becomes the mantra and dictum of his disposition. He also ventilates his struggles that pushed against and upon him by elitism and that with those people upholding it just prevail it and just enjoy it with vested intent and interests. As a statesman, he inferred that democracy formidably constitutes equity that people long for, the emblem of institutionalized freedom of people, and thus, for which reason, all undertakings of governance are deemed necessary to consider the wellbeing and public welfare of the people.

The doctrinal conviction excerpt reads:

*“For the best part of twenty years the youth of Britain and America have been taught that war was evil, which is true, and that it would never come again, which has been proved false. For the best part of twenty years, the youth of Germany, of Japan and Italy, have been taught that aggressive war is the noblest duty of the citizen and that it should be begun as soon as the necessary weapons and organization have been made. We have performed the duties and tasks of peace. They have plotted and planned for war. This naturally has placed us, in Britain, and now places you in the United States at a disadvantage which only time, courage and untiring exertion can correct.”*

Winston Churchill had distinctly determined how leadership and idealism have transformed the allied and axis powers' constituents over barely less than a decade. The US and Great Britain had learned the bitter lessons of first world war – that even winners of war are paradoxically losers of precious lives, material and sentimental values of properties, and advances in human comforts. Amidst those finest, best and rarest moments of advocacy for world peace and order, the leadership of Germany, Japan and Italy on the exact opposite subjected its young citizens to harbor and subscribe to sequel a war that they predetermined to win. Nevertheless, Churchill had reiterated a strong determination that winning this

unprecedented war would all depend on US and Great Britain's degree and extent of scaling up responsibly its collaborative counter-checking mechanisms.

The excerpt of ideological belief reads:

*"It is not given to us to peer into the mysteries of the future. Still, I avow my hope and faith, sure and inviolate, that in the days to come the British and American peoples will, for their own safety and for the good of all, walk together in majesty, in justice and in peace."*

The speaker has high regard and confidence on a desirable end results to take place vis-à-vis this last concerted option that both British and Americans cannot actually refuse to decide and act upon. The strong-willed Churchill laid in his message the essentials of pragmatic and existential view that for justice and peace, security and safety, stability and freedom, honor and dignity, democracy and its ideals to continuously reign in both British and American soil, making a painful sacrifice and winning the ruthless war should never be overwhelmed with fear nor hesitation but with willed majestic patriotism. Under language power, the excerpt for knowledge on issues, reads:

*"After the outrages they have committed upon us at Pearl Harbor, in the Pacific Islands, in the Philippines, in Malaya and the Dutch East Indies, they must now know that the stakes for which they have decided to play are mortal. When we look at the resources of the United States and the British Empire compared to those of Japan; when we remember those of China, which have so long valiantly withstood invasion and tyranny-and when also we observe the Russian menace which hangs over Japan-it becomes still more difficult to reconcile Japanese action with prudence or even with sanity. What kind of a people do they think we are? Is it possible that they do not realize that we shall never cease to persevere against them until they have been taught a lesson which they and the world will never forget?"*

The wholesome view that Winston Churchill's powerful message zeroed-in an unforgiving blunder that Germany, Japan, and Italy had disposed of to go to war against their underestimates. It is a message that indeed calls for action not for everyone to run for his/her own life but hopefully in the union of the US and British empire, they can overwhelmingly make together a difference. This call is a challenge of doing it now or never at all, and resentment on this neglectful account would mean not just defeat but it would mean more loss of lives and institutionalized freedom.

Hence, it was his plea that as US is vulnerable to the upscaling atrocity of enemies, it is very vital for allied powers to unite, face squarely the challenge with courage clothed with reasoned-action confidence, and frontline the fighting spirit with enormous supremacy against any merciless provoker of ruination to world peace and order.

Finally, still under language power, there are two excerpts for knowledge on manipulation.

The excerpt reads:

*“Anyone who did not understand the size and solidarity of the foundations of the United States, might easily have expected to find a disturbed, self-cantered atmosphere, with all minds fixed upon the novel, startling, and painful episodes of sudden war as they hit America. After all, the United States have been attacked and set upon by three most powerfully armed dictator states, the greatest military power in Europe, the greatest military power in Asia -Japan, Germany and Italy, have all declared and are making war upon you, and the quarrel is opened which can only end in their overthrow or yours.”*

*“...It is quite true that on our side our resources in manpower and materials are far greater than theirs. But only a portion of your resources are as yet mobilized and developed, and we both of us have much to learn in the cruel art of war. We have therefore without doubt a time of tribulation before us. In this same time, some ground will be lost which it will be hard and costly to regain.”*

However, he clarified to the members of the House of US Senate and Congress the craftsmanship of winning the war against joint-presumptuous indomitable warriors. Persuasively, his insinuation of reality rests in the fact that America is under siege and there is no left alternative and choice except to confront the bitter challenge of war. Churchill has made his mind that confronting the war is a decision and being defeated is never a choice because after all, he has confidence to US size and solidarity.

He made things clear that the art and science of war depends not only in the quantity of its armament logistics and battalions of manpower in the war zones but basically founded by the support system of winnable structural plans invoked in the quality of mighty trainings as well as adequate linear knowledge of combatants to get enemies down on their weaknesses in respect to time, topography, geography and timely delivery of supplies.

The second excerpt of knowledge on manipulation, reads:

*“The forces ranged against us are enormous. They are bitter, they are ruthless. The wicked men and their factions, who have launched their peoples on the path of war and*



*conquest, know that they will be called to terrible account if they cannot beat down by force of arms the peoples they have assailed. They will stop at nothing. They have a vast accumulation of war weapons of all kinds. They have highly trained and disciplined armies, navies and air services. They have plans and designs which have long been contrived and matured. They will stop at nothing that violence or treachery can suggest... Many disappointments and unpleasant surprises await us. Many of them will afflict us before the full marshalling of our latent and total power can be accomplished.”*

His knowledge on the bountifulness of the opponents’ warfare determination, readiness, and game plans was enormous. He also stressed at a very great extent and proportion his knowledge on the hugeness of ruthless repercussions of war that the axis power has on its brink and now ready to wage against the allied powers of US and Great Britain. However, he sought empowerment of discernment upon members of US Senate and Congress to face squarely the upcoming realities of war. His challenge seemed to have been drawn from his confidence over the US air and ground resources as well as Great Britain’s naval support system against the maneuvering competence of the aggressive but fateless enemies.

## **Conclusion**

It is generally observed that ideology and power are two dominant approaches in the speech of Winston Churchill. Noticeably, Churchill’s immense drives in his speech evolved around doctrinal conviction and ideological belief as particular variables of language ideology. His absolute conviction and belief was also subsumed with language power particularly his knowledge on issues of war and structured strategic warfare manipulations. The speech delivered uses an integrative power using personal consciousness and convictions from the point of view of a statesman that reasonably points to all undertakings of governance deemed necessary to consider the wellbeing and public welfare of the people.

The speech message surfaces the essentials of pragmatic and existential view that for justice and peace, security and safety, stability and freedom, honor and dignity, democracy and its ideals to continuously reign making a painful sacrifice and winning the ruthless war should never be overwhelmed with fear nor hesitation but with willed majestic patriotism. Thus, the ethical and emotional elements coupled with language ideology and power rhetorically drive the peoples’ mind constructs on pressing issues, concerns, and problems of world peace and order.

## **Pedagogical Implication**

Language ideologies continue to play an important role as the springboard from which scholars of language use can study the relationship between language and power as this study had exhibited. As springboards, they help shed light on language phenomena that likewise aid in understanding societal interactions as Irvine, et.al (2009) writes from Ferguson (1994) "*Language phenomena are themselves sociocultural phenomena and are in part constitutive of the very social groups recognized by the participants or identified by analysts. It is that mediating recognition and identification, together with ideological frameworks and pressures, whose relationship with processes of linguistic differentiation that is sought to be explored.*"

Further, the findings from the analysis made on the speech of Sir Winston Churchill find light in the conclusion drawn from the findings of Latupeirissa, D. S., et.al. (2019) about the three main ideologies of Soekarno that have shaped nation of Indonesia. They are 'unity as the most important value', revolution as the soul of Indonesian' and, 'imperialism as the main enemy'. Winston Churchill, having been known as statesman, soldier and politician, influenced an *advocacy for critical thinking and scientific reasoning as dictum of political will-powered discernment meritoriously fitted for in a provoked war by aggressive enemy counterparts.* The language teaching on this mindset considers the pedagogies of comradeship for joint-endeavor and also the predetermined stride and stretch on the terms and conditions of institutionalized partnership and synchronized pulling of resources for a predetermined victory. The language learning advocacy vitally considers knowledge acquisition efforts to gain the pro-active dynamics of the self-help principles as significant component in laying the avenues of strong self-governance and sustainable development.

## **Recommendations**

As the study is limited only to the rhetorical approaches used in the speech of one great leader which may limit the understanding of the whole speech, it is suggested that an analysis be made as well in the speeches of other world great leaders whose speeches had moved the world. A comparative analysis may as well be done on all speeches delivered by the chosen world leader to arrive at a more generalizable approach the leader uses in discourses. Furthermore, a pragmatic and rhetorical analysis based on the appeals to ethos, pathos, and logos are also recommended to be done to comprehensively capture the rhetorical approaches used in the speech.

Furthermore, in the light of the findings, the internationalization of pedagogies for rhetoric and linguistics in the 21<sup>st</sup> millennium education is proposed to necessarily cover the receptiveness

of multicultural dynamics of communication – where regardless of race and orientation, world peace and order would be emphasized where people are duty-bound to resonate them across races, geography and generation.

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## Utilization of YouTube to Improve the Pronunciation Skill of Saudi Learners in Translation Departments

**Mimouna Zitouni**

*Translation Department /College Of Languages  
Princess Nourah Bint Abdulrahman University  
Mbzitouni@Pnu.Edu.Sa*

**Hamad Al-Traif**

*French Department And Translation  
College Of Languages And Translation/King Saud University  
Htraif@Ksu.Edu.Sa*

**Bahia Zemni**

*Translation Department /College Of Languages  
Princess Nourah Bint Abdulrahman University  
Baalzemni@Pnu.Edu.Sa*

**Othman Saleh Mohammed**

*English Department, Sir Sayyed College  
Dr. BAM University  
Othmanwosabi924@Gmail.Com*

**Mashaal Aljasser**

*Translation Department /College Of Languages  
Princess Nourah Bint Abdulrahman University  
Mjaljasser@Pnu.Edu.Sa*

### **Biodata:**

**Mimouna Zitouni** is native of Oran, Algeria. She is Associate professor in sociolinguistics (discipline English) at the University of Oran 2, Algeria and Princess Nourah bint Abdulrahman University. She acted in 2017-2018 as a distinguished Fulbright 'SIR' visiting scholar to Coastal Carolina University (USA). She took part in several international conferences and published widely on the subject of language use and translation studies. Dr. Zitouni is member of LdLd Laboratory and chair of ALTRALANG research team:

Linguistique Appliquée, Langues de Spécialité et Traductologie. She is also the editor in chief of ALTRALANGJournal.

**Hamad Al-Traif** A PhD holder from the Sorbonne University -ESIT - Paris III, in 2001, in the field of Traductology, (The Science of Translation Studies). The field of expertise is related to the training of professionals translators. A large experience of teaching translation in King Saud University, Faculty of Languages and Translation (FLT). AS enior Supervisor for the (Translation Projects Course for the FLT French-Arabic). His administrative experiences goes back to: As the Vice-dean of the Faculty of Languages and Translation for Higher Studies, as well as the Director of the Research Centre of the FLT. A large experience in the practice of translation (French-Arabic), of consecutive and technical translations in the Royal Court, as well as a Member of the French Langue Scientific Comity of the Translation Section in the Division of Experts of the Council of Ministers in the Kingdom of Saudia Arabia.

**Bahia Zemni** received her PhD in linguistics from Sorbonne-Nouvelle III University. Actually, she is Assistant professor in Princess Nourah bint Abdulrahman University-Saudi Arabia since 2012, where she headed the languages faculty Research Center. At present, she runs a research unit at the translation department, contributes to the research project: « Translation from Arabic to French and vice versa in contextual dictionaries: mechanisms and strategies »and heads the project: « Artificial intelligence and audiovisual Translation ». Bahia has published several translations in collaboration with Louvre museum and publishing houses: Skira in France and Alsaqui in Lebanon. She took part in several international conferences and published on the subject of linguistics and translation studies.

**Othman Saleh Mohammed** is a lecturer of translation at UST. He is an Arabic –English translator. He is a reviewer of international journals. He taught several courses such as Phonetics, Introduction to Language, and Pronunciation. He taught English language as a guest lecturer at Coach Challenge Institute, India. His research areas include translation, translation technologies; Computer assisted Translation, and ELT.

**Mashaël Aljasser** is a lecturer in the translation department in Princess Noura bint Abdulrahman University; she received her master degree in specialized translation from Princess Noura Bint Abdulrahman University. She also has a postgraduate certificate in

Applied Linguistics from Cardiff University. She is interested in pursuing her studies in Translation specializing in cultural and heritage translation. She is also working on publishing her first article in the upcoming months.

### **Abstract**

The mastery of pronunciation is a fundamental step to learn foreign languages. However, for many learners, the pronunciation seems difficult and boring. Foreign language learners find some difficulties in pronouncing new sounds and words. This study is an attempt to explore how YouTube can help Saudi English language learners (SELLs) and Saudi French language learners (SFLLs) studying in the translation Department at Princess Nourah bint Abdulrahman University, Saudi Arabia, to improve the pronunciation of new words. The study administered two questionnaires; one questionnaire devoted to SELLs and SFLLs. The total number of the participants involved in French were 233 and in English. The results of the current study showed that students in both groups have a positive attitude towards utilizing YouTube to improve the pronunciation skill. The students also indicated that the time of watching YouTube was increased due to Covid-19. The researchers recommend teachers, students and educational stakeholders to implement and integrate YouTube in educational processes.

### **Introduction**

In the digital era, technology plays a significant role in all facets of life. In education, technology is at the core of the process of teaching and learning. Utilization of technology in learning foreign languages is preponderant nowadays. Technological progression offers new chances to students to harness all resources that are available on the network as well as technological developments have led to breaking barriers, and new fields have been discovered within this global and digital age (Alsulami, 2016). Technology makes both learning and teaching interesting and useful. The availability of internet opens too many avenues for students to vary their resources to acquire language. YouTube is a very useful tool that can be used in the classrooms or outside classrooms to acquire a language, (Brook, 2011; Jalaluddin, 2016). YouTube is an American Web 2.0 site that is based on a video-sharing platform headquartered in California. It was established in February 2005. In 2006, Google paid US\$1.65 billion to take YouTube and makes it operate under its subsidiaries. YouTube facilitates language learning. It increases self-confidence, offers realistic materials and also promotes the contribution of the students, (Brook, 2011). Paulsen (2001) stated that if online resources are used efficiently, the students will obtain good benefits.

### ***Statements of the problem***

Saudi Students experience a dearth of time in learning foreign languages in real classes in schools due to Covid-19 pandemic. Furthermore, they do not have direct physical contact with native speakers of foreign languages they need to learn. They compensate for the lack of time by surfing/ accessing online websites and also going through YouTube as they found it an easy and enjoyable way that could help them improve the learning of languages (for example, English and French). They also compensate for the lack of direct interaction with native speakers by watching native speakers; talks, videos, and lectures. Using online authentic materials on YouTube, which are very attractive, greatly motivate learners to learn language(s). Motivation, beliefs, and attitudes are very important components which are essential in learning a language as well as to keep the process of learning a language going on continuously,(Mohd Shah & Abdullah, 2014).

The significance of this study can be seen in that Saudi students will be motivated to learn language(s) by. This study encourages an autonomous learning style. This style will hopefully improve students' competency.

The study is limited to students enrolled in Nourah bint Abdulrahman University- most particularly those enrolled in the Translation Program (both French and English departments). Yet, it is limited to few samples because of constraints imposed by collecting data during the pandemic. It is hoped that future research would suggest covering larger groups in different universities. Furthermore, the scope of the study was confined to investigating the pronunciation skill, future work might cover more than one skill and undertake a comparative study to question students' attitude towards the most preferred skill.

### ***Objectives and questions of the study***

This study aims to:

1. Identify the attitudes of SELLS and SFLLs towards using YouTube in learning the English/ French.
2. Assess to what extent Saudi English learners (SELLs) and Saudi French learners (SFLLs) use YouTube to improve their pronunciation skill.
3. Explore the most preferred type of YouTube (En – Fr subtitled, Arabic subtitled, no subtitled) that SELLS SFLLs almost watch
4. Check whether the percentage of watching YouTube by SELLS and SFLLs has increased due to covid-19 or not.



This study tries to answer the following questions:

1. What is the attitude of SELLS and SFLLs towards utilizing YouTube in learning the English/ French languages?
2. What is the extent of using YouTube to improve the pronunciation skill of SELLS and SFLLs?
3. Is there a statistically significant difference in utilizing YouTube between SELLS and SFLLs?
4. What type of YouTube mostly was preferred by students?
5. Did the utilization of YouTube increase during Covid-19?

### **Review of Literature**

In this section, the researchers deal with several topics related to the utilization of Youtube in the process of learning pronunciation.

#### ***Foreign language learning and Pronunciation***

Pronunciation is one of the essential skill of language learning. O'Sullivan (2012) postulates pronunciation as a significant aspect of evaluating the speaking skill. According to O'Sullivan's analytic rubric scale, language learners who have high linguistic competency should not have any conscious mispronunciation while low competent learners always have incomprehensible pronunciation with a heavy pronunciation that might obstruct meaning. For this reason, correct pronunciation is an elementary component of learning a language that plays, to a great extent, a significant role in improving the speaking skill. Lee, Jang, and Plonsky (2015) found that teaching pronunciation led to a significant influence on language learners. Despite the significance of pronunciation, teaching pronunciation is mostly disregarded in language teaching classes (Nair, Krishnasamy & de Mello (2017).

Pronunciation is far essential since mispronunciation might create misunderstanding, (Fraser, & Perth, 1999).) Pronunciation is defined as the way of uttering an individual sound, intonation, patterns, and the stress of a target language, (Pennington & Richards,1986). Improving language learners' pronunciation is not to make them look like native speakers of that target language; but reasonably to accomplish genuine communication between the learners, (Jenkins, 2000; Saito& Lyster, 2012.). The latest trend currently is to attain the maximum degree of clarity; since learners' pronunciation might be similar to native speakers, but it is almost rare and sometimes very difficult to be accomplished (Kang, 2010). Pronunciation is considered as a challenging assignment that several language learners

encounter. Good pronunciation helps learners to be better listeners. In many educational contexts, teaching pronunciation is ignored, in comparison with other language skills such as listening, reading, and writing, as several language teachers are well-qualified in teaching pronunciation, these teachers sometimes do not know how to describe stress, intonation and accent of several lexical items (Couper, 2017).

### ***YouTube and Language Learning***

YouTube has many benefits in enhancing language learning. These benefits include the exposure to authentic language material whether English or French, the enhancement of autonomous learning. Also, the use of YouTube increases students' motivation. Youtube videos might have a significant influence on learners' minds and senses. YouTube videos are not only capable to draw the learners' attention but they can provide these learners with various learning styles and techniques such as visual, musical, verbal and emotional intelligence (Berk, 2009). Students' achievement depends on their learning styles. According to Romanelli, Bird, and Ryan, (2009) learning styles can be classified according to affective, cognitive, and psychosocial behaviours that act as meters of how learners recognize, interact with and react to the learning environment. Another taxonomy was proposed by other scholars who have introduced different models of learning styles. For example, Barbe, and Milone (1981) suggested three learning modalities which were known as VAK (i.e. visual, auditory and kinesthetic learning). This model is a combination of preferences, personality, and strengths which is exist in each individual.

### ***YouTube and Learning Pronunciation***

YouTube has been used as a tool to improve the pronunciation skill for language learners. YouTube creates many opportunities for learning foreign language pronunciation. It has many features that help foreign language learners improve their pronunciation performance. These characteristics can be understood in terms of input, output, and feedback. YouTube presents several chances that help language learners receive ample input. Based on Input Hypothesis offered by Krashen (1987), the basic constituent of successful language learning is input. Learners are required to be exposed to adequate of L2 input. Applying computers in learning pronunciation can afford language learners with sufficient realistic and contextualized spoken input. Utilizing YouTube empowers language learners to evaluate their own performance in pronunciation as well as others' performance in the pronunciation skill. It also affords a

substantial potential for language pedagogy as a medium to improve language learners' receptive and productive competencies in the target language pronunciation.

YouTube has several advantages that generate new chances for learners of the language. First, it is easier to watch videos about any topic you like. Second, the learners can imitate what a model is doing slightly after or at the same time. They also can repeat the video as many times as possible. Third, learners can practice independently and individually.

### ***Factors affecting the integration of YouTube***

Several factors can affect YouTube implementation in foreign language pronunciation. Features of pronunciation can be considered as a very important factor, the age of the learners, learner's target language proficiency, and educational levels. Concerning pronunciation features, they can be classified into the two types: (1) segmental features which express the knowledge of use about the sounds units in isolation, and (2) suprasegmental features which refer to intonation, stress, linking, rhythm; which is also called as prosody (Veenendaal, Groen & Verhoeven, 2016). Second, the age of learners has been considered as a critical factor that affects foreign language learning. Third, the level of target language proficiency is also an important factor that has a great impact on learning pronunciation and the use of YouTube in particular, along with other variables such as the degree of use of first and second language and motivation for learning a second/foreign language (Piske, MacKay & Flege 2001). Fourth, the educational level of the learners is considered as a feature for utilizing YouTube application successfully as proved by Piske, et al. (2001).

### **Methods**

This research is descriptive in nature; the researchers use quantitative as well as qualitative methods which consisted of two questionnaires and open questions which are assigned to undergraduate SEFLs / SFLLs. The questionnaires comprised two sections. The first section of the questionnaires included demographic information of the respondents including levels, duration of access to YouTube per-day. The second section contained 14 statements using five Likert- scale which measures students' perception toward utilizing YouTube by SEFLs / SFLLs. There are 10 open questions related to the content of YouTube, technical problems etc. The questionnaires were designed to answer the research questions which are related to the perceptions of university students' utilization of YouTube in improving English/ French pronunciation. The participants of the research were undergraduate female students belonging to levels 5, 6, 7, and 8 from the translation -English/ French- Department at Princess Nourah

bint Abdulrahman University, Saudi Arabia. The questionnaire applied 5-Likert scale that was ranged from 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree. The data from the questionnaires were analyzed using SPSS. It aimed to measure the students' utilizing YouTube in learning English/French pronunciation.

The researchers verified the validity of the questionnaires by running the test of Cronbach's Alpha

Table(1): Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.880	.891	14
.833	.853	14

\*the last parameter is not included in the above meter, because (Yes or No) statement's scale usually produces low scores. The participants of the pilot study did not participate again in the final form of the questionnaire.

## Results and Discussion

The data analysis is divided into two parts. The first part deals with the demographic information of the respondents while the second part deals with respondents' responses to three parameters.

### Participant's demographics information

The first section in the questionnaire was assigned to elicit the demographic information of the participants. Their demographic information is shown in Table 2.

*Table (2): respondent's demographic information of English*

Department	No	%	Department	No	%
English	30	100	French	233	100
Level	No	%	Level	No	%
Level 5	11	36.7	Level 5	3	1.3
Level 6	3	10.0	Level 6	14	6.0
Level 7	12	40.0	Level 7	194	83.3
Level 8	4	13.3	Level 8	22	9.4

\*All the respondents of the study were only female as in Saudi culture there is no co-education, and participants were from the English and French departments.

The number of participants who majored in English was 30 students, while those who majored in French were 233 female students at Nourah bint Abdulrahman University. These students were selected from levels 5,6,7 and 8.

**Table 3: Time spent watching YouTube**

English					French			
Hour(s)	No	%	Mean	Std. D	No	%	Mean	Std. D
1-2	21	70.0	1.33	.547	144	61.8	1.52	.766
2-4	8	26.7			66	28.3		
4-6	1	3.3			15	6.4		
+ 6 hours	0	00			8	3.4		

The mean can be calculated as the following 1-2 hours = 1- 1.74, 2-4= 1.75- 2.4, 4-6 hours = 2.5- 3.24, and +6 hours = 3.25-4

Table 3 shows that the majority of students in both languages spent between 1 to two hours learning their languages. In specific, 61.8% of the French learners spent one to two hours learning French. About 70% of the English learners spent one to two hours learning English. The result shown in Table 3 indicated that there was a significant difference between the two groups. The participants' responses showed that English language students spent more time learning English. the overall means were 1.33 and 1.52 for English and French respectively which means that the students in both groups spend between one to two hours daily watching youtube to learn their languages.

**Table 4: Time spent watching YouTube learning pronunciation skill before Coid-19**

English					French			
Time	No	%	Mean	Std. D	No	%	Mean	Std. D
1-2	22	73.3	1.37	.669	150	64.4	1.47	.707
2-4	5	16.7			58	24.9		
4-6	3	10.0			23	9.9		

+ 6 hours	0	00			2	.9		
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Table 4 shows that the majority of students in both languages spent between 1 to two hours learning pronunciation. In specific, 64.4% of the French learners spent between one to two hours learning French pronunciation before covid-19. 73.3% of the English learners spent between one to two hours learning English pronunciation before covid-19. The participants' responses showed that English language students spent more time learning. The the overall means were 1.37 and 1.47 for English and French respectively which means that the students in both groups spend between one to two hours daily watching YouTube to learn pronunciation.

**Table5: YouTube for learning pronunciation skill during Coid-19**

English					French			
Time	No	%	Mean	Stnd. D	No	%	Mean	Stn d. D
1-2	15	50.0	1.97	.183	111	47.6	1.70	.769
2-4	13	43.3			86	36.9		
4-6	0	00			32	13.7		
+ 6 hours	2	6.7			4	1.7		

Table 5 shows that the majority of students in both languages spent between two to four hours learning their languages. In specific, 47.6.0% of the French learners spent one to two hours learning French pronunciation during Covid-19. While 50.0 % of the English learners spent between one to two hours learning English pronunciation during Covid-19. The participant's responses showed that English language students spent more time learning pronunciation.

The overall means were 1.97 and 1.70 for English and French respectively which means that the students of French language spend between one to two hours daily watching YouTube to learn French pronunciation while students of English language spend between two to four hours daily watching YouTube to learn English pronunciation.

Regarding the time spent on watching YouTube for improving pronunciation skill in both groups before Covid-19, the responses showed that there is no significant difference between both groups, and the time spent approximately similar as the means of both groups are 1.37 and 1.47 for English and French respectively which indicates that students in both groups spent around 1-2 hours per day watching YouTube for improving pronunciation skill. But

regarding the time spent for watching YouTube for improving pronunciation skill is significantly increased during Covid-19 as shown in table 4, as  $p\text{-value}=0.000$  which means there significant differences and the students of English groups watch YouTube between 2-4 hours per-day during Covid-19. as the overall mean was 1.97

**Table 6: The difference between watching YouTube before and during Covid-19**

Time spent before and during Covid-19	Test Value = 0				
	T	Df	Sig. (2-tailed)	95% Confidence Interval of the Difference	
				Lower	Upper
Hours spent for learning the pronunciation skill before Covid-19	33.76	263	.000	1.37	1.54
Hours spent for learning pronunciation skill during Covid-19	35.45	263	.000	1.59	1.78

**Table7: Learning the language using YouTube**

No	English	Mean	Std. D	French	Mean	Std. D
1	Watching YouTube to learn English has many advantages compared to other media	4.23	.817	Watching YouTube to learn French has many advantages compared to other media	3.97	.885
2	Learning English using YouTube is effective.	4.23	.935	Learning French using YouTube is effective.	3.88	.928
3	Learning English using YouTube is very interesting.	4.37	.890	Learning French using YouTube is very interesting.	3.88	.865
4	YouTube provides authentic materials which help me better understand English.	3.87	1.008	YouTube provides authentic materials which help me better understand the French.	3.70	.884
5	I can remember the pronunciation of words that were shown on YouTube very easily.	3.87	.900	I can remember the pronunciation of words that were shown on YouTube very easily.	3.79	.924

Total	4.11	.765	Total	3.84	3.30
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\*It is worth mentioning that the researcher will use the means to analyze so the following scale illustrates the values for each category

Strongly Disagree = 1- 1.79, Disagree= 1.80 – 2.59, neutral = 2.60 – 3.39, agree = 3.40 – 4.19, and strongly agree = 4.20-5.

In table 7 the overall mean of the responses of the English respondents was 4.11 while the overall mean of the French respondents was 3.84 which indicate that both groups fall in the 'agree' category, but English language students scored higher than French language students Regarding statements ranking, the statement that states "learning English using YouTube is very interesting" scored the highest rank as the mean was 4.37(strongly agree) while in French language students the responses the statement that states' Watching YouTube learn French has many advantages compared to other media' scored the highest rank as the mean was 3.97 which fall under "agree" category. The statements No 4 and 5 scored the least in both groups as in English language both statements scored 3.87 ( agree) and in French language 4, 5 also scored the least scores, as the means of these two statements were 3.70 and 3 .79 respectively.

**Table: 8 learning pronunciation by using YouTube**

No	English	Mean	Std. D	French	Mean	Std. D
1	Watching YouTube helps me to pronounce English words correctly.	4.17	.791	Watching YouTube helps me to pronounce French words correctly.	3.91	.903
2	Learning English using YouTube is easy to follow the native speaker' pronunciation	4.17	.699	Using YouTube enables me to develop my French pronunciation.	3.85	.826
3	Using YouTube enables me to develop my English pronunciation.	4.13	.819	The use of YouTube improves my pronunciation effectively.	3.79	.832
4	YouTube provides me with a model of good speakers that I can follow.	3.90	.845	YouTube provides me with a model of good speakers that I can follow.	3.76	.888
5	The use of YouTube improves my pronunciation effectively.	3.87	1.08	Watching YouTube provides me with famous speakers that I can follow.	3.71	.904



6	Watching YouTube provides me with famous speakers that I can follow.	3.83	1.11	Learning French using YouTube makes it easy to follow the native speaker's pronunciation	3.69	1.026
	Learning English pronunciation by using YouTube	4.01	.62	Learning French pronunciation by using YouTube	3.78	.633

In table 8 the overall mean of the responses of the English respondents was 4.01 while the overall mean of the French respondents was 3.78 which indicate that both groups fall in the 'agree' category, the mean of English students was higher than those of French. Regarding statements ranking the statements that state "Watching YouTube helps me to pronounce English words correctly and Learning English using YouTube is easy to follow the native speaker' pronunciation' scored the highest rank as the means of these two statements were was 4.17 (agree) while in French language students the responses the statement that states 'Watching YouTube helps me to pronounce French words correctly scored the highest rank as the mean was 3.91 which fall under "agree" category. The statements No 6 of English students scored the least score as the mean was 3.83 (agree) and in French language, the statement No 2 scored the least as the mean was 3.69 (agree)

In the above table, English students showed that they have a more positive attitude toward learning pronunciation by using YouTube.

**Table 9: The preferred type of YouTube**

The preferences of English	Mean	Std.D	The preferences of French	Mean	Std.D
captioned with English	4.00	.947	captioned with French	3.54	.995
subtitled with Arabic	3.30	1.179	subtitled with Arabic	3.46	1.046
Without subtitles or captions.	2.97	1.217	Without subtitles or captions.	3.04	1.148
Total	3.42	.666	Total	3.34	1.063

In table 9 the overall mean of the responses of the English respondents was 3.42 while the overall mean of the French respondents was 3.34 which indicate that English fall in the 'agree' category while French under "neutral" category, the mean of English students was higher than those of French. Regarding statements ranking the statements that states "Watching YouTube

captioned scored the highest rank in both groups (English and French as the means were 4.00 and 3.54 for English and French respectively, the means of the two states in the two groups fell under (agree) category. The statements No 6 of English students scored the least score as the mean was 3.83 (agree) and in French language, the statement No 2 scored the least as the mean was 3.69 (agree), the least scored statement was that YouTube without subtitles or captioned as the means of the statement were 2.97 and 3.04 in English and French respectively, the means were under "neutral" category. Interestingly the ranking of the statements was the same in both groups, there is a consistency of preferred YouTube.

Regarding the analysis of the open questions of the questionnaire

The mean of this section is calculated as No= 1-1.4 and NO = 1.5 – 2

**1- Do you follow some English channels related to pronunciation?**

The responses of the respondents of English language students indicated that they do not follow YouTube channels as the mean of responses was 1.90 the mean of French students was 1.47 which mean that they follow some YouTube channels.

**2- Is the content of YouTube culturally suitable to watch?**

The responses of the respondents of English language students indicated that the content of YouTube is culturally suitable as the mean of responses was 1.07 the mean of French students was 1.15 which mean that the content of YouTube is culturally suitable too.

**3- Do you experience technical problems using YouTube while watching videos?**

The responses of the respondents of English language students indicated that they do experience technical problems as the mean of responses was 1.97 and the mean of French students was 1.89 which means that these students do not experience any technical problems while watching YouTube.

**Table 10: the difference between SELLS and SFLLs regarding the parameters**

Parameter	Speciali zation	Mean	Std. Deviati on	Std. Error Mean	Levene's Test for Equality of Variances	
					F	Sig.
Learning a language by using YouTube	English	4.011	.62962	.11495	.000	.997
	French	3.781	.63236	.04134		
Learning pronunciation by using YouTube	English	4.011	.62962	.11495	.000	.997
	French	3.781	.63236	.04134		

Type of YouTube preferred by students	English	3.422	.66628	.12165	.107	.744
	French	3.350	.67356	.04403		

Table (10) showed that there are no statistically significant differences between SELs and SFLLs regarding learning a language in general and pronunciation in particular by using YouTube well as they have similar preferences ( youtube captioned with English/french language).

## Discussion

In this section the researchers discuss the research questions that were raised in the study.

### *1) What is the attitude of SELs and SFLLs towards using YouTube in learning the English/ French?*

From the analysis in the above section, it was clear that SELs and SFLLs have a positive attitude toward using YouTube in learning the English/ French.

SELs and SFLLs reported that using YouTube is very interesting; this is consistent with the finding of Silviyanti, (2014) who reported that students felt that using YouTube was very interesting. In a similar vein, Harianja & Fibriasari, (2019) reported also that student of French language also felt that it is interesting to use YouTube for learning French language. In the current study both SELs and SFLLs showed great interest and positive attitudes towards using YouTube to learn English and French languages. Almost all students agreed upon the advantages, effectiveness and the availability of authentic materials provided by YouTube (Watkins & Wilkins, 2011; Almurashi,2016).

### *2) What is the extent of utilizing YouTube to improve the pronunciation skill of SELs and SFLLs?*

SELs and SFLLs responses indicated that they use YouTube to improve the pronunciation heavily as the mean of the statements of this section (using YouTube to improve the pronunciation) was more than the use of YouTube for learning languages in general; it means that most of the students use YouTube for improving pronunciation skill.

Both SELs and SFLLs reported that they have a very positive attitude towards utilizing Youtube to enhance their pronunciation skill. The responses of these students were under the 'agree' category, most of the students reported that they mostly watch YouTube pronounce English or French words correctly as well as they use YouTube to follow the native speaker'

pronunciation. The students also stated that they watch YouTube to remember the words easily, this finding is similar to that of (Ayu, 2016; Hussin, Gani, & Muslem, 2020). English students showed that they have a more positive attitude than French students towards learning pronunciation by using YouTube.

**3) *Is there a statistically significant difference in utilizing YouTube between SELLS and SFLLs?***

The discussion in the above section reveals that there are no statistically significant differences between SELLS and SFLLs. The students in both groups demonstrated similar interest in watching and resembling preferences towards YouTube.

**4) *What kind of YouTube mostly was preferred by students?***

Interestingly, in this parameter there is the diversity of the preferences means of both groups which fell into two different categories as that of English was as "agree" category while that of French was as "neutral" category. Both groups preferred YouTube captioned with the English/French.

**5) *Is the utilization of YouTube increased during Covid-19?***

SELLs and SFLLs responses indicate the time spent around 1-2 hours per-day before Covid-19 while 2-4 hours per—day during Covid-19.

This means that there are statistically significant differences between the time spent between before and during Covid-19 which was increased during Covid-19. This finding is consistent with what was found by several studies that investigated the use of social media before and during Covid-19 (Al-Shammari, 2020) interestingly, students utilize YouTube to learn and improve their pronunciations.

## **Conclusion**

YouTube is a very beneficial, fruitful, and interesting online source to acquire/ teach the pronunciation skill for SELLS and SFLLs especially during Covid-19 where all people were on a lockdown at home. YouTube has several advantages as well as disadvantages. As a teacher of foreign languages (English or French ), we have to guide our students to the proper way and proper YouTube sources to harness all available resources. Utilizing YouTube to improve the pronunciation skill of SELLS and SFLLs is very important. There are millions of

videos accessible on YouTube that can be utilized by SELLS and SFLLs for learning English/ French languages.

In this study SELLS and SFLLs showed a positive attitude toward utilizing Youtube. It is very promising that SELLS and SFLLs compensate the actual classroom lectures by accessing and surfing YouTube and follow some channels on YouTube. Their utilization of YouTube has been increased dramatically as most of them spend around two hours per day watching Youtube learn the language as well as pronunciation. The majority of the students prefer YouTube videos that were captioned with English / French languages.

### **Recommendations**

English/ French language teachers must enhance the utilization of YouTube among their students by sharing and creating groups to post relevant and useful YouTube videos.

The teacher must recommend specific YouTube channels for their student according to their level and ability.

To avoid cultural barriers, the teacher must be aware of those YouTube channels that are not appropriate to be administered to students from an Arabic culture community.

It is very important to integrate YouTube inside the classroom by enabling students to comment and react on specifically posted YouTube.

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## Appendices

Questionnaire for Students of English language

Part one

Personal background

Gender

Level

Learning English by using YouTube (strongly disagree—strongly agree)	
1	Watching YouTube to learn English has many advantages compared to other media .
2	Learning English using YouTube is effective.
3	learning English using YouTube is very interesting.
4	YouTube provides authentic materials which help me better understand English .
5	I can remember the pronunciation of words that were shown on YouTube very easily.
Learning English pronunciation by using YouTube (strongly disagree—strongly agree)	
1	Watching YouTube helps me to pronounce English words correctly.
2	Learning English using YouTube is easy to follow the native speaker' pronunciation
3	Using YouTube enables me to develop my English pronunciation.
4	Youtube provides me with a model of good speakers that I can follow.
5	The use of YouTube improves my pronunciation effectively.
	Watching YouTube provides me with famous speakers that I can follow.
Type of youtube preferred by students	
1	I prefer to watch English YouTube subtitled with Arabic
2	I prefer to watch English YouTube subtitled with English
3	I prefer to watch English YouTube without subtitling.
Interview ( or open-ended questions)	
1	How many hours do you stay watching YouTube in a day for learning English?
2	How many hours did you stay watching YouTube in a day for learning English pronunciation skill before Coid-19?
3	How many hours do you stay watching YouTube in a day for learning English pronunciation skill duringCoid-19?
4	Do you follow some English channels related to pronunciation?
5	If yes, write some Youtube channels



6	Does the content of Youtube culturally suitable to watch?
7	If no, write some reasons
8	Do you experience technical problems using YouTube while watching videos?
9	If yes write some problems
10	What are the tools you used to improve your English pronunciation besides YouTube? such as VoiceTube, YouGlish, TubeQuizard, and SpeechAce
11	Do you follow some English Youtube channels related to pronunciation?

Questionnaire for Students of French language

Part one

Personal background

Gender

Level

Learning French by using YouTube ( strongly disagree—strongly agree)	
1	Watching YouTube learn French has many advantages compared to other media.
2	Learning French using YouTube is effective.
3	learning French using YouTube is very interesting.
4	YouTube provides authentic materials which help me better understand French.
5	I can remember the pronunciation of words that were shown on YouTube very easily.
Learning French pronunciation by using YouTube ( strongly disagree—strongly agree)	
1	Watching YouTube helps me to pronounce French words correctly.
2	Learning French using YouTube is easy to follow the native speaker' pronunciation
3	Using YouTube enables me to develop my French pronunciation.
4	Youtube provides me with a model of good speakers that I can follow.
5	The use of YouTube improves my pronunciation effectively.
	Watching YouTube provides me with famous speakers that I can follow.
Type of youtube preferred by students	
1	I prefer to watch FrenchYouTube subtitled with Arabic
2	I prefer to watch FrenchYouTube subtitled with French
3	I prefer to watch FrenchYouTube without subtitling.
Interview ( or open-ended questions)	

1	How many hours do you stay watching YouTube in a day for learning French?
2	How many hours did you stay watching YouTube in a day for learning French pronunciation skill before Coid-19?
3	How many hours do you stay watching YouTube in a day for learning French pronunciation skill duringCoid-19?
4	Do you follow some French channels related to pronunciation?
5	If yes, write some Youtube channels
6	Does the content of Youtube culturally suitable to watch?
7	If no, write some reasons
8	Do you experience technical problems using YouTube while watching videos?
9	If yes write some problems
10	What are the tools you used to improve your French pronunciation besides YouTube? such as VoiceTube, YouGlish, TubeQuizard, and SpeechAce



**Using English as a Lingua Franca in Pakistan:  
Influences and Implications in English Language Teaching (ELT)**

*Dr. Mian Shah Bacha<sup>1</sup>, Tribhuwan Kumar<sup>2</sup>, Bakht Sheema Bibi<sup>3</sup>, Dr. Mehrunnisa M.  
Yunus<sup>4</sup>*

*<sup>1</sup>Head, Department of English, Shaheed Benazir Bhutto University, Sheringal,  
Dir Upper KPK, Pakistan.*

*Email: bachamsb@gmail.com*

*<sup>2</sup>Assistant Professor of English, College of Science and Humanities at Sulail, Prince Sattam  
Bin Abdulaziz University, Al Kharj - 11942, Saudi Arabia.*

*ORCID iD: <https://orcid.org/0000-0001-7259-9364>*

*Email: t.kumar@psau.edu.sa*

*<sup>3</sup>Lecturer in English, Department of English, Shaheed Benazir Bhutto University, Sheringal,  
Dir Upper KPK, Pakistan*

*Email: sksbbuswat@gmail.com*

*<sup>4</sup>Assistant Professor of English, College of Science and Humanities at Sulail (Girl's Section),  
Prince Sattam Bin Abdulaziz University, Al Kharj - 11942, Saudi Arabia.*

*Email: m.mehrun@psau.edu.sa*

*E-mail for correspondence: [m.mehrun@psau.edu.sa](mailto:m.mehrun@psau.edu.sa)*

**Biodata:**

**Dr. Mian Shah Bacha** is working as an Assistant Professor in the Department of English Language and Literature, Shaheed Benazir Bhutto University, Sheringal, Dir Upper, Pakistan. His fields of interests are English Literature, Linguistics, sociolinguistics and ELT.

**Dr. Tribhuwan Kumar** an Indian by birth, is currently serving as an Assistant Professor in the Department of English language and Literature, Prince Sattam Bin Aabdulaziz University, Saudi Arabia. Teaching and research are his passion. He has been teaching at different colleges

and universities for last 11 years and has an immaculate publication record. His research areas are British Literature, American Literature Indian English Literature, Applied Linguistics and related fields.

**Bakht Sheema Bibi** is currently working as lecturer in English, Department of English Language and Literature, Shaheed Benazir Bhutto University, Sheringal, Dir Upper, Pakistan. Her research interests are literature, novel, fiction and linguistics

**Dr. Mehrunnisa M. Yunus** is currently serving as an Assistant Professor in the College of Science and Humanities, Sulail at Prince Sattam bin Abdulaziz University, Saudi Arabia. She has more than 10 years of working experience in the field of Literature and language teaching. Her research interests include American Literature, English Literature, English Language Teaching and other areas in Linguistics.

### **Abstract**

This research study finds out English as a Lingua Franca or world language and its pedagogical concerns in Pakistan. The researcher has tried to find out the status of English as a Lingua Franca within the pedagogical system in Pakistan. The link between the teacher and students and the comprehension of the global nature of English by the students has also been noted. Nevertheless, regardless of these significant shortcomings, English is still badly needed as a means of world communication, education, technology acquisition, and growth within Pakistan. Therefore, it is important that conventional approaches to the teaching of English as a lingua franca should shift. In Pakistani socio-cultural background, conventional pedagogy from the native speakers needs to be checked for enabling English learners to trust their language-learning tasks more. Consequently, English instruction and its global position require a paradigm change. For this reason, a twenty item Likert Scale questionnaire was created and administered to postgraduate students and English Language Teachers (ELT) with five categories related to English as a lingua franca. Subsequently, interviews for the research were based upon ten questions and English for its status at international level was looked at and questionnaires were administered and interviews were conducted.

### **Background of This Research**

All the countries of the world are in a great hurry to be part of a global village. Consequently, for the development of inter sociocultural understanding, ties and mutual connections are not

just desirable but indispensable. In order to build bridges towards mutual understanding, the world will become a global village only if it has a common means of communication. The effective medium of a common language must have this degree of communication. A mutually intelligible language demands today's international participation in science and technology. English suits this need precisely because among world languages it holds such a predominant role (Kumar, 2020; Jesa, 2005).

Due to the position of English as an important medium for international interaction, its influence as a lingua franca is increasing across the globe. The importance of English as a language still continues in education, research, tourism, print or electronic media and for international trade and business as well. In light of the importance of English as a lingua franca, new strategies need to be prompted in the Pakistani context.

McKay (2002) states that English as a universal language needs updated paradigm shift for its teaching and it should be different from the teaching assumptions of other languages. Moreover, the increased importance of English as a global language is evolving a universal status and which would have a deep effect on its teaching. Keeping in view the international role of English, its paradigm will lead to new methods which were untested a few decades back.

Though the status of English has been discussed from different point of views, however, its pedagogical considerations have not been thoroughly assessed and especially in the perspective of its international role in the Pakistani context.

While the status of English has been discussed from ideological, cultural, social and political points of view, its pedagogical concerns in light of global changes in the Pakistani context have not been evaluated in depth (Mahmood et. al., 2020). Authors with major concerns elsewhere have hinted at scant mention of pedagogical concerns. However, international publications have occasionally dealt with the global or international status of English (McKay, 2002; Jenkins. 2000; Crystal, 2004; Graddol, 2006). Nevertheless, a comprehensive work dealing with English as international language and its pedagogical considerations does not exist within the Pakistani context. Evaluating the specific concerns of university and post-graduate teachers and students is one way to evaluate the problems of English as a global language in Pakistan. As Teachers play an extremely important and necessary role in delivering the knowledge of languages and so it is, therefore, assumed that they would be a great motivational source for their language students. so, keeping in view, the rapidly changing world of English, the role of English language teachers becomes even

more important. It is therefore of greatest importance for teachers of the English language to understand the trends they face in their teaching practice.

The Primary aim of this research article is to demonstrate an understanding of English as an international language by the language students and teachers. When their pedagogy interacts with the linguistically expanding world, this will be especially true. The results of this research will encourage understanding of English language at international level and the use of English from globalized perspective will also be considered as well. Cultural changes taking place across the globe will be demonstrated. And finally, it will help English language teachers in their actual teaching activities to develop greater awareness of English as a global language.

### ***Research Questions***

- (i) How does the pedagogical system of Pakistan include the teaching of English as an international language?
- (ii) How should English as a lingua franca be taught?
- (iii) Does the Native Speaker Based methodology of English Teaching need replacement in Pakistan?
- (iv) What impact English as a global language does make on Pakistani cultures?
- (v) How does English a universal language affect the languages in Pakistan at Local level?

### ***Assumptions of the Research Study***

This study aims to evaluate ELT's current pedagogical concerns at postgraduate level in Pakistan. It will also expose the limits of ELT as a pedagogy that is out of step in this era of globalization. This, in turn, will challenge ELT educators who rely on Native Speaker-based pedagogy.

## **Literature Review**

### ***Globalization***

There is a wide range of views on the term globalization but the word has been used in four senses: internationalization, liberalization, universalization, and westernization. The term internationalization often refers to the continuous development which includes transactions and interdependence among the world's nations. Globalization is synonymous with internationalization for many. The term globalization is understood by others to mean liberalization and thus implies borderless relationships for the cultural and economic development but to other the term indicates worldwide expansion in the sense of

universalization. Regarding the use of this word among scholars, there is one final meaning and that is westernization. It is considered to be a kind of universalization wherein the new modern social structures i.e., urbanism, industrialism, capitalism, rationalism, etc. are used to intermingle with the present cultures throughout the world. In such process of universalization, older cultures are lost and the sense of self-recognition of the local cultures is destroyed.

It is hard to say that when exactly globalization began and how far it is present in the world now. Robertson (2003) states that “it has been with us as a human dynamic, even though until recently we were unaware of its acceptance” (p. 3). He argues further that its third stage is currently underway: “the first, after 1500, focused on regional trade globalization; the second, after 1800, gained momentum from industrialization; the third, after 1945, derived from the architecture of a new world order” (Robertson, 2003; p.4).

Two factors are attributable to the most recent debate on globalization: first factor is attributed to Soviet Union disintegration and second factor is the excessive use of technology. Technology connects and makes people mobile more than it was before.

### ***English Language in the World***

English being as a world language is now well-established fact (Graddol, 1997, Jenkins, 2000; McKay, 2002). The terms used for English as a global or lingua franca need to be understood interchangeably. The abbreviation ELF must therefore, be understood.

A language having great number of native speakers is called a world or global language. (Graddol, 1997; McKay, 2002). If the assumption of having a large no of people is accepted, then, Chinese language, Spanish language and Arabic will also be understood as lingua franca. As McKay (2002) states, “for any language to become an international or lingua franca, then, it should have a large no of speakers (p. 5). Well, so far the case of English is concerned, it is not used only by English but, is used a large no of other speakers whose mother tongue is not English but they speak other native tongues. This notion regarding English is well backed by Graddol (1999). According to him global language is:

“... based solely on expected population changes, the number of people using English as their second language will grow from 235 million to around 465 million during the next 50 years. This indicates that the balance between L1 and L2 speakers will critically change, with L2 speakers eventually overtaking L1 speakers” (quoted in McKay, 2002).

Further, Jenkins (2000) puts his idea in the following way:

“For the first time in the history of the English language, second language speakers outnumber those for whom it is the mother tongue, and interaction in English increasingly involves no first language speakers whatsoever” (p.1).

It means that there will be a critical change in the number of First Language and Second Language speakers, with L2 users will replace L1 speakers (McKay 2002; Graddol 1999; Go Silk, et al., 2020; Mehmood, 2020). Jenkins (2000) actually maintains that: The no of second language speakers has increased more than those of the native speakers as this first time the history of this language. The growing popularity of English as a language of communication among nonnative speakers, both Graddol (1999) and Jenkins (2000) claim, would surely give them enough exposure to decide the future of it (English) and, to some extent, a prominent norm-providing position.

Another element that makes the status of English prominent is the fact that this language has been recognized as almost in every country in the world (Crystal, 1997). English language is also called an auxiliary or second language as due to its formally official status in many countries of the world. If English is not the second or official language of any country, then, to it preference is also given due to its status as being a foreign language.

Crystal (1997) finds English to be the most widely taught foreign language. Some other linguists and experts believe that a global language does not have boundaries of use, but it crosses all borders and cultures.

Widdowson (1994) finds global or world language as one that serves “a whole range of different communities and their institutional purposes, and these transcend traditional, communal and cultural boundaries” (cited in Jenkins 2000; p.7). The earliest scholars explain the term global or world language, Smith (1976), state that a global or world language is one which is used to communicate with each other by individuals from different nations. His assumptions about the pedagogy used for learning an international language (cited in McKay 2002). The points regarding pedagogy of learning an international are given in the following:

- It is not necessary for the international learners to internalize the cultural standards of the native speakers.
- The ownership of English as an international language becomes de-nationalized.
- English as an international language should be part of the education to enable its learners to express their cultures to others

English as a global or world language does not mean that it should be used across the nations but it can also be used within the premises of the country as well Pennycook (1994). McKay



(2002) therefore suggests a change in Smith's second hypothesis but he claims that English ownership should be renationalized rather than de-nationalized regarding the use of English in the outer-circle countries.

McKay (2002) reframes Smith's assertions based on this concept as follows:

- English as being a global or world language is also used for broader communication.
- Since English has become a global language, therefore, its role and culture should be based on international principles.
- English as a world or global language should integrate itself into the indigenous culture of the given country.
- As English is a global language, therefore, its functions should not be limited but its speakers should be allowed to share their ideas and their indigenous cultures with others

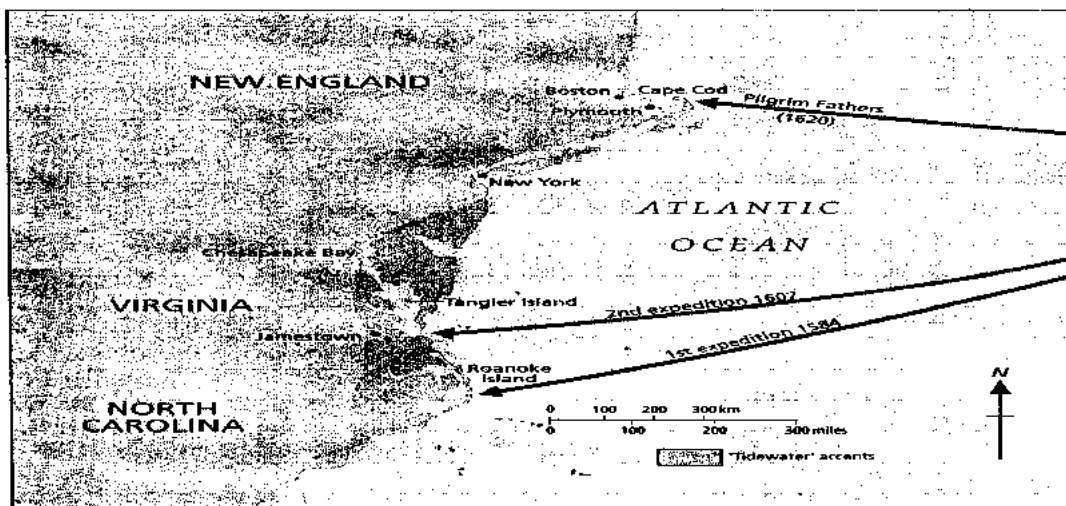
Finally, BruttGriffler (2002) presents 4 key characteristics that characterize a world language's development:

- The language of the world is a way to develop an eco-cultural system which contributes greatly to the world market and business across the world
- In a widely diversified multilingual context, bilingual speakers necessitate it for an international language to make itself with other local cultures and languages.
- World language is not limited to the socioeconomic elite class but unlike any elite lingua Franca, it is learnt differently in a society.
- A world or global language is not spread by its speakers' migration but rather a language becomes global only by the acquisition of people whose first and native language is different.

(cited in McKay, 2002)

### ***History of English Language***

Today, in the world, the mentioned parameters are only fulfilled by English language and it is, therefore, safe to say that it has become a world language. Different Historical Periods of English as world Language. It is needed to know the history of English before it is understood as a global language. The First Diaspora consisted of 25,000 immigrants to America and Australia from England. It eventually resulted in new English varieties. Due to the colonization of Asia and Africa, As a result of the colonization of Asia and Africa, the second diaspora helped develop a number of other varieties which are often referred to as New English.



**Figure 1:** Early English-speaking settlement areas in America (Crystal 1997; p. 27).

### **The First Diaspora: Transporting English to the New World**

The First Diaspora was made by English speaking people from England, Ireland and Scotland and it moved to America, Australia and New Zealand and the English (dialects) which they spoke were changed and developed but now they are called as American or Antipodean Englishes.

The English dialects that went with them, as we know them today, changed and developed into American and Antipodean English. In today`s world, the varieties of English spoken in modern North America and Antipodean English are not identical to the language which were taken by them but have changed significantly in reaction to the new sociolinguistic contexts in which those migrants were found. Due to the contact and their living with the indigenous Indian and Maori populations in the colonized lands, the vocabulary and other language terms expanded quickly.

In the earliest expedition from the British to the New World, Walter Raleigh went to America in 1584, although this did not give permanent settlement to the British. The voyagers landed near Roanoke Island which is near to the coast of North Carolina, but a conflict started with the native Indian population before they disappeared mysteriously. Never was their fate determined.

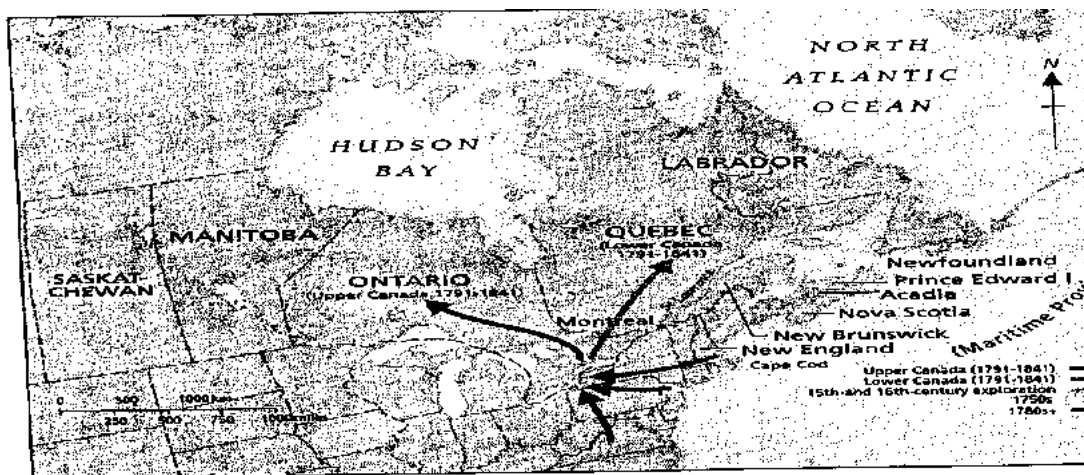
The earlier permanent settlers arrived in Jamestown, Virginia, in 1607 (these travels which were made by the early settlers are named after James I and Elizabeth I). This was soon followed by a second Puritan group (Pilgrim Fathers). In New England, other groups later went further north into what is now Plymouth and Massachusetts. In the later years, these settlements spread and attracted more new migrants, though their accents varied from each other. Those

from the west of England used a rhotic /r/ that was voiced /s/ while not those from the East of England

Due to the slave transportation, English language spread to the parts in America south and to the islands of Caribbean which were also overtaken by the English in the 17th Century and moreover, Slaves were taken from Africa and they were exchanged for sugar and rum on both the American and Caribbean coasts. The English languages that originally evolved between them and their captors gave birth to pidgin languages that later became Creole languages.

Largescale immigration came to Philadelphia and its coastal area from Northern Ireland in the 18th century, soon moving north and west. The Loyalist, who supported the Colonial Empire after American Independence in 1776, found it difficult to live in the United States and resettled in Canada. Australia was discovered by James Cook in 1770, which is modern day is Queensland.

The first fleet of ships was anchored in the southern parts of Wales in 1788. Around one lakh and sixteen thousand convicts were transported to the different parts of Australia from Britain and Ireland until transportation was suspended in 1852. Large numbers of free settlers in Australia (Jenkins, 2003) and New Zealand also began to settle after the 1820s.



**Figure 2:** The flow of English to Canada (Crystal, 1997)

The Europeans began settling in New Zealand in the 1790s, even though until the British-Maori Treaty of Waitangi in the 1860s, there was no official colony there. Immigrants from Britain arrived in New Zealand in three phases: from Britain around 1840s and 1850s, after 20 years from Australia and Ireland in the 1860s, and from the United Kingdom between 1870 and 1885, with Scots being the majority.

The Dutch colonized South Africa in the 1650s. The British did not begin to immigrate to South Africa until they took control of the Cape in 1795. Until 1820, the British did not settle

there in large numbers. Soon, many immigrants came from southern England, with a significant number from Ireland and Scotland, as well as from southern England.

In the 1850s, further immigration from the Midlands, Yorkshire and Lancashire continued in the Natal region. The Blacks, Afrikaans, the Indian Immigrants learnt this language from 1822 which later became an official language.

### The Second Diaspora: English is transported to Asia and Africa

Between the 18th and 19th centuries, the second Diaspora took place in quite different ways, with distinct results. East Africa and its connection with English were distinctive. Colonists from the 1850s extensively settled countries such as Uganda, Kenya, Tanzania, Malawi, Zambia and Zimbabwe, followed by other expeditions such as those by David Livingstone. English played an important role in these six countries, becoming a lingua franca.

As McCrum et al. (2002) stated that the English have had a toehold on the Indian subcontinent since the early 1600s when the newly formed East India Company set up settlements in Madras, Calcutta and later Bombay, English was introduced in the Subcontinent in the second half of the 18th century. The role of English has been very important in subcontinent since the Macaulay Education Minute of 1835. Countries like Singapore, Malaysia, Hong Kong, and the Philippines have also been influenced by English. Thus, with its local varieties, the propagation of English is still continuous.

In order to provide various internal functions that act as a neutral lingua franca, most independent countries have retained English since 1945 (Jenkins, 2003)

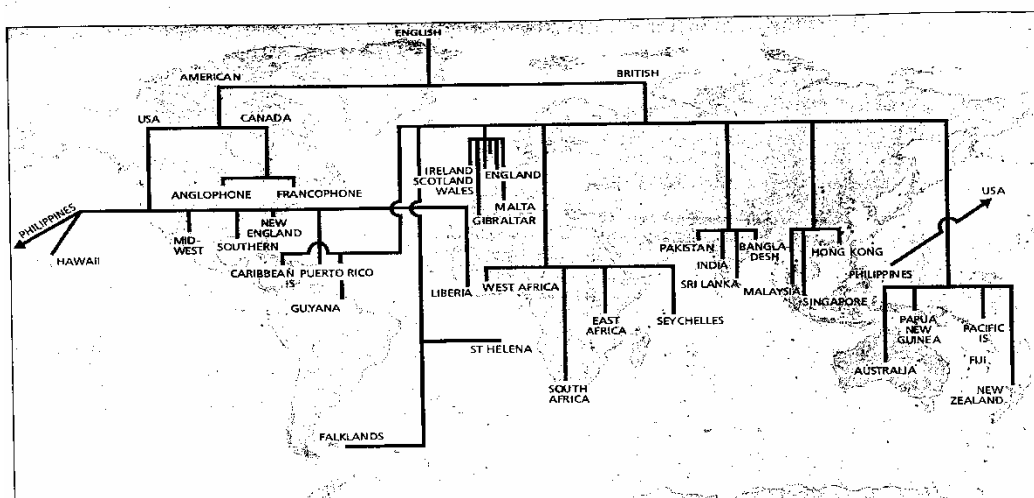


Figure 3: A family tree representing English around the world (Crystal, 1997; p 62)

## **The Implication of Globalization for ELT on Pakistan**

There is a unanimous agreement regarding English as a lingua franca and it should be the foundation of new assumptions but such a shift in the paradigm of its pedagogy is being observed today (Jenkins, 2000). Despite the fact of English as a global language, it is still taught as a foreign or second language in many parts of the world.

Until this need to teach English as a world language is fully acknowledged, effective world language English instruction will continue to impede it. The methodology for teaching English as a world language is different from its methodology of teaching it as a foreign or second language and so its teaching is based on four key characteristics. These key characteristics are, according to (Zacharias, 2003):

- Native-ness theory
- Issues regarding acquisition of the world language
- The mono-cultural approach of languages teaching
- Language Teaching and its monolingual approach towards it

## **Methodology**

The research techniques and methodologies that were used for data collection are detailed in this methodology section. Quantitative and qualitative data have both been gathered in the following ways:

- For quantitative data, a questionnaire was used
- Interviews and qualitative data.

The data of this research were quantitatively gathered through a questionnaire based on 20 items Lickert scale. The pilot study of the questionnaire was done to make its validity and reliability ensured.

## **Research Tools**

### **Questionnaire**

The main purpose of this research study was to record the perceptions of the participants (teachers and students) on the overall subject of English as a world or lingua franca within the Pakistani context. This questionnaire was adopted with slight modification from Zuhail Okan and Rana Yildrin who were professors at Cukurova University, Turkey. This questionnaire had five categories which were based on Lickert Scale.

- English as a lingua franca/ language of communication

- The question on the ownership of English language
- Comparison of nativeness and non-nativeness
- ELT cultural contents
- Appropriacy of the teaching materials and methods within the Pakistani context

### **Population**

The number of participants whom data were given was 60 English language teachers and three hundred students but the rate of returning the questionnaire was comparatively low by the students, only 41 questionnaires returned by teachers and the students returned questionnaires were 104. The student female population was five percent and teachers were Master qualified but the Bachelor was the maximum qualification for the students.

### **Sampling**

Teachers from the universities of Management and Technology, Lahore, Malakand, Chakdara, and from the Post Graduate Jahanzeb College were taken as population, they were given the questionnaires. The questionnaire had five parts and its first part was regarding English as a lingua franca and the and the second part was related to the ownership of the language. However, its third part of the questionnaire was concerned about the comparison of nativeness and non-nativeness, the fourth part of the questionnaire dealt with the cultural contents of the English language Teaching and while the fifth part of the questionnaire was about the appropriacy of the methods and materials which had been developed by the native speakers. Demographic information included information such as age, expertise and qualification

### **Interviews**

Interviews with available teachers were performed the day after the questionnaires were administered. During the interviews, the medium of communication was English. The duration of each interview was 6 to 13 minutes. With minor changes from Zacharias, the questions from the interview were also adapted. Zacharias (2003). The respondents were asked the following questions:

- In Pakistan, what is the importance of English?
- How do you understand English as a lingua franca?
- What kind of English is represented by the best modal?
- When teaching English, is the mother tongue of the students useful?
- What culture should be learnt by students during learning of English?
- What materials are preferred, those written by the native speakers or published locally?

- What do you feel about textbooks written by native speakers? English speaking countries or those published locally?
- What co-curricular tasks do you have at your university?
- Do you believe that English as lingua franca threatens local languages?
- Do you consider that English as a global or world language threatens the local culture?

The interview was video and audio recorded. The analysis of the interview was done in line with the five categories devised in the questionnaire.

### **Data Analysis and Findings**

A details data analysis of questionnaire and interview-based survey is accomplished. The detailed discussion of the current research is discussed and the chosen five main areas have been focused: the status of English as a lingua franca; the question on the ownership of the language; the question of nativeness of English language; ELT cultural content; and appropriacy of the teaching materials and methods within the Pakistani context.

### **The status of English as a Lingua Franca**

A majority of participants thought English as a lingua franca that is nonetheless an imposition of our interdependent world, although necessary for Pakistan in today's world. Without English, many felt that, in almost every field and in its ability to communicate internationally, Pakistan would lag behind the rest of the world. The data in the preceding section shows how strongly English has now emerged as a global language. Instead, English, which is taught in Pakistan today from a traditional perspective, should be treated as a global language in both academic and non-academic circles. Teachers should teach in a way that allows students to understand the global language of English. The purpose of communication between populations of other cultures and nationalities should be English as a global language. A strong perception among teachers and students considered English a global language and it is shown by the data from both questionnaires and interviews.

English, taught as a global language, must be part of Pakistan's pedagogical system. For everyone, whether teacher or student, its global role must be clear. Most of the respondents agreed that English was important for communication, for the affairs of politics, economic affairs and education. Moreover, they also agreed that there is a need for global language and English could solely fulfil that need.

### **The question on the ownership of the language**

Most of the participants said that English does not remain the sole property of indigenous countries, but that it has been given an international quality by its spread. Many of the respondents claimed that English had become a neutral instrument without ownership, although an opposite point of view was expressed by some of the respondents. To broaden the understanding of Pakistan's teachers and learners, the status of English as it exists today must be strongly considered by the ELT. The participants were also divided on the assertion that English belongs to the native speaking nations. Most disagreed with this idea, feeling that English no longer belonged to countries in the inner circle, but that it had become the language of the world.

### **The question of nativeness of English language**

The native English teachers are commonly understood to be developers of attractive and effective teaching programs which are of standard quality. However, the respondents were asked to respond who are better teachers between native or non-native.

The understanding and perceptions regarding the question of nativeness are analysed here. In relation to native-speaking teachers, many of the respondents agreed that native teachers knew about their strengths and weaknesses. Many of them also agreed that with native-speaking English teachers, they could profitably teach cooperatively. Most of the teachers participating in the interviews also believed that native-speaking English teachers needed to be employed at their university, although there were various reasons why it would be beneficial. Some thought that their precise pronunciation and accent would be good models. They were also careful, however, to say that not all native speakers would be qualified to teach English, they should be qualified and they should also be involved in the research. There was also a strong sense of resentment that native English-speaking teachers received more pay than their counterparts from Pakistan. Although English comes from under the influence of the inner circle, even in Pakistan, native-speaking English teachers have not lost their importance. The data given above depict that 63% of teachers were of the view that native speakers knew their strengths and weaknesses but a few participants did not agree with the concept of native speakers' superiority. While only one participant strongly disagreed and four were undecided. Referring again to the data above, it is clear that, due to the increasing circle of English speakers, the factor of nativeness of English speakers is still considered to be a source of reference for many. Most of the respondents agreed that in our universities and colleges, native speakers would be good teachers than the nonnative speakers of English. 39 percent found



English teachers to be better than non-native teachers, 17% strongly opinioned about the notion of native teachers' supremacy and similarly, 17% respondents did not find native English teachers better than non-native teachers. The above data demonstrates the preference of the respondents for native teachers. Some of the respondents were of the view that better English teachers are native-speaking teachers, but only in terms of pronunciation and speaking abilities.

### **ELT cultural content**

To response to the first question in this category regarding culture independence, only 11 respondents agreed but 4 respondents were in strong disagreement. 12 respondents of the view that culture is not language independent but both are co-dependent. 24 % percent respondents were of the view that culture, regardless of language, does not exist. With regard to the declaration of culture and language, many educators were divided. Some have said that language cannot affect culture, while others found language and culture interdependent and that one affects the other. The negative influence of English on Pakistani culture (29 percent) and language (24 percent) was pointed out by many of the respondents, while the rest believed the opposite. Although some respondents disagreed with the statement, language and culture are obviously inseparable. Some respondents emphasised on the negative effect of culture on language learning.

### **Appropriacy of the teaching materials and methods within the Pakistani context**

English, which is generally considered to be detrimental to both local culture and languages, was not perceived in this way, as both the responses of the students and teachers indicated that methods and materials developed by the native countries are suitable for students in Pakistan. These obvious attacks on the English language were not included in their responses.

With regard to the teaching method argument, the participants were of the view that the teaching methods and materials which were developed by native countries were fine, with minor modifications. They would be more beneficial to our cultural background for Pakistani students. Students' views regarding "teaching materials developed in native speaking countries were appropriate for Pakistani students" were as follows: 45.5% (male) and 36.7% (female) were of the view while highlighting the importance of materials developed in the native countries.

Just 27.3% (male) students and 24.5% students (female) did not agree with the assertion. 40% of students (male) and 40.8 percent of students (female) found materials and methods effective which had been developed by the native countries.

39% of respondents agreed with the idea that native-born teaching materials were better for students in Pakistan, 13 participants were in disagreement but 2 strongly found materials developed by native countries were better for Pakistani students, and 6 were undecided with respect to the statement dealing with materials developed in native countries.

## **Discussion**

The responses of the participants of this research study are discussed thoroughly. Regarding the question of 'English as a Lingua Franca', many of the teachers and students as participants of this research thought English as a lingua franca or global language and they agreed that it has acquired an important place in the world. The participants even agreed that its dominance will increase and there is no quick decadence of its status in the near future. Almost all the participants agreed that the importance of English in communication and all other aspects of life like affairs of the politics, economic and educational relations. Finally, they said that there is a need for the world or global language and there is no better alternative than English and English fulfils this need of becoming a global language.

To the question of ownership of English language, many of the participants agreed that English as a world or global has spread extensively that it is very difficult now for any nation or cultural group to claim its sole ownership or control. Almost all the respondents agreed that it's emerging and spreading varieties, therefore, need recognition. The world has become a combination of diversified cultures and so English with its diversified varieties, therefore, be accepted and made own.

In response of the questions regarding the status of Native and Non-Speakers As per the questionnaires and interviews data, many of the research participants agreed that English teachers from native origin have the potential and they are better than non-native teachers. However, they also agreed to the fact that non-native teachers could become better and proficient teachers only after proper training and research. Moreover, about native English teachers, the respondents agreed that they are aware of their weaknesses and strengths.

While analyzing the question about the cultural contents of ELT, the respondents of the current research also agreed that English has had an influence on the local cultures and languages and in this respect a wide range of responses were recorded. They said that English affects the local languages and local cultures. It was assumed that English as a global or world language would be considered as a threat to the local cultures and languages but most of the respondents agreed that English as a lingua franca has a positive impact.

The analysis of question-related to appropriacy of the teaching materials and methods within Pakistani context clearly shows that foreign materials are perceived to be effective for studies in Pakistan. Many also commented that, because they are of professional quality, materials that usually come from native countries merit use. The observation was that materials of the same standard published locally would be equally acceptable. One can safely conclude that for Pakistani students, both teaching methods and materials would be acceptable and that they should be part of the pedagogical system with just a slight change in the context of Pakistan.

### **Conclusion**

It was expected by the researcher that both English and its globalization strongly threatens to both Pakistani languages and culture but the results of the data showed differently and very mixed reactions were received from the respondents. It was even assumed that a dislike would be recorded due to the cultural imperialism and dominance of the cultures and languages of America but the findings gave surprising results.

English as a lingua franca was considered as a good source of cultural enrichment rather than a threat for both local languages and local culture. English language was considered as an effective tool for interaction rather than an opponent for Pakistani languages. It was also found that it is appropriate to look beyond the mother phenomenon and our own cultures in order to communicate well with other cultures and languages. However, research on globalization is open for further future research and which needs to be undertaken with new futuristic perspectives. Moreover, to evaluate correctly the role and effect of globalization and the spreading of English as a global language, the literature review has highlighted the scope of English language within the scope of the globalization. However, there exists great discussion on English as a global language but fitting it with the Pakistani culture and its treatment as a universal language has created significant confusion. So, it is, therefore, required that case studies are highly needed to be conducted to find rightly the position of English in the particular contexts of the world. This dilemma is not solved by a theoretical approach alone but such theoretical approach needs to be coupled with practical applications in the real context of Pakistan.

Moreover, the findings of this research study show that English has been evolved in the globalized contexts of the world and a great awareness about English language has already been made and so the relationships with English language is based on diverse facts. In such case of its diversified role of English globally, some corresponding changes should be made in

its pedagogy to show its variation within the global context and the language learners in multiple contexts to have the required skills for successful communication.

Keeping in view the role of English as a lingua franca, there should not be a single model for its teaching but its teaching must emphasize upon expertise to use English as an effective medium of communication rather than getting a specific model of acquisition.

In addition, the course contents of ELT should not be solely based on the L1 dominated countries but rather an English language should be looked at from a lingua franca perspective and various varieties of English, i.e., Englishes across the globe should be considered. To increase their perception of L2 varieties, students must be given enormous opportunities to learn different English accents (Rampton 1990; Brutt-Griffler & Samimy 2001).

Looking English from the global perspective, Jenkins (1998) states the stress should be made on the communication, understanding, and facilitation to enable teaching oral abilities. Moreover, it should also focus upon English as a medium rather than on a specific form of English. Thus, conclusively, saying that English regardless of its variety spoken by its interlocutors globally, should understand each other i.e., speakers must adjust to each other.

In the globalized scenario of English language, flexibility is as essential to be at par with the linguistic forms. So, English should emphasize the communication of English as a medium rather than stress upon its specific form. Accommodating models and forms of English language in the globalized and diversified world need to be applied. Regarding this fact of English language diversity, Lam states, the real status of English today “needs a turn away from the study of metropolitan national cultures and from simply using the language to describe local ways of life” (Kramersch & Lam, 1999; p.391).

### **Recommendations**

For future studies on this topic, a large sample from universities in Pakistan would be required, thus,

such a greater degree of representation would result. It would also draw out the differences.

The following points are considered the main recommendations for the future studies regarding English as a global language within the Pakistani context.

- Enough time to ensure accurate and usable outcomes for the study should be allowed.
- For future studies, views and opinions of the students and teachers would be required as they are the most directly affecting and influencing clientele.

- The idea of all those English Language Teachers (ELTs) who have always considered the aspects of English language teaching within the Inner Circle will also be expanded.
- This research study will highly benefit ELT professionals and Language courses designers at graduate and postgraduate levels.
- It will also encourage the ELTs to take global views on teaching the English language.
- To maintain contact with the diversity of the English language around the world would be very important for teachers of the English language.
- This research study will work as a touchstone for future researches and would encourage other ELT or language researchers for future studies on English as lingua franca.

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**Investigation on EFL Students' Engagement through Poll Everywhere  
Application during COVID-19 Phase in Gulf University**

**Dr. Mohanad Al Firas**

*Gulf University – Kingdom of Bahrain*

**Biodata:**

**Mohanad Alfiras** received his B.Sc. Honors degree in Electric and Electronic Engineering in 1998 from University of Technology, Iraq. He continued his higher education at the same University and accomplished his MS. and Ph.D. degrees in Communication System Engineering in 2000 and 2006, respectively. In 2006, he joined Gulf University as an Assistant Professor in the Department of Computer Communication Engineering. He was promoted as the Head of Computer Communication Engineering in 2008. Mohammed Al Firas has authored/co-authored over 41 re-search/publications in peer-reviewed reputed journals and presented papers in numerous conferences. With his academic accomplishments, he also continued his academic administrative duties at Gulf University. He fulfilled his duty as the Dean of Admissions and Registration of Gulf University. Since 2015, he had been extending his duty as the Acting President of Gulf University and from 2017 he has become the President of Gulf University.

**Abstract**

This paper aimed to investigate the impact of the student response system (Poll Everywhere) on the engagement of students at Gulf University. The paper examined the use of Poll Everywhere among 273 EFL students. The quantitative data of this research was collected through a questionnaire and analysed using SPSS. The findings were generally positive as the majority of respondents (62.5%) agreed that they had used six polls. Several students stated that they enjoyed using Poll Everywhere, and several students felt more engaged with open-



questions when using the system. Overall, research revealed that perceptions of using Poll Everywhere among students in Gulf University were more positive, which encouraged students' engagement in learning. This paper implies that the adoption of Poll Everywhere has the potential to engage students in learning in higher education, as seen among learners at Gulf University.

## **Introduction**

The outbreak of the COVID-19 has struck the educational system worldwide especially in questioning the effectiveness of the traditional method of education (Toquero, 2020). Nevertheless, many studies have contributed to the method of online teaching and learning since many countries have adopted online learning during the outbreak of the pandemic (Basilaia, & Kvavadze, 2020). However, most of the studies focused on the blended learning method of combining traditional and online together in the classroom. Severely, the attack of the pandemic quaked the floor of education, and the existing methods of teaching became outdated. As a result, online learning individually is given a part and life to education, where it proposes easy and safe learning from a distance (Marinoni, Van't Land, & Jensen, 2020). Furthermore, e-learning has evolved to be efficient, experimental, exploratory, extended, expanded, easy-to-use, and enhanced learning. Moreover, online learning can make the process flexible that anyone can learn from anywhere in the world. The fast process of online learning in the pandemic made it challenging to implement it faster, although, the faculties helped to establish to implement online learning in the surviving era (Zhou et al., 2020; Hodges et al., 2020).

Over the past several decades, there has been a call for higher institutions to move from a traditional lecturing system to a more active classroom (Mathur, 2011; Yassin, Razak & Maasum, 2019). According to Felder and Brent (2016), student engagement in a large class with Poll Everywhere will enable instructors to share different techniques and approaches for engaging students using classroom response systems. Students can respond through their apps, laptop, smartphones, desktop computers, and tablets, which can be used in real-time (Hamidi, & Chavoshi, 2018). Research conducted by Caudill (2007) has suggested engaging large lectures through the application of Poll Everywhere, which requires additional resources like "clickers" and electronic response systems. According to (Evans, 2008), the ease of use of Poll Everywhere technology can assist with the adoption of active students' engagement. Research needs to be conducted to measure the impact of this software. Typically, universities around the world attempt to adopt mobile technologies for online learning. Henceforth, it has got the

researchers' attention, especially after the high performance and competence that such learning devices achieve and/or create. In the Middle East, however, there is a lack of research discussing higher education students' perceptions of online learning applications in the classroom, such as Poll Everywhere software. Fortunately, during the COVID-19 phase, administrators in the Gulf University have observed and realized that there is a need to provide such applications to develop the online learning strategy. This enhances the learning experience through engaging the students online with such claims to improve their skills, abilities, and experiences during their journey in the university.

Although there are many reviewed articles focusing on mobile learning, they ignored the students' perspectives in terms of the advantages of using such technologies in their academic progress and performance in the classroom (Hamidi, & Chavoshi, 2018; Mathur, 2011). The purpose of this study is to explore the effect of using the Poll Everywhere app during the COVID-19 phase on developing the learning methodology as well as improving student engagement in higher education. Moreover, higher education administrators regularly need some feedback and/or evaluation about student perception in terms of mobile learning and communication application such as Poll Everywhere software to support their decision related to the importance of using essential mobile learning applications.

In this context, Gulf University in Bahrain has identified that there is a dire need for software like Poll Everywhere as the academic processes are moving towards mobile technologies. The administrator states that there is a need to have an efficient way to engage the students online and develop their understanding of concepts but observes that "the problem is we don't know what works and what doesn't work. Rather than rush and put everything into a mobile environment, we need to think strategically and put the services that benefit the students" (personal communication, September 27, 2010). Therefore, the current study seeks to provide some essential information that may help the universities to understand the performance and effectiveness of Poll Everywhere software on student perception. There are also advantages of using the Poll Everywhere application in engaging the students and developing their communication with their instructors. Based on the discussion above, the main objective of the current study is to investigate the effectiveness of Poll Everywhere application on students' performance, and aims to answer the following question:

What is the effect of Poll Everywhere application of learning and engagement skills on students' performance during the COVID-19 phase?

## **Literature review**

During the pandemic, most of the universities have been shifting from face-to-face teaching to online teaching. Implanting online teaching strategies and engaging the students online are the university's primary concerns. However, (Chick et al., 2020) proposed an innovative solution using the technology of teaching-learning based on the flipped classroom model, teleconferencing, online classes, and practice questions. Furthermore, the active learning of students influences the students on their achievements, providing a rapid curriculum that altogether offers online education or redevelopment of the curriculum for online education is created. Counting the countries, Australian Universities, which teach courses in English language, began with an alternative way of learning, designing curriculum on online learning (Ross, 2020). Similar to this, the first COVID-19 outbreak ever reported, China focused on online delivery and teaching of higher education (Leung, & Sharma, 2020; McKenzie, 2020; Qu, 2020), even in Egypt, the classes have been taken online using Moodle, Microsoft Teams and Class Notes. In Germany, at first educational procedures were suspended and students were forced to move out from the campus, and later they prepared for online education. This shows that during the outbreak of COVID-19, technology is used in the process of teaching students in different languages such as English, Chinese, and Arabic.

Furthermore, online education is not new in Hong Kong, although, at the time of the outbreak, online teaching training was provided to the staff and students using various online platforms like Skype, Moodle, Google Drive, and Zoom. Further, however, in India, during the outbreak, UGC demanded postponing all the examination and providing online learning through MOOCs courses and national education channels. Similarly, Indonesia, Jordan, Italy, Malaysia, Republic of Ireland, Nigeria, Singapore, South Korea, South Africa, Chile, Brazil, United Kingdom, United Arab Emirates, and the United States of America focused on the development of their curriculum on online teaching due to the outbreak of COVID-19 (Jowsey, Foster, Cooper-Ioelu, & Jacobs, 2020; Crawford et al., 2020). This supports that using technology in teaching was not limited to native speakers of English or EFL/ESL students, but also for teaching students in different languages.

Though the new practice of online education has been established even before the outbreak of the pandemic, the traditional method of teaching-learning prohibited it to emerge. Nevertheless, UNESCO has proposed solutions to distance learning by providing resources on digital learning management systems such as CenturyTech, Edmodo, Google Classroom, Moodle, Schoology, and the rest. Besides, Kolibri, Rumie, and Ustad Mobile provide the facility to access resources offline. Self-directed learning contents like British Council, Byju's,

Discovery Education, Khan Academy, and the rest provide access to free online lessons. Moreover, Massive Open Online Course (MOOC) platforms enable learning through online platforms like SWAYAM, Coursera, and the rest, which provide courses to different students, including EFL/ESL students. Moreover, UNESCO promoted tools for teachers to create digital learning content, collaboration platforms that support live-video communication, and Mobile reading applications to continue education in distant mode during the pandemic era.

Various studies have been concerned with mobile learning applications and software technologies (Tehrani et al., 2018; Sarrab, Elbasir, & Alnaeli, 2016; Aubusson et al., 2018). More interestingly, there is a number of these studies focusing on how to adopt the technologies as well as discuss the advantages, competence, and limitations. However, there are very few researches that have examined the student's perception of mobile learning advantages and their effect on students' education progress (Al-Fahad, 2009; Evans, 2008). Henceforward, many universities attempt generally to adopt mobile online learning technology to increase the competence and performance of their students. Despite the number of studies on mobile learning, the researchers have ignored to evaluate the efficiency of these technologies on their students' progress (Mathur, 2011). Hence, the researchers are required to address and discuss this gap in the previous studies as well as exposing the importance and performance of such applications such as Poll Everywhere Software that can improve students' learning quality by offering students a new educational platform (Caudill, 2007). More importantly, some mobile learning applications can be used for engaging the students. For example, Poll Everywhere can be effectively functioned to engage students and enhance their thinking and understanding skills profoundly. Additionally, by these applications, students can also respond and communicate with instructors at any time from any place (Felder & Brent, 2016). The findings of this study can be a useful reference for the key decision-makers within colleges and universities. They can know why and how they should employ and deploy the Poll Everywhere, and how such an application provides students with a new educational tool facilitating the educational process and possibly easing the communication between instructors and students whether the language of instruction was English or any other language.

Consequently, many studies reveal that students feel more engaged when using clickers (Caudill, 2007; Hamidi, & Chavoshi, 2018; Parsazadeh *et al.*, 2018). The other article published by (Mathur, 2011) on the use of Poll Everywhere for student engagement illustrates that as class size increases, instructors need to search for various ways of engaging students in the classroom. According to Mathur (2011), students have different perceptions of mobile

applications for university course management systems. Hundreds of journals have been published on the applicability and use of classroom response systems. Some of the journals entail reviews of multiple works of literature and on various examinations. In general, most studies highlight that Poll Everywhere support students' engagement (Al-Fahad, 2009). However, a few studies did not find any learning difference when Poll Everywhere was applied. Other journals found that students use Poll Everywhere to give feedback concerning a particular topic. For instance, According to (Sarrab, Elbasir, & Alnaeli, 2016), colleges and universities have gradually been quick in adopting modern technologies in using Poll Everywhere in students' engagement, even before their value of education has been proven. Likewise, an article published by Felder and Brent (2016) illustrates a practical guide in the teaching and learning STEM using current technology adopted by Poll Everywhere. The study stated that three significant areas should be considered when measuring engagement among students using Poll Everywhere (Parsazadeh *et al.*, 2018). For instance, the first one is collaboration and communication in using Poll Everywhere as software learning applications for future learning plans that engage students (Felder & Brent, 2016). There are also emerging technologies with a flexible online platform, including how software applications including Poll Everywhere make differences in developing engagement skills that contribute to performance (Parsazadeh *et al.*, 2018). These three areas were considered in this research as a road map in investigating the impacts of Poll Everywhere for engagement in students of Gulf University. According to Felder and Brent (2016), the first element is based on engagement or constructive perspective that concentrates on learning using Poll Everywhere instead of teaching. The authors argue that one of the measures of learners' success understands how they develop deep, meaningful engagement with the learning activities defined by Poll Everywhere (Al-Fahad, 2009).

### **Audience Response System (Poll Everywhere)**

According to Felder and Brent (2016), the audience response system is an interactive system that creates communication between instructors and the students. Audience Response Systems (ARS) uses a combination of hardware and software to present questions, record responses, and provide feedback (Mathur, 2011). The question types used in the research include multiple choices, true/false, ordering, and numeric, including short answers (Caudill, 2007; Evans, 2008; Bano, Zowghi, Kearney, Schuck, & Aubusson, 2018). In the Poll Everywhere, the questions were displayed on the screen, and the audience responds by keying in their answers using clickers. It encouraged engagement through interactive sets of questions that the student

answered anonymously. The first step was the creation of different activities that entail multiple-choice, Q&A, and word cloud to accommodate all categories of feedback (Parsazadeh *et al.*, 2018). The second step was collecting responses when students were responding to their devices by visiting response web pages or using SMS text messaging (Hamidi, & Chavoshi, 2018). The third section covered a discussion of audience feedback that appeared in real-time.

## **Methodology**

A quantitative design is employed in this study, and the data were collected by using a detailed questionnaire (online survey monkey), which was developed for the investigation of the study. The questionnaire was developed after reviewing past literature. To ensure the validity and reliability of the data, the questionnaire was sent to three experts for validation, and the questionnaire was edited according to their comments (Creswell, & Creswell, 2017). In terms of reliability, the questionnaire was distributed to 48 students, and then it was analysed using Cronbach's Alpha in SPSS. Cronbach's Alpha results showed that the questionnaire has a value of 0.863, which shows that the questionnaire has a very good internal consistency.

In terms of participants, the questionnaire was distributed to three hundred students of Gulf University. A random sample of 273 EFL students (131 females and 142 males) responded to the survey. The implemented study signifies that the survey data would only be obtained from the students from multiple specializations at one point in time (Creswell, & Zhang, 2009). The survey responses were collected through invitations to 273 females and males, and the response rate for the female students' survey was 52.01% and 47.90% for the male students' survey. Participants were representatives of four major departments of the University; Bachelor of Human Resources Management, Bachelor of Mass Communication, Bachelor of Interior Design Engineering, and Bachelor of Accounting and Financial Sciences.

## **Findings**

The technique used to collect the responses from the students to answer the research questions was by inviting the students to attend a workshop prepared for this purpose. The students participated in the workshop, and the benefits of using the Poll Everywhere application were deeply discussed and explored.

The majority of the students enthusiastically were asked for the application for adopting it within the college systems. The results were obtained by the higher responses from Human Resources Management Department students (41.00%), followed by (34.67%) representing Mass Communication department, and the response from the Interior Design Engineering was

(11.31%), and finally, Finance and Accounting department with (12.41%) as shown in Table (1).

**Table 1**

***Respondents College***

<b>Answer Choices</b>	<b>Language</b>	<b>Response Rate</b>
Human Resources Management Department	EFL learners	41.00%
Mass Communication	EFL learners	34.67%
Interior Design Engineering	EFL learners	11.31%
Accounting and Finance	EFL learners	12.41%

*Q1: Have you ever used Poll Everywhere?*

The result of Table 2 shows that most of the participants in this survey previously used the Poll Everywhere application as 62.5% have used the app, and 37.5% have not. At most, the double percentage of the students have some knowledge and background about the application as presented in Table (2).

**Table2**

***Have you ever used polls everywhere?***

<b>Answer Choices</b>	<b>Response Rate</b>
Yes	62.5%
No	37.5%

*Q2: Does Poll Everywhere application raise the interactive level among the students and the instructor during the lecture?*

The result shows that (54%) of students have strongly agreed that PEW application has been increasing the interaction among the students, (37.65 %) of students have agreed. In comparison (5.56 %) of students have disagreed and (1.83 %) of the students have strongly disagreed as given in Table (3).

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**Table3**

*Does Poll Everywhere application raise the interactive level among the students and the instructor during the lecture?*

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<b>Answer Choices</b>	<b>Response Rate</b>
Strongly Agree	54.94%
Agree	37.65%
Disagree	5.56%
Strongly Disagree	1.83%

---

*Q3. Does Poll Everywhere assist the students in responding to the instructor's questions immediately?*

The result indicates (47.53%) of students have strongly agreed that PEW application assists the students in responding immediately to the instructor, (45.06%) of students have agreed. In comparison (6.17 %) of students have disagreed, and (1.23%) of the students strongly have disagreed as shown in Table (4).

---

**Table4**

*Does Poll Everywhere assist the students in responding to the instructor's questions immediately?*

---

<b>Answer Choices</b>	<b>Response Rate</b>
Strongly Agree	47.53%
Agree	45.06%
Disagree	6.17%
Strongly Disagree	1.23%

---

*Q4: Does PEW application contributes to improving the academic progress of college students?*

The result indicates (27.78%) of students have strongly agreed that PEW application has improved the students' academic progress, (48.77 %) of students have agreed. In comparison (20.37 %) of students have disagreed and (3.09%) of the students have strongly disagreed as shown in Table (5).



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**Table5**

*Does PEW application contribute to improving the academic progress of college students?*

---

<b>Answer Choices</b>	<b>Response Rate</b>
Strongly Agree	22.78%
Agree	48.77%
Disagree	20.37%
Strongly Disagree	3.09%

---

*Q5: Does PEW application increase the student's desire to learn?*

The result shows (35.19%) of students have strongly agreed that PEW application has increased the students desire to learn, (48.77%) of students have agreed, while (9.88%) of students have disagreed and (3.70%) of the students have strongly disagreed as given in Table (6) below.

---

**Table6**

*Does PEW application increase the students' desire in learning?*

---

<b>Answer Choices</b>	<b>Response Rate</b>
Strongly Agree	35.19%
Agree	51.23%
Disagree	9.88%
Strongly Disagree	3.70%

---

*Q6: Does the Poll Everywhere application engage students to communicate independently with their instructor?*

The result shows (30.25%) of students have strongly agreed PEW application supports their independence to communicate with their instructor, and classmates (51.85%) of students have agreed. In comparison (13.58%) of students have disagreed, and (4.32%) of the students have strongly disagreed as presented in Table (7).

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**Table7**

**Does the Poll Everywhere application engage students to communicate independently with their instructor?**

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<b>Answer Choices</b>	<b>Response Rate</b>
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Strongly Agree	30.25%
Agree	51.85%
Disagree	13.58%
Strongly Disagree	4.32%

*Q7 Does the PEW application assist the students in learning from each other during the lecture?*

The result shows (35.80%) of students have strongly agreed that PEW application encourages them to learn from each other, (53.09%) of students have agreed. In comparison (8.64%) of students have disagreed, and (2.47%) of the students have strongly disagreed as shown in Table (8).

**Table8**

*Does the PEW application assist the students in learning from each other during the lecture?*

<b>Answer Choices</b>	<b>Response Rate</b>
Strongly Agree	35.80%
Agree	53.09%
Disagree	8.64%
Strongly Disagree	2.47%

*Q8: Does the PEW application make students confuse?*

The result shows (16.67%) of students have strongly agreed that the PEW application has made them confused, and (20.99%) of students have agreed that it confused them, while (42.59%) of students have disagreed, and (19.75%) of the students have strongly disagreed as given in Table (9).

**Table9**

*Does the PEW application make students confuse?*

<b>Answer Choices</b>	<b>Response Rate</b>
Strongly Agree	16.67%
Agree	20.99%
Disagree	42.59%

Strongly Disagree

19.75%

---

*Q9: PEW application does not allow students to submit their questions through the session?*

The result shows (12.96%) of students have strongly agreed that the PEW application prevents them from submitting their questions through the session, and (36.42%) of students have agreed about the same idea, while (40.74%) of students have disagreed, and (9.88%) of the students have strongly disagreed as shown in Table (10).

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**Table10**

*PEW application does not allow students to submit their questions through the session?*

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<b>Answer Choices</b>	<b>Response Rate</b>
Strongly Agree	12.96%
Agree	36.42%
Disagree	40.47%
Strongly Disagree	9.88%

---

*Q10: The PEW application does not allow students and faculty to add their comments about the learning and teaching process?*

The result shows (10.56%) of students have strongly agreed that the PEW application does not allow students or faculty to add their comments by using the app through the session, and (31.06%) of students have agreed about the same idea. In comparison (47.83%) of students have disagreed, and (10.56%) of the students have strongly disagreed as presented in Table (11).

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**Table11**

*The PEW application does not allow students and faculty to add their comments about the learning and teaching process?*

---

<b>Answer Choices</b>	<b>Response Rate</b>
Strongly Agree	10.56%
Agree	31.06%
Disagree	47.83%
Strongly Disagree	10.56%

---

*Q11: Does PEW motivate students to attend the class sessions?*

The result shows that (22.22%) of students have strongly agreed that PEW application motivates them to attend the class sessions regularly, and (46.91%) of students have agreed about the same idea. In comparison (22.84%) of students have disagreed, and (8.02%) of the students have strongly disagreed as shown in Table (12).

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**Table12**

*Does PEW motivate students to attend the class sessions?*

---

<b>Answer Choices</b>	<b>Response Rate</b>
Strongly Agree	22.22%
Agree	67.91%
Disagree	22.84%
Strongly Disagree	8.02%

---

*Q12: Are the students enjoying using the PEW application through the class sessions?*

The result shows (37.89%) of students have strongly agreed that students enjoyed using the PEW application during the class sessions, and (49.69%) of students have agreed with the same idea. In comparison (8.70%) of students have disagreed, and (3.73%) of the students have strongly disagreed as presented in Table (13).

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**Table13**

*Are the students enjoying using the PEW application through the class sessions?*

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<b>Answer Choices</b>	<b>Response Rate</b>
Strongly Agree	37.89%
Agree	49.69%
Disagree	8.70%
Strongly Disagree	3.73%

---

*Q13: Does the PEW application develop the discussion among the students during the class session?*

The result shows that (41.61%) of students have strongly agreed that PEW application is an attractive way to encourage discussion during the class sessions, and (45.34%) of students have

agreed about the same idea. In comparison (11.18%) of students have disagreed, and (1.86%) of the students have strongly disagreed (see Table 14).

**Table14**

*Does the PEW application develop the discussion among the students during the class session?*

<b>Answer Choices</b>	<b>Response Rate</b>
Strongly Agree	41.61%
Agree	45.34%
Disagree	11.18%
Strongly Disagree	1.86%

*Q14: Does PEW allow the students to enjoy learning new things during the session?*

The result shows (31.68%) of students have strongly agreed that the PEW application makes them enjoy learning new things during the class sessions, and (54.66%) of students have agreed with the same idea. In comparison (9.32%) of students have disagreed, and (4.35%) of the students have strongly disagreed (see Table 15).

**Table15**

*Does PEW allow the students to enjoy learning new things during the session?*

<b>Answer Choices</b>	<b>Response Rate</b>
Strongly Agree	31.68%
Agree	51.66%
Disagree	9.32%
Strongly Disagree	4.35%

*Q15: Does Poll Everywhere application reduce students' stress regarding future tests?*

The result shows (20.37%) of students have strongly agreed that the PEW application reduced their stress toward the upcoming tests, and (51.85%) of students have agreed with the same idea. In comparison (18.52%) of students have disagreed, and (9.26%) of the students have strongly disagreed (see Table 16).

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**Table16**

*Does Poll Everywhere application reduce students' stress regarding future tests?*

---

<b>Answer Choices</b>	<b>Response Rate</b>
Strongly Agree	20.37%
Agree	51.85%
Disagree	18.52%
Strongly Disagree	9.26%

---

*Q16 Does Poll Everywhere develop the listening skills of the students during the class session?*

The result shows (30.25%) of students have strongly agreed that the PEW application develops their listening skills, and (50.00%) of students have agreed about the same idea. In comparison (15.43%) of students have disagreed, and (4.32%) of the students have strongly disagreed as shown in Table (17).

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**Table17**

*Does Poll Everywhere develop the listening skills of the students during the class session?*

---

<b>Answer Choices</b>	<b>Response Rate</b>
Strongly Agree	30.25%
Agree	50.00%
Disagree	15.43%
Strongly Disagree	4.32%

---

*Q17: Do students have the desire to use the Poll Everywhere for various sessions?*

The result shows (31.48%) of students have strongly agreed that they have the desire to use the PEW for various sessions, and (51.23%) of students have agreed with the same idea, while (14.81%) of students have disagreed, and (2.47%) of the students have strongly disagreed as presented in Table (18).

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**Table18**

*Do students have the desire to use the Poll Everywhere for various sessions?*

---

<b>Answer Choices</b>	<b>Response Rate</b>
Strongly Agree	31.48%
Agree	51.23%

---

Disagree	14.81%
Strongly Disagree	2.47%

*Q18: Does the Poll Everywhere application engage the students to enjoy learning new things?*  
The result shows (31.68%) of students have strongly agreed that the PEW application engaged them enjoying learning new things, and (54.66%) of students have agreed with the same idea. In comparison (9.32%) of students have disagreed, and (4.35%) of the students have strongly disagreed as shown in Table (19).

**Table19**

*Does the Poll Everywhere application engage the students to enjoy learning new things?*

<b>Answer Choices</b>	<b>Response Rate</b>
Strongly Agree	31.48%
Agree	51.23%
Disagree	14.81%
Strongly Disagree	2.47%

### **Discussion**

This study added to the research regarding student perception of Poll Everywhere application for several programs of varied academic disciplines imparted in Gulf University. The growing appeal of software technology learning tools for students to offer such a service has required more empirical evidence for college and university administrators to justify the effectiveness of such a service. Using a survey as the research design, this study was to illustrate the effectiveness of using the Poll Everywhere application depending on the students' perceptions. The findings of the study were positive since the students' responses showed that the Poll Everywhere application supported their learning. this finding is in line with past studies that the Poll Everywhere application supports' the students learning since it makes the classes more interactive among the students, who have to engage with other students when using this application (Felder, & Brent (2016). Such engagement and collaborative learning among students through English and Arabic languages are of great benefit to them because they will exchange ideas and discuss the questions with each other, which makes students support the learning of each other. Besides, engagement and collaboration among students are essential in large classes, and Poll Everywhere is the solution as it enables instructors to make classes more

interactive to receive the students' responses and to assess their understanding (Mathur, 2011). The findings of the study are also in line with the argument of Evans (2008) that Poll Everywhere technology is easy to use, which increases immediate and real-time engagement among students, who can engage with the other students and the instructor at any time and from any place. The engagement, collaboration, and interaction among students and with the teacher have been reported as advantages of the Poll Everywhere application and similar clickers application (Caudill, 2007; Hamidi, & Chavoshi, 2018; Parsazadeh *et al.*, 2018).

The positive attitude of the students towards Poll Everywhere might be explained by that this application is easy to use even among EFL learners, and students can respond to the teachers' tasks using their smartphones, tablets, iPads, and similar handheld devices (Hamidi, & Chavoshi, 2018). These easy-to-use learning applications assist students' learning, and they positively impact students' thinking and understanding (Felder & Brent, 2016). The findings of the study are in line with past studies that online learning tools, like the Poll Everywhere application, improve learning performance because they are easy to use and make learning more interesting for the students (Toquero, 2020; Marinoni, Van't Land, & Jensen, 2020). According to the findings of the study, using online learning during the outbreak of COVID-19 proved to be effective to improve students' performance because the online application used in the study, Poll Everywhere, helped even EFL students to study collaboratively, communicate effectively, and engage with the teacher, which are the main factors that contributed to improving the students' performance, and these findings are in line with past studies (Felder & Brent, 2016; Felder & Brent, 2016). Al-Fahad (2009) argued that the success of using Poll Everywhere is because it helped to make learning engagement meaningful to improve students' learning, which is achieved in the current study.

From these findings, students may get great benefits from using software learning technologies such as the Poll Everywhere application. The advantages of the Poll Everywhere application may help many of Arabic native speakers and EFL students to succeed in their current courses. They may encourage them to continue taking more classes in the future without worrying or feeling bored in terms of teaching and communication among EFL students (Mukhtar *et al.*, 2020; Adnan, & Anwar, 2020). Further, the college administrators may use these findings to support requests for additional resources towards various applications for mobile learning. The university administrator, especially the director of technology, may use the results to provide training for professors to improve their knowledge in using software learning technology and course development. The distance education office also uses the results for starting faculty



workshops. Based on the findings of this study, this research has significant implications not only for students but also for faculty and staff.

### **Conclusion and Implications**

This study supported using the Poll Everywhere software learning technology at Gulf University. The findings confirmed the importance of software learning technology with various technology devices, including smartphones, laptops, tablets, and desktop computers. In the field of education, to increase productivity, software technology learning may be used as it supports developing the students' progress and education efficiency. From the findings of this study, it is recommended that colleges and universities consider the impact of software learning technology in their future strategy to provide mobile learning technologies to their students' best, including EFL learners. The paper has also addressed the initial aim successfully, which was to investigate the impacts of Poll Everywhere on students' engagement at Gulf University. Through the use of Poll Everywhere, students were allowed to embrace these modern technologies in the system of learning through engagement in the entire study. The research also found a positive response in using clickers for effectiveness in the Poll Everywhere application depending on the students' perceptions. Therefore, several students who participated in the study enjoyed using Poll Everywhere as an engagement tool and felt that they were more engaged.

The positive findings of the study might guide the efforts of the Gulf university administrators, or similar contexts, to inform students of the usefulness and ease of use of the Poll Everywhere software application. The university administrators may notify students to learn more about how to use this application by creating a series of videos on the use of the form and posting them on the college Facebook page. Professors may improve their online courses with the knowledge that specific functions may be used by students on their mobile devices. College administrators require information to facilitate decision making regarding Poll Everywhere application for students and faculty. The conclusions from this study may provide Gulf University administration with valuable information that can be used to support such software technology in learning.

### **Limitations and Directions for Future Research**

This study was conducted at Gulf University on the students of multiple academic programs in Bahrain, and these students are considered EFL learners. However, some of the limitations of the research are response bias since students who enjoyed using Poll Everywhere were likely

to respond to the survey. The future study recommends that some checkpoints should be used to gauge students' interaction and engagement with Poll Everywhere. It will also attract more students who do not attend lectures or schools regularly. Based on the findings, the research recommends that Poll Everywhere should be used by instructors who need to integrate quick feedback through engagement or active learning elements in their classroom to engage students. There are also additional features offered by Poll Everywhere compared to the traditional classroom response system.

An essential suggestion for future research is to do a similar survey across a variety of private and government universities so the results can be generalized. This study focused on the intent to use the Poll Everywhere learning application in a mobile device, tablets, and laptops to engage the students to use software learning technology application as a useful tool to improve student's education level and develop their communication skills. A future study could use a mixed-method approach, using both quantitative and qualitative methods. Also, the prospective case study may use two different colleges, one private and other governmental, and then compare the students' responses to the study questions regarding the use of a specific software learning technology in both universities. Another implication is that future studies could include a survey of both closed-ended and open-ended questions and interviews of two groups of students from two different private colleges to understand better students' perceptions in using the Poll Everywhere application.

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**Effect of Literary Discourse on Academic Writing Skills:  
An Overview of ESL Classroom**

**Dr. Rasib Mahmood<sup>1</sup> <sup>2</sup> Dr.Akhter Habib Shah (Corresponding Author), <sup>3</sup> Dr.Iftikhar Alam**

*<sup>1</sup> Associate Professor, Department of English Language and Literature, University of Lahore, Pakistan*

*E-mail: [rasib.mahmood@ell.uol.edu.pk](mailto:rasib.mahmood@ell.uol.edu.pk)*

*<sup>2</sup> Department of English, College of Science and Humanities at Al Kharj, Prince Sattam Bin Abdulaziz University, Al Kharj-11942, Saudi Arabia, (Corresponding Author)*

*Email [ah.shah@psau.edu.sa](mailto:ah.shah@psau.edu.sa)*

*<sup>3</sup> English department, Common First Year, UQU, Makah-Al Qunfudah Campus, Saudi Arabia.*

*Email: [iahanan@uqu.edu.sa](mailto:iahanan@uqu.edu.sa)*

**Biodata:**

**Dr. Rasib Mahmood** is working as an Associate Professor in the Department of English Language and Literature, The University of Lahore, Lahore, Pakistan. Mr. Mahmood is also a poet, a researcher, a Pakistani national, and the freedom fighting face of new promise. His fields of interest are English Literature, Linguistics and Asian Civilizations. With his liting, deep-searching words, Mr. Mahmood stands poised to figuratively sit at the lunch counters where the natives dared to peacefully stake their place. He stands poised to begin the unraveling of the war men and women all over the world who are facing—domestic abuse and other gender-based warfare.

**Dr.Akhter Habib Shah** a resident of India, Kashmiris currently serving as an Assistant professor in the Department of English, Prince Sattam Bin AabdulAziz university,Saudi

Arabia. He has been teaching at different various for last 8 years and has an impeccable research and publication record. His research interests include Feminism, Conflict Studies and English language teaching.

**Dr. Iftikhar Alam** is currently working as the Head of English Section in the Deanship of Common First Year (CFY) at Al Qunfuda Campus, Umm Al Qura University Makah, Saudi Arabia. He has worked at Al Baha University KSA for 10 years. He has worked Umm Al Qura University Makkah for 7 years. He has been an ELT, ESL, and TEFL instructor for 17 years. He has a special interest in Washback Effect Studies of Applied Linguistics.

### **Abstract**

This research paper aims to know the role of literary discourse in enhancing writing skills and changing thought patterns on literary learners of ESL. It does not only affect the writing of the learners but also makes them more thought-provoking, critical, and analytical. Literary discourse not only enriches the vocabulary but also affects sentence structure and expression at the macro and micro level while writing. Prosaic discourse makes learners argumentative and develops the elements of morality while poetry makes them more imaginative. Consciously or unconsciously, they use rhythmic and flowery language with deviations and alliteration. While on the other hand, dramatic discourse develops interpersonal communication, introduces deviations, and also introduces dramatic devices in academic writing, and fictional discourse develops techniques of storytelling and the use of colloquial language in learners. This research proclaims that these genres develop literary taste in language. It enhances the writing skills of the learners. This is purely qualitative research where data has been collected from the classroom utilizing the observation method. The researcher has played the role of the participant as well as the observer. The data has been collected from graduation level students of Literature class and creative writing class.

**Keywords:** *Literary Discourse, Writing Skills, Pakistani Graduates, Literary Devices*

### **Introduction**

The composition of thoughts seems artistic as well as technical in nature. Every literary genre has a different structure of language and pattern of thoughts which appeals to the audience in a different manner. When a student of literature encounters literary genres, it directly affects not only his/her writing style but thought pattern as well as Schneider (2001). He thinks and

writes quite differently as compared to the students of other disciplines of social sciences and sciences. Every literary writer narrates his point of view from others differently. Learning literature helps them improving their capabilities of creative as well as academic writing. Their usage of literary devices reflects in their academic writing too. Literary discourse introduces the learner to different styles of literary writings. Savvidou (2004).

Expressional differences can be observed between the literature students and creative-writing class students. The students of literature concentrate on deep meanings rather than superficial meanings but on the other hand, the students of technical writing just focus on outer meanings rather than technical. Nagy. (1995). Sometimes, the writings of literature students have multi-dimensional meanings. It depends on the reader that what he/she adopts. It is a fact that literary readings generate complexities in their writings. They use complex sentences and structure while writing.

One can argue that Pakistan is a multi-cultural and multi-ethnic society where most of the learning took place in a second language (English Language) (Mahmood, et al, 2020). In past, there were the practices of learning English through literature and grammar translational method in Pakistan. But with the passage of time English language and linguistics became a separate subject and most of the students opted for it as a separate discipline (Shahzad, 2017). Even then, learning English as a second language it is necessary to learn that in which context different English words have been used in their original culture.

The development of writing skills is totally dependent on the capability of the learner of the second language and its cultural context (Kepner, 1991). Sometimes, it seems quite difficult to find out the word equivalence in the native language (Melamed, 1998). In such cases, the explanation of such a word is required when word equivalence does not exist. The explanation is not possible without the awareness of the original culture (Osland & Bird, 2000).

It is a fact that Pakistan is a multi-lingual society that is the amalgamation of so many cultures and languages (Kattak, Ali & Farukh, 2020). Each language has its own culture and linguistics features quite opposite from the other cultures and languages. English language and culture are also prevailing in Pakistani society (Sultana & Bukhari, 2020). The elite of Pakistan is adopting the English culture and language but the middle and lower class is confused among so many options (Shamim, 2008). It is a dilemma of the majority of the Pakistani graduates that they are not efficient in English writing as they are not well aware of the English culture (Islam, 2004). Literary discourse seems very effective in enhancing writing skills in Pakistan. Literary discourse provides complete awareness of western culture and society. This also provides an insight into the English culture and the social norms and traditions of the speakers.

## Literature Review

The huge advances that technology has seen today granted English language a high status and made it a globalized means of communication among people among people all over the world (Alzeebaree & Yavuz, 2017, as cited in Alzeebaree & Hasan, 2020). In any degree of academic pursuit, writing is a prerequisite and not only restricted to curriculum for language arts. Literary discourse presents the exquisite components that go into the development of what is considered good writing (Gwin, 1990, p.10). Literary discourse helps to point out the basic features that are essential for improving English learners' writing skills. A modern approach to literature is the literary discourse, genuinely seen as a branch of discourse analysis (Maingueneau, 2010). Literary discourse has been classified into transactional, expressive, and poetic discourse (Akers, 2020). Transactional discourse helps to create some degree of reader interaction. Much of this exchange of ideas and information focuses on developing a degree of contact with the reader. In business correspondence, ads, instruction manuals, and editorial posts, it is the most common medium of discourse used. Typically, expressive literary discourse comprises of imaginative prose from non-fiction. This style of discourse emphasizes the right of an individual to articulate his personal opinion. The most significant and accepted type of literary discourse is poetic discourse. Most artistic works, including fictional novels, poetry, fictional short stories, and plays, contain this form of written communication. There are several distinct kinds of genres or writing styles in poetic discourse. It aims to concentrate on the creation and use of language to convey different abstract themes, conceptual ideologies, contexts, and symbolic representations (Akers, 2020; Jamoom & Al-Omrani, 2021).

In literature, creative writing, and English academic writing classes, literary discourse is typically analyzed. Discourse analysis may be used to teach the proper structure of language, improve vocabulary, and increase the capacity of a person to communicate efficiently (Akers, 2020; Go Silk et al., 2020 ).

According to Elia, Kardina and Nazirah (2006), most ESL students experience issues with writing. Writing is considered by ESL students to be a difficult skill (Gupta, 1998). Students are further handicapped by mother tongue intervention in developing writing skills in English. They certainly have difficulties in writing, going beyond the surface idea. They face problems while creating ideas. Hismanoglu (2005) believed that learning to write through literature will overcome this. Literature helps in improving and enriching the students' writing skills.

McKay (1980) argued that literature can strengthen all language skills. It also assists in improving linguistic knowledge. Similarly, Collie and Slater (1987) are in support of using



literature in the teaching of language in the classroom. Literary texts can be a rich and motivating source for writing has also been endorsed by Stern (2001). According to Stern (2001), when learners are exposed to literary texts, their writing is better enhanced. Oster (1989) affirmed that literary discourse helps the learners to write coherently, which leads to good writing. Literary discourse plays a vital role in enhancing and improving the writing skills of English learners. They lack good writing skills.

Kheirelseed, Adam & Alboly (2018) conducted a study on the role of teaching literature in improving the writing skills of Sudanese EFL learners. It was a descriptive and experimental study. Pre and post-tests were administered to assess the differences in the performances of students who read literature and those who do not. This study intended to find out whether or not literature plays a vital part in developing writing skills. A questionnaire was distributed among (60) Sudanese EFL teachers chosen from schools to find out the part played by literature in improving the writing skills. The results of the study show that literature plays a crucial role in enhancing the writing abilities of EFL learners.

In their research, Adam & Babiker (2015) investigated the role literature plays in improving creative writing from the point of view of teachers. The research population comprises university teachers of the English language. The findings show that teaching literature will boost the creative writing of short stories and the creative imagination of students. Spack (1985) claimed that teaching literature is useful for linguistic learning in language classrooms. Widdowson (1975) emphasized the point that language is often learned through studying literature. Literature plays a pivotal role in making students familiar with the essential components that are required for good writing (Gwin 1990).

Muthusamy, Mohamad, Ghazali and Michael (2010) investigated how literature-based guidance improved ESL students' creative writing. This study utilized the quasi-experimental study design. The researchers found that literature teaching helps students to develop their linguistic abilities and allows their writing skills to be improved. Adas and Bakir (2013) pointed out that teachers' teaching methods, the class setting, minimal vocabulary, incorrect phrase structure and lack of evaluation are an obstacle to improving the creative writing of ESL learners.

Khan (2011) conducted a study on the teaching of writing in classrooms in Pakistan. He found out that the prescribed curriculum, evaluation framework, and the lacking of freedom of teachers limit the imagination of Pakistani ESL learners. Burges et al. (2002) talked about the difficulties among EFL students in improving creative writing. They claim that the prescriptive

nature of the curriculum and evaluation framework has limited the imagination and professional freedom of teachers.

Boden (2001) believed that the technique used for teaching writing in Pakistan destroys the imagination of EFL learners. There is also a lack of organization of ideas, and coherence is a factor that impedes the development of writing skills. Ghani and Din (2007) conducted a study on the outcome of teaching English creative writing through literature to HSSC students. This study highlights the fact that teaching English through literature does not enhance the creative writing of EFL/ESL learners. Literature seems to be an ineffective and unacceptable language teaching method at the HSSC level in Pakistan. Pakistan is a multi-lingual society where learners understand the concepts in different languages. There is a difference in resources between private and government educational institutions (Mahmood, et al, 2020; Razak,et al, 2020).

The above studies show that no research has been done so far on the role of literary discourse in enhancing the writing skills of Pakistani graduate students. Therefore, this study investigates the role of literary discourse in improving the writing skills of Pakistani students.

### **Research Methodology**

This research is purely qualitative research where data has been collected from classroom observation and the tests conducted by the teacher to check the performance of the students of the universities. Tests and classroom observation has been used as research methods. The tests of the students of literary background and non-literary background have been compared to check the difference between the two. On the other hand, classroom observation as a whole provided the complete overview of the classes in writing skills. To some extent, it is also a comparative study.

Class tests (quizzes) are considered as a tool for observing and determining the characteristics of the literary discourse in enhancing academic writing skills. A comparison of the two groups of participants worked as a tool of analysis.

Tests are based upon the qualitative or quantitative comparative study where results are compared to reach any conclusion. In early times, this research method was used in scientific studies especially in engineering but now it has been used in different fields of social sciences. In linguistics, it seems more helpful in comparing different variables and their effect on each other in one way or another.

## **Population**

Eighty students participated in different activities and data collected from them. During classroom observation, forty students from the University of Central Punjab and forty from The University of Lahore participated.

## **Data Analysis**

The researchers chose two renowned universities of Pakistan situated in Lahore: The University of Lahore and The University of Central Punjab. The researchers delimited the research with a focus on the students of BS students who were doing their degree in English language and literature. The purpose of conducting research was to analyze the role of literary discourse on the academic writing skills of the BS students. The resource person/researcher selected the academic writing class to observe the performance of the students in academic writing. The chosen class consisted of participants who belonged to two different academic backgrounds. Firstly, some students had done their intermediate with the subject of English literature, and secondly those who were not familiar with English as an academic discipline. The researchers found differences in the writing styles and skills of the participants. Before analyzing the role of literary discourse, it is pertinent to have a look at the types of discourse. Discourse can generally be categorized into four types: Exposition, Description, Narration, and Argument. Fludernik, M. (2000). The exposition refers to that type of discourse in which the audience is made aware of the topic of discussion. Comparative analysis of beliefs and opinions as well as the definitions are examples of exposition. Descriptive discourse relies on describing with the help of five senses. Novels and essays are examples of descriptive discourse analysis. Narration or narrative discourse involves stories, folktales, and dramas (stage performance). Argumentative discourse uses logic and valid reasoning for motivating the audience. All four types of discourse are utilized in daily life in one way or the other. It has been observed that descriptive, narrative, and argumentative discourse is a part of literary discourse. The students who had the background in literature were found in a better position to argue, narrate, and describe.

Literary discourse can be further classified as Poetic Discourse and Expressive Discourse. Poetic discourse relies on mental images, feelings, imagination, and metaphorical use of language. Poetic discourse follows certain steps which lead to a finished product in form of poetry. Rosenblatt (1994). Example of poetic discourse as follows:

I wandered lonely as a cloud  
That floats on high o'er vales and hills,

When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.

( Wordworth, 1910 Lines: 1-6)

Expressive discourse reflects one's emotions. This type of discourse serves as a foundation for beginners who want to enter into the field of literature. It does not involve the presentation of facts or the motives of others, but it is rather a reflection of our emotions that form the foundation of our expressions. This is a form of basic or entry-level discourse and is beneficial for beginners in the field of literature. It primarily deals with generating ideas with no concrete source. Examples include academic essays and diaries.

"We met very early at our office this morning to pick out the twenty-five ships which are to be first paid off. After that to Westminster and dined with Mr. Dalton at his office, where we had one great court dish, but our papers not being done we could [not] make an end of our business till Monday next. Mr. Dalton and I over the water to our landlord Vanly, with whom we agree as to Dalton ..." (Latham, & Matthews, 1969).

Above mentioned types of literary discourse shows that when students are trained in the poetic and emotional discourse, it has a clear impact on their academic writing skills.

Since the research is conducted on L2 learners with special attention given to the nature of academic writing skills; the roles of Micro and Macro Skills in writing skills is a matter of concern for L2 learners. The role of both skills is vital in acquiring the expertise of an effective writer. According to Brown, micro-skills include the production of grapheme and it also produces an orthographic pattern. Moreover, it provides a suitable speed to attain the purpose. It also provides appropriate word patterns and word order. Micro skills have a proper grammatical set of rules. The use of appropriate grammatical patterns enables the writer to create a sound piece of writing and enables them to express meaning in more than one way. Macro-skills refers to the usage of cohesive devices in written discourse to introduce the element of logical sequence in writing. It also believes in rhetorical form and legacies of writing. Macro-skills enables the writer to successfully convey the meaning to complete the communicative process. It creates connections among different occurring and establishes main ideas, supporting facts, new information, and sometimes generalization also, if it is required. Macro skills are important as they help distinguish between implied meaning and literal meaning. The assessment of cultural specific meaning is another function of macro skills. Development of writing strategies, for instance, prewriting methods, the assessment of

audience comprehension capabilities, draft writing, paraphrasing, and proofreading all are the fields of macro writing skills. The macro and micro skills of writing are also known as the sub-constructs of writing (Brown, 2007).

Academic writing class observation was to analyze the two groups of participants: firstly, those of having a literary background and the secondly those who were not trained in the literary discourse. Academic writing class contents included the sentence structure, and its types which are simple, compound, and complex sentences, the use of punctuation to avoid structural mistakes in the sentence, for example, run-on sentences, comma splices, and fragments. They were also made to learn how to write narrative, descriptive and argumentative paragraphs. Participants were given various tasks to show their ability to use language academically. In these tasks, on the one hand, they exhibited their skills of micro academic skills (sentence structure, choice of diction, use of punctuation, and parts of speech), while on the other they were asked to display their expertise in macro academic skills ( cohesion and coherence, cause and effect, use of literary devices, etc.)

Participants without the literary background were found different in their approach to writing academically. The tasks were given to them to check their sentence structure, choice of diction, writing style, and approach. It was noted that their sentence structure was direct and simple. Their chosen vocabulary was traditional in the sense that one word gave only one meaning. Therefore, it was seen that they were more logical in their approach. Although they comprehend well yet their comprehensive capabilities were limited as they relied on one to one relationship between a word and its meaning. For them, the literal meaning of the word was its real meaning. This very observation led the researcher to the fact that it was a bit difficult for them to comprehend culture-specific meanings.

The literary discourse that comprises prose, poetry, drama, novel, and fiction, provides its learners with a better way to understand the world around them. All these genres have unique elements that give birth to a variety of approaches to learners. The genre of prose usually follows the natural way of communicating in written discourse. The very meaning of the word prose is derived from the Latin “prosaoratio,” that means “straightforward.” The prose is a common way of writing that is utilized in fiction as well as non-fiction. (Guillory, 2017). Its grammatical structure has simple and straight sentences which make paragraphs. One idea runs through the whole paragraph to convey the desired message. Prose writing trains the learners to develop their argument. The genre of poetry is known for its rhythmic pattern and a formal metrical system. This genre uses figurative language normally prose and poetry both have unique qualities that distinguish one from the other. The genre of drama improves the skill of

interpersonal communication of its learners. Dramatic dialogues provide a unique opportunity for its learners to experience how intersubjectivity takes place in a dramatic mode (Atlas & Aron 2017). Fiction is also known as storytelling. In fiction authors use the common man's language, colloquial language, and narrate the stories in an effective manner. The reader knows that story is fictional but he/she is deeply engrossed in it due to the author's dexterities in capturing the reader's mind.

Participants having a background in the literary discourse were found different from others in terms of their sentence structure, choice of diction, and the capability to understand the hidden meaning of the text. Their sentence structure was found mature, vocabulary was apt, and was able to produce diversified meaning. Their imaginative power was stronger than others who were not trained in reading and learning literature-based subjects. They could use metaphorical language with a variety of expressions. Therefore they could express the message in more than one way. Moreover, they could generate more than one meaning out of the same text.

It was observed in-class tests that those who were trained in literary discourse had a clear impact on their writing style. Learning in poetry, drama, prose, and fiction proved to help to maintain the macro academic skills in their writings. For them, it was easier to develop an argument and then support it as well. They could use literary devices well and the use of figurative language was also a part of their writing skills. Their storytelling was more powerful than the others. Their ability to understand interpersonal communication was found stronger than others.

## **Conclusion**

EFL classroom observation of Pakistani graduates in two universities brought the researchers to the conclusion that literary genres play a very vital role in enhancing the academic writing skills of learners. The specific writing style of a particular genre becomes a part of the learners' writings. They consciously or unconsciously use similes, metaphors, and alliterations, personifications, and other literary devices while writing. A student of literature seems more vigilant and expert while writing in the English language.

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## **Analysis of Jordanian EFL Students' Expression of Disagreement via Speech Acts**

**Sakher Alazzam<sup>1</sup>, Tengku Sepora<sup>2</sup>, Debbita Tan<sup>3</sup>**

*<sup>1,2,3</sup>School of Languages and Translation, Universiti Sains Malaysia, 11800 USM, Penang, Malaysia; [salazzam2018@hotmail.com](mailto:salazzam2018@hotmail.com), [tspora@usm.my](mailto:tspora@usm.my), [debbita\\_tan@usm.my](mailto:debbita_tan@usm.my)*

***Corresponding Author:** Sakher Alazzam, email: [salazzam2018@hotmail.com](mailto:salazzam2018@hotmail.com)*

### **Biodata:**

**Sakher Alazzam** is a PhD student at the School of Languages, Literacies and Translation, Universiti Sains Malaysia (USM). He has attained a Master of Arts in Linguistics, Department of English Language and Literature, Yarmouk University, Jordan, 2010, and a Bachelor of Arts degree in English for Specific Purposes, Department of English Language and Literature, Jordan University of Science and Technology, Jordan, 2005.

**Prof. Dr. Tengku Sepora Binti Tengku Mahadi** has attained a Doctor of Philosophy in Language Interpretation and Translation, University of Surrey, and she has got a Master of Arts in Language Interpretation and Translation, University of Surrey.

**Dr. Debbita Tan** has taught at the School of Languages, Literacies and Translation, Universiti Sains Malaysia (USM), since 2005. Prior to that, she was a feature writer with work published in various local and international publications. In 2013, she was awarded a government scholarship to read her PhD at USM and a year later was granted an academic attachment (Guest Doctoral Scholar/Researcher) at Meiji University in Tokyo, Japan. She is keen on interdisciplinary research and her areas of interest include language acquisition and media-

based interventions, lexical development, educational technology, translation and discourse studies, and more recently, the relationship between psychology and linguistic nuances.

### **Abstract**

Globalization has elevated English as one of the world's most widely used languages. The educational institutions of many countries, including Jordan, teach English inside their classrooms, and more and more people are expressing their eagerness to learn the language. This study aimed to identify the types of disagreement strategies employed by Jordanian students studying English as a foreign language (EFL) as well as examine how their gender and academic year influence such tactics. The findings revealed that Jordanian EFL students convey disagreement using nine strategies, which include aggravating and mitigating tactics, and that the social variables of gender and academic year directly affect these strategies.

**Keywords:** *English as a foreign language (EFL), Jordanian students, Disagreement, Strategies, Gender, Academic year.*

### **Introduction**

Following the huge development in technology and communication technology, English language is becoming one of the most dominating language worldwide. Language is the most important communication tool, as it enables people to share their thoughts, desires, and feelings with one another. Because of globalization, English has increasingly become one of the most frequently used languages worldwide. As a result, the educational institutions of many countries, including Jordan, have placed emphasis on teaching English in classrooms, and the number of English learners continues to increase. To effectively communicate in English, speakers must be aware of not only their linguistic proficiency but also their sociolinguistic and pragmatic competence. However, because sociolinguistic knowledge of the target language (L2) is lacking, non-native speakers transfer their first language (L1) sociolinguistic comprehension and pragmatic norms to L2 to fill the gap, resulting in misunderstanding and pragmatic failure (Fernandez, 2013). Kreutel (2007, p. 1) defined pragmatic competence as "the ability to use language according to the cultural norms of the target language society." In communication, which is a collection of speech acts, speakers use words to perform certain actions, such as disagreeing, agreeing, encouraging, discouraging, complimenting, suggesting, warning, and others. Disagreement, a common speech act that occurs in everyday interactions, cannot be easily avoided, as speakers constantly show opposition and dissatisfaction toward

others' opinions and suggestions. According to Behnam and Niroomand (2011, p.204), "expressing disagreement is also seen as a speech act in which a person shows his or her dissatisfaction toward his or her interlocutor." This is consistent with Sifianou's (2012, p. 1554) definition of disagreement, which is the "expression of a view that differs from that expressed by another speaker." In this regard, scholars have considered disagreement as a "dispreferred speech act" (Sacks, 1987) and a "negatively affective speech act" (Walkinshaw, 2009). Different variables influence people's strategies in showing disagreement, such as gender, power, language proficiency level, and others. Overall, the communicative act of disagreement pertains to reactions to previous claims and can be analyzed within the general framework of speech act theory (Sornig, 1977). Thus, this study investigates the disagreement strategies employed by Jordanian EFL students and describes how certain factors, such as gender and academic year, influence their choice of approach when conveying disagreement. The disagreement has received little research attention compared with other speech acts, and it is considered a fairly neglected research area in Arabic and non-Arabic contexts (see Behnam and Niroomand, 2011; Koczoogh, 2012; Bavarsad et al., 2015; Heidari et al., 2015). Harb (2016, p. 19) confirmed that "[a]s for Arabic, as noted above, there exists a plethora of studies on other speech acts, especially apologies and requests, but none on disagreements." In addition, L2 students must always master the embedded conversational norms in the production of speech acts to avoid breakdowns in the interaction process. This means L2 learners need to be pragmatically competent and fully aware of the socio-cultural constraints of speech acts as well as how to use the appropriate strategies to perform such actions in the target language to become successful and effective at communication (Rintell, 1997; Abed, 2011; Al-Ghamdi, Almansoob & Alrefaee, 2019). To fill this gap, this study provides a sociopragmatic account of the disagreement tactics used by Jordanian EFL students and examines how their gender and academic year influence their selection of disagreement strategies.

The significance of the present study stems from the need to further investigate the disagreement strategies of Jordanian EFL students, which have been hardly researched. In addition, this study's findings are expected to help Jordanian EFL learners become more aware of their interlanguage pragmatic competence, which would then enable them to behave properly and communicate appropriately when expressing disagreement in English as well as help them reduce communication breakdowns and engage in more successful interactions. Spencer-Oatey (2000, 2002) argued that culture directly affects the appropriateness of a speech act in communication. While some scholars (Austin, 1962; Searle, 1969) indicated that different languages produce speech acts in similar ways and that such acts are realized by

universal rules, other scholars (Blum-Kulka, 1987; Wierzbicka, 1991) argued that each language and culture has their own ways to construct these speech acts. Hence, Blum-Kulka et al. (1989) suggested that research on speech acts be increased and include a variety of languages to improve the validity of claims regarding universality or culture specificity. Moreover, this study intends to change how English is taught in Jordanian educational institutions, which currently focus only on the language's grammatical aspects; redirect this attention to pragmatic competence and how to effectively use the target language in real-world, everyday situations; and modify curricula and syllabuses accordingly.

### **Research Objectives**

This study intends to identify the different disagreement strategies used by Jordanian EFL students and examine how gender and academic year affect their choice of approach. Thus, this research seeks to accomplish the following objectives:

1. Identify the types of disagreement strategies employed by Jordanian EFL learners.
2. Examine the effect of gender on these students' selection of disagreement strategies.
3. Investigate the influence of these students' academic year on their choice of disagreement strategies.

### **Research Questions**

This study aims to answer the following:

1. What disagreement strategies are used by Jordanian EFL students?
2. How does gender affect their choice of disagreement strategies?
3. How does their academic year influence their selection of disagreement strategies?

### **Review of Related Literature**

This section reviews several studies that have investigated the speech act of disagreement in the Arabic and non-Arabic contexts. It also presents cross-cultural works including those that have proposed certain taxonomies of disagreement tactics.

Sharqawi and Anthony (2019), through a pragmatic study, investigated the different ways Iraqi EFL learners convey disagreement, focusing on gender effects. They adopted a descriptive quantitative approach, gathering data using a written discourse completion task. Their results showed that both male and female Iraqi EFL learners use similar approaches for explicit disagreement but different ones for indirect disagreement; females tend to apply more indirect disagreement strategies than males.

In 2019, Harb analyzed the speech act of disagreement among native Arabic speakers within the language-driven computer-mediated communication (CMC) framework. He examined how these speakers expressed disagreement in online interactions, specifically in Facebook pages and groups focusing on three topics: politics, religion, and society. The researcher mainly attempted to explore the ways Arabic speakers show disagreement in CMCs and to identify the effects of gender and topic on disagreement behavior. The findings showed that CMCs are full of disagreement expressions, and Arabic speakers tend to use 10 disagreement tactics, including those suggested by Muntigl and Turnbull (1998): irrelevancy claim, contradiction, counterclaim, challenge, exclamation, verbal irony, argument avoidance, mild scolding, supplication, and verbal attack. Most of these strategies, while neither polite nor impolite were deemed appropriate.

Meanwhile, Fernandez (2013) explored the disagreement strategies of Egyptian English speakers on Facebook and examined the changes in these approaches in terms of the collected data, the differences between Egyptians' and Americans' use of these approaches, and the effect of the topic at hand on the disagreement strategies used. The findings revealed that non-native English speakers use not only simplistic and unmitigated strategies but also different approaches to show disagreement. The disagreement approaches used in naturally occurring data were not exactly similar to those in discourse completion tests (DCTs), which frequently used blunt opposites, bare negative forms, insults, and negative judgments. In addition, the findings showed that while Egyptians and Americans use similar strategies, the former tend to use mitigating disagreement expressions more often than the latter. Moreover, the study found that disagreement strategies change depending on the topic.

Bakry (2015) studied the politeness strategies of Egyptian students in English-language classrooms. The researcher used different instruments, such as videotaping, peer-relationship questionnaires, and interviews, to gather data from regular classroom conversations. The study found that the social variables of power and social distance among interlocutors directly affect students' expressions of disagreement; the approaches used in student–teacher interactions are different from those used among peers.

Different studies have been conducted on the speech act of disagreement in non-Arabic contexts. Bavarsad et al. (2015) analyzed the disagreement tactics used by young male and female Persian speakers focusing on the impact of gender and power on these strategies. The researchers collected data by administering a nine-scenario DCT to 50 male and 50 female students in Islamic Azad University, Najafabad branch, and the University of Isfahan, Iran. The respondents were tasked to disagree with three higher-status, three equal-status, and three

lower-status interlocutors. The study adopted Muntigl and Turnbull's (1998) taxonomy to analyze disagreement utterances and found significant gender differences in disagreement approaches. It also found that female speakers preferred to use the politeness strategy more than their male counterparts. Meanwhile, Heidari et al. (2015) investigated the impact of gender and interlocutor authority on disagreement strategies in the Iranian context. The researchers distributed a six-situation DCT to 50 male and 50 female native Persian students of Isfahan and Najafabad Universities. The respondents were asked to disagree with two high-status, two equal-status, and two lower-status interlocutors, all of which consisted of a male and a female. The results showed that the addressee's gender and authority directly influence the disagreement tactics employed. The study also found that both males and females consider the addressee's desires and tend to use the appropriate politeness strategies when disagreeing with them. Also in the Iranian context, Niroomand (2012) administered written DCTs to upper-intermediate students and found that the power and the status of interlocutors have a direct impact on the students' communication strategies. That is, power differences determine the expression of face threatening acts, including the speech act of disagreement.

Guiller and Durndell (2006) investigated how agreement and disagreement are conveyed in educational online discussion groups and found that women tend to avoid disagreements but are then inclined to use indirect approaches when they do express opposition. Men, on the other hand, tend to be more direct when disagreeing, as they use explicit and aggravating strategies when posting challenging statements. These results are consistent with Pilkington's (1992) study, which examined the effect of gender on the conversational style of same-sex groups of bakery workers in New Zealand. The researcher indicated that women tend to soften their opposition more than men, employ more features of the cooperative interactional style, and avoid showing disagreement. On the other hand, men frequently use direct expressions with a lot of hostility and insults.

In a cross-cultural study, Guodong and Jing (2005) compared the approaches of American English and Mandarin Chinese speakers when interacting with disagreement. A five-scenario DCT was administered to college students in the United States and China, who were required to disagree with interlocutors of different social status. The findings revealed that Chinese students use more politeness strategies than Americans when disagreeing with their superiors. The study also found that American and Chinese students use fewer politeness tactics as the social distance between interlocutors increases. Female students have been found to use more politeness strategies than their male counterparts when expressing opposition.

## Theory

Some scholars have suggested important taxonomies to analyze the speech act of disagreement. In 2014, Maíz-Arevalo investigated the approaches used by students of English as a lingua franca when expressing opposition. This taxonomy mainly classified these strategies as either strong or weak. Kreutel (2007) examined the speech act of disagreement by analyzing the devices that non-native English speakers use to convey opposition. This taxonomy categorized these features into the following:

- Desirable features, which include token agreement, hedges, requests for clarifications, explanations, expressions of regret, positive remarks, and suggestions.
- Undesirable features, which include message abandonment, total lack of mitigation, use of the performative *I disagree*, use of the performative negation *I don't agree*, use of the bare exclamation *no*, and a blunt statement of the opposite.

In their 1998 study on the behavior of arguing in everyday life, Muntigl and Turnbull proposed an important classification system that can be used to analyze the communicative act of disapproval. Their taxonomy proposed five types of disagreement: irrelevancy claim, challenge, contradiction, counterclaim, and contradiction followed by counterclaim. Irrelevancy claims are made when a speaker indicates that a preceding statement is irrelevant to the topic being discussed by interlocutors. Challenges occur when speakers convey opposition to other interlocutors' claims by questioning their previous statement and asking them to provide evidence for it; this type uses the syntactic form of interrogatives with question words such as "what" and "where." Contradictions transpire by "uttering the negated proposition expressed by the previous claim" (Muntigl, 1995, p. 42). And frequently using negative particles such as "no" or "not" as in "No, I don't." In counterclaims, speakers tend to express disagreement indirectly and suggest justifications for such action. Speakers prefer to use positive markers, partial agreement, and hedges in their speech to avoid explicit disapproval. In contradiction followed by counterclaim, speakers convey disagreement through disputations before offering counterclaims.

The taxonomy suggested by Muntigl and Turnbull (1998) is considered one of the most important classifications that can be used to categorize the disagreement strategies (Sadrameli and Haghverdi, 2016). This taxonomy discusses the act of disagreement in more detail and it correlates disagreement with the notion of face; the Muntigl and Turnbull (1998) taxonomy suggested an order for those disagreement types based on the degree of threat to the addressee's face. It arranged the types from the most to the least face "aggravating" as follows: Irrelevancy



claims, challenges, contradictions, and counterclaims. Accordingly, it is primarily employed by many studies, including the present one (see Behnam and Niroomand, 2011; Bavarsad et al., 2015; Heidari et al., 2015).

Examining these studies helps the researcher choose the most appropriate data collection approach. This literature review shows that many studies on speech acts gathered data using DCT, which is deemed convenient for interlanguage pragmatic research because of its versatility in application among respondents of different cultural backgrounds (Nurani, 2009). Hence, this study adopted DCT to collect the required data.

The literature also suggests the usefulness of Muntigl and Turnbull's (1998) taxonomy in analyzing disagreement utterances. Due to the success of Muntigl and Turnbull (1998)'s taxonomy in analyzing the speech act of disagreement, it is applied in the current study.

The present study is different in that while most studies examined the effect of common factors such as age, power, social distance, and gender on opposition strategies, none has explored the effect of one's academic year on the selection of such approaches, which might be considered a novel contribution to this field.

## **Materials and Methods**

This study adopted a descriptive research design with both qualitative and quantitative approaches. This section explains the methodology for implementing the current study, including its target population and sample, data collection, and data analysis.

### **Research Population and Sample**

This study's target population consists of undergraduate English majors from universities in Jordan. The sample was composed of 60 randomly chosen students from the Department of English at Yarmouk University in the first semester 2019–2020. Thirty of them were male (15 freshmen and 15 seniors and beyond), and 30 were female (15 freshmen and 15 seniors and beyond). All respondents were Jordanians whose native language is Arabic and who have never stayed in English-speaking countries. The students ranged from 18 to 24 years old. It is worth noting that the sample size (60 respondents) is acceptable enough to come up with the results but not large enough to generalize the findings to all Jordanian EFL students, and this sample size is attributed to the pandemic situation of Covid-19 as only few students are allowed to be available on the campus of Yarmouk University. Hence, it is considered to be one of the imitations of the study, and further research on this subject is encouraged to substantiate the findings. This study chose Yarmouk University as its research site because it is one of the

oldest public universities in Jordan, and its students come from all over the country. Before participating and filling out the DCTs, the students provided oral consent.

### **Data Collection**

The participants were administered a DCT, a questionnaire that describes natural situations that they need to interact with and respond to. The final form of the DCT applied in the current study consisted of two parts: The first gathered the participants' personal information including their gender, academic year, age, and first language. The second part asked the participants how they would respond to five hypothetical everyday-life situations, which were borrowed from Bavarsad et al. (2015) and Heidari et al. (2015) and then adapted to fit this study (see appendix A).

The researcher administered the DCT to the students while they were in their classrooms and was able to discuss the importance of the study and how to correctly fill out the DCT.

To assess the validity of the DCT and ensure that all items serve their intended purposes and can be clearly understood by the students, the instrument was given to two professors in the same field, whose comments and suggestions were used to modify the DCT.

### **Data Analysis**

Eight DCTs were excluded because they were incomplete, and the remaining 52 were deemed valid and thus fit for qualitative and quantitative analysis (Table 1):

<b>DCTs Used in This Study</b>	<b>The Total Number</b>
Number of Distributed DCTs	60
Number of Invalid DCTs	8
Number of DCTs for Analysis	52
Number of Disagreement Utterances for Analysis	260

Table 1: Total number of DCTs for analysis

To achieve research objective 1, the students' disagreement utterances were qualitatively analyzed using semantic formulas as units of analysis to identify their opposition strategies. A semantic formula refers to "a word, phrase, or sentence that meets a particular semantic criterion or strategy, any one or more of these can be used to perform the act in question" (Cohen, 1996, p. 265). The strategies were then coded and categorized based on Muntigl and Turnbull's (1998) taxonomy as well as new classifications that emerged from the data analysis.

To meet research objectives 2 and 3, this study employed descriptive statistics to measure the frequency of disagreement approaches used by Jordanian EFL students based on their gender and academic year. The results were presented using specific figures followed by a detailed discussion.

## Results and Discussion

### Disagreement Strategies Employed by Jordanian EFL Students

To answer research question 1 (What disagreement strategies are used by Jordanian EFL students?), the participants' 260 disagreement utterances were linguistically analyzed via coding and categorization based on Muntigl and Turnbull's (1988) taxonomy as well as new approaches emerging from the data analysis. Table 2 shows the frequency of these strategies and their percentages.

Disagreement Strategy	No. of Occurrences	Percentage (%)
Counterclaims	41	15.8
Statements of Apology	38	14.6
Challenges	37	14.2
Contradictions	35	13.5
Giving Advice	29	11.1
Contradictions Followed by Counterclaims	26	10
Using Insults	20	7.7
Suggestions Followed by Explanations	18	7
Irrelevancy Claims	16	6.1
Total	260	100%

Table 2: Frequency and percentages of disagreement strategies by Jordanian EFL students

The analysis revealed that Jordanian EFL students use nine approaches when expressing disapproval. As shown in Table 2, the students applied all the disagreement strategies in Muntigl and Turnbull's (1988) taxonomy, with the following frequencies and percentages: contradictions (35, 13.5%), contradictions followed by counterclaims (26, 10%), challenges (37, 14.2%), counterclaims (41, 15.8%), and irrelevancy claims (16, 6.1%). Besides these strategies, four new disagreement approaches emerged from the data analysis: statements of apology (38, 14.6%), suggestions followed by explanations (18, 7%), using insults (20, 7.7%),

and giving advice (29, 11.1%). Hence, Jordanian EFL students use diverse strategies, including aggravating and mitigating ones, to convey opposition.

The above disagreement strategies vary in terms of degree of directness and explicitness. Hence, Muntigl and Turnbull classified disagreement types based on the degree of threat to the addressee's face; this taxonomy considers irrelevancy claims as the most face-aggravating followed by challenges, contradictions, and counterclaims. This means, in claims of irrelevance, challenges, and contradictions, speakers express disapproval in an extremely explicit, clear, and direct manner and issue a directive to end negotiations and avoid any further discussions. Meanwhile, speakers who deliver counterclaims show their disagreement implicitly and tend to justify their attitudes to avoid explicit opposition and soften the threat to the addressee's face.

Regarding the novel disagreement tactics emerging from the data analysis, using insults is considered one of the most face-aggravating strategies, as speakers completely neglect the addressee's face and tend to strengthen the speech act of disagreement (see Culpeper, 2011; Fernandez, 2013). The strategy of suggesting followed by explaining enables speakers to indirectly convey their opposition and alleviate the threat of the illocutionary force of disapproval on the addressee's positive face (see Brown and Levinson, 1987; Bakry, 2015; Lawson, 2009). Similarly, offering advice and apologizing are used as face-saving acts that reduce the illocutionary force of disagreement on the addressee's face.

Before moving to the next section and proceeding further with the analysis, it would be prudent to briefly define the above opposition strategies, especially the new ones that emerged from the data analysis and exist outside Muntigl and Turnbull's (1998) taxonomy.

- **Statements of apology:** This approach is used when speakers start their disagreement utterance with a word or expression of apology. Using such utterances helps diminish the impact of the disagreement threat on the addressee's face and maintain politeness. Example: A female's response (senior) to situation 1: "I am sorry to say that, you are not right."
- **Giving advice:** Speakers convey opposition by offering advice, which includes specific lexical items such as "advise" and "recommend." Speakers use this approach as a face-saving act when expressing disagreement to alleviate the illocutionary force of this inherently face-threatening act. Example: A female's response (senior) to situation 2: "I advise to keep up with fashion."

- Using insults: Speakers use insulting expressions when expressing disapproval, which is considered one of the most face-aggravating disagreement strategies, as it damages the addressee’s face and threatens the relationship between interlocutors.

Example: A male’s response (freshman) to situation 5: “Who’s talking, you are ignorant.”

- Suggestions followed by explanations: Suggesting and explaining form an indirect approach to show opposition. By applying this strategy, speakers express disagreement implicitly and provide explanations to defend their stance, which in turn reduces the impact of the illocutionary force of disagreement on the addressee’s positive face.

Example: A female’s response (senior) to situation 4: “Let’s go to park tomorrow, the weather will be better.”

In summary, based on the above discussion and findings, the researcher suggests a taxonomy of disagreement strategies used by Jordanian EFL students divided into two main categories:

- Aggravating disagreement strategies: contradictions, challenges, irrelevancy claims, and using insults.
- Mitigating disagreement strategies: contradictions followed by counterclaims, counterclaims, statements of apology, giving advice, and suggestions followed by explanations.

### **The Effect of Gender on the Disagreement Strategies of Jordanian EFL Students**

To answer research question 2 (How does gender affect Jordanian EFL students’ choice of disagreement strategies?), DCT data were analyzed using descriptive statistics to measure the frequency of the disagreement tactics used by Jordanian EFL students based on gender. Table 3 shows the gender distribution of respondents was as follows:

<i>Variable</i>		<i>Frequency</i>	<i>Percentage</i>
<b>Gender</b>	Male	25	48%
	Female	27	52%
	<b>Total</b>	<b>52</b>	<b>100%</b>

Table 3: Gender distribution of respondents

Table 3 shows that the research sample consisted of 48% males and 52% females. Figure 1 below presents the overall gender distribution of disagreement approaches by Jordanian EFL students.

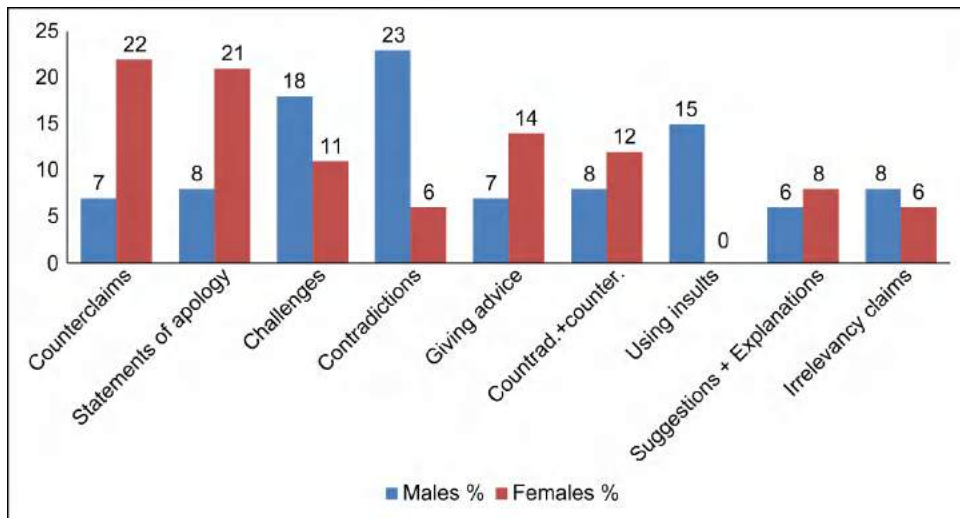


Figure 1: Overall distribution of disagreement strategies by gender

The correlation between gender differences and disagreement strategies is direct and clear. Figure 1 shows that males used contradictions, insults, and challenges more frequently while females preferred counterclaims, statements of apology, advice, and contradictions followed by counterclaims.

Clear discrepancies in specific approaches are observed from the response frequencies of male and female students. For example, males delivered significantly more contradictions (23% vs. 6%) and challenges than females (18 % vs. 11%). Worth noting is that the strategy of using insults seemed restricted to males (15%) and not used by females. This is consistent with Pilkington’s (1992) study, which found that direct expressions of offense and aggression are features of males’ speech, characterized by insulting expressions and open criticism.

Compared with males, females excessively used counterclaims (22% vs. 7%), statements of apology (21% vs. 8%), and contradictions followed by counterclaims (12% vs. 8%). Females also offered advice more frequently than male students (14% vs. 7%).

Overall, this study found a strong correlation between gender and disagreement strategies used by Jordanian EFL students; that is, males were likely to use more direct, explicit, and aggravating disagreement tactics than females. Males preferred contradictions, challenges, and using insults while females favored statements of apology, counterclaims, giving advice, and contradictions followed by counterclaims. This indicates significant gender differences in terms of chosen approaches. These findings are aligned with those in the literature (Pilkington, 1992; Wardhaugh, 2002; Guiller & Durnell, 2006; Torres, 2020).) and in Sharqawi & Anthony’s (2019) study in that females were significantly inclined toward using more indirect disagreement strategies than males.

## The Effect of Academic Year on Disagreement Strategies Employed by Jordanian EFL Students

To address research question 3 (How does Jordanian EFL students' academic year influence their selection of disagreement strategies?), this study analyzed DCT data and used descriptive statistics to measure the frequency of disagreement tactics used by Jordanian EFL students based on their academic year. Table 4 shows the distribution of respondents according to their academic year:

<i>Variable</i>	<i>Frequency</i>	<i>Percentage</i>	
<b>Academic year</b>	Freshman	24	46.2%
	Senior and beyond	28	53.8%
	<b>Total</b>	<b>52</b>	<b>100%</b>

Table 4: Distribution of respondents according to academic year

Table 4 shows that 46.2% of the sample were freshmen, and 53.8% were seniors and beyond. Figure 2 below presents the overall distribution of disagreement strategies by Jordanian EFL students based on their academic year.

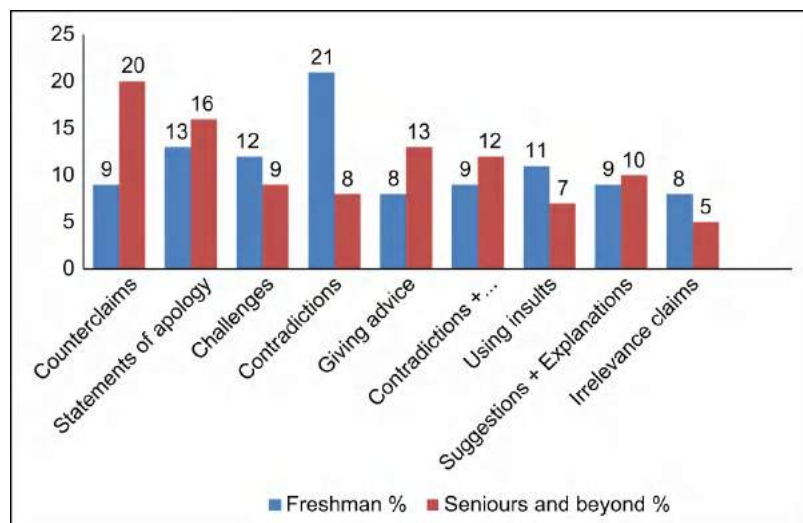


Figure 2: Overall distribution of disagreement strategies by academic year

Figure 2 shows how the students responded to the DCT situations as well as the strategies used by each group. A dissimilarity is apparent in their responses to the situations; freshmen preferred aggravating disagreement strategies while seniors favored mitigating ones. Specifically, when compared to the seniors-and-beyond group, the freshmen group used significantly more contradictions (21% vs. 8%), challenges (12% vs. 9%), irrelevancy claims (8% vs. 5%), and insults (11% vs. 7%). Meanwhile, it is interesting to note that mitigating disagreement strategies, which aim to soften the threat of opposition on the addressee's face, were employed by the seniors-and-beyond group more than the freshmen group: counterclaims

(20% vs. 9%), statements of apology (16% vs. 13%), offering advice (13% vs. 8%), and contradictions followed by counterclaims (12% vs. 9%).

Hence, both the freshmen and seniors-and-beyond groups adopted different tactics to express opposition, with the latter tending to use less direct and less explicit strategies because they were more concerned about the notion of face and politeness when conveying this inherently face-threatening act. On the contrary, freshmen were more direct and more offensive in showing disagreement. This difference in terms of choice of disagreement approaches can be attributed to the students' English study duration; that is, as they proceed further in their English study, they acquire a corresponding increase in both linguistic and pragmatic competence. These types of competence enable students to use different desirable linguistic features and styles, such as positive markers, hedges, and partial agreements to mitigate the effect of opposition on the addressee's face and behave more appropriately in real-life situations.

### **Conclusion and Recommendations**

This study aimed to identify the types of disagreement strategies used by Jordanian EFL students. It also examined how gender and academic year affect their choice of approach when showing opposition. This study concludes with the following insights.

First, Jordanian EFL students use nine strategies to express disagreement. These include the following aggravating and mitigating approaches:

- Aggravating strategies: contradictions, challenges, irrelevancy claims, and insults.
- Mitigating strategies: contradictions followed by counterclaims, counterclaims, statements of apology, giving Advice, and suggestions followed by explanations.

Second, there is a direct and clear correlation between gender differences and choice of disagreement tactic among Jordanian EFL students. Males are likely to use more direct, explicit, and aggravating disagreement strategies than female students. Male students also prefer contradictions, challenges, and insults. Meanwhile, female students most frequently use statements of apology, counterclaims, advice, and contradictions followed by counterclaims. These indicate significant gender differences in the application of these approaches.

Finally, students' academic year directly affects their choice of strategies to show disapproval. That is, seniors and others tend to use less direct and less explicit disagreement tactics because of their greater concern for the notion of face and politeness when expressing such an innately



face-threatening opposition. On the contrary, freshmen use more direct and more offensive strategies to convey disagreement.

These results suggest the need to refocus English syllabuses and textbooks on pragmatic competence and on how students can effectively use the target language in real-world situations. The findings also recommend that further research on the subject be conducted in other Jordanian universities to explore the influence of other social variables on the strategies that students use to express disagreement. Finally, this study is limited by its dependence on DCT to collect research data, which necessitates the use of different methods in future studies, which may include observations and other techniques to capture naturally occurring conversations.

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## Appendix (A)

**Dear students:**

The researcher is doing a study entitled "**Analysis of Jordanian EFL Students' Expression of Disagreement via Speech Acts**". You are kindly requested to respond to the items of the DCT objectively because the purpose of this DCT is purely academic. Your cooperation will be highly appreciated.

### Part One

#### Personal Information

Please, provide the following information about yourself.

- Gender :  Male  Female .1
- Academic year:  Freshman  Senior and beyond .2
- Age: ..... .3
- First language :  Arabic  English  Others .4

### Part Two

**You are kindly requested to write what you would say if the following situations -  
arose in your everyday life.**

---

No.	Situation
1	You see your brother's school principal. He tells you it is better to change your brother's major because its future will not be so good. You think contrary to him, and your brother is successful in this field. Then you disagree with him. You say: .....

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- 
- 2** By coincidence, you see one of your old colleagues, Mr. Ahmadi, in the street, and he tells you to change your hairstyle because it is not beautiful, and you look older. Unlike him, you like this style a lot.  
You say: .....
- 3** You buy a piece of cloth and come back home. When you put it on, your brother/sister says this color is not appropriate for you, and it is better to change the color. You disagree.  
You say: .....
- 4** You have decided to spend some time outdoors with your family; suddenly your little sister suggests that you go to the park. But you prefer to go to the cinema and watch the recently released movie. How do you express your opposition?  
You say: .....
- 5** You want to buy a laptop. The office boy of that shop tells you that there are a lot of problems in this brand, and it's better to buy another one. You have searched before, and you are sure about your choice. You disagree with him.  
You say: .....
-



**Operative Use of Sentence Connectors in English Writing Skills:  
An Experimental Study based on the Scaffolding Technique**

**<sup>1</sup>Dr. Ismat Jabeen, <sup>2</sup>Dr Ansa Hameed, <sup>3</sup>Dr Akhtar Habib Shah (Corresponding author)**

*<sup>1</sup>Assistant Professor at the Department of English, Prince Sattam Bin Abdulaziz University,  
College of Science and Humanities, Al Kharj, KSA. [i.jabeen@psau.edu.sa](mailto:i.jabeen@psau.edu.sa)*

*2. Assistant Professor at the Department of English, Prince Sattam Bin Abdulaziz  
University, College of Science and Humanities, Al Kharj, KSA. [a.zahoor@psau.edu.sa](mailto:a.zahoor@psau.edu.sa)*

*3. Assistant Professor at the Department of English, Prince Sattam Bin Abdulaziz  
University, College of Science and Humanities, Al Kharj, KSA.*

**Biodata:**

**Dr. Ismat Jabeen**, Assistant Professor at Prince Sattam bin Abdulaziz University, Ph.D. in English from National University of Modern Languages. Her research interests are in the areas of ESP, EFL, ELT, Language and Gender, Critical/Discourse Analysis, and Sociolinguistics. Her major research focuses on exploring the pragmatic use of language and experimenting with a variety of theoretical frameworks and methods in in-classroom contexts. She has extensive teaching and supervising experience in the fields of L2 teaching and learning, language and gender, discourse analysis, and pragmatics. ORCID ID: [orcid.org/0000-0002-2514-230x](https://orcid.org/0000-0002-2514-230x)

**Dr. Ansa Hameed** is currently working as an Assistant Professor at Prince Sattam Bin Abdulaziz University, College of Science and Humanities, AlKharj. She has received her PhD degree in Linguistics (English) from NUML, Islamabad in January 2013. Her areas of interest

are Ecolinguistics, Sociolinguistics, Applied Linguistics and Syntax. ORCID ID: [orcid.org/0000-0003-3477-156X](https://orcid.org/0000-0003-3477-156X)

**Dr.Akhter Habib Shah** a resident of India, Kashmiris currently serving as an Assistant professor in the Department of English, Prince Sattam Bin AabdulAziz university,Saudi Arabia. He has been teaching at different various for last 8 years and has an impeccable research and publication record. His research interests include Feminism, Conflict Studies and English language teaching.

### **Abstract**

Writing is often regarded as the most intricate skill to acquire when learning a second or foreign language. From effective use of vocabulary to every grammatical concern, writing skill is assessed on all cohesion, coherence, fluency, and accuracy scales. Thus students often face many problems including the usage of sentence connectors. The current study, experimental in nature, explores and resolves the challenges undergraduate students encounter while practicing the usage of sentence connectors in their writing. The study follows the tenets of the scaffolding language learning approach advocated by Vygotsky (1978). The participants of the study are 25 in number having 19 males and 6 females. Being quantitative research, the study comparatively measures the performance of the learners in pre and post-test activities. The results of the post-test reveal that students' performance improved concerning the use of connectors in creating effective sentences. The findings of the study strengthen the fact that if appropriate scaffolds are provided, the learners can use English more effectively concerning their writing skills. The study suggests that instructions through the scaffolding technique can assist the learners in grasping the functional use of connectors in writing.

**Keywords:** *scaffolds; L2 learning; sentence connectors; writing skills; experimental study*

### **Introduction**

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. Irrespective of the language or the context where it is learned, in all the four skills, why is writing usually the most difficult skill to be



taught and learned? The reason perhaps lies in the fact that writing needs more processing of language than is required in any other skill to shape and produce a message (Cole & Feng, 2015). The situation gets even more complicated when the language to be written and expressed in is a second language or foreign language for the writers. In such cases, the writers find it more perplexing to convey themselves in a language other than their own, and their performances get often compromised due to many factors and reasons, as surfaced out in previous research studies and discussed in the next section i.e. literature review.

Pakistan is a fertile land as far as the richness of languages spoken is concerned. Rahman (2004) comments that more than 64 languages are spoken in Pakistan, including 6 being the major languages. It means the majority of the speakers are exposed to at least two languages in their early years i.e. one being their mother tongues such as Punjabi, Sindhi, or Pushto; and the other being the national language that is Urdu. When these learners start their educational journey, English becomes the third language to be learned inevitably, as it is the medium of education generally at the school level and particularly at the college and university level. However, as far as the teaching of English is concerned, traditional methods are employed mostly for the purpose, which more than often fail in producing effective and efficient speakers or writers of English. Even at the undergraduate level, the learners find it difficult to produce grammatically cohesive and accurate sentences. Commonly students make mistakes in the use of conditionals, subject-verb agreement, conjunctions, and sentence connectors beside the other syntactic features or items (as reported in several pieces of research, for example, see Fareed, Ashraf & Bilal, 2016; Jabeen, 2014; Haider, 2012; Farooq, Hassan & Wahid, 2012; Ahmad, Mohari & Ariffin, 2021 etc.).

Keeping in view the consistent inaccuracy of written expression produced by the English language learners concerning the use of sentence connectors, the current research intends to use the scaffolding technique for teaching writing skills. For the present study, English language learners at the undergraduate level have been targeted. The nature of the study is experimental with the following hypothesis:

- The scaffolding technique can be used effectively to help undergraduate students improve the usage of sentence connectors in the writing skill.

Thus, the research aims at achieving the following objectives:

- to investigate the types of mistakes made by students while using sentence connectors in their written expressions

- to implement the scaffolding approach to teach the use of sentence connectors effectively
- to compare the results of pre and post-tests
- to identify the extent to the scaffolding approach proves successful in improving the usage of sentence connectors

Teaching writing skills to the students effectively is a global problem for language teachers. Thus, the current research can be significant mainly because the findings of the study highlight the nature and the reasons for learners' inefficiency in using sentence connectors in written expressions. Moreover, the study suggests how the scaffolding technique can be used meritoriously for teaching writing skills. It also presents the probable techniques, and strategies to address this inefficiency effectively to improve the English writing skills of the learners. Thus, the study can contribute effectively to the domain of English language teaching. Overall, the study contributes to the field of Applied Linguistics.

### **Literature Review**

Language is a human instinct that needs to be learned and taught. Thus, language teaching is a longstanding domain to teach students not only to use language for communication only but to read and write effectively as well. From the ancient Romans period till today, language teaching and language learning domains are strategized, experimented with, and evaluated on and often. However, after World war 2, the global world is more concerned with this field, and as a result, hundreds of new teaching and learning approaches, methods, theories, and techniques are introduced. This also triggered the research in this field. Since the early '70s, researchers have been exploring the different domains of the second/foreign language learning sphere (Guoira et al., 1972; Beavan, 1977; Oxford, 1990; Nunan, 1999; Hayland, 2003; Lee, 2012). Among these, writing skill is often prioritized as an important literacy skill.

Writing is commonly defined as an inscription of orthographical letters, standard to any language. It is often more complicated than speech (Lehman, 2013). because the writer has to be careful while following all the observable morphological and syntactic dimensions of writing, to produce standardized text with a plausible flow of ideas. In short, from using vocabulary in an appropriate context to selecting sentence structure for accurate representation, and from linking sentences for cohesion to creating a flow of ideas as coherence, everything seems to trap the writer. That is the reason, in second or foreign language learning, it is

considered as the most challenging task (Lehman, 2013; Hayland, 2003, etc.), where the teachers have to trigger a variety of skills among learners, from analytical to cognitive and creative to critical. Consequently, the research focusing on enhancing writing skills in second language learning generally, and in English specifically holds a significant presence as well (For example, see Graham, 1982; Gordon & Braun, 1986; Neman, 1995; Troia & Graham, 2002; Lehman, 2013).

The previous research in teaching and learning writing promulgates the high level of cognitive complexity and processing (Nelson, 2011). Such complexity needs skillful and informed methodological decisions when it comes to teaching learners how to write and express themselves effectively. This is the reason, scores of research studies focus on implementing more effectual and beneficial teaching methods and approaches to improve the written expressions of English learners ranging from teacher, learner, peer-focused to collaborative learning. For instance, Hudson & Millwater (2008) proposed the efficacy of a positive relationship between mentors and mentees during the learning process. They found that mentors highly believed in collaborative learning being beneficial in developing “good rapport in a mentoring relationship” as well as making the “mentees feel successful” at writing by providing constructive feedback (p. 6).

When the teaching of English grammar is particularly considered, there are again a variety of areas to focus. The present research focuses on the use of sentence connectors, thus is explained in the following lines. Collins English Dictionary online (2020) defines sentence connectors as “a word or phrase that introduces a clause or sentence and serves as a transition between it and a previous clause or sentence”. Thus, it is an important cohesion device that further can improve the coherence of the text. Connectors are often confused with conjunctions, though they overlap to some extent, the majority of connectors are derived from various lexical categories like relative pronouns, relative adverbs, conjunctions, prepositions, etc. Connectors have multiple functions; they can be used to express place, time, additions, purpose, comparison, contrast, cause, condition, effect, etc. Because of their multi-facet functions, students of the English language often commit mistakes in using them or avoiding them. Thus, it is a difficult task for the teachers to teach them commendably and productively.

As stated above, EFL and ESL hold a prominent place in the research domain, and researchers, academicians, and other stakeholders often a variety of methods to teach various grammatical features of the language. Several studies postulate the effectiveness of using scaffolding as a teaching strategy. The concept of scaffolding as a teaching strategy was originally introduced by the Russian educationist, philosopher, and researcher Lev Vygotsky (1978). Later

researchers such as Benson (1997) defined scaffolding as "... a bridge used to build upon what students already know to arrive at something they do not know" (n.p.). A more comprehensive definition of the scaffolding metaphor and its application is offered by Berk (2002) as "A changing quality of support over a teaching session ... Direct instruction is offered when a task is new; less help is provided as competence increases" (p. 261). Precisely, scaffolding can be regarded as an innovative and need-based approach to teaching any concept to the learners by providing necessary and relevant support during the process of teaching.

Two of the studies are mentioned here, as an example, to elaborate on the role scaffolding played in teaching English grammar in different contexts. The studies selected to highlight the effective implementation of the scaffolding approach in learning grammar from elementary to senior high school level learners. Tammy Peters (2009) researched with 3<sup>rd</sup> and 4<sup>th</sup>-grade students. This research used the scaffolding strategy concerning teaching English parts of speech. The researcher concluded that 70% of the students were able to retain the content learned through systematic learning based on three stages devised for the purpose i.e. grammar terminology, choral analysis, and diagramming. Similarly, in a study carried out recently, Liao (2016) makes use of scaffolding theory to the teaching of English subjunctive mood to students of senior high school level. As per the researcher, scaffolding can make the teaching and learning of English grammar fruitful as the learners internalize the knowledge gained through this supportive learning tool. More precisely, in Liao's words, "The application of scaffolding theory is to try to solve many problems existed in English grammar teaching and then to lead students to study independently with the help of teachers" (p. 46-47).

The current study strives to understand the nature of difficulties or problems the undergraduates faced while using sentence connectors in their written expression or discourse. The implementation of the plan/strategy devised, as well as the effectiveness of using scaffolding as a teaching strategy and theory is also presented.

## **Methodology**

The nature of this research necessitated it to be action research primarily. As defined by Gilmore et al., (1986) action research, "...aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously. Thus, there is a dual commitment to action research to study a system and concurrently to collaborate with members of the system in changing it in what is together regarded as a desirable direction."

Within the framework of this study, the action research supported the researchers to examine

and analyze the problem at the first hand; and then take the relevant measures and adopt certain strategies to improve the situation, later. For instance, while teaching English, it was realized that the learners were unable to reach a satisfactory level of performance as far as the usage of sentence connectors was concerned. Keeping in view the possible hurdles and hindrances, the strategy of scaffolding was adopted to make the teaching and learning of the connectives more effective.

Similarly, pre and post-test research design were selected to carry out this study. As such design is applied “primarily to compare groups and/or measuring change resulting from experimental treatments” (Dimitrov & Rumrill, 2003, p. 159), it provided the three-fold framework to analyze the situation and take the pre-test to measure the performance of the students at the outset of the study; to provide treatment; and then to administrate the post-test to critically evaluate the improvement in learners’ performance, if any.

The figure below clearly illustrates the design of this study:

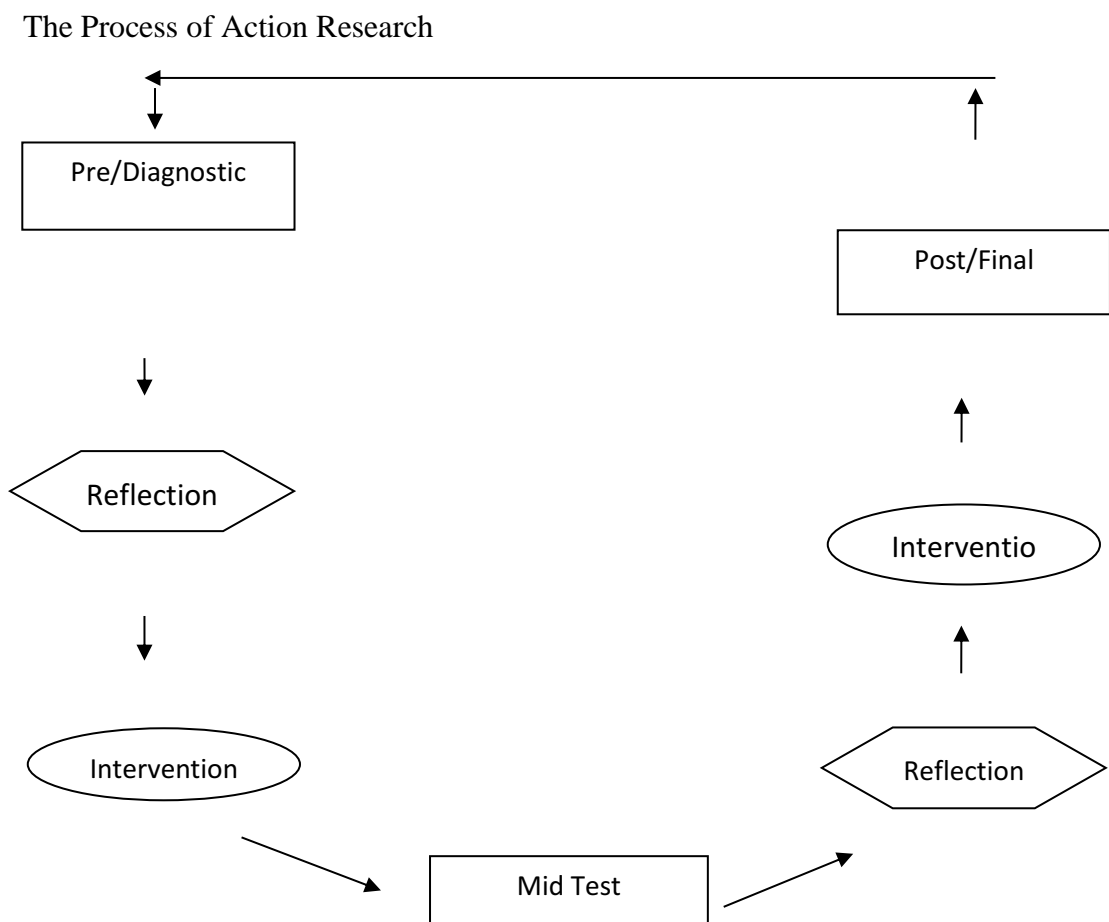


Figure 1 The Process of Action Research

The data were collected quantitatively through pre-posttest activity sheets, containing fill in blanks and multiple-choice items similar to the ones students were generally supposed to attempt during their course of studies. However, the qualitative analysis and interpretation generated later, based on the quantitative data, offered in-depth exploration and understanding of the issue under discussion. The flexibility and depth offered by the amalgamation of quantitative and qualitative methods during social research have made it “increasingly popular” with researchers all around the disciplines (Azorin & Cameron, 2010, p. 96). In the same way, where statistical measures helped to highlight the performance of the learners in this particular study, the qualitative insights explored the reasons and factors working behind such performance (Schoonenboom, Johnson & Froehlich, 2018).

A total of 25 undergraduate level students of a private sector university served as the sample of the study. Out of these 25, 19 were males and the rest were female students. They were attending the Advance English Writing course as a part of their study program.

At the very outset of the study, the pre-test (pre and post-test attached in Appendices) was carried out to assess the performance of the learners in using sentence connectors in their written responses. For the said purpose two types of activities were designed; choose the correct option, and fill in the blanks which required the learners to think and write the correct word/connective. Once the pre-test test was conducted, the researchers analyzed the responses and assessed the learners’ performance statistically.

Then, the researchers had a class discussion with the participants to explore and unearth the nature and the reasons for the difficulty the participants faced during the pre-test. This in-depth discussion and session supported the researchers to devise strategies to address and overcome the problems of the learners. To achieve the said goal, the support was provided to the learners in the form of learning scaffolds. For example, it was found that the learners were unable to understand and relate the meanings of most of the sentence connectors to their mother tongue or national language Urdu. Thus, firstly, the Urdu substitutes were provided and explained to the learners. Then, multiple examples were given to elaborate and exemplify their usage in written expressions. This support was provided until the learners became able to exercise the use of connectives on their own.

Lastly, the post-test was administrated and its results were compared to that of the pre-test to probe whether the performance of the learners was improved or not.

### **Data Analysis**

As described earlier, the data were collected through quantitatively designed activities.

Altogether, there were three diverse activities designed to provide the learners with varied ways to use sentence connectors in their written scripts. The activities included fill in the blanks, choose the correct option, and complete the expressions/sentences. Each activity had ten components in it.

### Pre-test analysis

At the beginning of the research, the learners attempted all the activities given and the results of their performance were very cautiously analyzed to devise the teaching plan and scaffolding to be provided in the next stage of the study. The performance of the learners in these pre-test activities is presented and discussed next.

The first activity contained fill in the blanks. The purpose of this activity was to see whether or not the learners were able to select the correct sentence connector relating its reference to and meaning with the overall sense of the sentence.

Table 1.

*Performance of learners in fill in the blanks activity*

Total number of learners	Number of blanks										
	0	1	2	3	4	5	6	7	8	9	10
25	0	1	2	3	4	5	6	7	8	9	10
Performance	2	2	4	3	5	3	2	2	2	0	0
Percentage	8%	8%	16%	12%	20%	12%	8%	8%	8%	-	-

The statistics represented above present an avid picture of the learners' performance in the given task. 16 out of 25 learners were unable to perform even 50% of the task. Similarly, only 24% of the learners attempted the activity correctly while their performance remained between 60 to 80 percent. None of the learners was able to completely understand and comprehend the usage of sentence connectors.

The second activity required the learners to identify the right option. The activity given was the easiest one as the learners were provided with the options and they were supposed to only select the right option by making sense of the given sentence and the chosen linking word. Though their performance appeared to be slightly better in this activity than the previous one,

as depicted in the table given below, the overall attempt, however, remained unsatisfactory. The majority of the learners were still incapable of making the sense, meaning, and correct usage of the linking words, thus, overall learners' performance remained only 41.6%.

Table 2

*Performance of learners in multiple-choice activity*

Total number of learners	Number of options										
	0	1	2	3	4	5	6	7	8	9	10
25	0	1	2	3	4	5	6	7	8	9	10
Performance	1	2	4	4	4	3	2	2	2	1	0
Percentage	4%	8%	16%	16%	16%	12%	8%	8%	8%	4%	-

Next, the learners were supposed to complete the sentences by analyzing the sentences given. In all the three activities, complete the sentences possessed more complexity and demanded better command on the usage of linking words. The students were not only supposed to find suitable sentence connectors but also they needed to generate their own sentences/expressions to create meaningful and comprehensible sentence pairs. Owing to the complexity of the task, the learners performed the least in it. As evident in the table above, 8% of the learners were unable to produce even a single pair of sentences correctly. In the same way, just 12% of learners were able to score more than 50% in the task.

Table 3

*Performance of learners in sentence completion activity*

Total number of learners	Number of sentences										
	0	1	2	3	4	5	6	7	8	9	10
25	0	1	2	3	4	5	6	7	8	9	10
Performance	4	3	3	3	6	3	2	-	1	0	0
Percentage	8%	12%	12%	12%	24%	12%	8%	-	4%	-	-



As explored in the previous studies conducted, the students learning English as a second language mostly perform low during their writing tasks (Fareed, Ashraf & Bilal, 2016; Jabeen, 2014; Haider, 2012; Farooq, Hassan & Wahid, 2012) the similar was observed while analyzing the performance of the learners in the pre-test phase. The learners' performance showed a lack of comprehension of the given content, incompetence in making sense of the content as well as that of using the language appropriately for academic purposes.

Thus, the way learners performed in the pre-test activities highlighted the nature and level of the problems and difficulty they faced in using linking words in expressions and sentences of their own. The pre-test then supported the researchers in devising the necessary scaffolds and strategies to facilitate the learners in understanding the meanings and the functions of sentence connectors.

### Post-test analysis

During experimental teaching, the learners were provided with the Urdu substitutes of the most commonly used sentence connectors. Then multiple examples were offered by the researchers to exemplify the appropriate usage of such linking words in written expressions. The researchers then gradually made the learners practice coining expression with linking words first in groups, then in pairs, and finally individually.

After an extensive practice of two weeks and collaborative learning including mentor and student sessions and pair to individual tasks, the post-test was conducted. The results of the post-test are discussed next.

Table 4

*Performance of learners in fill in the blanks activity*

Total number of learners	Number of blanks										
	0	1	2	3	4	5	6	7	8	9	10
25	0	1	2	3	4	5	6	7	8	9	10
Performance	0	0	1	1	1	2	5	5	4	4	2
Percentage	-	-	4%	4%	4%	8%	20%	20%	16%	16%	8%

One look at the figures that emerge in the table above indicates a clear improvement in the

performance of the learners as far as fill in the blanks activity is concerned. Where in the pre-test 16 students out of 25 scored less than 50% there that number reduced to 3 students only in the post-test. Similarly, 40 percent of the learners were successful in attempting the task more effectively and scoring between 80 to 100 percent. The overall performance of the learners also improved from 38% in the pre-test to 69% in the post-test.

As discussed in the pre-test analysis, the learners' overall performance remained only 41.6% in the second activity based on multiple-choice items even though it was the easiest activity as compared to the rest of the two. However, it was observed during the practice sessions that the learners gradually started to get more and more confident in selecting the correct options to complete the sentences. It resulted in improved performance as can be seen in the statistical representation in the table given below. On the whole, the learners were able to make out the correct options up to 75%.

Table 5.

*Performance of learners in multiple-choice activity*

Total number of learners	Number of options										
	0	1	2	3	4	5	6	7	8	9	10
25	0	1	2	3	4	5	6	7	8	9	10
Performance	0	0	0	0	1	1	4	6	4	5	4
Percentage	-	-	-	-	4%	4%	16%	24%	16%	20%	16%

In the last activity i.e. complete the sentences, the learners still found it difficult to manage the task even after they had practiced it during experimental learning. However, their performance improved overall which shows that if taught for a longer time, the learners can learn the complexity of the handling of linking words. For example, in the pre-test the overall performance of the learners remained 31% only whereas, the same increased to 63%.

Table 6.

*Performance of learners in sentence completion activity*

Total number of learners	Number of sentences										
-----------------------------	---------------------	--	--	--	--	--	--	--	--	--	--

25	0	1	2	3	4	5	6	7	8	9	10
Performance	0	1	0	1	2	4	4	5	5	3	0
Percentage	-	4%	-	4%	8%	16%	16%	20%	20%	12%	-

## Conclusion

Learning English as a second language is not an easy endeavor for any kind of learner. The task becomes even more challenging when it involves using words that may have more than one meaning, function, and implications, in this case, sentence connectors. However, it was anticipated at the beginning of this research that, if appropriate, relevant, and necessary scaffolds and supports are provided the learning complications can be lessened and the output of the learners can be positively enhanced. The implementation of the scaffolding approach resulted in the improved performance of the learners in using connectors while using English for academic purposes. The findings affirm that the scaffolding approach can be effective for teaching writing skills (Baradaran & Sarfarazi, 2011). In light of the findings, it is suggested to implement collaborative language teaching and learning through the scaffolding technique facilitating the learning process and supporting the learners in overcoming their difficulties.

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## Appendix A

### Pre & Post Test

Exercise #1: Fill in the blanks with suitable logical connectors.

1. Susie refused to take part in the concert. \_\_\_\_\_, she changed her mind the next day.
2. The car beat the red traffic light. \_\_\_\_\_, the driver was issued a summons by the traffic policeman.
3. "Fira won the gold medal after three months of intensive training. \_\_\_\_\_, you too could win if you practice hard enough," Liza's mother said to her.
4. "I don't think she can handle this task. \_\_\_\_\_, she already has a lot of other responsibilities," said the head prefect to his assistant.
5. The cadets were given new uniforms to wear. \_\_\_\_\_, they received free passes to the match.
6. The people strongly opposed the move to build a golf course near their house. \_\_\_\_\_ the proposed plan was cancelled.
7. "The final examinations are coming soon. \_\_\_\_\_, it would be advisable for you to begin revising more systematically," the teacher told her class.
8. The neighbors often helped each other, \_\_\_\_\_ creating a feeling of harmony in the neighborhood.
9. The teenager was caught shoplifting. \_\_\_\_\_, he was let off with a warning.
10. Shaun is directing the movie. \_\_\_\_\_, he is playing the lead role in it.
11. Thomas Edison failed several times before he successfully invented the first light bulb. \_\_\_\_\_, you too could attain your dreams if you never give up trying.
12. The bungalow had seven rooms, each with an attached bathroom. \_\_\_\_\_, there was a large garden and a swimming pool.

Exercise#2: Select the most suitable Connector/Linking Word to complete the blanks.

1. Alice seems to be quite intelligent; \_\_\_\_\_, she often gets poor grades. (whereas / otherwise / nonetheless)
2. This restaurant has some of the best chefs in the town \_\_\_\_\_ their service is excellent. (in addition to / moreover / beside)
3. I've never been to the US \_\_\_\_\_ having friends and relatives there.

(in spite of / although / besides)

4. He is a reckless driver; \_\_\_\_\_ he hasn't had any accidents. (even so / although / even as)

5. My sister works three jobs in a day; \_\_\_\_\_, she doesn't earn much money. (however / moreover / even as)

6. We went out \_\_\_\_\_ the cold weather. (despite / although / besides)

7. I tried to look happy \_\_\_\_\_ feeling miserable. (in spite of / although / however)

8. My sister was in the dentist's office for ten minutes. \_\_\_\_\_, I sat in the waiting room with an old magazine in my hands. (first, meanwhile, later)

9. An hour passed but there was no sign of Mike. \_\_\_\_\_, we decided to go home. (until, before, finally)

10. Many customers bought the delicious chicken pies. \_\_\_\_\_ all the pies were sold out. (eventually, afterwards, next)

Exercise#3: First sentences are given below. Give another sentence adding suitable Sentence Connector/Linking

Word to complete the sense.

1. George is an optimist.

\_\_\_\_\_

2. Professor Brown is an outstanding scientist.

\_\_\_\_\_

3. He lacks self-confidence.

\_\_\_\_\_

4. Sara writes short stories.

\_\_\_\_\_

5. Living in a big city offers good job opportunities.

\_\_\_\_\_

6. I read the morning papers for a while.

\_\_\_\_\_

7. Women generally live longer than men.

\_\_\_\_\_

8. Earthquakes can be highly destructive.

9. He is quite wealthy.

10. I don't hate classical music.

## Appendix B

Sentence Connectors	اردو معانی
As a result /consequence	نتیجاً - نتیجے کے طور پر
Also/besides	بھی - اس کے ساتھ - اور
Accordingly/therefore/ hence/ thus	اسی لئے - اُس - سو
Because of this/that, for this/that reason	اس کی وجہ سے
Conversely/ on the other hand/in contrast	اُٹا - دوسری طرف
Despite this/that, inspite of this/that	اس کے باوجود
Even so/ yet/ however/ still	پھر بھی - سوائے کہ - تاہم - تک
Further/furthermore/moreover/in addition	مزید - اس کے علاوہ - مزید اُسکے
For instance/for example/to illustrate	مثالاً - مثال کے طور پر
In particular/specifically/particularly	خصوصاً - مخصوص طور پر
In fact/indeed/as a matter of fact	درحقیقت - حقیقتاً
In short/in brief/in summary/to sum up	مختصراً - مختصر طور پر
Later/then/afterwards	پھر - تب - اس کے بعد - بعد میں
Meanwhile/in the mean time	اسی دوران
Opposite (to it)/ on the contrary/conversely	اُٹا - اسے کے برخلاف
Or else/	نہیں تو
With respect to/with respect to/as for	اس کے مطابق - اس لئے
Rather/to be more precise	بجائے - مختصراً





## **The Factors behind Studying English for Academic Purposes**

**Mohamed Benhima**

*Discourse, Creativity and Society Laboratory, Department of English Studies, Faculty of Letters and Human Sciences, Sidi Mohamed Ben Abdellah University, Fes, Morocco.*

*[mohamed.benhima@usmba.ac.ma](mailto:mohamed.benhima@usmba.ac.ma)*

**Dr. Shouket Ahmad Tilwani**

*Assistant Professor, Department of English, College of Science and Humanities, Al-Kharj, Prince Sattam Bin Abdulaziz University, Al-Kharj, 11942, Saudi Arabia.*

*[s.tilwani@psau.edu.sa](mailto:s.tilwani@psau.edu.sa)*

**Muhammad Asif**

*Research Scholar, College of Arts and Letters, Department of Linguistics & Germanic, Slavic, Asian and African Languages, Michigan State University, East Lansing, MI 48824, United States.*

*[asifmuh1@msu.edu](mailto:asifmuh1@msu.edu)*

**Ayesha Aslam**

*Lecturer, English Language Center, University of Central Punjab, Lahore, Pakistan.*

*[ayesha.aslam@ucp.edu.pk](mailto:ayesha.aslam@ucp.edu.pk)*

### **Biodata:**

**Mohamed Benhima** is an EFL teacher and researcher specialized in translation, language pedagogy and information communication technology. He is a researcher in the Discourse, Creativity and Society Laboratory in the Faculty of Letters and Humanities, Sais, Fes, Morocco.

**Dr. Shouket Ahmad Tilwani** has his Ph.D. from Maulana Azad National Urdu University, Hyderabad, (India) in 2015. His specialization is the academic areas Post-colonialism, and discourse analysis. His papers are about marginalization and subalternity, published in well reputed journals indexed in Scopus and Web of Science databases. He is currently working as an Assistant Professor, Prince Sattam Bin Abdulaziz University, Al-Kharj, Saudi Arabia.

**Muhammad Asif** received his M.Phil. in English, Master of Education, Master of Arts in Pashto and Cambridge CELTA. He is a PhD Scholar at the Department of English, International Islamic University Islamabad Pakistan and serves as a Research Scholar at Michigan State University, East Lansing, MI, USA. He has taught at the University of Wisconsin, Madison, WI, USA; RANA University, Kabul, Afghanistan; NUML Islamabad; NAMAL College, Mianwali, Punjab, and the University of Central Punjab, Lahore, Punjab, Pakistan. Besides, he has published papers in reputed journals.

**Ayesha Aslam** received her MS in TESOL, Master in English Language & Literature, and Post Graduate Diploma in English Language Teaching from reputed universities in Pakistan. She serves as a Lecturer in English at the English Language Center, University of Central Punjab, Lahore, Pakistan. She has additionally taught the English language for years to the undergraduate students at renowned national universities.

### **Abstract**

This study aims to explore the status of English for Academic Purposes in terms of factors, content, methodology and assessment, among Moroccan English Language Learners. A cross-sectional design constitutes the methodology of this research wherein a sample of fifty-two students completed a Google form questionnaire using non-probability voluntary sampling. Although this study is a small-scale study that cannot be generalized, the results revealed that students choose to study English for Academic purposes for extrinsic motivational factors, especially to get a teaching job, set up a business or travel abroad. The course content focuses primarily on printed materials accessible in libraries for students to make use of. The methodology is mainly teacher-centred based on delivering lectures and module-specific activities. Assessment is summative in nature; henceforth, students provided varied recommendations.

**Keywords:** *English for Specific Purposes, English for Academic Purposes, ESP course design, ESP syllabus*

## **Introduction**

In the last few decades particularly after advances in information and communications technology, there has been a growing interest in English. The importance of English cannot be denied as a global means of communication which have brought people of different cultures and countries closer to one another (Alzebaree & Yavuz, 2017, as cited in Alzebaree & Hasan) .At present, the world's languages are in the thousands (Comrie, 2009; Katzner & Miller, 2002; Swaan, 2013). English is spoken by the majority of people worldwide (Robertson & Nunn, 2009) and considered the lingua franca (Berns, 2009; Jenkins, 2006; McArthur, 2002; O'Neil, 2018). English is the language of wider communication among people of different linguistic backgrounds. This study intends to research the reasons behind learning English for Specific Purposes by learners in Morocco. This topic has not been investigated before in Morocco. It takes the case of English for Academic Purposes (EAP) students in Casablanca, which is the economic capital of Morocco. Majority of ESP learners are workers (Hou, 2013), and need English for a variety of purposes. They are doctors, engineers, and merchants, and usually, deal with other professional communities from abroad in order to correspond with one another. Hence, their only solution is the English language as it is the lingua franca of the world. However, many other factors need to be investigated to know why these professionals study English and devote some of their time and money to its study.

The factors which push learners to study English for Academic Purposes are hypothesized to get a job or to integrate it in society. The questions that the study intends to answer are the following:

1. What are the profiles of students who study English for Specific Purposes?
2. Why do students study English for Specific Purposes?
3. What do students study in English for Academic Purposes?
4. How do students study English for Specific Purposes?
5. How are students assessed in English for specific purpose classes?

These questions are going to be answered through cross-sectional surveys of Moroccan EFL learners. The version of the questionnaire is attached in the appendix.

## **Review of the literature**

English is considered the official language of many countries around the globe (Macaro et al., 2017; Modiano, 2017; Sharifian, 2017; Trudgill & Hannah, 2017) and regarded as a second or a foreign language in the rest of the world (Setiyadi, 2020; Warden & Lin, 2000; Guo, 2014). In Morocco, it is considered a foreign language compared to French, which is regarded as a second language. Henceforth, its estimated speakers amount to 400 million (Aljumah, 2020; Bin Danquah, 2017). By the year 2020, almost two billion people in the world will have been able to speak and communicate in English (Coleman, 2010; Crystal, 1999). Thus, one can communicate with almost half of the world just in the English language. Professionals want to learn English to access media and communicate with English speakers worldwide. In order to achieve this purpose, English for Specific Purposes is used. The latter was developed in the last half of the twentieth century.

Moreover, it has several approaches, characteristics and types. It makes use of different materials and different assessment styles based on the notion of needs analysis. In this section, the delineations of ESP and its approaches, characteristics, and types will be thoroughly discussed.

## **The Definitions of ESP and EAP**

Several are the definitions which have been provided to ESP and EAP. The frequently cited definition is the one provided by Hutchinson and Waters (1987) who stated, “ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning” (p.19). Thus, ESP conducts the so-called needs analysis whose results serve as the starting point for building the syllabus and choosing the teaching methods.

According to Mackay and Mountford (1978) “ESP is generally used to refer to the teaching of English for a utilitarian purpose” (p. 2). In other words, clarity and unification of the purpose are what defines ESP. English is a means to an end and not an end itself. Similarly, Anthony (1997) argued that:

Some people described ESP as simply being the teaching of English for any purpose that could be specified. Others, however, were more precise describing it as the teaching of English used in academic studies or the teaching of English for vocational or professional purposes. (pp. 9-10)

English for Academic Purposes (EAP) is a branch of ESP (Belcher, 2009). According to Richards and Schmidt (2010), EAP is defined as:

English language courses designed to help learners study, conduct research, or teach in English, usually in universities or other post-secondary settings. Such courses may prepare students to take tests such as TOEFL or IELTS; they may prepare students to be able to deal with listening, speaking, reading and writing demands in academic courses, and may also address study skills. EAP is a branch of English for Special or Specific Purposes and based on the study of how language is used for academic purposes.

Therefore, there are several definitions of ESP and EAP. Some definitions are general as they define ESP as the teaching of English for a purpose which can be specified. In contrast, others define ESP by specifying the purpose as vocational, academic and professional.

### **The Origins of ESP**

Various factors have led to the emergence of ESP in the second half of the twentieth century. Generally speaking, these factors can be summarized in three main ones. According to Hutchinson and Waters, these reasons are the demands of a Brave New World, a revolution in linguistics and a focus on the learner (1987).

### **The Demands of a Brave New World**

The period after the Second World War marked the United States' dominance and the fall of the Soviet Union. The United States' English has become a medium of international communication as most countries deal with the United States. Moreover, the Oil Crisis of the early 1970s led to the flow of Western money and trade to rich countries, which brought with it English as a language of commercial exchanges.

### **The Linguistic Revolution**

The last half of the twentieth century has also witnessed a revolution in linguistic theories (Makaryk, 1993), and the language was viewed as a set of rigid rules in the era of structuralism and behaviourism (Razfar & Rumennapp, 2012; Batang., Dayag–Vecaldo & Medriano Jr, 2018). The emergence of functionalism has changed the equation and language has become a means of communication (Mahmood et al., 2020). Moreover, there are rules of use without which rules of usage will be useless. The communicative situation governs the language. Therefore, participants, their relations and the setting, all, seem to affect language. Furthermore, studies in sociolinguistics have thrived in that language is affected by many geographical, social and situational variables such as geography, age, gender, sex and the like. Accordingly, the teaching of languages has become updated with Language for Specific

Purposes.

### **The Focus on the Learner**

The focus was on the teacher in the traditional pedagogical method (Omar et al., 2019), such as the Grammar Translation Method and Audio-lingualism. In the modern age of the Humanistic and the Communicative Approach, the focus was shifted to the learner who is put at the heart of teaching because s/he is the one for whom the teacher teaches. Henceforth, the learners' needs, feelings and wants have started being taken into consideration. This trend was crowned by ESP which is purely a learner-centered approach to teaching English as it brings its purpose to the learners' needs, styles and wants.

### **The Characteristics of ESP**

As was observed in the definitions above, ESP is characterized by focusing on the learners' needs (Moslemi et al., 2011). Strevens (1988) along with Dudley-Evans and St John (1998) developed two slightly different taxonomies of ESP characteristics. They both classified these characteristics into absolute and variable characteristics.

#### **Strevens' (1988) Taxonomy of ESP Characteristics**

Strevens made a distinction between the four absolute and two-variable characteristics. Concerning absolute characteristics, ESP is needs-based, content-based, situational language-based and in contrast to general English. As for the variable characteristics, ESP is skill-restricted and methodology-free.

#### **Dudley-Evans and St John's (1998) Taxonomy of ESP Characteristics**

Dudley-Evans and St John (1998) offered a slightly modified version of Strevens' characteristics. They also divided the characteristics of ESP into absolute and variable characteristics. For absolute characteristics, they include meeting learners' specific needs, using discipline methodology and activities, the appropriateness of grammar, lexis and register to the activities. As for variable characteristics, ESP is designed for a specific discipline, based on a different methodology from that of general English, designed for tertiary adult learners at high schools or universities. Besides, ESP targets intermediate and advanced language learners, and it assumes a basic knowledge of the language. It can be noticed that the feature of ESP is in contrast to general English which is removed in Dudley Evans' model.

## **Types of ESP**

Carter (1983) identified three types of ESP: English as a restricted language, English for Academic and Occupational Purposes and English with specific topics. The first type views language as a restricted language. That is to say, its register and domain of use are restricted to a particular profession and situation. For instance, the language used by air traffic controllers is restricted to the domain of air traffic control. The second type of ESP is English for Academic and Occupational Purposes (EAOP). This, in turn, consists of English for Science and Technology (EST), English for Business and Economics (EBE) and English for Social Studies (ESS). English for Technicians can be classified as English for Science and Technology (EST) and English for Occupational Purposes (EOP), whereas English for Medical Studies is categorized as English for Academic Purposes (EAP) and English for Science and Technology (EST). The third and last type is English with Specific Topics. This is based on the situational and authentic language needed for conferences and seminars.

## **Content and Methodology of ESP**

What to teach and how to teach students' needs to determine it in ESP courses. Hence, a needs analysis is often conducted before orienting or enrolling students in an ESP course. Needs analysis is directed through various methods, the chief of which are questionnaires and interviews.

Teachers of ESP make more efforts in preparing the course (Basturkmen, 2010) than teachers of general English. In terms of delivery, a syllabus can be *a priori* or *a posteriori*. According to Richards and Schmidt (2010: 30),

In language teaching, a distinction is sometimes made between two kinds of syllabuses. A syllabus prepared in advance of a course and used as a basis for developing classroom activities may be referred to as an *a priori* syllabus. This may be contrasted with a syllabus which is not developed in advance but which is prepared after a course is taught, as a "record" of the language and activities used in the course (and a *a posteriori* syllabus). And a *a posteriori* syllabus is sometimes called a retrospective syllabus.

An ESP course is usually an *a priori* syllabus as it is predefined on the basis of students' needs and objectives.

Another distinction is made in terms of the content or the syllabus of the language course. There are structural, notional and functional syllabi in addition to the skill-based syllabus, task-based syllabus, and content-based syllabus. The structural or grammatical syllabus is based on grammar and structures. A notional-functional syllabus covers the functions of the language

used in communication, such as apologizing, complaining and requesting. The situational syllabus encompasses real or imaginary situations in order to teach the language that occurs in those situations. A skill-based syllabus is based on teaching the specific skills of the language. Besides, a task-based syllabus aims to teach language by using specific tasks that learners should complete. It is based on social, communicative and cognitive processes. Similarly, content-based syllabi use language to introduce ideas and content rather than the language itself. For instance, Moroccan students learn science in French when they go to universities. Dudley Evans and St John (1998) proposed case studies and project work. Students can integrate many skills and competencies in case of studies and project work. The most widely used teaching approaches in ESP are the Content-Based Approach and Task-Based Approach. For Content-Based Instruction, it is also called Content and Language Integrated Learning (CLIL). According to Richards and Schmidt (2010, p.125), Content-Based Instruction is defined as follows:

A method that integrates language instruction with subject-matter instruction in the target language, for example, studying science, social studies or mathematics through the medium of English in a content-based ESL program. Examples of content-based instruction include immersion, language across the curriculum, and sheltered English.

This approach simply teaches the content in a second or foreign language. There is also an approach to teaching English for Academic Purposes.

According to Richards and Schmidt,

Adjunct course in teaching language for academic purposes, an approach to Content-Based Instruction in which a language course is linked with a content course in an academic area, such as an English course related to economics. The adjunct course is designed to give students the language skills necessary for success in the content course (2010, p.14).

In Morocco, students usually study the translation of terminology course as a language course along with the scientific course as a content course in that the former is an adjunct to the latter. In addition to the Content-Based Approach to ESP, there is the Task-Based Approach. It is also known as Task-Based Instruction or Task-Based Learning. This approach was formulated by Prabhu (1990) in the last decades of the twentieth century. It came in the age of the Communicative Approach to language teaching and learning.

### **Assessment in ESP**

A distinction is often made between evaluation and assessment. Evaluation is usually used for



a program, whereas assessment is used for individuals. Assessment is used to measure an individual's performance, whereas evaluation is used to judge the extent of attaining the goals. In ESP, evaluation usually concerns the extent to which an ESP program has attained its goals in fulfilling the learners' needs. Assessment in ESP courses is used to gauge the performance of each learner throughout the stages of learning. Thus, assessment can be categorized in terms of time and means.

### **Diagnostic, formative and summative assessment**

Depending on time, assessment can be diagnostic, formative and summative. Diagnostic assessment is conducted at the beginning of the ESP course, and it aims to identify the points of weakness and students' needs. Formative assessment is usually conducted in the middle of the course, and it seeks to give continuous feedback on students' assimilation of the course. Summative assessment is conducted at the end, and it forms the basis of ranking students and granting them degrees. Diagnostic assessment is the essential type in ESP courses as it reveals students' needs. Other types of assessments are also important because they serve to give continuous feedback on the course and determine students who will be rewarded because of their successful completion.

### **Traditional and Alternative Assessment**

There are traditional and alternative methods of assessment. Traditional methods include paper-based tests. Students are usually provided with written quizzes and tests in which they have to reproduce what they have memorized from the course. Success is determined by the degree of memorization and retrieving information. These traditional methods of assessment, which are, in fact, still practised, are the inheritance of the behaviourist era. In the emergence of the Communicative Approach, an alternative assessment was recommended. Alternative assessment seems to be in line with the principles of ESP. This mode consists of conducting real-life examination situations. It includes portfolios, project work and task completion. This mode simulates students' use of learnt English. Therefore, it is more valid to test how students' needs and reasons to know the language have been fulfilled.

### **Method**

The practical part of this study aims to prove the hypothesis that English Language Learners (ELLs) at the English Department, Faculty of Letters and Humanities in Ain Chock, Casablanca learn English for Academic Purposes in order to get a job and be open to the public

market. Consequently, fifty-five ELLs were asked to complete a survey. The survey was designed and submitted online, using Google forms. The study's sample was targeted in the Facebook group of the English Department in May, 2019. The current section will shed light on the adopted research approach, research hypothesis and questions along with data collection and analysis.

### **Research Approach**

The current study makes use of triangulation of quantitative and qualitative data departing from a pragmatic stance. On the one hand, the quantitative approach is supposed to quantify human experiences in numbers and statistics. In this context, the frequency of learning English at home and faculties are going to be revealed among Moroccan ELLs. On the other hand, the qualitative aspect of the study is manifested in asking open questions about students' needs to learn English. The cross-sectional design is also adopted in that a sample of students from different semesters responded to the questionnaire. In brief, combining the two approaches is supposed to give more validity and reliability to the study.

### **Research Hypothesis and Questions**

It was noticed that many Moroccan EFL learners enrol in the English Departments without having clear reasons to learn the language, especially English for Academic Purposes. Therefore, EAP was chosen as one of the English for Specific Purpose approaches that learners take unknowingly in higher education. The study takes the case of Ain Chock faculty as the research site.

The hypothesis upon which the study is based is that the factors, which push students to study English for Academic Purposes, are hypothesized to be the want of being a global citizen and getting a job. The questions that the study intends to answer are the following:

**RQ1)** What are the profiles of those who study English for Specific Academic Purposes?

**RQ2)** Why do students study English for Specific Academic Purposes?

**RQ3)** What do students study in English for Specific Academic Purposes?

**RQ4)** How do students study English for Specific Academic Purposes?

**RQ5)** How are students assessed in English for Specific Academic Purpose classes?

They are going to be cross-sectionally investigated through surveys administered to Moroccan EFL learners.

## **Sample**

A sample of fifty-two students responded to the survey through non-probability voluntary sampling, and their gender, age and education levels are as follows: Females constitute 56.4% of the sample, whereas males constitute 43.6%. Gender is not taken as a research variable. However, it can influence the needs and reasons for choosing to study English. Consequently, gender is taken as an extraneous variable. Age is also an extraneous variable in the current study. 76.4% of the sample are young people aged between 18-24 years old. This is the normal age of students who follow their university studies in the Licence (Bachelor) degree programs in Morocco. Students represent 81% of the sample. The rest of the sample represents students and employees at the same time. Noteworthy is that those employees can follow their education because it is a constitutional right in Morocco. However, some faculties require the authorization from their directors who usually refuse to grant such permissions due to reasons pertaining to public interest.

## **Data Collection Procedures**

The data was collected online through a Google form survey. A questionnaire of fourteen items was designed and pilot-tested based on the framework of ESP discussed in the review of the literature chapter. It was then posted in the English Department's Facebook group with a short statement requesting students to fill in it. The sample was restricted to ELLs at the English Department, especially in the sixth semester in their undergraduate program. Fifty-five students filled in the questionnaire, which constitutes a small-scale study. The response rate varies from one question to varied, as the sampling was voluntary.

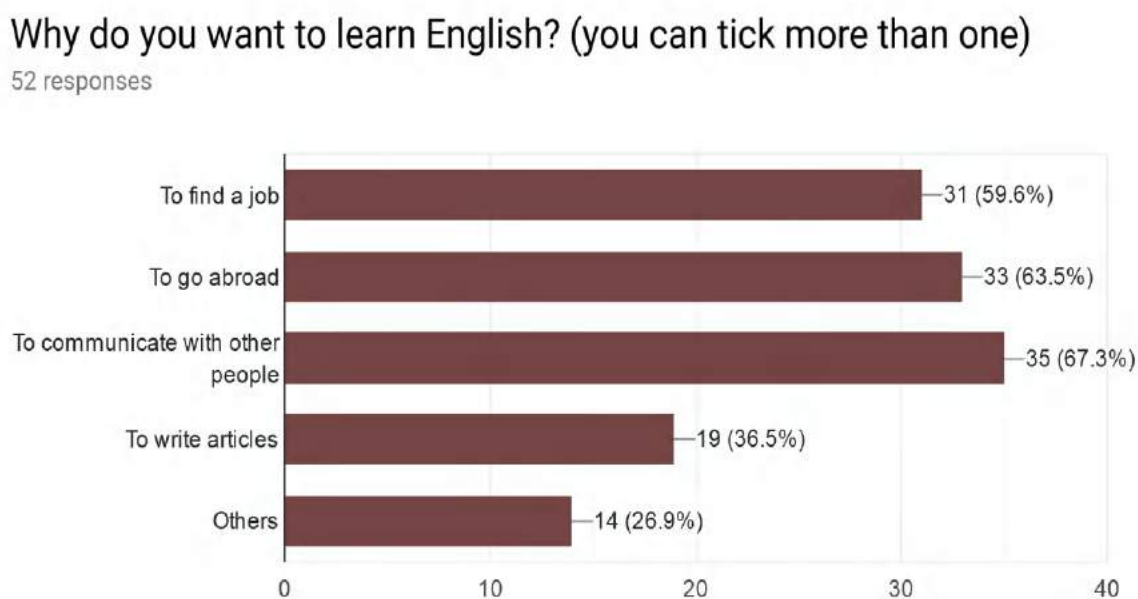
## **Data Analysis**

The data of the current study is analyzed in four main sections. The first section concerns the background information of the participants. The second section confers the objectives behind learning English. The third section consists of the content and methodology of EAP. The fourth section discusses the modes of assessment in EAP.

## **The Objectives and Reasons for Learning English**

Concerning the objectives of studying EAP, most enrolled students have a typical pattern of goals and needs. Their needs vary from one individual to another.

Figure 1. The reasons behind learning English



The majority of the sample reported that they wanted to learn English to communicate with other people. The second cited reason is to go abroad as there are many language exchange programs and student mobility like the European Community Action Scheme for the Mobility of University Students (ERASMUS) and the Fulbright. The third reason for learning English is to find a job. This is extrinsic and instrumental motivation. The fourth reason is academic and consists of writing articles in English, 36.5% opted for learning English to write articles. Concerning the fifth item of the questionnaire, it aims to generate qualitative data on the reasons behind learning English. One respondent said, “It’s the world’s number one language and it’s more interesting and funny than French or Spanish”. Another one argued that “to acquire languages is beneficial in communicating with speakers from other cultures, especially English, since it is a global language. Also, it helps find a job”. Other reasons are reported in Table 1:

Table 1. Intrinsic and extrinsic factors in learning English

Intrinsic factors	Extrinsic factors
Passion to learn it, the willingness to have a new skill, learning per se	Traveling, being an international language, being open to the world, being able to get a job (teacher), being equipped to discover the

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world being able to communicate with others

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Students learn English mainly because of extrinsic factors. Getting a job and improving professional life are the most cited factors by students. Students also have a passion for traveling abroad and discovering new cultures. The love for English is the uniquely most cited intrinsic factor behind learning English.

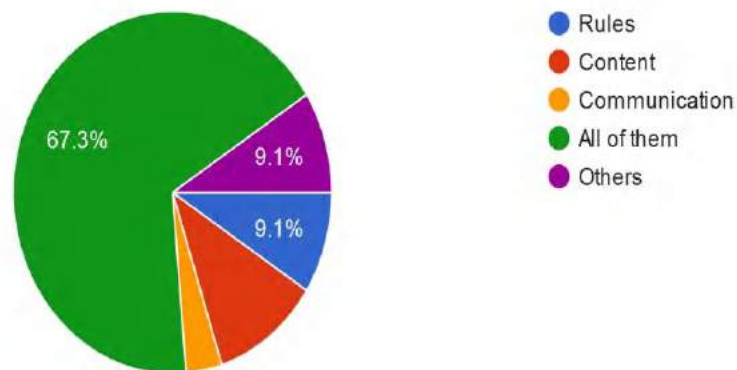
### The Materials Used in Teaching English

The materials used to teach English are called a syllabus. They differ from the curriculum in that the syllabus is specific, whereas the curriculum is general as it includes objective, content, methodology and assessment. The syllabus of the investigated classes is as follows:

Figure 2. Types of syllabus

#### What do you study in the English classroom?

55 responses

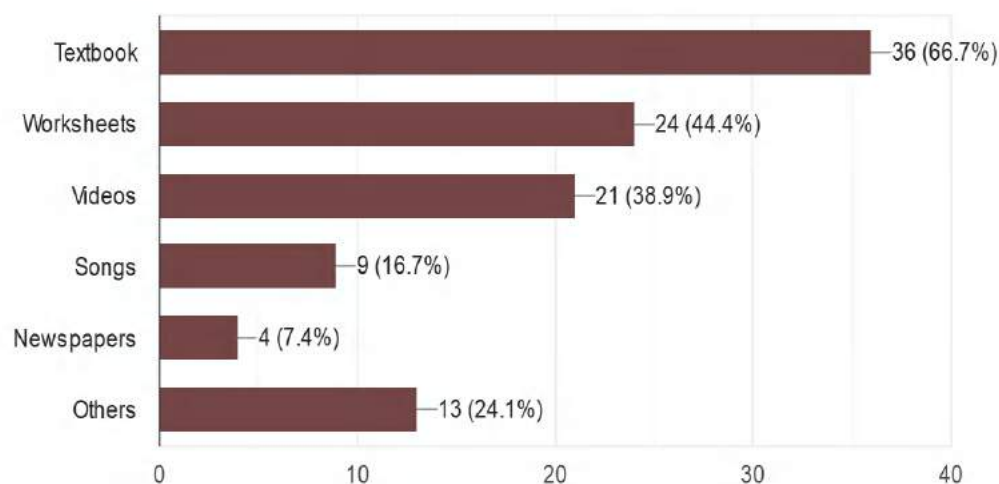


Students study with a structural, functional and content-oriented syllabus. The combination of all these is the characteristic of English for Academic Purposes. EAP is an ESP that is not restricted to a specific field, so it is based on academic and standard forms of English.

Figure 3. The teaching materials

### What materials does your English use the most to teach you English?

54 responses



The most common teaching material is the textbook; that is, the set of sheets teachers put in the photocopy center. Worksheets come second in the most used materials. Videos are the third most used teaching materials. Songs are the fourth-ranked teaching methods. Newspapers are scarcely used, although they form authentic materials of teaching and learning English.

As to the eight-question on the materials and their names to learn English, they are thematically analyzed. Print materials comprise mainly handouts. Information Communication Technology materials are data show; games and role-play; overhead projector, YouTube, Portable Document Files (PDF) and slides. Authentic materials are songs, movies and short stories (Umirova, 2020). These materials have topics on linguistics and literature as two main majors in the English Departments in Morocco. This leads us to the ninth question on the nature of such materials.

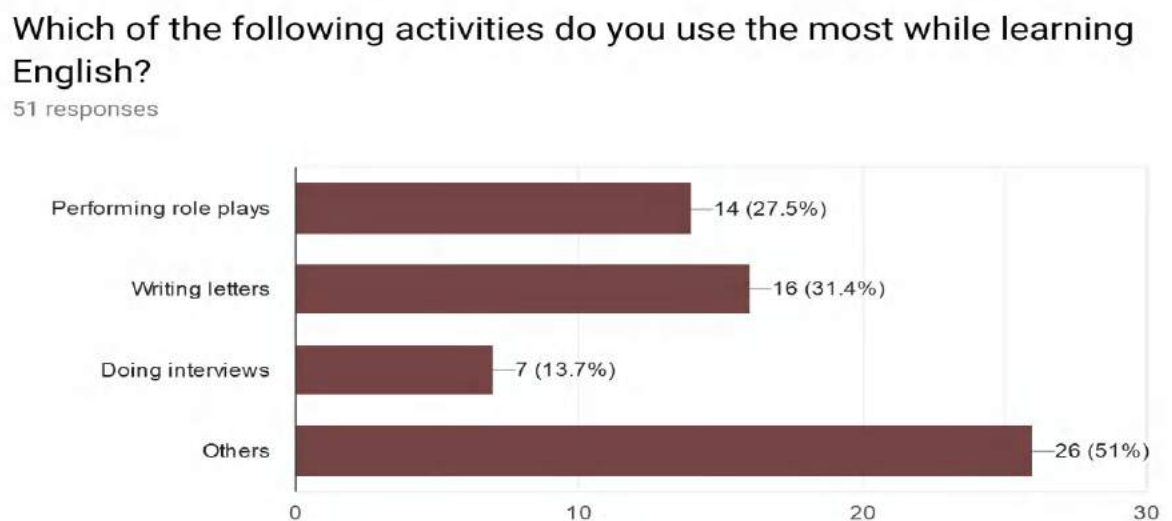
As to the nature of the materials used by students, they usually focus on the content rather than the title. Students cited Grammar in Use in linguistics and Animal Farm as well as Year of the Elephant in literature. Students study modules on composition, grammar, spoken English and study skills in the first year of the undergraduate program. They move to advanced grammar, translation, public speaking, American culture and media studies in the second year, while choosing their branch of specialization, either in linguistics or literature in the third year of the Licence Program. Some universities like Moulay Ismail University in Meknes do not offer

students the option to choose their branch. It is their end of studies research papers that determine their major.

### The Methodology of Teaching EAP

The methodology followed in EAP should be distinguished from other courses. This is the hypothesis that the study is based as many learners learn EAP in the English Departments in Morocco. The most predominant methods are lectures. Moreover, distance education courses have started being widespread in Morocco. Some universities share lectures on YouTube. Furthermore, learners can join Learning Management Systems (LMS) such as Modular Object-Oriented Dynamic Learning Environment (Moodle) and Massive Open Online Courses (MOOCs) platforms for distance studies. The activities used are in EAP are reported as follows:

Figure 4. The activities of teaching EAP



It seems that most learners use different activities apart from communicative role-plays, interviews and letters.

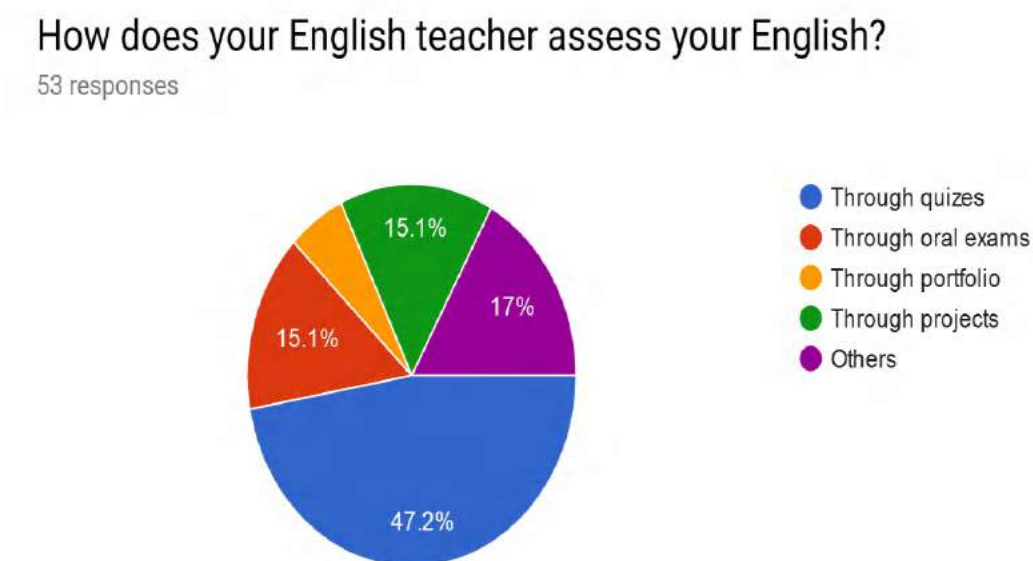
As to the eleventh question, it is about the activities students use to learn English. Students can use other activities apart from lectures, which are the typical teaching mode in Moroccan English Departments. However, students practice speaking in public speaking modules by doing presentations and writing in composition. In modules of literature and extensive reading, students are supposed to read. Discussion is also used as an activity as reported by students. Listening is implicitly taught as university teachers give lectures, mainly in English. Moreover,

students learn how to note down the main ideas as teachers rarely use the whiteboard, and they present materials, mostly PowerPoint slides. Students also learn in groups, chat in English, watch movies and practise English by talking to the mirror.

### Methods of Assessment in EAP

The ways of assessing students in EAP are various. However, some teachers stick to paper-based tests as can be shown in Figure 5.

Figure 5. Modes of assessment



Students have to compose portfolios and even academic papers. However, these are kept as a summative assessment tool in Moroccan English Departments due to the significant number of enrolled students. These are used to assess high levels of language advancement.

The thirteenth question asks students to report their weaknesses and strengths in English for the sake of self-assessment. Moreover, these statements are taken as needs upon which teachers should work in the future in case they are reading this research paper.

Table 2. Strengths and weaknesses in learning English for academic purposes

Strengths	Weaknesses
Communication	Vocabulary, grammar and pronunciation

These are the most frequently cited strengths and weaknesses. Worth noting is that students have different strengths and weaknesses. Some students reported other shortcomings,



such as being afraid of mispronunciation and or shy to speak in public. These weaknesses can be attributed to the instruction, students received in the high school grades where pronunciation is never tested, and the whole focus is on grammar, comprehension and writing.

The EAP teaching is done for many reasons that affect the course's objectives, the type of content, the methodology and the assessment modes. Therefore, students' most frequently cited reasons to learn English are to communicate with others, go abroad, and find a job. However, the content focuses on very academic subjects like linguistics and literature, which do not help students a lot. The content is mostly about giving students books and worksheets to cram to vomit, so to speak, what they crammed on the exams, applying the common Arab saying "Our merchandise is returned to us". The activities are traditional as they are based on lectures with minimal trends to foster distance education as the university teachers need training in this newly arising field. Assessment is also traditional as it is based on paper and pencil tests.

## **Discussion**

The results of this small-scale study have revealed that English for Academic Purposes is learned with mostly extrinsic reasons, various materials, module-specific methodology and summative assessment. English for Academic Purposes, as opposed to English for Occupational Purposes, is taught not only in specialized fields like engineering, medicine and mechanics; it is also taught in Moroccan English departments. This is because English Departments in the Moroccan Faculties of Letters and Humanities focus on equipping students with study, research and teaching skills, which is in line with some studies. According to Flowerdew and Peacock (2001), EAP is about "the teaching of English with the specific aim of helping learners to study, conduct research or teach in that language" (p.8). To achieve this, students have to follow a particular methodology. In EAP courses, students are supposed to "read textbooks, listen to lectures, write essays and do library research" (Flowerdew & Peacock, 2001, p.17). This is what most students do in Moroccan English Departments according to course descriptions.

As to the materials, students reported using various materials, especially the one related to Information Communication Technology. This is in line with Dudley-Evans and St John (1998) who argue that variety is an important motivating factor of EAP courses and materials. Students mostly use hand-outs, short stories and novels. The latter form authentic materials that are more likely to improve the proficiency of students in English. Moreover, the reliance on ICT materials is one of the frequently reported practices in EAP courses. This agrees with

the finding of Atai and Dashtestani (2013) who found out that stakeholders and students had positive attitudes toward using the Internet in academic reading comprehension instruction and expressed their willingness to improve their reading through online EAP courses in Iran.

The methodology of teaching EAP depends on the module type; for instance, students write essays in the composition module. They usually learn the mechanics of writing, including punctuation and capitalization. In public speaking, they practice speaking by learning to overcome fear and delivering their speech using body language. In literature stream modules, students learn English by reading. Therefore, each module has specific activities for students to do. However, teachers mostly give lectures to undergraduate students in view of the large number of enrolled students, which minimizes students' chances to practice their language.

Last but not least, assessment is mostly summative in English for academic purposes. Students are supposed to take a final exam at the end of each semester. It is only in the master programs where the assessment can consist of paper-based and alternative assessment tools, such as portfolios. Accordingly, we can conclude that many students in the undergraduate program have implications on the methodology and assessment procedures adopted in teaching English for academic purposes. Academic English aims to prepare students for academia, especially at universities. Nowadays, there are many English-medium universities. The undergraduate program prepares students to write the end of studies research papers in Morocco and other countries.

## **Conclusion**

All in all, the current study aimed to investigate English for Academic Purposes among a small sample of English Department students in terms of objectives, content, methodology and assessment. In fact, English for Academic Purposes is one face of the English for Specific Purposes. The study departs from a pragmatic stance by triangulating quantitative and qualitative data by questionnaire in a cross-sectional design that targeted fifty-five students sampled by voluntary sampling in the English Department of Hassa II University, Faculty of Arts and Humanities, Ain Chok, Casablanca, Morocco.

The findings revealed that Moroccan university students in English Departments study English along with the principles of literature and humanities to get a job, communicate with others and travel abroad. Students use several activities depending on the nature of the module. The materials are mostly worksheets and lesson summaries. The methodology is traditional in which students cram lessons and put them back on the exams. Nevertheless, students learn by themselves by chatting, listening to music and watching movies. The modes of assessment are

summative end terms paper-based and oral tests. Portfolios and research projects are only in the last semester of the undergraduate program. Therefore, teachers should vary their teaching methodology by integrating recent methods and distance education programs.

The limitations of the study are various. First of all, non-probability voluntary sampling and a small scale study do not allow for generalizing the current study's findings. Moreover, the study makes use of one research instrument, which is the questionnaire. This does not allow for cross-checking the data by different mechanisms. However, the questionnaire contained closed-ended and open-ended questions, which allows for the triangulation of quantitative and qualitative data. Finally, the study is restricted in the research site as just one faculty has been selected for the sake of accessibility. The study additionally offers recommendations for practice and further research. It is recommended that teachers should conduct needs' analysis before starting their courses and revisit their teaching methods in order to bring improvement in the forthcoming lessons. Their responsibility is to teach English language and shape students' personalities. Eventually, the future researcher can further explore the existing gap and use observations of classes, and interviews with teachers and students from more in-depth data in the future.

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## Appendix: Questionnaire

The present study investigates the factors behind studying English in Moroccan English Departments, taking the case of the Faculty of Letters and Humanities in Ain Chok, Casablanca. The research is for purely academic purposes. All the information you will provide will be kept strictly anonymous. We would like to thank you in advance for the time and effort you invest in completing this survey.

Please, circle the right answer.

- Male
  - Female
2. What is your age?
- Between 19 and 24;
  - Between 25 and 30;
  - Between 31 and 35:
  - Above 35
3. Are you a student or an employee?
- Student
  - Employee
  - Others

### **Section II: The Objectives and Reasons behind Learning English**

1. Why do you want to learn English?
- To find a job
  - To go abroad
  - To communicate with other people
  - To write articles
  - Others
2. Could you say briefly why you want to learn English?

.....

### **III. The Materials Used in Teaching English**

1. What do you study in English?
- Rules
  - Content
  - Communication
  - All of them

- Others
2. What materials does your English teacher use to teach you English?
- Textbook
  - Worksheets
  - Videos
  - Songs
  - Newspapers
  - Others

8. Could you please specify those materials and their names?

.....

9. In case you learn English through the textbook, what is its title?

.....

#### **IV. The Methodology in Teaching EAP**

1. Which of the following activities do you use the most while learning English?

- Performing role plays
- Writing letters
- Doing interviews
- Others

2. Please, specify the activities you do in the classroom.

.....

#### **V. Assessment**

1. How does your English teacher assess your English?

- Through quizzes
- Through oral exams
- Through portfolio
- Through projects
- Others

2. Please, describe your strengths and weaknesses in English.

.....

If you have other comments, feel free to add them:

.....

Thank you so much ☺





**Multimodal Critical Discourse Analysis of Woman Representation  
in Iraqi Social Media Platforms**

**Asst.Prof. Qasim Abbas Dhayef (PhD)**

*University of Babylon / College of Education for Human Sciences/English Department*

*Email : [qasimabbas@uobabylon.edu.iq](mailto:qasimabbas@uobabylon.edu.iq)*

**Rasha Tareq Awad Al-Zubaidi**

*University of Mustansiriyah /College of Arts / English Department*

*Email : [rashatariq@uomustansiriyah.edu.iq](mailto:rashatariq@uomustansiriyah.edu.iq)*

**Biodata:**

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

**Rasha Tareq Awad** is an assistant instructor in the Department of English, College of Arts at Al-Mustansiriyah University, Iraq. she has graduated from the University of Al-Mustansiriyah, Iraq in 2004. she has been teaching English as a Second Language for more than ten years. she has M.A. degree from University of Al-Mustansiriyah, in 2015. Her specialization in Linguistics. fields of interest are English language, Linguistics, Sociolinguistics. Apart from her teaching and research experience, she has developed materials and designed syllabus for learners and teachers of English at Al-Mustansiriyah University. She has published in reputed national and international journals. Her major

publications include areas of World English's, pure and applied linguistics, ELT, corpus linguistics, and linguistic variations.

### **Abstract**

Women representation is of the highest interests of the current research trends as many movements of feminism and women rights have emerged. Yet, many negative themes are portrayed on women in a naturalized way that grants their acceptability by the majority of audience. The aim of the study was to investigate the way Iraqi women are represented in social media platforms. Media texts have the power to shape an audience's knowledge and understanding about the general view of women. The study selected Facebook as source for data collection from "Iraqi Women Rights". Four posts were selected purposely to be analyzed using multimodal theoretical framework critical discourse analysis. To achieve the above aims, the study adopted an eclectic model. The model comprised of (1) Barrett (2017) theory of gender identity, (2) Fairclough (2010) three-dimensional approach and his notion of thematization and (3) Halliday & Mathiessen (2004) Systemic Functional tools, specifically lexical choices and implicature. The study found that Iraqi women were presented negatively. The analyses showed that negative representation of women was done through three main themes: beauty, commodity and women/women antagonism. Linguistic tools such as lexical choices and implicature together with Barrette's notion of gender indexicality present good sources of linguistic evidence for the application of thematization within Fairclough's three-dimensional approach. The choice of lexis can reveal a lot about the ideologies promoted for in discourses. the study provided a comprehensive approach of women representation in social media. The implication and recommendations were discussed on the lights of the findings.

**Keywords:** *Women representation, gender stereotype, social media, critical discourse analysis, Iraqi women.*

### **Introduction**

The research on the representation and establishment of women's image has been a significant topic in many media discourse studies for decades. Many past studies since the 1970 have acknowledged the roles of women in society, in which in the majority of the cases reported that men would have a higher ranking in the society, with the vast power compared to women that usually presented as a minor role. These studies portray how women were mostly set to do chores in the domestic realm while for men, they would be able to freely be in the outside

settings and workplaces (Iqbal et al. 2014). From most of the related past researches, it could be concluded that many studies were focusing on the two major topics in regards to this area, which are the language use and genders. Few studies in this domain could be explored in the study on women, men and languages by Coates (Kahu & Morgan, 2007; Alakrash et al. 2020; Akki & Larouz, 2021)), the study on discourse analysis and gender identity (Litosseliti & Sunderland 2002), language and gender (Eckert, 2003) and study in linguistical stylistics in feminism (Montoro, 2014). The abundance of studies on this topic showed how the domain of gender and languages had taken a significant role in discourse media studies among researchers up until this present day. Marecek et al. (2014) defined how the term 'gender' has its distinction to the term 'sex', in which the latter is biologically constructed, while the former is socially defined by the community. The claim on gender as a social construction is based on the beliefs that have been introduced in all aspects of our life through the forming of society (Eckert, 2003, Bustan & Alakrash, 2020a).

The study on genders then being affiliated with the topic of language discourse as many argued that the segregation based on genders was because of the language used (Bustan & Alakrash, 2020b). For instance, it has been claimed that the segregation that took place was due to how the society works, in which is seen to follow the patriarchal concept and that male would have the dominant power over women. Language is majorly associated with the concept of how and where it is being used; in other words, the surrounding settings. Thus, in favour of the ideas constructed, the study on gender was generally started to shift to its relation with the study of contextual discourse (Zulkifli, 2015). One of the focus on this context of the study is how language and gender are being ratified in the study of media discourse. The controversial topic on gender representation is commonly associated with the portrayal of women in which women are customarily being portrayed verbally or virtually in media. The virtual representation was seen to majorly correlate to how media were focusing on their physical attributes to be depicted as a sort of subject of sexual interest rather than their intellectual ability (Shaikh et al. 2015). On the other case, the verbal representation is related to the language used to portray women, mainly could be identified in poems, novels, songs, editorials, and news broadcasts. One example that could be seen is through the news that reported on rape cases (Alakrash & Bustan, 2020). Clart (1992) conducted a study in which she reviewed multiple news reported in *The Sun* newspaper (London). Most of the time, women would be portrayed as the one who should be blamed for the assaults despite them being the victims. Thus, many studies also on this topic also acknowledge this representation, at least in the context of vast media news.

Later, it has been identified that the women representation in media has generally shifted from these conventional ideas to other representations, based on the specifications in other countries. The most prominent change that could be seen is on how the woman was not anymore being portrayed as someone who belongs to the domestic realms, but has changed to being adapted and socially filled the areas in which were used to be occupied by males, which is the working community, having an independent career and can serve for themselves by getting employed (Yunjuan & Xiaoming, 2007; Medriano Jr & Bautista, 2020). This is even acknowledged by Gallagher (2003) in which mentioned that the representation of women would change over time, especially in accordance with the vast socio-economic, political, and cultural contexts of a community. Based on her observations, women's images are broadly associated with cultural ideologies, economy, social, and language use in a specific country. While for the representation of women in Iraq, especially from the viewpoint of critical discourse perspective, the analysis of this context of study provides a wide range of opportunity to research on how there is a significant relationship between genders and the practical norms of the Iraqi communities. The microanalysis could also implement the global thematic analysis introduced by Van Dijk (1988). This type of analysis concern on not just the fundamental ideas of macrostructures of language use, but also beyond the sentence level (e.g., themes and construction of discourse).

Hellinger et al. together with many other scholars (Nuyts et al. 1990; Lakoff, 2004; Eckert & McConnell-Ginet 2013) pointed out the importance on how gender is being portrayed by the language use, in which they claimed that an individual's sense of self incorporated how he or she recognises themselves as a male or female, it is crucial to know the way in which gender is worked out in a language. One of the areas of study in the context of critical discourse analysis is how language is used in the sense of inequality and gender oppression between men and women. There is seen to be gender differences among the members of society. This is because it is believed that the role being placed to women and male had been long decided since they were born and that their roles and self-representation were then generally being constructed as per to the discursive and social practices of a specific society in which there are being placed. Wodak (1999) acknowledge how the process of socialisation is an important aspect that would construct how a man and a woman would represent themselves. Most of the time, they have all been labelled to possess specific attributes since they were born. According to Wodak (1999), these attributes would generally evaluate how women would be placed in society and her status that has been constructed through the ideology around her. Though, the attributes may vary and change according to the development of one generation to another

through times. Wodak (1999) claimed that “In the context of this perspective, it is more coherent to talk of gender as the understanding of how what it means to be a woman or to be a man changes from one generation to the next and how this perception varies between different social classes”. Many past studies addressed that the study of gender could not be segregated far away from its fundamental cause, which is the language use, or in other words, the study of discourse since gender is majorly being impacted by discourse analysis. Titscher et al. (2000) mentioned that gender has its popular demand in the study of Critical Discourse Analysis (CDA), along with media discourse. In the study of CDA and gender, main topics that were always being discussed and taken into account is the precise struggles and conflicts endured by the members of the community. Talbot (2010) believes that it is really crucial to construct studies on discourses that majorly focuses on the gender roles, in which according to him, the discursive analysis of the study would show “the way language contributes to social reproduction and social change”. Hence, CDA studies are predominantly focusing on the way language is being used in a context of non-obvious ways of representing oneself, and generally correlate with the question of how which gender is more powerful than the other.

In the context of material evaluation study, the topic that focuses on language, gender and stereotypes are seen to not having a majorly relevant amount of studies conducted in this topic. Based on to Dai et al., (2015), gender relates to sociocultural beliefs, behaviours, and responsibilities that distinguish men from women; thereby, gender stereotypes are not inherent but are established to fulfil society's standards of gender identification. Chandler (1997) also argues that since gender norms are basically 'socially programmed' instead of being natural. Men are generally known as dominant, intelligent and autonomous, for example, whereas women are expected to be delicate, loving and child-friendly (Hussain et al. 2015). Therefore, within the boundaries of a particular society and community, gender appears to be transgressive (Butler, 1990), i.e. each society expects the representation of gender-based manners dependent on the sexual identity of those participating.

Hussain et al. (2015) suggested that the creation of gender stereotypes stems from these social and cultural conceptual frameworks of gender. Another thought by Suter & Toller (2006) suggests that gender stereotypes have been deeply immersed in the perceptions of male and female traits that encourage the preservation of particular gender norms. Language, as an illustration, may lead to the creation of gender stereotyping and gender patriarchy. Spender (1980) suggested this approach to this context of language use, known as the dominance approach, in her book named *Man Made Language*. This model implies that disparities in language choice that contributed to a distorted gender acknowledgement were the product of

men's superiority over women. This perspective reflects precisely on the division of dominance in a community, in which women are inferior to men, and this representation is expressed in men and women's language use and attitudes as well as their projected roles.

Furthermore, Eckert and McConnell-Ginet (2013) claim that women's persistent over the subordination not only represents their place in society but also holds them in that status. A further aspect that may also lead to the development and propagation of gender norms and generalisations among genders was manifested in classrooms. Mustapha (2013) proposed that male and female distorted roles in society or unequal representations specifically influence gender roles and agendas, which can interfere with modern society's academic objective, particularly the need for gender equity and independence for women. As such, numerous methodological and theoretical methods are used in classrooms' materials to analyse the inequality of gender dominance, such as the study of CDA.

The Three-Dimensional Model of CDAs by Fairclough is a vital construct that can be implemented in the study of gender ideologies in classroom materials (Fairclough, 2015). It includes the study of intellectual exploitation, hegemony, and power relation (Strauss & Feiz 2014). Clark (1995) suggests that the purpose of CDA is to tackle gender, ideology, and identity issues, along with how a text represents these concerns. In other terms, the association between language use and cultural and political conditions in which it arises can be explored by the CDA (Johns et al. 2006). The role of language in the creation and reconstruction of social ties is also highlighted. Fairclough (2015) thus proposes that CDA contextualises texts in the social and political realms to investigate power divisions. In reality, one of the notable scholars in this field is Fairclough. He is recognised worldwide for his three-dimensional discourse model. He claims that discourse is concurrently a text of language (could be spoken or written), discursive practises (which is a text's creation, dissemination, and understanding), and social practises (which is the position of the text at the macro level).

Three components of discourse analysis were proportionately established by Fairclough (2015), which are the description, interpretation, and explanation. The description indicates the analysis of a text. This is the meaning of the linguistic mechanisms implemented in a text. Interpretation stresses more on the study of discourse activities to explore the interaction between constructive and interpretive discourse mechanisms and the text regarding the contextual meaning of the text. The explanation component is related to the interpretation of social practices. While the interpretation concerns the interaction between the discursive activity and the textual aspects of the text, the explanation focuses on the relationship between the discursive and the societal factors. To be exact, the objective is to

explore discourse within a broader social context in order to define the social commitment and the social consequences of discourse (Dai, 2015). Through this regard, the purpose of the explanation is to identify and describe the language used in the text within a broader social and cultural spectrum to illustrate how social systems interpret it. "Social structures" primarily applies to power dynamics and social movements, considering the main focus of Fairclough's approach to CDA.

### **Theoretical Framework**

As the study at hands aims to investigate women representation on an Iraqi Facebook page named "Iraqi Women Right ", the data to be analyzed are going to be four randomly selected posts from the page. To analyse the data, an eclectic model will be adopted. The details that form the eclectic model are as follows:

#### **Fairclough's (2010) three-dimensional approach and his notion of thematization:**

Defined as one of the main approaches to CDA, Chouliaraki & Fairclough (2010) three-dimensional approach analyses social interactions focusing on their linguistic elements. For Fairclough, "these linguistic elements are determinants of the social relationships within the social system". As Fairclough believes that the discursive practices of language use involve three elements: "(i) a language text, spoken or written, (ii) discourse practice (text production and text interpretation), (iii) sociocultural practice." (Fairclough 1992, p.97), he frames his approach and analysis in three dimensions:

**Social practice (Explanation):** this dimension of Fairclough's approach tackles things other than discourse and language. It analyzes discourse in relation to power and ideology, viewing power as a means for hegemony (Fairclough, 1992:86). Thematization, in this dimension, he focuses on analyzing the linguistic construction and elements of the discourse/text focusing on things such as vocabularies, grammar, etc. Therefore, he suggests adopting some of the tools of systemic functional linguistics. For the current study, lexical choices are the tool adopted from Halliday and Matthiessen (Fairclough, 1992:75). on the other hand, is a tool that Fairclough uses to link ideas together to show how particular issues, groups, identities, etc. are represented. That is to say, the issues, identities or groups are put into a set of ideological themes by forming a coherent whole out of the textual elements (1995:5). The themes are mostly conveyed as a common-sense to achieve hegemony and serve power (Fairclough, 1992: 42)

### Textual Analysis (Description):

Halliday & Matthiessen (2013) stated the fact that all the CDA analysts confirm the importance of SFL in critical studies, Fairclough does too. Therefore, the current study adopts the Lexical choices as Halliday & Mathiessen (2004) believe that in constructing any sentence structure, choices are made. Choices, in turn, imply that there are alternative choices which are something implies that there are reasons for making particular choices rather than others. For CDA studies, those reasons are merely ideological and biased.

### Discursive Analysis

In this dimension, discourse elements are investigated, specifically matters related to intertextuality and how ideas are linked to one another within the text or discourse. Fairclough (2003:4) states that intertextuality has several forms such as reported speech, presupposition, implicature, and others. The current Study selects Implicature. Implicature of Grice (1981): Fairclough's interpretation dimension, like description, also includes a linguistic analysis in the form of intertextuality (Fairclough,1995:61). Fairclough (1992:84) defines intertextuality as "the property of being full of snatches of other texts which the text may assimilate, contradict, ironically echo, and so forth". Implicature is selected for the purpose of achieving intertextuality, as Fairclough asserts that it is a tool for it. Walker (1994, p.38) defines implicature as "proposition that is implied by the utterance of a sentence in a context even though that proposition is not a part nor an entailment of what was actually said". Furthermore, implicature is of two types, conventional and conversational. The current study focuses only on the conventional ones.

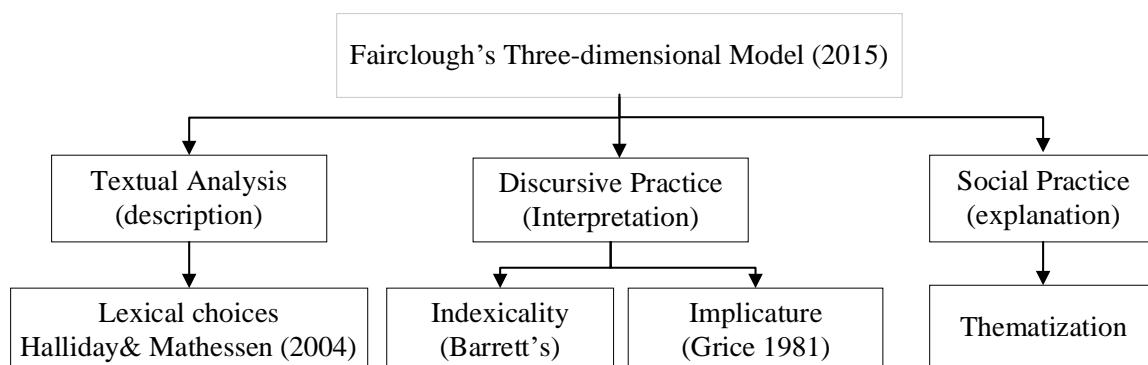


Figure.1. Theoretical framework of the study

### Methodology



This present study aims to show how Iraqi women are being represented in the context of social media platforms. Facebook Page named “Iraqi Women Rights” was taken as a source to collect the data. Four posts were selected purposely to be analysed using the aforementioned theoretical framework. The study of CDA is implemented in social media study as it is seen to complement the study in many aspects. Kress & Van Leeuwen (1996) strongly claim that social media can have a major impact on the way of thinking of the readers as they would be influenced linguistically and non-linguistically. Anthonissen (2001) stated that the influences were contributed by the dynamic interaction of written texts, illustrations and other visual elements of these media. Subsequently, the use of social media could give a major help to those who aimed to integrate their ideologies or mindsets to the society through salient ways.

### **Analysis and Findings**

The analyses of the study are planned to be through two parts. The first part of the analysis will cover a detailed linguistic analysis focusing on extracting the lexical choices that contribute to the formation of thematic analysis (the second part) and interpreting the implied meanings, implicatures. Also, it will focus on figuring out the indexicality within the selected posts. Later, the second part will provide a thematic analysis for the ideological coverage; the thematic analysis will be based on the previous part’s findings as they pave the way for forming coherent ideas on women representation.

### **Detailed Analysis**

**Post 1:** The first post selected for the analysis discusses the matter of woman clothes or fashion. A kind of comparison is made between jeans style and dress style. The writer quotes a speech of one of the famous French professors named Christian Bard when the latter relates the reasons of women wearing “jeans style” to some political reasons. It is mentioned in the post that women had started to wear jeans to prove their position as being equal to men in power and rights in the early years. Therefore, the post writer insists that jeans are not women style; women have found themselves obliged to wear them as a part of their fight to win their own rights. The post writer goes on criticizing jeans style and expressing her deep desire to see back women in their originally-designed-for nice dresses, where each piece reflects real femininity and “lady”-ness. She damns the reasons and the circumstances that led to such consequences, wearing jeans instead of dresses

**Lexical choices:** In this post, the writer opens and ends the post with the word “damn”. She clearly rejects certain behavior, wearing jeans, to be done by women and limits it to men. The

writer also makes use of the word “taught” indicating that women are directed to do things rather than doing them by their own well.

Another interesting lexical choice is the double use of the word “beauty”. It is used in collocation with women description.

**Implicature:** In post 1, two main implicatures can be highlighted. The first one can be derived from the use of the lexical items: taught – obliged – abandoned. The use of these lexis within the context of the post implicates that women, despite the amount of freedom they have, are not able to think by their own. They always act in anticipation or response to certain attitudes initialled by others, men. Therefore, women wear jeans and for the same reason, they have to respond to the new calls of beauty showing made by the writer of the post.

The other implicature concerns the thing that women samples as human. The post insists on “beauty” concept as being what must be the main concern of women. Women should rethink about their style and start wearing dresses to reflect their beauty.

**Indexicality:** In post 1, two main indexes are seen. The first one is “jeans or trousers”. It is reflected as being a sign or an indication of the masculine. The other index is the “dress”. This latter index is used to picture femininity.

## **Post 2: Explanation**

The post tells the story of a marriage. A man asks the hand of a girl from his father and the latter gives her. The father asks a bag of sugar as her dowry for he believes that money is nothing in comparison to his daughter’s value and it does not define her dignity. However, after marriage, the husband mistreats his wife and keeps telling her that she costs no more than a little sugar and therefore there is no need to respect her. One day, the daughter complains to his father about the way her husband treats her. The father takes his daughter, who has become a mother of a little girl and asks the husband to pay a bag of gold if he wants his daughter’s mother back. The husband finds himself obliged to pay to the father and get his wife back for the best of their daughter. Later, the husband starts treating his wife very well as he has grown the feeling that she has cost him a lot of gold.

**Lexical choices:** In this second post, several interesting lexical items can be noticed. Those are: “the father accepted” “your cost”, “the father accepted”, “dear- expensive”, “paid for you”. These lexical items contribute in implying certain negative thoughts on the value of women.

**Implicature:** as mentioned above, the five indicated choices of lexis trigger certain implicatures. The use of “the father accepted” twice gives the impression that girls/women

have no freedom of choice. They are not even asked for their opinion on topics essential to their own life, marriage. Although this is a fact in a lot of societies, it is weird for a page pretending to work in the name of “women rights” to represent such an idea as common sense! The second implicature is derived from the other three lexical choices which they all hover around the concept of “cost”. They implicate women as if they are things that can be bought and sold! Their price what defines them!

Indexicality: An index can be read from the post on the issue of “dowry”. The index of dowry indicates that women with high dowry are treated better than those with little or no dowry!

**Post 3:** Explanation: This third post talked about the tension between women. It tackles situations when women feel jealous of one another and how they hurt one another more often than the men.

Lexical choices: In this post, the most attractive word is “enemy”. It is used to describe the relationship between women themselves. Other lexical items used for the purpose of picturing the relationship between women are: “hatred”, “bitterness”, “jealousy”, “denigrate”, “lie”, “competing”.

Implicature: the writer in this post shows the matter of jealousy and enmity among women as a fact taken for granted. The writer, furthermore, generalizes the idea. She implicates the whole idea of enmity and jealousy as an innate behaviour of all women! This reading from the ending line that relationships between friends and relatives come to an end always as a result of women jealousy.

Indexicality: no indexes are detected in this post.

**Post 4:** The fourth post stated the well-known story of Marilyn Monroe when a journalist challenged her to wear a potato sack as it is what fits her the most. Later, Marilyn did really wear a potato sack which is something that made other journalists admit that Marilyn proved that she stays as beautiful as she is whatever she wears. The post writer goes on emphasizing the idea that beautiful women will look perfect no matter what they wear!.

Lexical Choices: Three lexis need to be highlighted in the current post. Those words are: “vulgar” “cheap”, and “sexy”. The three adjectives are used to describe women states according to what they wear. The adjectives are used merely in accordance with beauty degrees and preferences. That is to say, no ethical considerations are pointed.

Implicature: Although the post seems like a normal post stating a story of a famous character, implied meanings on the concept beauty in accordance to women can be read. The post implicates on the importance of beauty for women and draws attention to this side!

Indexicality: The post writer uses a global index on a necessity concerning women appearance. That is, ladies need to look sexy. Looking sexy can be achieved by natural beauty or by certain fashion.

### **Thematic analysis**

Thematization is known as one of the clearest means of representing the details of the ideologies adopted in certain discourses. It helps representing the issues under investigation in a coherent and clear way. It sets the ideological messages and judgments into themes. Each theme concerns a certain side and all the themes together form the biased ideology of its holders. Therefore, thematization (or thematic analysis) is adopted in the current study. Concerning the negative representation of women by an Iraqi page supposed to be talking in the name of women, the following themes are found to be portrayed as follow:

### **Beauty**

The concept of beauty is the first theme found to be promoted for in “Iraqi Women Rights” page on Facebook. Although such a page is supposed to be focusing on things, more important than, other than beauty matters, unexpectedly, most of the posts are found to be concerned with beauty. Beauty is represented as being the first thing that women stand for (as the detailed analyses of posts 1 and 3 show). It is also defined as something that women must sit as their first goal and, therefore, act in accordance with it. They must choose clothes and fashions that make them look more “lady” such as “dresses” and “sexy” styles. Women, as the page implicates, should avoid wearing things that threaten their beauty and femininity, specifically things like jeans which are more men-style fashion. (see the detailed analysis of posts above for linguistic evidences). The focus on the notion of beauty as being the core concern of women represents the threat of neglecting other important sides of life for women. Promoting for such a notion can turn women to a doll-like creature that seeks nothing in life other than appearance and attention tracker.

### **Commodity**

The second theme found to be conveyed implicitly is the concept of “Commodity”. The posts indirectly strip women of their fundamental rights and even their dignity. Several posts, between the lines, promote for such ideas: It is okay that some women are not asked for their opinion on things essential to their own life such as topics related to marriage and divorce (see the analysis of post 2). It is naturally accepted fact that women do not act by their own and do

not follow their desire; they rather do what others (specific men) advise to be the best for them. (Post 1, obliged to wear jeans and also must stop doing so). It is okay and it must be taken seriously that most women's value derives from material reasons such as the amount of dowry (post2). It is very conspicuous that such ideas are represented as being a common sense. They are not represented as points to be refuted or rejected. They are rather accepted as being natural and taken for granted facts! Thus, all the above details together shape the concept of Commodity. Women are treated as implicitly as being commodities. They are defined by their prices and they should always obey others.

### **Women/Women Antagonism**

The last theme to be covered is the one that concerns the relationship among women. In more than one context, the page insists on the enmity of women to their own kind! For instance, post 3 is completely devoted to show the tension between women. The post rather generalizes the idea and uses the expression "from experience" to give the sense that what is mentioned is a fact cannot be refuted. The same idea is also presented in other posts such as post 4, it is a woman who challenged Marilyn on her beauty. It suffices to mention that such negative themes on women representation are not supposed to be detected on a page such as "Iraqi Women Rights". This is because, as the page name indicates, the page is supposed to be defending women rights and therefore rejecting negative representations. It is a very weird attitude to promote for the priority of beauty (over everything else), set women as commodities, and assert the generalization on women/women antagonism!

### **Discussion**

The evaluation of evidence from both microstructure and macrostructure findings indicate that there are both empowering and disempowering aspects to the Iraqi social media debate about women. Women's subordinate stereotypes exist simultaneously with other stereotypes in which women are depicted as community members who may play a more critical role in the community and development (Sadiqi 2008b, El Bour 2009). This rhetoric of dominance that is generally associated with growth is often apparent in the discourse of media. Review of the data set from both platforms shows that women's problems and issues can be addressed, up to an extent, as long as they endorse the government's national policy on women's development. The concerns posed in the news reporting cover, with several exceptions, the empowerment of women by legal changes, their political advances and sacrifices, violence towards women, the inclusion of emerging Iraqi women, their education level, the concerns on lack of

education and unable to read, civil rights and women's health. We can come to a conclusion by stating that interpretations and statements are not merely 'transferred' through the media, but instead, they are often created 'by some channel with its functional characteristics, and these characteristics have already been inserted with social elements that represent a possible viewpoint on (them) (Fowler 1991, p. 25). Thus, media coverage entails the significant work of choosing and displaying, organizing and developing: not only the propagation of an already existing context but the more active work of making things mean things (Hall 1982, p. 64, Gamson and Modigliani 1989, p. 3). The media chose one feature of a communicative occurrence (choice) in its representation stages, framing it or emphasizing its distinguishing features from a certain point of view (formalizing) and then creating it as the most readily identifiable illustration. To inquire of this portrayal mechanism is to investigate how occurrences and entities are chosen or brought into being and how textually and physically they are organized or reshaped.

In this analysis, the evaluation of the four posts on social media represents what Fairclough (1995) considered a three-level analysis system. The study reveals that at the macro-level, social and economic influences profoundly affect the understanding of the ideological propagation of the internal meanings contained in the posts' themes. This is shown through the micro-level of discursive practice and the choice of the posts' linguistic characteristics. The study of linguistic decisions allows many further studies on the discursive construction of the representation of women as being seen by men. The study also reveals the women character's internal conceptual models as a sexual object whose primary purpose is to attract men who, in exchange, attempt to avoid those unethical appeals. Males are depicted as those with the influence of good attributes and virtue. Women are the root of wickedness and, thus, have material desires. The portrayal of gender that can be gathered from these posts establishes women from low socio-economic backgrounds as vulnerable, sexual slaves, body-oriented, and descendants. This portrayal of women provides men's privilege over women, generating an adverse stereotype that harms women who are linked to sexual orientation symbols.

## **Conclusions**

The study investigated the image of Iraqi women in social media, the data were collected from "Iraqi Women Rights" page on Facebooks. Multimodal of critical discourse analysis was used to analyze the data. Critical discourse analysis as one linguistic field can uncover the negative ideas that are communicated between lines concerning certain issues. This is proved for the case of women representation on a page that is supposed to be defending women. The negative

representation of women on the selected Iraqi page on Facebook is done through three main themes: the theme of beauty, the theme of commodity and the theme of women/women antagonism. Linguistic tools such as lexical choices and implicature together with Barrette's notion of gender indexicality present good sources of linguistic evidences for the application of thematization within Fairclough's three-dimensional approach. The choice of lexis can reveal a lot about the ideologies promoted for in discourses. The study had several limitations were only four posts from one Facebook page, future studies can collect data from several platforms to reach more authentic results of how the Iraqi women represented in social media.

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# **The Impact of Written Peer Feedback on the Writing Skills of EFL University Students in Yemen**

**Haifa Mohammad Nassar**

Assistant Professor of Linguistics, Faculty of Education, Hajjah University, Yemen

[haifaaama@gmail.com](mailto:haifaaama@gmail.com)

**Farooq A. AlTameemy**

Assistant Professor, Prince Sattam Bin Abdulaziz University

[f.altameemy@psau.edu.sa](mailto:f.altameemy@psau.edu.sa)

## **Biodata:**

**Haifa Mohammad Ahmad Nassar** is an Assistant Professor of Linguistics at Faculty of Education, Hajjah University, Yemen. Her research interests include Linguistics, Pragmatics, TEFL and Translation.

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

## **Abstract**

It is widely acknowledged that writing is the most challenging skill for EFL learners and thus they need support to overcome such challenges in their writing. This quasi-experimental study aims to investigate the effect of written peer feedback on the students' writing skills. The study adopted a quasi-experimental design where the sample of the study was divided into two groups: experimental and control groups; The sample of the study consisted of third level students (75 male and female students) in the Department of English, Faculty of Education, Hajjah University. The subjects in both groups were given a pre and post-test to find out if there was an improvement in their writing performance. The post-test papers were collected and scored. The collected data was, then, analyzed quantitatively. The results of the study

reveal that there was a statistically significant difference between the experimental and control groups' writing performance on the post-test in favor of the experimental group. Such improvement was attributed to the treatment given to the experimental groups (i.e., with the written peer feedback adopted). Therefore, the study recommends that EFL teachers should consider written peer feedback when teaching writing in the classroom.

**Keywords:** *Written Peer Feedback; Writing Skills; EFL University Learner.*

## **Introduction**

Writing is one of the basic skills that students should learn at school and university levels. It is commonly known that it is the most difficult skill when compared to other language skills. Therefore, students need to be taught how to overcome writing challenges and become professionally competent in writing. In fact, one of the aims of teaching writing is to enhance students' competence to write a comprehensible and unified piece of writing. Moreover, when students write, they necessarily become very involved with the new language. The effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning (Raimes, 1983). Therefore, the challenges faced by EFL learners and how to overcome these challenges should be investigated further so as to develop the EFL learners' writing competence.

One of the traditional methods of teaching writing is the one-way teacher feedback with which the teachers usually take great trouble to mark every single error with a correction code. Then, they assign a grade to it, hoping that their feedback will not only improve their students' current writing but also help their students' writing and language development. Unfortunately, this kind of practice by the teacher is only time-consuming instead of being effective. On receiving their compositions, students are usually first disheartened by a page full of red marks indicating their mistakes. Then, they may correct the errors. However, there is a tendency that students put their compositions into their files after correction, never to think about them anymore. Therefore, the students' progress in writing is found to be slow, even though they have done a lot of exercises (Cumming, 1985). However, in peer feedback sessions, opportunities are provided for students to practice what the teacher has taught them.

In fact, one of the most popular means for providing students with feedback on their writing is through peer group interactions. It is claimed that "when the students are asked to write with the sense "to be read" by authentic audience (peers), their writing is better than when they are

asked to write to be read [only] by their teacher” (Clark, 2003:120). Furthermore, Kurt and Atay (2007) argue that there are effects on adopting peer feedback in class. One of these effects is to provide diversity with teaching compared with the traditional way of giving teacher feedback. In peer feedback sessions, students do not just listen to their teacher's instructions, but also work with their peers to do more practice in writing. In this case, students' anxiety becomes lower and learning motivation can be higher. Peer feedback informs also self-assessment, an especially effective process for enhancing learning (Boud, 1995; Boud, Cohen & Sampson, 1999).

In general, to improve the writing of students, it is better to teach writing more often and more effectively, and students are recommended to write more often so that they can get the practice they need (Hampton, 1995). Indeed, when the assessment criteria are firmly set, peer-feedback enables students to judge the performance of their peers in a manner comparable to those of the teachers.

Since the study is mainly concerned with investigating the Yemeni EFL learners, it is perhaps crucial to shed some light on teaching writing in Yemen. Literature has revealed that Yemeni students do face difficulties in writing. For example, Naif (2003) states that at the Yemeni EFL university level, students cannot correct their own mistakes by themselves or with the help of their peers because the writing instructor carries out such correction for them. As a result, students may continue to face the same challenges, make the same errors in their writing and get the same corrections and feedback from the instructor repeatedly without knowing what the instructor means by such corrections or what their real problems are. Besides, Al-Mahfadi (2005) maintains that the classroom teacher needs to provide an environment in which students develop their writing, thinking about purpose and audience, drafting a piece of writing, revising it, and sharing it with others. In this connection, Smit (1991) argues that the most obvious reason that students do not write well is that they do not receive a great deal of instruction, practice, and feedback in writing. In addition, some researchers like Zeng (2006), Kamimura (2006), Jiao (2007), and Hirose (2009) have investigated the impact of peer feedback in L2 writing classroom; they have found that peer feedback offers many ways to improve students' writing. This study aims to examine the extent to which written peer feedback can enhance students' writing. It shows the rationale for peer feedback, emphasizing its potential for enhancing students' learning.

### **Theoretical and Pedagogical Implications of Peer Review**

Hansen and Liu (2005) contend that "Peer response is supported by several theoretical frameworks, including process writing, collaborative learning theory, Vygotsky's Zone of Proximal Development and interaction and second language acquisition (SLA)" (p.31). These will be discussed in the next sections.

### **Process Writing Theory**

Flower and Hayes (1981) observe that the composing process of some advanced university students is recursive rather than linear because the writers progressed through the text by generating and organizing new ideas. Both suggested that during the writing process, a writer could and in most cases did, actually move from one step to another at any time. Studies that examined writers' behaviors during the writing process have enabled researchers to speculate about how the process operates and what happens inside writers' minds while they are composing texts. Researchers generally find that the writing process includes four stages: (1) prewriting, (2) drafting, (3) revising, and (4) editing. These four stages involve a variety of learning activities to engage students in learning to write. Though the writing process may be messy, recursive, and complex, however, all these stages remain the center of the writer's attention. Each stage emphasizes on one aspect the process in a way preventing students from doing too many things at the same time. In other words, by going through the four stages of the writing process, the writer has a series of opportunities for exploring ideas and fitting the thoughts and forms together.

Thus, the process approach to writing, which heavily influenced L2 writing theory and practice, views writing as a dynamic process that may differ to some extent among different writers. In this approach, writing is thought to be a "complex, recursive, and creative process" (Silva, 1990, p.15). Its goals imply that students need to acquire experience in writing for several purposes, in various contexts addressing different audiences. Moreover, the process writing theory supports peer review, which focuses on multiple drafting and revision, and enables students to get multiple feedback (e.g., from teacher, peer, and self) across the various drafts (Kroll, 1990; Leki, 1990; Mangelsdorf & Schlumberger, 1992; Zamel, 1985 Gatcho & Ramos, 2020).

### **Collaborative Learning Theory**

Collaborative learning theory is another major theoretical framework that promotes the use of peer review. A central tenet in collaborative learning theories is that learning as well as knowledge itself are socially constructed. More particularly, "in a number of senses, all writing

is social" (Elbow, 1999, cited in Casanave, 2004, p.155). Collaborative learning can be defined as the type of learning that takes place through communication with peers in a group small enough that everyone can participate on a collective task (Bruffee, 1984; Cohen, 1994; Al-Jarrah, & Al-Ahmad, 2012; Madrazo, 2019). In these groups, "students work together to maximize their own and each other's learning" (Johnson & Johnson, 1994, cited in Dale, 1997, p.19).

### **The Zone of Proximal Development**

Another theoretical stance that supports the use of collaborative group work in the writing classroom is based on Vygotsky's (1986) belief that cognitive development is a result of social interaction, in which an individual learns to extend her/his current competencies through the guidance of a more experienced individual. Simply stated, "Social interaction is a mechanism for individual development, since, in the presence of a more capable participant, the novice is drawn into, and operates within, the space of the expert's strategic processes for problem solving" (Donato, 1994, cited in De Guerrero, & Villamil, 2000). Activating the ZPD: Mutual scaffolding in L2 peer revision. The space between the person's actual level of development (i.e., what can be done independently) and the potential level of development (i.e., what can be done with the help of someone else) is called the Zone of Proximal Development (ZPD). The development of the ZPD enhances the potential development of learners by obtaining help from experienced peers—"scaffolding" in Vygotsky's term.

### **Interaction in Second Language Acquisition (SLA)**

Over the past 30 years, researchers (e.g., Long & Porter, 1985; Pica, 1986, 1994) have begun recognizing that there are a number of psycholinguistic rationales for using group work. The findings of the research on interaction and second language acquisition provide clear evidence that engaging learners in group activities that require students to negotiate meaning, such as peer review activities, enables learners to gain additional practice in the target language. Group work increases opportunities for students to engage in the negotiation of meaning and these opportunities lead to increased comprehension, which leads to faster and better acquisition (Liu & Hansen, 2002).

### **Statement of the Problem**

Yemeni EFL teachers seem to be unaware of the importance of using peer feedback in writing classes. When having a look at the real situation, one can find that writing is taught in large classes. The class time is not enough neither for the teacher to explain the new points nor

correct all the learners' work. Yemeni EFL students suffer from some writing weaknesses which are attributed to the insufficient feedback presented to them by their teachers due to the limited time assigned to the course (Al-Mekhlafi, 2011a). Therefore, peer feedback should be examined to identify the extent to which it helps improve the students' writing skill. Peer feedback may provide more focus on individual student needs rather than teacher-directed feedback that may address the needs of a few students but may not be able to meet the needs of all students. Moreover, students gain confidence, perspective, and critical thinking skills from being able to read the texts by peers writing on similar tasks.

Although written peer feedback might be one of the solutions to the students' weakness in writing, there are no Yemeni studies, according to the best of the knowledge of the researchers, have been conducted on the effect of written peer feedback on Yemeni learners' writing in Yemen. The study, therefore, is meant to bring into sharp focus the importance of the need for the EFL teachers to be aware of using peer feedback in writing classes to get better pieces of writing. As a result, this study is an attempt to find out the effect of the written peer feedback on their writing

### **Objectives of the Study**

This study is intended to achieve the following objectives:

1. To what extent does written peer feedback affect the students' writing skills.
2. To what extent does written peer feedback help enhance the students' writing ability.

### **Study Hypothesis**

It is hypothesized that the scores obtained by the Third Level Yemeni EFL learners who receive written peer feedback (the experimental group) are better than the scores obtained by the ones who do not receive peer feedback (the control group).

### **Significance of the Study**

This study is important due to several reasons. It is hoped that the results of the study make the EFL teachers and educators more attentive towards the technique of written peer feedback to help them in teaching writing. The study also might provide suggestions for modifications in the teaching techniques. It makes the learners aware of their errors and how to correct them as well. It further exposes the learners to a diversity of thoughts through peer feedback activities which encourage them to become more active readers and writers. It also brings into focus the importance of the need for EFL teachers to be aware of the use of peer feedback in writing

classes. Moreover, it encourages the students to revise and to proofread their own work more effectively by learning how to help another writer with his or her work. Furthermore, it creates a sense of audience simply by having more readers than the teacher looking at the work. It also shows that peer feedback is more important for discovering new ideas and thoroughly revising a paper than it is for spotting and fixing surface errors. Besides, it introduces the notion that the students can learn a lot from the other students as they can from the teacher. From another perspective, it might also help the writers gain confidence as they make decisions about whether to incorporate feedback, make changes, or leave the work as it is.

## Methodology

This section discusses the methodology of this study. It highlights the study design, the population as well as sampling and data collection instruments and analysis.

### Design of the Study

The design of this study is quasi-experimental in which pre/post-tests are used. This design is appropriate for this study since the purpose is to measure the effect of written peer feedback on the students' writing skills.

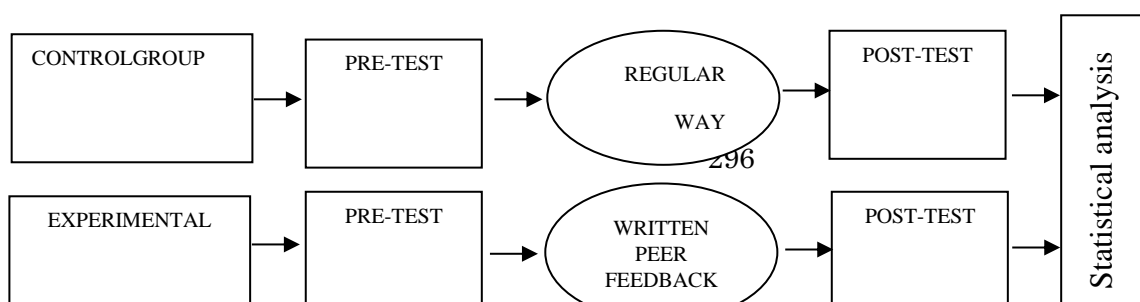
### Population and Sampling

The population of the study consisted of third level students at the English Department, Faculty of Education, Hajjah University, in the first semester of the academic year 2019/2020. The number of students was 75 students (40 male & 35 female). A total of 36 students were randomly selected from the whole population. They have studied four writing courses in the first two years of the B.A program. They are almost all speakers of Arabic. English for them is considered as a foreign language. What is more, their age ranged between 22 -24 years old.

### Procedures

The subjects were divided into two groups: experimental and control groups. Both groups had taken the pre-test one week before the experimental treatment began. After the treatment had been completed the post-test was administrated. The experimental group students participated in written peer feedback activity for eight sessions.

**Diagram (1) Quasi-Experimental Design**





### *Eight sessions*

#### *(The Experimental Period)*

In the present study, the independent variable is presented by teaching writing using peer feedback technique which opposes the regular way, and the dependent variable is presented by the students' writing performance. The difference in the experimental group's score from the pretest to the post-test indicates the change in the value of the dependent variable that was expected to occur with exposure to the treatment (independent) variable. The difference between the change in the experimental group and the change in the control group in the post-test is the amount of change in the value of the dependent variable (writing skills) that can be attributed to the influence of the independent (written peer feedback technique) variable.

In addition, three extraneous variables that were expected to affect the results of the treatment were controlled to avoid damaging the study's validity and to ensure that effects were caused by the independent variable only. These variables were the subjects' level of proficiency in English, the instructor and the materials. The first variable was controlled by selecting all the participants from third level students who have the same proficiency level in English after they have studied the same four writing English courses in the previous semesters. Besides that, they belong to the same age group, between 22 and 24; they live in the same environment; they speak the same mother tongue which is Arabic and they have the same educational background. The second variable was controlled by having one teacher for both groups. They were taught by the same instructor (the researcher). The third variable was controlled by teaching both groups the same material. The teacher manual was further prepared to help the teacher to follow certain procedures while teaching the writing course; Advanced Writing. Both the experimental and the control group received the same writing course content during the experiment, except for doing the peer-review activity that was used with the experimental group only for eight sessions.

Furthermore, none of the subjects of the control group was allowed to attend classes with the subjects of the experimental group. Moreover, both the pretest and the posttest were held at the same time under similar conditions. To illustrate this point further, the pretest was held at the beginning of the term for both groups before starting the treatment. The posttest was also held ten days before the final exams in the morning. In both groups, also, none of the subjects

knew of the experiment selection throughout the experiment to ensure that such knowledge does not affect their performance in any way.

### **Data Collection Instruments**

For measuring purposes, two instruments were developed to be used in collecting and eliciting data; pre-test and post-test in which subjects used the prepared peer-review work-sheet in evaluating each other's essay. Besides, the progress work-sheet was used to know the difficulties that might face subjects during peer feedback sessions.

### **Pretest and Posttest**

Experimental and control groups were asked to write essays at home and do the written peer feedback activity in the class. After writing their first drafts, the students were required to read essays and give each other written feedback that could be used for revision. After having received the feedback from their classmates, the students revised and wrote a second draft. The subjects used the peer-review work-sheet at the pre-test and the post-test to evaluate each other work and the two drafts; the first and second, of the subjects' essays were marked using the standardized rubric for scoring essays in "*Writing Academic English*", (Oshima, & Hogue, 2006). It is worth saying here, that the same instructor graded the pre and post-tests as well as the experimental group students' drafts of the eight sessions.

In the pre-test and post-test, the subjects in the two groups were given an hour to complete their written task and write a second draft. Both groups, the experimental and the control groups, go through the same conditions concerning time and place.

The pre-test was administered and the subjects were asked to submit their drafts at the end of the test. Finally, similar to the pretest, the posttest was given to the same grader for evaluation based on the same peer-review worksheet.

### **Peer- Review Work-Sheet**

The Peer-review work-sheet designed for the study consisted of 27 items. The aim is to help the subjects of the study judge the content and the form of an essay to implement clear tasks. It was given to them so that they can use it in giving and receiving feedback. After having received the written feedback from their classmates, the students revised and wrote a second draft in the class. The 27 items of the peer-review work-sheet were ordered in such a way that English essays should be written. It begins with items that should be written in the introductory paragraph and moves into the items that should be written in the body and the conclusion of

an essay. Moreover, the peer-review work-sheet contains 5 items for the essay overall organization as well as 8 grammatical items which present the form.

### **Students' Progress Work-Sheet**

The progress work-sheet aimed to investigate the progress of students. It has just two main choices; "I had difficulties in this item" and "I still have difficulties in this item". The subjects in the experimental group were required to respond to each item in the progress work-sheet (1-27) by putting a tick in the box corresponding to the statement that was correct for them. The subjects used it after every peer feedback session. It was used in each peer-feedback session during the course for the experimental group. After finishing the peer-feedback task, the students went through different items of it to define their difficulties. Weekly, this helped the researchers to know the experimental group subjects' difficulties and joined follow-up discussions the week after.

### **Checking the Validity and Reliability of the Peer-Review Work-Sheet and the Progress Work-Sheet**

The final drafts of the peer-review work-sheet and the students' progress work-sheet were shown to experts in the field for validation. The experts were required to check the content as well as the structure. These experts were PhD holders; both have over 20 years of experience in teaching. They provided some comments and modifications which were taken into consideration. Thus, the data collection instruments of this study were valid and reliable. As for correcting subjects' pre/post-tests, an experienced teacher corrected the subjects' papers. This teacher had master's degree and a long experience in teaching. Moreover, the description of how to distribute the marks concerning peer-review work-sheet items helped to make the task clear.

### **Scoring Guide**

The peer-review worksheet contains twenty-seven items and they are categorized into two main parts: content and form. The first section is the content which has nineteen items. Moreover, this section is divided into four sub-sections with 70 marks as a total score; introduction, body, conclusion, and overall organization. The introduction has two items for seven marks, the body which includes three paragraphs has eight items for forty marks, the conclusion has four items for eight marks, and the overall organization has five items for fifteen marks. The second main part is the form which contains eight items for thirty marks. The

distribution of the marks of the different points in the peer-review work-sheet followed the rubric for scoring essays of Oshima and Hogue (2006). Furthermore, the distribution of marks within peer-review work-sheet items is included to guide the corrector in marking subjects' papers.

### **Assignments of Subjects**

Since the third level students were one group, the researcher had to divide them into two groups. The two groups: group A (the experimental group) and group B (the control group); the respondents were randomly chosen by selecting every second name of the attendance list. In order to achieve the study objectives, the performance of the two groups of students was compared. The teacher as a researcher taught both groups simultaneously. Just the subjects in the control group who attended the pretest and post-test as well as the subjects in the experimental group who have participated in all eight sessions and attended the pre/post-tests were considered the sample of the study; they were thirty-six students.

In addition, the total number of subjects who were present on the day of administering the pretest was sixty-seven; thirty-nine were in the experimental group and twenty-eight were in the control group. While only forty-eight subjects were present on the day of administering the post-test; twenty-seven were in the experimental group and twenty-one were in the control group. Therefore, the available participants in the two groups were the sample of the study and they were eighteen students in each group (18 in the experimental group; 18 in the control group) and they were included in the actual work and data collection of the study. The subjects in the experimental group were trained and taught using peer feedback technique while the subjects in the control group were taught only using the regular method of teaching writing. However, no formal out-of-class training for doing peer-review had been given to the students.

### **Analysis of Data**

The Statistical Package for Social Sciences (SPSS) was used for the analysis of data of the study. Independent samples t-test was used to identify the differences in the participants' performance in writing. The results are interpreted according to the chosen level of significance. In this study, two-tailed level of significance (0.05), which is the most commonly preferred value, was used. Therefore, when the significance level computed for two variables is smaller than or equal to (0.05), the two groups are considered to be different. When it is greater than (0.05), then it means that there no significant difference between the two groups.

There is an adequate explanation of the reasons behind using this measure. The t-test helps in achieving the study objective related to whether there are significant differences in the mean score between control and experimental groups in the pre and posttest. It was used after administering the pre-test to check the subjects' progress in both groups. It was also employed after the treatment in order to analyze the data by comparing the performance of both groups with respect to their performance in the post-test. Such a test is considered as the most appropriate statistical measurement since only two variables and/or two groups were involved. Sharyan (2004) stated that t-test for independent samples are the most commonly used method to evaluate the differences in the means of two groups.

### **Results, Discussion and Interpretation**

This section presents the findings of the study; it provides a summary of these findings and gives an interpretation and discussion of the findings in the light of the study questions and hypothesis. This is the summary of the findings.

**Table (1)**

*The Mean Scores of the Two Groups in the Two Tests*

<b>Test</b>	<b>Group</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Pre-</b>	Experimental	36	62	12.93
	Control	36	67	10.89
<b>Post-</b>	Experimental	36	80	8.84
	Control	36	71	11.62

Table (1) shows the effect of the treatment on the writings of the subjects of the two groups. It reveals that the experimental group's mean on the post-test is to some extent greater than the mean of the same group on the pre-test. As illustrated in the table above, it can be inferred that there is a significant difference between the achievement of the experimental group in pre and posttests in favor of the performance on the posttest. This means that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. This difference between the means obtained as a result of using the written peer feedback technique which subjects were exposed to during the experiment. It is obvious that there is improvement in the control and experimental groups, but although there is improvement in both groups, it is not the same.

It is worth saying here that the collected data through the eight written peer feedback sessions and the data collection instruments (the pre/posttests) were corrected by an experienced teacher

by using the rubric for scoring essays of Oshima and Hogue (2006: 316). As a result, in the experimental and control groups, each participant had two scores for each test; two for the first/second drafts of the pre-test and two for first/second drafts of the post-test. Furthermore, in the experimental group, each subject had two scores for each peer feedback session; one score for the first draft and the other for the second draft. The scores of the first draft of the pre-test and the second draft of the post-test of the both groups were compared to verify the validity of the hypothesis of the study. Therefore, a statistical calculation was made to come up with a mean score, which represented the two scores, for all the peer-review work-sheet aspects and the total as well. Therefore, the data analysis will depend totally on those mean scores. For the purpose of this study, a randomly selected sample consisting (originally) of 40 subjects was engaged in the experiment. Due to dropping out of some participants who did not attend all eight peer feedback sessions and the post-test, these participants had to be excluded. This resulted in computing only the data of 18.

Data analysis proceeded through the following stages and by using Statistical Package for the Social Sciences (SPSS). At the outset, the results of the pre-test yielded from 36 students in both groups were coded and analyzed. Inferential statistics were used and the results were compared in terms of means and t-test. The aim is to ensure that no significant difference exists between the experimental and control groups. The results showed an approximately positive correspondence between the performance of both groups in the pre-test.

For the purpose of verifying the validity of the hypothesis of the study, performances of both the experimental and control groups in posttest were analyzed. A t-test (independent-sample t-test) was applied to measure the differences between the means in both groups and to find out whether there was a difference between them. In other words, in order to assess the difference, if any, between groups in the utilization of written peer feedback technique by students in the experimental group, the results of the posttest were analyzed. The level of significance was set at 0.05. After analyzing the data, a significant difference was found in the students' performance on post-test in favor of the students in the experimental group.

After that, the total scores of the first drafts of the eight written peer feedback sessions and the total scores of the second ones of the experimental group during the treatment were compared to find out extent to which the written peer feedback helps enhance the third level students' writing ability.

### **Effect of Written Peer Feedback on the EFL Students' Writing Ability**

This section is intended to identify the extent to which the written peer feedback helps Yemeni EFL learners to be good writers. First, it is important to determine whether there is a statistically significant difference between the experimental group and the control group on the overall pretest scores. In order to find the difference between the experimental and control groups' pretest mean scores, a t-test was used. The analysis of the mean scores shows that there were no significant differences at the starting point of the study. Table (2) below compares the pretest scores for the two groups.

**Table (2)**

*Independent Samples T-Test between Experimental and Control Groups Pretest (n=18)*

<b>Group</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>df</b>	<b>t</b>	<b>Sig.</b>
<b>Experimental</b>	62	19.59	34	1.10	0.28
<b>Control</b>	67	18.21			

The table above reveals that there is no statistically significant difference in the pretest scores of the two groups. The pretest mean of the experimental group (M=62) is not significantly different from that of the control group (M=67). As far as the standard deviation shows the standard of how far out from the point of central tendency (Mean), the individual scores are distributed. The standard deviation of the experimental group (19.59) is approximately closer to the standard deviation of the control group (18.21).

Therefore, it is realized that the two groups are more homogeneous because the significance value (sig. 2-tailed) of the test (0.28) is higher than 0.05. Consequently, this is a clear indication that the two groups were homogenous before conducting the experiment. By this, it could be safely concluded that both groups are homogenous and equivalent. Since the two groups are homogenous in the pretest, any difference could be found in their performance in the post-test can be safely attributed to the effect of the treatment.

Consequently, the mean scores in the post-test of the experimental and control group were compared to examine whether there was a statistically significant difference on their writing skills. A t-test (independent-samples t-test) on the difference between the mean pre-test and post-test scores was used. The results are presented in Table (3) below.

**Table (3)** *Mean Scores of the Experimental and Control Groups in the Post Test in the Five Aspects of Writing Essays*

	Control/ experimental	N	Mean	t	df	Sig. (2-tailed)
<b>Introduction</b>	<b>Experimental</b>	18	6	-1.64	34	0.11
	<b>Control</b>	18	6			
<b>Body</b>	<b>Experimental</b>	18	33	-3.43	34	0.00
	<b>Control</b>	18	27			
<b>Conclusion</b>	<b>Experimental</b>	18	7	-1.23	34	0.23
	<b>Control</b>	18	6			
<b>Overall</b>	<b>Experimental</b>	18	14	-1.44	34	0.16
<b>Organization</b>	<b>Control</b>	18	13			
<b>Grammar</b>	<b>Experimental</b>	18	20	-0.79	34	0.44
	<b>Control</b>	18	19			
<b>Total</b>	<b>Experimental</b>	18	80	-2.95	34	0.01
	<b>Control</b>	18	71			

As shown in the above table, the post-test mean scores of the experimental and control groups are not the same in all aspects of writing an essay. These different mean scores between the two groups are just significant in the body aspect; conversely, they are not significant in the other aspects. It is obvious that both groups have the same mean score (M= 6) in the introduction component. On the other hand, the experimental group students' post-test mean scores in the four aspects of writing essays; body (M= 33), conclusion (M= 7), overall organization (M= 14) and grammar (M= 20) are higher than the control group students' post-test mean scores. However, to make this conclusion more valid, more investigation of the post-test scores was made by computing t-value of the two groups. This analysis shows that there is a statistically significant difference between the post-test scores of the experimental and control groups in the body aspect, (0.00) which is less than 0.05, whereas there are no significant differences in the other components of writing essays; introduction, conclusion, overall organization and grammar. The significance value (sig. 2-tailed) (0.11), (0.23), (0.16) and (0.44) respectively are higher than 0.05.

But it is clear that the experimental group's total posttest mean score of the five aspects (M= 80) is significantly higher than the total posttest mean of the control group (M= 71). This indicates that there is a significant difference in the mean scores of the two groups in favor of



the experimental group which has a higher mean. When computing the T-value between the two groups, it was found that there is a statistically significant difference between the post-test scores of the experimental and control groups. This difference is significant at the 0.05 level, as the resultant t-value is (-2.95) and its significance is 0.01 ( $p < 0.05$ ). Therefore, there is a statistically significant difference in the mean score of control and experimental groups in the writing performance of the post-test at the level of 0.05. This means that the alternative hypothesis which is that "the scores obtained by Yemeni EFL learners (the experimental group students) who receive peer feedback are better than the scores obtained by the ones (the control group students) who do not receive peer feedback", is accepted.

Furthermore, the experimental group's performance was better than the control group's in the writing performance at the post-test because the participants in the experimental group were aware of their errors and how to correct them. Similarly, they learned how to revise and to proofread their own work more effectively; this is by learning how to help another writer with his/her work.

Now it can be said that written peer feedback technique has a noticeable effect on developing the students' performance in writing skills. This result goes in line with the results obtained by some studies in the field of EFL. For example, Ting and Qian (2010), Farrah (2012), and Lee (2009) confirm the usefulness of the peer feedback technique in improving the overall writing performance. Ting and Qian (2010) found that peer feedback brings benefits to Chinese EFL; therefore, peer review activities should be encouraged in writing classrooms. Farrah (2012) reported the positive effects of the use of peer feedback in writing classes to enhance students' motivation and improve their writing skills. Lee (2009) stated that peer feedback activities tend to generate more comments on the content, organization, and vocabulary.

### **The Role of Written Peer Feedback on Enhancing the Students' Writing Ability**

Since the effectiveness of written peer feedback is ascertained, it is possible now to move to the results related to the second question of the study. This section concerns the students' writing ability improvement during the eight peer feedback sessions. Before discussing the results, it should be mentioned here that only the subjects' scores in the experimental group were computed. A computation was made using SPSS Package to compare the total scores of first drafts with the total scores of second drafts during the eight written peer feedback sessions. The results are shown in the following graph.

#### **Figure (1)**

*Comparison of the Scores Related to First and Second Drafts of the Experimental Group During the Eight Sessions*

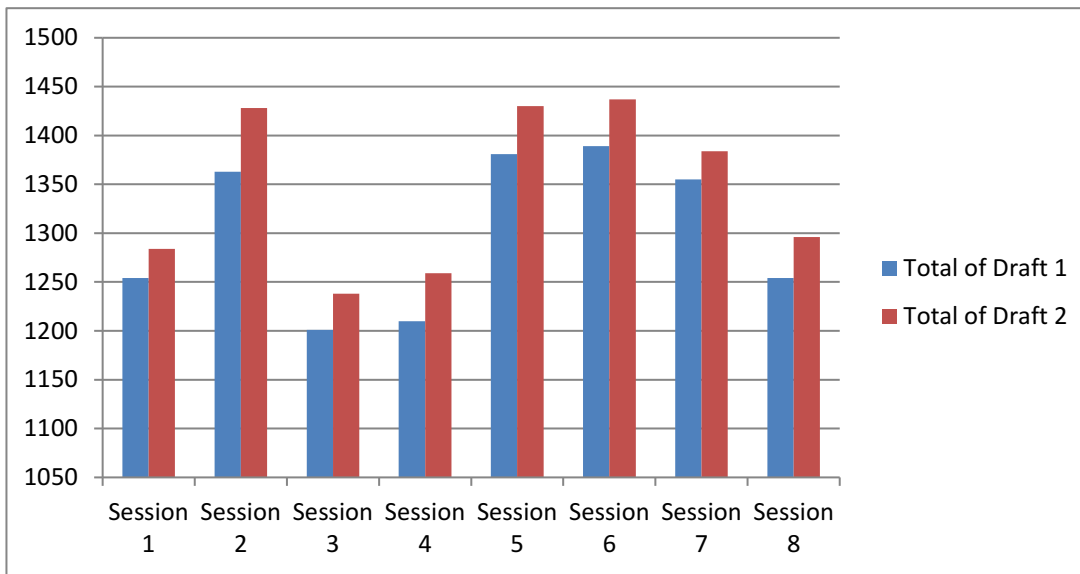


Figure (1) above shows the total of the scores which the (18) subjects of the experimental group got during each written peer feedback session. Their first and second drafts were corrected and given scores according to the rubric for scoring essays of Oshima and Hogue (2006). As seen in Figure (1) there is an improvement in the subjects' performance in their second drafts in each session.

It is obvious that there is a noticeable improvement during every session. For example, the total score of the subjects' second drafts; (1284) was higher than (1254); the total score of their first drafts in the first session. Similarly, in the eight sessions the total score (1296) which the subjects got in their second drafts was higher than (1254) which they gained in their first drafts. In fact, the greatest improvement was in the second session in which the distinction between the total score of the subjects' second drafts;(1428) and the total score of the subjects' first drafts;(1428) was (65). This indicates that the text-inserted corrections were positive most of the time in this session.

The results showed that there was tangible progress in the scores of all the second drafts of the third level students indicating significant improvements in their writing skills. In other words, the peer feedback did help to improve the students' writing ability. This finding is consistent with some study findings in the field. This finding goes in congruence with the Farrah study (2012) which indicated the positive effects of the use of peer feedback in writing classes to enhance the students' motivation and improve their writing skills.

**Conclusion**

The results obtained in the present study can be generalized to the entire population in the Yemeni EFL third level at the Faculties of Education. Because the sample of this study was chosen randomly, one can, then, safely make such a claim on the issue of generalizability. Based on the analysis of the data as well as the interpretation of the results, the following conclusions are drawn. First, the scores of the post-test for the two groups were compared to find any significant difference between both groups using a t-test. The results revealed that there was a statistically significant difference between the experimental group and the control group at the level of 0.05 in favor of the experimental group. This quasi-experimental study shows that the experimental group who was taught writing using written peer feedback technique made significant progress in their writing skills while the control group who was taught in the regular way made less progress in their writing skills. Second, the total scores of the first drafts of the eight written peer feedback sessions were higher than the total scores of the second ones of the experimental group during the treatment. In the post-test, the improvements of the experimental group subjects were most concerned with the unity and coherence of the essay. It was clear that in the subjects' essays, each topic sentence was related to the essay topic; and the supporting sentences under each topic sentence were related to it as well. Furthermore, in their essays the transition words/phrases used between/within paragraphs and the reference words were used more consistently.

The obtained results indicated that the experimental group's writing skills were better than the control group's. The written peer feedback focuses on writing process, improves students' writing skills, and enhances students' critical analysis. Therefore, teaching peer feedback technique has a positive effect on Yemeni EFL third level learners' writing improvement. Hence, peer feedback in the writing classes should be integrated in every writing course offered by the English Department at Hajjah University and other Yemeni universities.

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**Remodelling Linguistic Rules for Ancient Manuscript Translation:  
A Review of Formal Correspondence and Its Impact on *The Wedhatama*  
Translation**

**Putri Maharani<sup>1</sup>, Abdul Hakim Yassi<sup>2</sup>, Fathu Rahman<sup>3</sup>**

<sup>1,2,3</sup> *Fakultas Ilmu Budaya, Universitas Hasanuddin, Makassar, Indonesia*

<sup>1</sup> [mahaputri19@gmail.com](mailto:mahaputri19@gmail.com)

**Abstract**

Linguistic theory may provide a basis for translation practice, especially in determining formal equivalence. In several literary works, Catford's linguistic theory has been discussed in the reflection of category shifts at the unit, class, intra-system, and structure shifts. However, a few manage to discuss the shortcomings of his theory and their impacts on certain textual materials. This article discusses the potential revisitation of Catford's linguistic theory based on the translation product of an ancient cultural manuscript. A descriptive approach is deployed to analyze the impacts of the theory in three scopes, including the equivalence quantification, co-occurrence of translation and transference, and extension of morphemic shift. Objective data are collected through the extraction of a Javanese literary textual resource, Serat Wedhatama, which was composed by KGPAA Mangkunegara IV in 1870s and translated into English by Stuart Robson in 1990. It is concluded that formal correspondence should not be merely perceived within the same textual disposition in generating textual equivalence, rather be adjusted to the respective languages' features. An extensive finding provides a remodelling that category shifts of translation can also occur asymmetrically between categories, such as unit-to-structure shifts that divert the arrangement of phrase in the source text into the arrangement of sentence in the target text due to the absence of equivalent expressions, semantic alteration, and aesthetics modification.

The study suggests calling for more research on the development of linguistic theories of translation by elucidating cross-cultural understanding based on the structure variations of the two languages.

**Keywords:** *cultural translation; formal correspondence; morphemic shift; transference; translation equivalence.*

## **Introduction**

Due to tremendous progress in technology, English language has gained a lot of attention worldwide as a global tool of communication among people belonging to different cultural and linguistic background (Alzebaree & Yavuz, 2017). The implementation of linguistic theory for translation practice has contributed to the development of translation machines (Chesterman, 2012). The utilization of translation tools during the translation process can offer constant accuracy of language structure. However, the practice of linguistics theory for the guideline to define textual equivalence has generated a long debate among linguists. They believe that linguistics is too rigid in measuring equivalence between the two languages. This argument further leads to the alternative contextual approach, which is considered more practical for translation practice. Contextual perspective may provide further insights for literary translation through the comparison of cultural elements through intertextuality (Rahman, 2017). It also plays a dominant role to an extent of language development (Yassi, 2017).

Various remarks mention dominant reliance on the extra-linguistic factors, including the contextual perspectives that touch the readers' dimensions (Kashgary, 2011; Zhang, Lv, and Feng, 2013; Saule and Aisulu, 2014; Candel-Mora and Vargas-Sierra, 2013; Ulanska, 2015). This notion leads to a more flexible translation style that prioritizes more on the practicality of meaning comprehension rather than the structure-bound conception. The acknowledgment of the substantial contribution of linguistics in producing translation equivalence secures fewer highlights despite its potential consistency (Malmkjaer, 2005; Panou, 2013).

Through his *A Linguistic Theory of Translation*, Catford presents his stance to defend linguistics as the basis of translation. He mentions translation as the replacement of textual materials in the source language with the equivalent textual materials in the target language (Catford, 1978). The replacement may allow a few parts of the source language contain simple non-equivalent textual materials in the target language, yet the majority should still represent the positions of formal correspondence between the two languages, including, grammar, unit,



class, and category. However, the comparison of ethnic language and international language may contain several gaps related to context, cultural boundaries, or linguistic elements. These gaps should be addressed accordingly based on any possible findings of linguistic gaps between the two languages.

The applicability of Catford's theory regarding translation equivalence has been discussed by a number of researchers on several scopes, including through drama-based critical inquiry (Kalantari and Karimnia, 2011), translation of cookbooks (Ekasani *et al.*, 2018), and translation of the UN's Convention on the Rights of the Child (Abdulaziz Altwaijri, 2019). However, these studies are narrowed within the discussion of the implementation of Catford's theory for certain literary products. Although the range of research objects may vary, the shortcomings of the theory are only touched based on the belief that linguistics can be too rigid to measure the equivalence in translation practice (Chesterman, 2012). A further review on Catford's works only highlights tactual parts of formal correspondence with a limited extension regarding the essential roles of translators' backgrounds in defining translation products (Warwal, 2015). Similar studies rarely manage to highlight the why and why not Catford's theory may apply to certain textual materials and its impacts based on the review of formal correspondence rules of respective languages.

This paper aims to present potential revisitation of Catford's ideas covering three domains, including the notion regarding equivalence quantification at the unit category (for instance, preposition), the segregation of transference and translation, and the remodelling of category shift at the morphemic unit. The three issues are the results of an early overview that the researchers perform by scrutinizing the English translation of a Javanese cultural manuscript, *Serat Wedhatama (The Wedhatama)* by Stuart Robson (1990). This attempt is expected to generate some bases of review on the arrangement of formal correspondence and its impacts in producing formal equivalence from Javanese (as an ethnic language) to English (as an international language), thus an extensive model regarding formal correspondence implementation can be provided. This paper represents critical evaluation on the implementation of formal correspondence of linguistics for the ethnic-international language translation practice since formal equivalence in translation should not merely be perceived within the same textual disposition.

## **Literature Review**

### Linguistic Approach to Measure Translation Equivalence

The generalization of translation equivalence denotes the relation of components in the source

language and target language at least at the same substance (Catford, 1978). For him, translation equivalence marks the availability of linguistic elements between the two languages recognized as formal correspondence.

In explaining formal correspondence, Catford distinguishes the fundamental categories of language, ranging from the unit, class, rank, structure, to system. His idea embarks from Halliday's linguistic theory (Halliday, 1961). Catford utilizes the fundamentals of linguistics to judge translation equivalence based on phonological translation, graphological translation, textual translation, transliteration, transference, translation shifts, variety, and translatability. Catford's textual equivalence is considered too circular and reliant on the bilingual informants, leading to an inadequate measurement that ignores cultural and situational aspects of language (Snell-Hornby, 1995). The argument exists to counter the remark that translation is the replacement of equivalent textual materials from the source language to the target language. This idea denotes the essential function of textual equivalence (formal correspondence) in producing an acceptable translation product. However, the remark should not have arbitrarily been perceived as the "equivalence of meaning" (Malmkjaer, 2005).

Several retrospective notions regarding Catford's theory have highlighted the strengths and weaknesses of linguistic theory to be the basis of translation equivalence. The striking feature of Catford's idea is its degree of consistency despite occasional tension of translational and contrastive approaches (Chesterman, 2012).

Meanwhile, several popular translation theories appear with similarities that emphasize the duality concepts (Vinay and Darbelnet, 1995; Jakobson, 1959; Nida and Taber, 1982; Catford, 1978; House, 1997; Koller, 1979; Newmark, 1988; Baker, 1992; Pym, 2010). The usefulness of translation equivalence and translation process may vary based on the stance of the translators' concerns in perceiving the virtues of equivalence (Panou, 2013).

### *SERAT WEDHATAMA*

*Serat Wedhatama* is a didactic Javanese poem composed by K. G. P. A. A. Mangkunegara IV in 1870s. The manuscript has been translated into English by Stuart Robson in 1990 (Robson, 1990). It consists of four traditional Javanese cantos that contain spiritual teachings, including *Pangkur*, *Sinom*, *Pucung*, and *Gambuh*. Every canto comprises different numbers of stanzas and lines. *Pangkur* has 14 stanzas and 7 lines per stanza, *Sinom* with 18 stanzas and 9 lines per stanza, *Pucung* with 15 stanzas and 5 lines per stanza, and *Gambuh* with 25 stanzas and 5 lines per stanza.

The manuscript epitomizes the teachings of Javanese values. *Pangkur* reflects the necessity of possessing the wisdom to prevent someone from being astray while holding a certain social position. *Sinom* teaches the spirituality of an excellent knight from the land of Java who founded the Mataram Kingdom, Panembahan Senopati. *Sinom* canto describes Panembahan Senopati as a prominent king who rules with humbleness and manages to conquer the heart of the Queen of the Southern Ocean. This canto teaches three principles that the people of Java should adhere to, including status, property, and skills that without which one, someone is worthless. The three principles emphasize that someone who is born as a Javanese should be proud of their identity and should not seek another way of life, such as Islam.

Meanwhile, *Pucung* canto combines the implementation of wisdom and acts. *Pucung* emphasizes the urgency of self-control and encourages the cultivation of mindfulness through asceticism. The last canto, *Gambuh* reflects the practices of worship that should involve four aspects, including body, thought, soul, and essence. *Gambuh* portrays Islamic teaching as a proper example to reach peace of mind.

Although *Sinom* and *Gambuh* seem to oppose each other, the author of *Serat Wedhatama* hints neutrality to the teaching of Islam, yet also emphasizes that the people of Java should be true to themselves when they deal with their cultural identity. Overall, *Serat Wedhatama* is regarded as the highest wisdom deriving from the teaching of Java that symbolizes the cultivation of the spiritual realm.

The research highlights three critical areas for the revisitation of Catford's translation principles based on the translation of *Serat Wedhatama*. Through the analysis, the research also includes the extension of relevant ideas from previous experts for comparison (Jakobson, 1959; Larson, 1998). The following figure represents how the extensive analysis works.

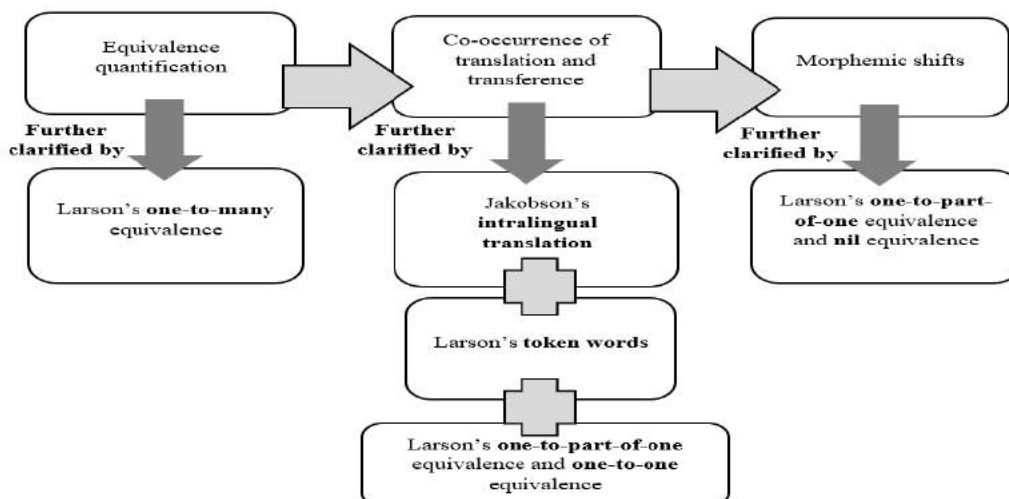


FIGURE 1. Research framework

## Method

### Design

This study implements a descriptive qualitative model. It uses extraction for the data collection that consists of various lingual units. Lingual units that can provide the basis of revisitation should be relevant to the three areas of discussion. The translation of *Serat Wedhatama* itself is posited as the data source to reconfirm the applicability of Catford's linguistic theory for translation practice. So, this research does not deal with an attempt of translating from Javanese to English by the researchers. It rather observes the translation methods that Robson uses in *Serat Wedhatama*, as the fundamental proofing to extend Catford's theory regarding the adoption of formal correspondence in defining translation equivalence.

The first issue related to the equivalence quantification regards prepositions as the lingual units, in which the number of prepositions in the source language and target language is the primary data to analyze the first issue. The prepositions in the source language and target language will be calculated to generate a comparison. While Catford argues that the number of prepositions in the target language is less than in the source language, this research proves that such a notion is not applicable for certain socio-cultural manuscripts, for instance, *Serat Wedhatama*. This type of manuscript contains numerous expressions and distinct language features compared to English. Consequently, the target language requires additional definitions, resulting in the probability of the equivalence quantification  $P > 1$  and  $P = \sim$ .

The second issue related to the reconfirmation of simultaneous translation and transference

process reconsiders the replacement of certain archaic terms with more familiar terms as a process of translation that at the same time goes along with transference. Therefore, the data of the second issue consist of various units in the form of phrases.

The third issue is related to the discussion of morphemic shifts as the extension of category shifts in translation. This area compares the morphemic features of the source language, which are absent in the target language. Due to the absent features, more units can be produced in the target language's formal correspondence. The Javanese language has a unique feature that directly combines a noun with a preposition as the suffix, yet the word class remains as a noun instead of a noun phrase. The word *tyasing* consists of *tyas* (heart) as a noun and *-ing* (in) as a preposition, which is literally translated as "in the heart". The source language still recognizes *tyasing* as a single noun with two morphemes (a direct combination of noun and preposition). Meanwhile, the target language results in the disentanglement of the elements into different units with a single morpheme for each (three separated chunks that consist of a preposition, article, noun). This is how morphemic shifts occur and affect the concept of formal correspondence.

The data are collected through extraction and note-taking. This study extracts a number of linguistic elements in the source text (Javanese) and target text (English), including morphemes, words, phrases, clauses, and sentences.

## **Analysis**

The study implements the grounded theory to engage a systemic process of analysis based on the assumptions or quick overview that underlie the research (Birks and Mills, 2015). It relies on the researchers' theoretical sensitivity to generate the data through all possible reasonings that may result in confirmation or disconfirmation (Bryant and Charmaz, 2007). This technique enables the exploration of all possible findings based on the respective issues that become the fundamental backgrounds of the research. Following are the checklists that the researchers set for the research procedures:

1. Scrutinizing the brief history of the production of *Serat Wedhatama* to garner a clear understanding of the manuscript's purpose and contents.
2. Performing a perusal of both source text (Javanese) and target text (English) for each canto in *Serat Wedhatama*.
3. Attempting independent translation as a comparison to the translation product of *Serat Wedhatama* by involving a professional independent translator. When possible, the independent translation is directed to be literal translation.

4. Marking all required data consecutively based on the priority list, including:
  - a. Preposition units to answer the first issue regarding the equivalence quantification;
  - b. Archaic terms, borrowing words, and any parts of the target text that still reflect the dominance of the source culture to answer the second issue regarding co-occurrence of translation and transference; and
  - c. Any parts of the Javanese text with signature linguistic features which are absent in English to answer the third issue regarding the possibility of adding ‘morphemic shift’ into the types of category shifts.
5. Proving and cross-checking all the data by reviewing relevant theories, including Jakobson (1959) and Larson (1998).
6. Extending the findings of the analysis into a remodelling attempt to revisit the previous theory.

To ensure the trustworthiness of the analysis, the researchers multiply check the findings at two different ranges of time (Turner and Turner, 2009). The time interval of the triangulation attempt is in a week. The findings of respective issues are presented with substantive reasonings on the implementation of formal correspondence in measuring the quality of translation equivalence.

## **Findings and Discussion**

### **Equivalence Quantification**

The first discussion embarks from the highlight of prepositions as part of the lingual units that Catford mentions. He made an example from a certain source text containing 1,220 prepositions. In the English translation, the target text only has 910 prepositions, resulting in equivalence quantification of the unit = 0.75 (Catford, 1978). Following the calculation, the researchers mark the number and the positions of preposition units in the source language and target language of *Serat Wedhatama*. As a result, only a few of the findings appear with an acceptable value of probability, which is  $< 1$ . In contrast, numerous stanzas have the probabilities of prepositional units between  $P = 1$ ,  $P > 1$ , and  $P = \sim$ .

The following excerpt of *Serat Wedhatama* taken from the ninth stanza of the *Pangkur* canto explains how  $P = 1$  occurs. The source text has five units of prepositions in the Javanese language, including *saking*, *-ning* (2x), *ing*, *aneng*. The target text also has five prepositions in the English language, including *of* (3x), *to*, *on*. As a result, the probability is  $P = 1$ .

<b>Javanese text:</b>	<b>English text:</b>	<b>Independent translation</b>
<i>Kekerane ngelmu Karang</i>	The secrets <b>of</b> the magic	<b>(Javanese – English):</b> The secrets <b>of</b> occult lore
<i>Kakarangan saking</i>	arts	Are made <b>by</b> the invisible
<i>bangsaning gaib</i>	Are products <b>of</b> the realms	creatures
<i>Iku boreh paminipun</i>	<b>of</b> the invisible	They are comparable <b>to</b>
<i>Tan rumasuk ing jasad</i>	They can be compared <b>to</b> a	cosmetics
<i>Amung aneng sajabaning</i>	cosmetic	That do not penetrate <b>to</b> a
<i>daging kulup</i>	Which does not enter the	body
<i>Yen kapengkok pancabaya</i>	body	Instead remaining <b>on</b> the
<i>Ubayane balenjani</i>	But remains only <b>on</b> the	outside, my boy
	outside, my boy	If encountering five
	If you encounter real perils	temptations
	Their promises will fail	Their promises fail
	you	

Even though both textual materials possess the same number of prepositional units, they are identified in different locations in each line. The first line of the Javanese text does not contain a single preposition, while the English text does. It is similar to the third line of the source text with no preposition, yet a preposition appears in the third line of the target text. This condition marks the violation of formal correspondence that Catford mentions should represent the same location in both texts.

In the second stanza of the *Sinom* canto,  $P > 1$  occurs. When the number of prepositional units in the target text is more than in the source text, the equivalence probability will violate the ideal consensus of mathematical probability. The source text only contains five prepositions, while the target text has nine prepositions. The gap in the number of prepositions results in  $P = 1.8$  ( $P > 1$ ).

<b>Javanese text:</b>	<b>English text:</b>	<b>Independent translation</b>
<i>Samangsane pasamuwan</i>	Whenever he was <b>in</b>	<b>(Javanese – English):</b> In times <b>of</b> companion
<i>Mamangun marta martani</i>	company	Creating comfort
<i>Sinambi ing saben</i>	He strove to be gentle and	Sometimes <b>in</b> some other time
<i>mangsa</i>	comforting	

<i>Kala-kalaning asepi</i>	But <b>at</b> the same time	Sneaking <b>into</b> solitude
<i>Lalana teki-teki</i>	whenever	Wandering <b>in</b> soleness
<i>Gayuh geyonganing</i>	He retired <b>to</b> solitude	Grasping the desire <b>of</b> the heart
<i>kayun</i>	He would roam <b>with</b> the	Pleased <b>of</b> the tranquility <b>of</b> the
<i>Kayungyun eninging tyas</i>	sole aim	heart
<i>Sanityasa pinrihatin</i>	<b>Of</b> grasping what his heart	Always <b>in</b> apprehension
<i>Puguh panggah cegah</i>	yearned <b>for</b>	Steadfastly avoiding the desire <b>of</b>
<i>dhahar lawan nendra</i>	He was captivated <b>by</b> peace	food and sleep
	<b>of</b> mind	
	And constantly took pains	
	find it	
	Firmly and steadfastly he	
	resisted the	
	desire <b>for</b> food and sleep	

Similar finding is spotted in the fifth stanza of the *Pucung* canto that results in  $P = \sim$ . This condition occurs when more prepositions are spotted in the target text. This kind of indefinite probability appears due to the absence of prepositional units in the source text. There are two prepositions in the target text, while the source text has no preposition, resulting in  $P = \sim$ .

<b>Javanese text:</b>	<b>English text:</b>	<b>Independent translation (Javanese – English):</b>
<i>Yeku patut</i>	That is the one	It is good
<i>Tinulad-tulad tinurut</i>	fitting	To be taken an example
<i>Sapituduhira</i>	To be always taken	All directions
<i>Aja kaya jaman mangkin</i>	<b>as</b> an example	Let not be alike the present
<i>Keh pra mudha mundhi</i>	And all his	Many young people boast
<i>dhiri rapal makna</i>	directions	their knowledge
	followed	
	Let it not be like	
	the present time	
	Many are the young	
	people who boast <b>of</b>	



their theological  
knowledge

The first three examples of the findings imply rejection against Catford's equivalence probability, as the concept may not work with certain cultural manuscripts. The inequivalence of the language units is also spotted in the product of independent translation performed by a professional translator. In a particular genre of textual materials, several terms of the source text may not have equivalent substitutes in the target text and will require an extension of additional phrases or clauses. As a result, more prepositions may appear in the target text, leading to  $P > 1$  and  $P = \sim$ .

The findings of the first issue mark the constant adoption of the addition technique in the translation product. Although many parts in the stanzas contain no prepositions in the source text, several prepositions appear in the target text. The reasoning of this method refers to the concept of one-to-many equivalence (Larson, 1998). The implementation of one-to-many equivalence allows the translators to add an extension regarding a certain part of the source text whose literal meanings are absent in the target text. The method may produce longer sentences in the target text due to the embedment of terminological definitions to accommodate the comprehension of the target text's readers.

Collocative phrasal verbs with double prepositions have double functions, as they are followed by certain noun phrases or pronouns. Catford does not explain the parts of formal correspondence that should appear with double prepositions. For instance, the phrase 'blown upon by' from the sixth stanza of the *Pangkur* canto has no large gap in meaning with 'blown by'. The combination with 'upon' makes it have a sense of direction. Both units 'upon' and 'by' are prepositions. In this combination, 'upon' functions to mark a direction, while 'by' functions to mark an actor. The only explanation for translators to use collocative expressions in the translation products is for aesthetic purposes based on subjective choice. The prepositional units in the collocative expressions consequently will add the number of prepositions in the target text. As a result, the semantic meaning of the text will be altered or lowered in target language due to the addition of more units. Based on this first finding, a model for the translation of ethnic language to international language is produced and depicted through the following diagram:

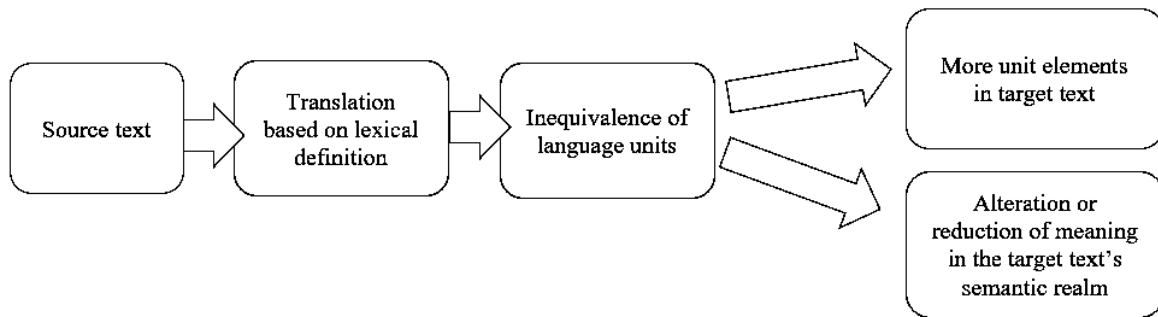


FIGURE 2. Impacts of definition-based translation on the unit inequivalence

During the comprehension of this part, the researchers concur that formal correspondence of respective languages has uniqueness in its placement and functions. If formal correspondence, as the standard to define translation equivalence in linguistic theory will only be perceived with the narrative of the same position, then the translation equivalence will be hard to meet. When dealing with certain cultural manuscripts, such as *Serat Wedhatama*, the researchers argue that formal correspondence should not precede the truth of meaning that the text reflects.

#### Co-Occurrence Translation and Transference

The clarification of the second issue embarks from Catford's argument regarding translation and transference. Transference is the dominance of meaning based on the influence of the source culture, while translation is the dominance of meaning based on the influence of the target culture. With regards to the differentiation of these two terms, Catford insists that transference and translation will never simultaneously occur. In describing transference, Catford mentions '*sputnik*' as an example of a Russian lexical item that firstly appeared in English in October 1957. The graphological element of this lexicon is *спутник* in Russian. The diction phonetically remains as '*sputnik*' in English even though the translation should more likely refer to 'satellite'. Herewith, Catford emphasizes that the borrowing element of '*sputnik*' is transference, in which the product of the target text is affected by the contextual element of the source text.

In contrast, the researchers believe there is room for the two terms to simultaneously occur, for example, rewording. This strategy may facilitate the translation of archaic terms into more familiarly general terms, which are more acceptable. Since the process of rewording leads to a restructuring of the typographical elements, the textual changes should still be considered as translation. This process is recognized as an intralingual translation (Jakobson, 1959), and

at the same time epitomizes the one-to-one equivalence (Larson, 1998). The rewording from archaic to more general terms will probably still leave the influence of the source culture, making transference also applies in the text. There are several parts in *Serat Wedhatama* that reflect the co-occurrence of intralingual translation and transference as described in the following table.

TABLE 2. Co-occurrence of translation and transference from archaic terms to general terms

Archaic terms in source text	General terms in target text	Explanation	Appearances
<i>Ngeksiganda</i>	<i>Mataram</i>	It is a region in the Yogyakarta Provincial Administration, which is recognized as the location of the Mataram Kingdom that once was ruled by Panembahan Senopati	<ul style="list-style-type: none"> <li>• The third line, first stanza of the <i>Sinom</i> canto</li> <li>• The ninth line, fourth stanza of the <i>Sinom</i> canto</li> <li>• The seventh line, sixth stanza of the <i>Sinom</i> canto</li> </ul>
<i>Dhandhang-gendhis</i>	<i>Dhandhanggula</i>	It is part of the fourth generation of Javanese traditional canto composition, <i>Macapat</i> . <i>Dhandhanggula</i> canto comprises ten lines with the formal composition 10i-10a-8e-7u-9i-7a-6u-8a-12i-7a. The canto reflects the collection of poems related to hope and faith.	The eighth line, ninth stanza of the <i>Sinom</i> canto
<i>Sekar</i>	<i>Sinom Canto</i>	It is part of the fourth	The fifth line, ninth

<i>Srinata</i>		generation of Javanese traditional canto composition, <i>Macapat</i> . <i>Sinom</i> canto comprises nine lines with the formal composition 8a-8i-8a-8i-7i-8u-7a-8i-12a. The canto reflects the collection of poems containing advice for youths.	stanza of the <i>Pucung</i> canto
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Historians predicted that *Serat Wedhatama* was produced in the 1870s during the colonialism era (Robson, 1990). The year also signified the flourishing momentum of Islamic teachings in the land of Java. Therefore, the manuscript contains several Arabic terms, reflecting the influence of Islamic teachings, cultures, and values. Compared to Arabic, the English language has fewer features to describe cultural rules. For instance, the ninth stanza of the *Sinom* canto in *Serat Wedhatama* contains an Arabic term *dalil*, which means a source of Islamic teaching that derives from the *Koran*, the *Hadith*, and the knowledge of scholars. This term refers to three sources for the guidelines of life for Muslims. In contrast, English does not possess an equivalent substitute that represents the mentions of those three sources. As a consequence, *dalil* is as it is in the English translation, which is recognized as a token word (Larson, 1998).

In another condition, the translation may proceed with the deletion of several elements. The third line of the *Sinom* canto's ninth stanza translates the word *dalil* in the Javanese language by only mentioning 'Qur'anic texts' in English text. The reduction of the *Hadith* and the knowledge of scholars from the elements of *dalil* is not a translation deviation, rather an emphasis of the most dominant source based on the traces of social life during the making of *Serat Wedhatama*. With regards to equivalence, the deletion of several elements of the Arabic terms reflects one-to-part-of-one equivalence (Larson, 1998). The application of one-to-part-of-one equivalence marks the Arabic sense from the source culture (transference), and at the same time indicates partial translation of Arabic token words into English. The following list facilitates the understanding of the application of one-to-part-of-one equivalence from the Arabic token words, which are included in the Javanese text. The

researchers adopt the definition of each token word from free online resource, such as Wikipedia. The deletion is spotted in several elements of the token words after the translation into the English text.

TABLE 2. Co-occurrence of translation and transference from Arabic token words

Source text (Javanese)	Arabic tokens	Definition	Target text (English)	Appearances
<i>Sarengat;</i> <i>srengat</i>	الشريعة ( <i>syari'ah</i> )	God's immutable divine law in Islamic religious teaching	Islamic law	<ul style="list-style-type: none"> <li>• The first line, ninth stanza of the <i>Sinom</i> canto</li> <li>• The fifth line, third stanza of the <i>Gambuh</i> canto</li> <li>• The first line, seventh stanza of the <i>Gambuh</i> canto</li> <li>• The third line, sixth stanza of the <i>Gambuh</i> canto</li> </ul>
<i>Dalil</i>	دَلِيلٌ ( <i>dalil</i> )	The definition, perspective, explanation, reasoning from the <i>Koran</i> , <i>Hadith</i> , and <i>Ijma'</i>	Qur'anic texts	The third line, ninth stanza of the <i>Sinom</i> canto
<i>Ijemak</i>	إجماع ( <i>ijma'</i> )	The consensus of Muslim scholars regarding the interpretation	Consensus	The third line, ninth stanza of the <i>Sinom</i> canto

		of certain Islamic laws based on the references from the <i>Koran</i> and <i>Hadith</i>		
<i>Pekih</i>	فقه ( <i>fiqh</i> )	The Islamic jurisprudence that results from the interpretation of Muslim scholars	Islamic law	The eighth line, tenth stanza of the <i>Sinom</i> canto
<i>Makripat</i>	معرفة ( <i>ma'rifah</i> )	The knowledge regarding the existence of God	Seeing God	The ninth line, 18 <sup>th</sup> stanza of the <i>Sinom</i> canto
<i>Asnafun</i>	اصناف ( <i>ashnafun</i> )	The matter of variety	Not all alike	The second line, ninth stanza of the <i>Gambuh</i> canto

In this section, an interesting finding appears. The sixth line, fourth stanza of the *Sinom* canto represents simultaneous translation and transference based on the perspective of Javanese cultural belief. In this part, the source text mentions the goddess in the Javanese myth, *Kangjeng Ratu Kidul* whose name is translated into ‘the Queen of the South Sea’ in the target text. Many cultures in the world have several water deities in their folklores, for instance, Greece has Poseidon and Amphitrite, Rome has Neptune, China has Mazu, Japan has Mizuchi, and Korea has King Munmu. In contrast, *Kangjeng Ratu Kidul* authentically derives from Javanese and Sundanese mythology and is known as the ruler of the Southern Sea or the Indian Ocean. The translation from *Kangjeng Ratu Kidul* to ‘the Queen of the South Sea’ still epitomizes the dominion of *Ratu Kidul*, as the only ruler of the Java South Sea. Thus, the target text still contains the influence of the source culture, leading to a conclusion that transference also happens.

In contrast, the sixth line, ninth stanza of the *Pangkur* canto records the word *pancabaya* in the source text, in which the actual derivation consists of *panca* (five) and *baya* (perils). In the Javanese teaching, *Pancabaya* is recognized as the human lust that derives from the five senses, including sight, hearing, touch, smell, and taste. The term is merely translated into ‘real perils’ in the target text that perfectly hides the sense of the source culture, thus does not reflect transference.

A simultaneous occurrence of transference and translation are found mostly in the categories of words and phrases. It results in the reduction of aesthetics since several elements of meaning in the source texts have no equivalent substitutes in the target text. Those special terms are consequently translated word by word or reduced with only certain parts maintained for the generalization of meaning. Words, such as *sarengat* is reduced in the target text with the translation ‘Islamic law’, leading to the readers’ perception that Islam only has a single type of law, which is called *syari’ah*. In fact, another type of law, *muamalah* also exists. The differences of both terms lie in the purposes of the laws, as *syari’ah* concerns with the practice of worship, while *muamalah* concerns with the ruling of human-to-human interaction for daily transactions. Both *syari’ah* and *muamalah* are the types of Islamic laws. In *Serat Wedhatama*, the translation of *syari’ah* into merely ‘Islamic law’ reflects the tendency of translator’s personal language choice or knowledge. Yet, it is too early to judge that this translation is wrong and should be avoided. Even though there is a semantic gap, this translation seems right since it deals with a literary work, in which neatly aesthetic composition is more essential to maintain the sense of art compared to a long and detailed definition. As a comparison, the translation of the lyrics of an English song to another language still maintains the composition of the number of syllables in every line despite inadequate reflection of meaning equivalence since its purpose is to present the same music in different language. The following diagram depicts the possibility of co-occurrence of transference and translation with its consequences and choices in the target text.

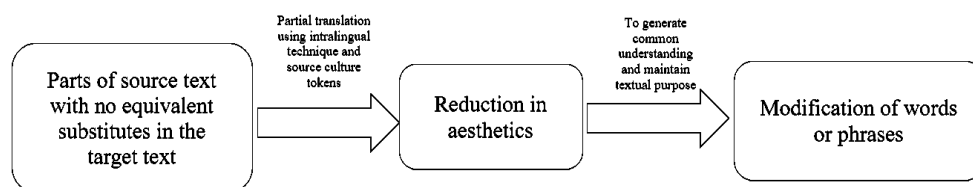


FIGURE 3. Possibility of transference-translation co-occurrence

This part deducts that the translation of certain textual elements may still carry the signature

components of the source culture. Based on the analysis of the second issue, the simultaneous occurrence of translation and transference in a cultural manuscript appears in two forms, including the replacement of archaic terms with more familiar terms and the modification of token words into parts of definitions. The techniques aim to create equal understanding for readers of the target text, yet at the same time to introduce the concept of the original culture.

### Extension of Translation

A certain ethnic language always has special features as its distinctive characteristics compared to the English language. In particular, Javanese has several linguistic elements that do not exist in English. This finding provides a crucial point in discussing the implementation of the Hallidayan Approach. However, Catford gives no elaboration on this matter. Javanese words are uniquely formed through direct combinations of units, including but not limited to *noun + preposition, verb + preposition, adjective + preposition, prefix + noun + possession, infixation, and reduplication*. The following excerpts present the reasonings for the extension of morphemic shifts in dealing with formal correspondence in translation practice.

TABLE 3. Javanese word formation based on the morphemic features

Source text (Javanese)	Morphemic detail	Word Formation	Independent translation	Target text (English)	Function	Appearances
<i>Pakartini ng</i>	<i>Pakarti + -ning</i>	Noun + preposition	The character in	The character in	Phrasal expression	The fifth line, first stanza of the <i>Pangkur</i> canto
<i>Ingadu</i>	<i>Ing- + adu</i>	Preposition + noun	In taste	In taste	Phrasal expression	The seventh line, third stanza of



						the <i>Pangkur</i> canto
<i>Tumekang</i>	<i>Teka</i> + <i>-um-</i>	Verb + infix + preposition	Reach to	Right to	Phrasal expression	The eighth line, 14 <sup>th</sup> stanza of the <i>Sinom</i> canto
<i>Adiling</i>	<i>Adil</i> + <i>-ing</i>	Adjective + preposition	Fair in	Fair in	Phrasal expression	The fifth line, 14 <sup>th</sup> stanza of the <i>Gambuh</i> canto
<i>Jiwangga nira</i>	<i>Jiwa</i> + <i>angga</i> + <i>ira</i>	Noun + noun + possession	Your soul and body	Your soul	Possession	The first line, eighth stanza of the <i>Pangkur</i> canto
<i>Tinutur</i>	<i>Tutur</i> + <i>-in-</i>	Verb + infix	Be spoken	Be spoken	Passive expression	The fifth line, 16 <sup>th</sup> stanza of the <i>Gambuh</i> canto
<i>Tata titi</i>	<i>Tata</i> + <i>titi</i>	Reduplication	Well- arranged	Orderly	Communal expression	The second line, sixth stanza of the <i>Gambuh</i> canto
<i>Tumrah tumaruntun</i>	<i>Tumrah</i> + <i>runtun</i>	Reduplication	Well- ordered	Correct	Communal expression	The second line, sixth stanza of the <i>Gambuh</i> canto
<i>Gogolong</i>	<i>Golongan-</i>	Noun	Your	Your	Plural	The third

<i>anira</i>	<i>golongan</i> + <i>ira</i>	reduplicat ion + possessio n	kinds	clans	form, possess ion	line, second stanza of the <i>Pucung</i> canto
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There are several features of Javanese language that allow direct combinations of classes and units, which are absent in English language. As a result, the translation in English textual materials require the chunking of respective classes and units, resulting in more numbers of words and structure shift at the phrasal or sentence level. Another consequence, those words in Javanese textual materials are diverted into phrases in English translation. For instance, the Javanese language forms the word *pakartining* through the combination of a noun and preposition, yet it is still recognized as a single word in a noun class instead of a noun phrase. However, the English translation diverts the Javanese noun into a noun phrase consisting of three words ‘the character in’. This part of the findings signifies that the absence of linguistic features in a particular language may result in distinct senses of translation and meaning.

With regards to affixation, the English language only recognizes prefixes, suffixes, and circumfixes. In contrast, the Javanese language has one more, which is infix. One of the functions of infixation in Javanese is to produce a passive voice.

Meanwhile, the translation of reduplications from Javanese to English will result in different formal compositions due to the absence of equivalent substitutes. The Javanese language has three types of Javanese reduplications, namely *dwipurwa* that occurs in the first syllable of a lexeme; *dwiwasana* that occurs in the last syllable of a lexeme; and *dwilingga* that occurs directly in a word, such as *golongan-golongan*.

The English language also recognizes reduplication as its feature, for instance, ‘pitter patter’, ‘hustle bustle’, ‘dilly dally’, and ‘hanky panky’. Such a reduplication aims to signify a verbal expression of exaggerating or emphasizing something. This aim is similar with *dwipurwa* and *dwiwasana*. In contrast, similar reduplication to mark a plural form, such as *dwilingga* is absent in English. In dealing with plural form, English uses a special numerical system through the *-s* or *-es* suffixation. Any affixes in English have no meaning and they cannot stand alone. The translation of *golongan-golongan*, which consists of twin nouns into ‘clans’ marks the change of structure.

Another instance is reflected through the expression of *tata titi tumrah tumaruntun*, which are formed from two noun phrases. The translation of the expression is ‘things were orderly and correct from one generation to the next’, which marks a complete sentence in an S-P-C

structure. This reason explains that reduplications in one certain language may not be translatable in the system of another language. As more morphemes are produced in the target text through this process, the upper categories of a language, such as structure will be affected. This is an asymmetrical category shift from the unit category to structure category. Meanwhile, Catford only mentions symmetrical shifts, such as unit-to-unit shifts and structure-to-structure shifts. With this significant finding, the researchers propose the following model to deal with the untranslatable lexemes from a unit of an ethnic language to be adjusted in the structure of international language.

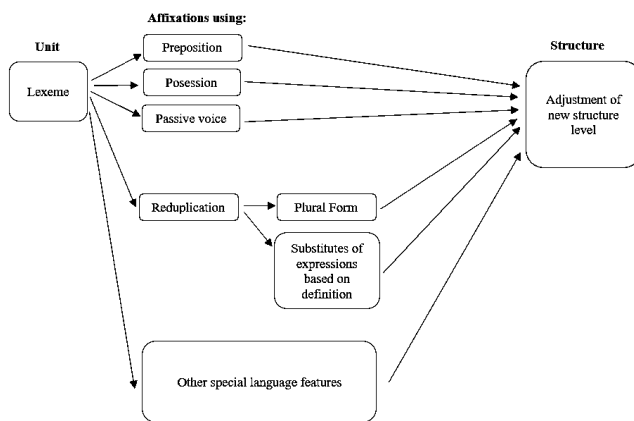


FIGURE 4. Remodelling of translation shifts from the morphemic unit

As an implication, morphemic shift should be considered as part of the shift in formal correspondence. A morphemic shift is different from a unit shift. A morpheme represents the smallest unit of a language that does not arbitrarily brings a meaning. The morphemic shift itself later indicates various functions, including but not limited to passive voices, numeral systems, possessions, and prepositions. The translation will have more words with variations of classes than the source materials due to the gap of linguistic features, starting from the morphemic units. This is the uniqueness that should be further analyzed, as an attempt to the expand the translation practice between ethnic language and international language.

## Conclusion

When dealing with cultural text translation, it is essential not to overlook cultural context as the sole consideration that translators should utilize as the basis in producing acceptable translation. Linguistic theory may also provide significant measure to define equivalence. However, the perception regarding the rigidity of linguistic theory is unavoidable, if the equivalence of formal correspondence is only perceived based on the similar textual

disposition. With regards to the findings, Catford's theory (1978) is considered insufficient to promote the benefits of linguistic theory for cultural text translation. The analysis of the Javanese-English translation of *Serat Wedhatama* by Stuart Robson (1990) oppose the theory in three gaps, including the unit equivalence quantification that mostly results in more numbers of units in target texts, the claim of non-simultaneous transference and translation that actually works well with intralingual translation and token words, as well as the potential discussion regarding morphemic shifts of lexemes that influences the arrangement of the upper categories, such as structure. As the impacts, more elements with the alteration of structure will be generated in the target text, yet the aesthetics of certain expressions will be reduced due to the unavailability of equivalent expressions.

Based on the research, this paper concludes that Catford's theory on formal correspondence does not universally fit for special translation purposes that require the extension of highlights due to the narrow limit of formal disposition. Translation practice should consider all possible combinations to generate acceptable and equivalent products, including lexis, grammar, culture, and the prevailing knowledge of the translators (Pham, Nguyen and Pham, 2022). The notion of translation equivalence will not result in an intact comprehension when intra-linguistics and extra-linguistics elements are set in two separated realms. The interdependence to functional equivalents, cultural equivalents, descriptive equivalents, transposition, and naturalization can offer opportunities to tackle the remarkable challenges regarding cultural gaps, in which linguistic theory cannot independently answer (Zitouni, 2022). Several elements of the source language might require maintenance rather than addition, reduction, or literal translation to mark the characterization and value of the source culture (Ardi *et al.*, 2018). This technique can provide room to defend conceptual equivalence and fairly present the aesthetics of the original context (Panahbar, Hesabi and Pirnajmuddin, 2016). Textual elements that imply cultural substitutes should be compared-contrasted between the source textual materials and target textual materials.

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